

## NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, October 7, 2022 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** The Venue at Highlander Accelerator  
2120 North 30th Street  
Omaha, NE 68111
- Web Streaming:** Live web streaming will be available through the State Board of Education website: [www.education.ne.gov/StateBoard/](http://www.education.ne.gov/StateBoard/)
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: [www.education.ne.gov/StateBoard/Agendas.html](http://www.education.ne.gov/StateBoard/Agendas.html)
- Lunch:** On Friday Friday, October 7, 2022, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (The Board may take a morning recess. The Board may also take a recess for lunch.)  
President Koch Johns
  - 1.1. Roll Call  
President Koch Johns
  - 1.2. Pledge of Allegiance  
President Koch Johns
  - 1.3. Announcement of the placement of the Open Meetings Act information  
President Koch Johns
  - 1.4. Meeting Protocol  
Commissioner Blomstedt
2. SPECIAL PRESENTATIONS  
President Koch Johns

3. COMMISSIONER'S REPORT

Commissioner Blomstedt

3.1. Agenda Overview and Consent Agenda Process

Commissioner Blomstedt

3.1.A. Commissioner's recommendations and items to be removed from consent agenda

Commissioner Blomstedt

4. PRESIDENT'S REPORT

President Koch Johns

5. CONSENT AGENDA

President Koch Johns

5.1. Board Member Out-of-State Travel Approval

5.2. Committee Appointments

5.3. Contract Approvals

5.3.A. Authorize the Commissioner to renew the contracts with partners for the School Mental Health Project to address mental health needs of students and staff across Nebraska

Zainab Rida

5.3.B. Authorize the Commissioner to amend the contract with TCB Consulting, LLC

Zainab Rida and Kayte Partch

5.3.C. Authorize the Commissioner to approve a continuation contract with Erica Timperley

Melody Hobson

5.3.D. Authorize the Commissioner to continue to contract with Heather Robbins dba Heather's Behavior Support Services

Amy Rhone

5.4. Grant Approvals

5.4.A. Authorize the Commissioner to increase the approved Educator Shortage Grant for ESU 6 & ESU 9

Lane Carr and Katie Graham

5.4.B. Authorize the Commissioner to approve a continuation grant to the University of Nebraska Lincoln for Project PARA

Amy Rhone

5.5. Lease Approvals

5.6. Minutes of the Previous State Board of Education Meeting

5.7. Miscellaneous Approvals

5.7.A. Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act

Bryce Wilson

5.7.B. Authorize the Commissioner to enter into an Interagency Agreement between the Nebraska Department of Health and Human Services/ServeNebraska

Zainab Rida

6. STANDING COMMITTEE REPORTS

President Koch Johns

6.1. Executive Committee

President Koch Johns

6.2. Budget and Finance Committee

Maureen Nickels

6.2.A. Monthly Board Travel Expense Report

6.2.B. In-State Travel Authorization Reports

6.2.C. Action item: Authorize the Commissioner to renew existing contracts and enter into new contracts with the Office of the Chief Information Officer (OCIO), individuals and vendor partners for staff augmentation services and other technology supports surrounding the NDE Statewide Longitudinal Data Systems (SLDS), technology initiatives and systems modernization efforts

Kristin Yates

6.2.D. Action Item: Approve the participation of the Nebraska Department of Education (NDE) as a partner in the Nebraska application for a federal Preschool development Grant Birth -5 planning grant

Melody Hobson

6.2.E. Action Item: Authorize the Commissioner to approve the listed estimated dollar allocations for payment of special education programs, transportation, residential services, and Interim School Programs in 2022-23

Amy Rhone and Greg Prochazka

- 6.2.F. Action Item: Authorize the Commissioner to approve a contract with Public Consulting Group, LLC for October 2022-March 2023  
Mary Matusiak and Lindy Foley
- 6.2.G. Action Item: Authorize the Commissioner to contract with Eric Snyder to service as the State Advisor for the Educators Rising Career and Technical Student Organization  
Katie Graham
- 6.2.H. Action Item: Approve the grant to the Nebraska Supreme Court in the provision of federally required IDEA Part C duties  
Amy Rhone and Amy Bunnell
- 6.2.I. Action Item: Authorize the Commissioner to accept the grant award from the US Department of Education for the Competitive Grants for State Assessments Program (CGSA) and to contract with edCount, LLC for the tasks/activities on the award  
Jeremy Heneger and Trudy Clark
- 6.2.J. Action Item: Authorize the Commissioner to accept the State Personnel Development Federal Grant Award  
Amy Rhone
- 6.2.K. Action Item: Authorize the Commissioner to submit the Department's deficit budget request for the fiscal year 2022-23 on behalf of the State Board of Education  
Bryce Wilson and Jen Utemark
- 6.3. Planning and Evaluation Committee  
Patti Gubbels
  - 6.3.A. Action Item: Approve the Rule 11 teacher waiver request for Walthill Public School  
Melody Hobson
  - 6.3.B. Action Item: Authorize the Commissioner to extend the current 2022-2023 NWEA contract for statewide assessment services to include the 2023-2024 year  
Jeremy Heneger and Trudy Clark
  - 6.3.C. Action Item: Authorize the Commissioner to extend the current 2022-2023 DRC contract for statewide assessment services to include the 2023-2024 year  
Jeremy Heneger and Trudy Clark
  - 6.3.D. Discussion Item: Provide an update on the Learning Community of Douglas and Sarpy Counties and the Community Achievement Plan (CAP)  
Shirley Vargas

6.4. Rules and Regulations Committee  
Lisa Fricke, Vice Chair

6.4.A. Report On Rules  
Lisa Fricke, Vice Chair

7. SPECIAL COMMITTEE REPORTS  
President Koch Johns

7.1. Report from the Ad Hoc Committee on Board Policy Manual Revision  
Patti Gubbels

7.1.A. Action Item: Adopt the Resolution to Revise State Board of Education  
Policy Reference Manual  
Patti Gubbels

7.2. Report from the Ad Hoc Search Committee  
Chair Patti Gubbels

8. ADDITIONAL BUSINESS  
President Koch Johns

8.1. Adopt a resolution declaring the State Board's support for LR335, the state's  
postsecondary attainment goal  
Lane Carr

8.2. Career and Technical Education (CTE) Funding  
Kirk Penner

8.3. Accept the resignation of Commissioner Matthew Blomstedt, effective January 3, 2023  
President Koch Johns

8.4. Designate Deputy Commissioner to carry out any duties imposed by law upon the  
Commissioner in accordance with § 79-301(3) when such vacancy occurs.  
President Koch Johns

9. PUBLIC COMMENT PERIOD (The Board will hear Public Comment at or after 1:00  
p.m.)  
President Koch Johns

9.1. Public Comment

9.2. Written Public Comment

10. INFORMATION ITEMS AND REPORTS  
President Koch Johns

10.1. Contracts Approved by Commissioner

10.2. Grants Approved by Commissioner

10.3. Contested Case Update

11. GOOD OF THE ORDER

This section of the agenda is intended for Board members to offer informal observations of the work of the State Board. Board members may make brief announcements about attendance at future events for the purpose of informing other Board members. No business or motions, or suggested actions of the Board may be offered at this point in the agenda; nor should Board members engage in substantive discussion about other agenda items or introduce new agenda items.

President Koch Johns

12. ADJOURNMENT

President Koch Johns

The next regularly scheduled meeting of the State Board of Education will be held on Friday, November 4, 2022, at 9:00 a.m. in Lincoln, Nebraska. As needed, a work session will be held on Thursday, November 3, 2022 in Lincoln, Nebraska.

The agenda contains a list of subjects known at the time of its distribution on September 29, 2022. A copy of the agenda reflecting any changes will be available for public inspection during the normal business hours in the Office of the Commissioner of Education and on the State Board of Education's Agenda

page: [www.education.ne.gov/StateBoard/Agendas.html](http://www.education.ne.gov/StateBoard/Agendas.html). *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*

**Out-State Travel Authorization Reports - October**

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request (i.e. 1st, 2nd, Other)</u>
Lisa Fricke	NASBE Annual Conference	10/26/22-10/29/22	Phoenix, AZ	2
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Kirk Penner	(NONE)			

**Out-State Travel Authorization Reports - October**

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request (i.e. 1st, 2nd, Other)</u>
Patsy Koch Johns	NASBE Annual Conference	10/26/22-10/29/22	Phoenix, AZ	1
Patti Gubbels	(NONE)			
Maureen Nickels	NASBE Annual Conference	10/26/22-10/29/22	Phoenix, AZ	2
Robin Stevens	(NONE)			



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 23, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Zainab Rida, Ph.D.

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to renew the contracts with partners for the School Mental Health Project to address mental health needs of students and staff across Nebraska.

### **RATIONALE/BACKGROUND INFORMATION:**

In August 2021, the Office of Coordinated Student Support Services School Mental Health Team drafted a proposal that was approved by the State Board of Education in August 2021 to offer support to all 244 Schools Districts across Nebraska in their efforts to better support the mental health needs of students and school staff. Projected outcomes from this project would be that students and school staff will have their mental health supported and offered resources if needed, and that students will receive education around mental health and ways to support their own, and others', mental health.

The proposed project aligns with the first priority area of ESSER focus – Mental Health Supports: Interventions to support student and staff social emotional wellbeing and mental health.

This project will address school mental health through the following activities:

*Partner with the Mid-America Mental Health Technology Transfer Center (MHTTC)* to host a School Mental Health Institute and provide a series of modules on how to develop a Comprehensive School-Based Mental Health Program.

*Educational Service Units (ESUs) (\$5,700,000)* – Partnerships with ESUs across the state will continue as they offer training to schools within their service area on how to develop a Comprehensive School-Based Mental Health System. ESUs will also provide ongoing Technical Assistance to LEAs as they engage in work to develop their CSBMH Program. In addition, ESUs will collect and report data required for this project.

*Local Education Agencies (LEAs) (\$8,275,140)* - LEAs that are interested in developing a CSBMH Program will complete the Institute application and develop a School Mental Health team of 3-7 members that would attend a School Mental Health Institute held by an ESU. While attending an Institute, the team will conduct a Needs Assessment and create an Action Plan for developing their CSBMH Program. This team will also engage in regular Technical Assistance calls with either the NDE or and ESU. This project will provide

financial support for the LEAs as they work to develop their CSBMH Program. The LEA will be provided a list of options for the financial support and will complete a budget with their plans on how they would utilize the funding. LEAs will also be responsible for collecting and reporting data required for this project.

*University of Nebraska Public Policy Center (NUPPC) (\$432,000)* – This partnership will allow for evaluation of the School Mental Health Institutes and the development of Comprehensive School-Based Mental Health Programs at LEAs across the state. NUPPC will collect and analyze data from ESUs and LEAs and create yearly reports.

*Contractors to be Named (\$170,000)* – Additional partnerships will be established to develop and deliver training around various topics related to mental health and to develop resources that can be utilized by all LEAs and ESUs.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** Not to exceed \$14,577,140

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: ESSER II and ESSER III
- New or Renewal: Renewal
- If renewal, date of first approval: August 2021

**FOR NEW CONTRACTS OR FOR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 22, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Zainab Rida, Ph.D.  
Administrator, Office of Coordinated School Student Support & Services

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to amend and extend through school year (SY) 2022-23 the contract with TCB Consulting, LLC for the completion of Administrative and Procurement reviews of School Food Authorities (SFAs) participating in the USDA's National School Lunch Program (NSLP) and School Breakfast Program (SBP), and Compliance Reviews for the USDA's Summer Food Service Program (SFSP).

**RATIONALE/BACKGROUND INFORMATION:** The USDA requires that SFAs participating in the NSLP and SBP receive regular oversight and monitoring through Administrative Reviews (AR) and Procurement Reviews (PR). Sponsors participating in the SFSP must also receive regular oversight through compliance reviews. The NDE Nutrition Services team requires support for completing these reviews in order for all (approximately 385) SFAs to receive this oversight and monitoring once every five years. After two years of limited ARs and PRs because school and NDE staff resources were dedicated to supporting schools school meals staff and their operational needs related to the COVID-19 pandemic, additional reviews need to be completed in SY2022-23 in order to ensure the NDE is in compliance with the requirement to conduct ARs and PRs in accordance with the frequency required by program regulations. Therefore, the NDE Nutrition Services would like to continue its contractual agreement with TCB, LLC to complete a portion of the Administrative and Procurement Reviews for SY2022-23.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** \$390,000

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: USDA State Administrative Expense Funds
- New or Renewal: Renewal
- If renewal, date of first approval: November 2021

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Original contract for 2021 required use of formal procurement using an RFP; we have the option to renew the contract four times and this is the first renewal/contract extension.
- Rationale for method of procurement: Total contract value exceeds minimum allowed for other procurement methods.
- Rationale for contractor selection: Price for the services required was lowest among the two proposals the NDE received.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 21, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Melody Hobson

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to approve a continuation contract with Erica Timperley

**RATIONALE/BACKGROUND INFORMATION:** Step Up to Quality and Results Matter rely on the accuracy of structured program quality observations to provide a basis for quality improvement. In the case of Step Up to Quality, also to earn points that determine the step rating of the program. The Office of Early Childhood Education contracts with a cadre of trained observers to accomplish the program quality scale ratings. The strength of the system is found in the training of observers. Part of that training includes achieving and maintaining a high level of reliability with “Anchors” (expert observers who have achieved reliability with the authors of the program quality tools). Ms Timperley demonstrates reliability at the anchor level for each of the Environment Rating Scales with the Environment Rating Scale Institute. Her contract will include serving as an anchor as well as conducting program quality observations for Results Matter and Step Up to Quality.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** \$61,600

### FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State general funds and federal CCDF funds
- New or Renewal: Renewal
- If renewal, date of first approval: 2016 for coaching services and completing program quality observations. In January, 2021 she applied for and was chosen to be the ERS Anchor.

### FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Non-Competitive Negotiation

- Rationale for method of procurement: Erica is the only individual who has met the required level of reliability (90%) with the Environment Rating Scale Institute, [the owner of the Environment Rating Scale (ERS) observation tool], who has experience leading observers and who has proven documentation skills. All Nebraska approved or reliable observers must achieve inter-rater reliability of 85% with the ERS anchor. Ms. Timperley will be providing the anchor service to over 17 Nebraska early childhood professional observers conducting observations for 3 rating scales. This work will be conducted in various types of early care and education programs (i.e., public schools, home, and center-based licensed child care) for Step Up to Quality and Results Matter classrooms, either part-day or full-day and will potentially impact approximately 3000 licensed child care programs. Additionally, contractor provides coaching services to programs participating in Step Up to Quality. Altogether, the roles of the contractor will require up to \$61,600 in time and expenses.
- Rationale for contractor selection: Ms. Timperley meets all qualifications in all aspects of ERS/CLASS Observer system, has extensive experience and knowledge of Nebraska early childhood programs and is able to travel to the assigned Nebraska programs. She has worked with NDE Office of Early Childhood Education as a trainer and observer who demonstrates a high reliability in all ERS scales and CLASS tools. She has the ability to provide quality assurance and technical assistance to other ERS observers in the field based on her experience with the Environment Rating Scales Institute by completing Anchor level reliability.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 21, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Amy Rhone, Office of Special Education

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to continue to contract with Heather Robbins dba Heather's Behavior Support Services

**RATIONALE/BACKGROUND INFORMATION:** Heather Robbins is the sole source of the specific services listed in this contract. She is named as the provider in the federally awarded Nebraska State Personnel Development Grant (NSPDG #H323A160013) to assist in meeting the goals and objectives of the grant due to her expertise, education, and experience. She has also served in this role through an annual contract with the Office of Special Education for the contract years beginning in 2017-2018, working specifically with Nebraska's Special Education – Targeted Support Schools. This contract will allow an opportunity to work with additional (Nebraska identified needs improvement) schools. The scope of this contract in being modified from the previous year, as additional scopes of work have been added due to the combining of the two contracts held by Heather's Behavior Support Services with The Office of Special Education.

Heather Robbins' credentials and past experience with PBIS training provides NDE with the expertise needed to meet the contract goal and objectives. Ms. Robbins has provided this service in Nebraska and has served in an advisory and consultive capacity in building the NPBIS and NeMTSS process. In addition to NeMTSS supports, The Office of Special Education has begun to utilize Ms. Robbins in supporting school districts with positive behavior interventions and supports that are found to be disproportionate in the areas of settings, identification, and discipline as required per the Individuals with Disabilities Education Act.

The contractor fee is reasonable for the nature of the work and the background experience. The professional service fees are similar in cost to other contractors for professional training services. Teaching Strategies LLC #36119, Jack Consulting Group, #36112 and Catapult Learning West, LLC, contract #36198.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** \$130,000

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: IDEA – Part B Federal Funds and State Personnel Development Grant (SPDG) Federal Funds
- New or Renewal: Renewal
- If renewal, date of first approval: December 2017

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 21, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Lane Carr  
Administrator, Office of Policy and Strategic Initiatives

Dr. Katie Graham  
Administrator, Office of Career, Technical, and Adult Education

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to increase the approved Educator Shortage Grant for ESU 6 & ESU 9 to include the development of a regionally focused education and training program of study and expansion of EdRising.

### **RATIONALE/BACKGROUND INFORMATION:**

In August, the State Board Approved the Educator Shortage Grant recipients, including a \$100,000 grant from ESU 6 & ESU 9 titled “Grow Your Own: Addressing Educator Pipeline Shortage in Rural Southeast & South Central NE.” Simultaneously, the NDE begin seeking information and ideas on the creation of a regional approach to expanding the education and training program of study and development of new EdRising chapters.

This approval seeks to combine the two scopes of work into one coherent project, melding the original educator shortage grant application and supplementing with additional ESSER funds to expand the scope of work.

The program will create a two-year cadre of 20 teachers from ESUs 6 & 9 to provide support and guidance for the implementation of the Ed and Training program of study and EdRising CTSO. The Ed and Training program includes summer and school year in-service. Funds will also allow for cadre members to earn and add a work-based learning endorsement to their teaching certificate.

A targeted focus will be placed on regional delivery of the Ed and Training Program of Study through a partnership between ESUs 6 & 9 and local post-secondary partners. ESU professional learning specialists will create course content and deliver 3 courses (Teaching as a Profession, Best Practices In Education and Training via WBL and Education & Training Practicum with WBL) via a hybrid model while mentoring local teachers through the process so they are equipped to teach the courses independently for sustainability after the project concludes.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** \$340,000 (\$100,000 already approved from Educator Shortage Grants; \$240,000 in additional contracting authority requested).

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: ESSER III
- New or Renewal: New
- If renewal, date of first approval:



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 21, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Amy Rhone, Office of Special Education

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to approve a continuation grant to the University of Nebraska Lincoln for Project PARA.

**RATIONALE/BACKGROUND INFORMATION:** Project Para provides a locally controlled web-based paraeducator training package that meets the requirements of: Rule 11, Every Student Succeeds Act (ESSA), and Individuals with Disabilities Education Improvement Act (IDEA). The project will continue the maintenance of a management system and on-line training materials, monitor the on-line training system, and disseminate project evaluation reports. Strategies to promote the security and reliability of the training systems will be monitored and updated as necessary, including updating of hardware, software, and procedures.

The Web-based study program has been designed to assist schools by providing an easily accessible training tool that can be adapted for the particular needs of a school and/or paraeducator. Project PARA is intended to augment the introductory training provided by school agencies as well as to fulfill the paraeducator training requirements of Every Student Succeeds Act (ESSA), Title I, and IDEA.

The Paraeducator Self Study program is based upon training modules originally developed with grants from the U.S. Department of Education. The project's philosophy, the school-based model and the content that became the Special Education units were carried forward from these earlier grants. Changes have been made to the program that greatly enhanced the technology and updated and expanded the content. Supplemental units and assessments have been added and the program has been approved to meet the Title I and elements of the Early Childhood requirements for the Nebraska Department of Education.

Project PARA offers a Special Education certificate of completion for participants who have completed and passed the special education units. They include: Roles & Responsibilities of Paraeducators, Organization and Management of the Classroom, Developing Instructional Skills, Effective Communication with Students, Teachers and Other Professionals, Ethical Issues for Paraeducators, Introduction to Special Education, Behavior Management and Observing and Recording Student Performance.

For schools and participants interested in meeting the Nebraska Department of Education requirements for Every Child Succeeds Act -Title I, participants need to pass six tests that include three posttests for units in

the Assisting in Content Areas component. These units include: Assisting with Reading Instruction, Written Language and Fundamental Mathematics Skills, as well as three assessments for Reading, Writing and Mathematics.

Participants who are interested in meeting the NDE Rule 11 or Early Childhood requirements must pass the following units: Early Childhood Growth and Development, Roles and Responsibilities of Paraeducators, Effective Communication with Students, Teachers and Other Professionals, Ethical Issues for Paraeducators, Assisting with Content Areas and the assessments for Content Skills in Reading, Writing and Mathematics.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** University of Nebraska-Lincoln \$67,487

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: IDEA Part B
- New or Renewal: Renewal
- If renewal, date of first approval: 2018

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

## State Board of Education Work Session

Thursday, September 1, 2022

Nebraska Innovation Campus, Banquet Hall, 2021 Transformation Drive, Lincoln, NE 68508

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#)

Publicized notice of the business meeting was given by posting notice on the Department's website and emailed to news media requesting notification, which gave the date, time, and location of the meeting.

### STATE BOARD WORK SESSION, Thursday, September 1, 2022, 9:00 a.m.

#### 1. CALL TO ORDER

President Koch Johns called the meeting to order at 9:04 a.m.

##### 1.1 Roll Call

Roll Call showed the following attendance:

Maureen Nickels  
Deborah Neary

Robin Stevens  
Lisa Fricke

Patsy Koch Johns

Commissioner Blomstedt was also in attendance.

Absent: Jacquelyn Morrison, Kirk Penner, Patti Gubbels

##### 1.2. President Koch Johns led the Pledge of Allegiance.

##### 1.3. President Koch Johns announced the placement of the Open Meetings Act.

##### 1.4. Meeting Protocol

Commissioner Blomstedt asked members of the public to be considerate of the proceedings of the meeting.

#### 2. BOARD TRAINING

The State Board engaged in a work session with Shirley Vargas and Lane Carr, NDE Representatives on Accountability.

Deborah Neary left at 10:39 a.m. and returned at 10:41 a.m.

#### 3. ADJOURNMENT

President Koch Johns adjourned the meeting at 11:05 a.m.

The State Board of Education will reconvene Friday, September 2, 2022, at 9:00 a.m. at Nebraska Innovation Campus, Banquet Hall, 2021 Transformation Drive, Lincoln, NE 68508.

**STATE BOARD OF EDUCATION MEETING, Friday, September 2, 2022, 9:00 a.m.**

**1. CALL TO ORDER** – President Patsy Koch Johns called the meeting to order at 9:00 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Maureen Nickels	Robin Stevens	Patsy Koch Johns
Lisa Fricke	Kirk Penner	Deborah Neary
Jacquelyn Morrison (arrived at 9:38 a.m.)		

Commissioner Blomstedt was also in attendance.

Absent: Patti Gubbels

1.2. President Koch Johns led the Pledge of Allegiance.

1.3. President Koch Johns announced the placement of the Open Meetings Act.

1.4. Meeting Protocol

Commissioner Blomstedt asked members of the public to be considerate of the proceedings of the meeting.

**2. SPECIAL PRESENTATIONS**

2.1. Millard Public Schools

Deborah Neary introduced Amy Sweets, Andy Pinkall, Meg Williams and Melanie Olson from Millard Public Schools who presented on the Early College Program at Millard South High School.

2.2. Nebraska Teacher Shortage Summit Update

Jenny Jansky and Sara Skretta presented an update on the work that has been done since the Nebraska Teacher Shortage Summit.

2.3. 2022 Nebraska Teacher of the Year, Lee Perez, Alice Buffett Magnet Middle School, Omaha, Nebraska Quarterly Report

2022 Nebraska Teacher of the Year, Lee Perez, English as a Second Language teacher in grades 5- 8 at Alice Buffett Magnet Middle School in Omaha, provided an update on the activities he has been involved with as Teacher of the Year.

**3. COMMISSIONER'S REPORT**

3.1. Agenda Overview and Consent Agenda Process

3.1. Agenda Overview and Consent Agenda Process

Commissioner Blomstedt provided an overview of the Consent Agenda process

3.1.A. No Consent Agenda Items were requested to be removed.

3.2. Annual Presentation from the President of the Nebraska Council on Teacher Education (NCTE)

Kelly Heineke, NDE Representative, introduced Mark Lenihan, Wayne Community Schools who provided the annual report on NCTE.

President Koch Johns called for a recess at 10:25 a.m. The meeting resumed at 10:28 a.m.

Lisa Fricke returned at 10:28 a.m.  
Kirk Penner returned at 10:29 a.m.

#### 4. **PRESIDENT’S REPORT**

President Koch Johns delivered the President’s Report.

#### 5. **CONSENT AGENDA**

Motion by Maureen Nickels, second by Lisa Fricke to approve the Consent Agenda.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Absent
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

#### 6. **STANDING COMMITTEE REPORTS**

6.1. **Executive Committee** – Robin Stevens, Vice Chair, reported on the Committee meeting.

6.2. **Budget and Finance Committee** – Maureen Nickels, Chair, reported on the meeting of the Committee.

6.2.A. Monthly Board Travel Expense Report

There was no further discussion on this item

6.2.B. Review In-State Travel Authorization Reports

There was no further discussion on this item.

6.2.C Action Item: Authorize the Commissioner to accept the Afghan Refugee School Impact Supplements Federal Grant Award and enter into Cooperative Agreement with the Nebraska Department of Health and Human Services

Motion by Maureen Nickels, second by Lisa Fricke to accept the Afghan Refugee School Impact Supplements Federal Grant Award and enter into Cooperative Agreement with the Nebraska Department of Health and Human Services.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Absent
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

6.2.D. Action Item: Authorize the Commissioner to submit the Biennial budget request

Motion by Maureen Nickels, second by Robin Stevens to submit the Biennial budget request.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Absent
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

6.3. **Planning and Evaluation Committee** – Deborah Neary, Chair, reported on the meeting of the Committee.

6.3.A. Action Item: Approval of Nebraska’s College and Career Ready Standards for Mathematics

Motion by Robin Stevens, second by Maureen Nickels to approve the Nebraska’s College and Career Ready Standards for Mathematics.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Absent
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

6.3.B. Action Item: Approve Rule 11 (92 NAC 11), *Regulations for the Approval of Prekindergarten Programs* teacher waiver request for York Public Schools

Motion by Kirk Penner, second by Deborah Neary to approve the Rule 11 (92 NAC 11), *Regulations for the Approval of Prekindergarten Programs* teacher waiver request for York Public Schools.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Absent
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

6.3.C. Discussion Item: Ratify and approve a resolution declaring the State Board’s support for LR335, the state’s postsecondary attainment goal

No additional discussion

6.4. **Rules and Regulations Committee** – Lisa Fricke, Vice Chair reported on the meeting of the Committee.

6.4.A. Report on Rules

There is no action on rules.

## 7. SPECIAL COMMITTEE REPORTS

7.1. Report from the Ad Hoc Committee on Board Policy Manual Revision – Maureen Nickels reported on the meeting of the Committee.

7.1.A. Action Item: Adopt the Resolution to revise the State Board of Education Policy Reference Manual

Motion by Deborah Neary, second by Jacquelyn Morrison to adopt the resolution to revise structural organization in the State Board of Education Policy Reference Manual.

Motion by Jacquelyn Morrison, second by Robin Stevens to postpone definitely to the October Board meeting for future consideration of the Policy Reference Manual.

Motion by Kirk Penner, second by Robin Stevens to move the previous question.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Absent
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion to end debate passed.

Vote on the motion to postpone definitely:

Lisa Fricke:	No
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	No
Robin Stevens:	Yes
Patti Gubbels:	Absent
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion to postpone definitely passed. The motion to adopt the resolution to revise structural organization in the State Board of Education Policy Reference Manual was postponed to the October 2022 meeting.

## 8. ADDITIONAL BUSINESS

No additional business

President Koch Johns called for a recess at 11:53 a.m. The meeting resumed at 1:00 p.m.

## **9. PUBLIC COMMENT PERIOD**

- 9.1. The following individuals from the public spoke against the Health Standards: Jeannie Greisen, Jenna Derr, Marni Hodgen, Wayne Smith

Arlene Rea spoke about preserving the Nebraska legacy of providing and improving quality education.

Brooke Ritter spoke about pornographic books in the Kearney High School Library.

DeLoris (De) Tonack spoke about quality education for students of all backgrounds and reducing testing for students.

Jim Rea spoke about being a proud advocacy for Nebraska Public Schools.

Liz Davids spoke about a newspaper article about ‘microschools’.

Nancy Comer spoke about continuing to pursue quality education for all students.

Stephanie Johnson spoke about a board member’s social media activity.

Jacquelyn left the meeting at 1:40 p.m. and returned at 1:43 p.m.

- 9.2. Written Public Comment

Submitted written public comments are linked through SPARQ in Board Agenda item number 9.2., SBOE Written Public Comment September 2022.

## **10. INFORMATION ITEMS AND REPORTS**

- 10.1. President Koch Johns referred Board Members to review information items and reports.

## **11. GOOD OF THE ORDER**

(NONE)

## **12. ADJOURNMENT**

President Koch Johns adjourned the meeting at 1:56 p.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, October 7, 2022, at 9:00 a.m. in Lincoln, Nebraska.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 21, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Bryce Wilson, Administrator, Office of Financial & Administrative Services

**PROPOSED AGENDA ITEM:** Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act.

### **RATIONALE/BACKGROUND INFORMATION:**

#### **Distance Education Courses**

Proposed Board Action: Approve the exclusion amount for Distance Education Courses for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received from educational entities for providing distance education courses through the Educational Service Unit Coordinating Council to such educational entities. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

#### **Interfund Loans**

Proposed Board Action: Approve the Interfund Loan listed on the attachment as a Special Grant Fund.

Rationale/Background information: The State Board, pursuant to provisions of State Statute Section 79-1003(39), has designated Interfund Loans as a special grant fund for budget limitation purposes. The Interfund Loans listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund. If approved, the school districts may access additional budget authority. This request is applicable to the 2022/23 school district budget.

### **Retirement Contribution Increase**

Proposed Board Action: Approve the exclusion amount for a Retirement Contribution Increase for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1)(e)&(f) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for a retirement contribution increase. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

### **Short-Term Borrowings**

Proposed Board Action: Approve the Short-Term Borrowing listed on the attachment as a Special Grant Fund.

Rationale/Background Information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Short-Term Borrowings as a special grant fund for budget limitation purposes. The Short-Term Borrowing listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

### **Special Supplementary Grant**

Proposed Board Action: Approve the grant listed on the attachment as a Special Supplementary Grant.

Rationale/Background Information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Special Supplementary Grants from Corporations, Foundations, or Other Private Interests as special grant funds for budget limitations purposes. The individual grant listed on the attachment has been reviewed by Department Staff and appears to qualify as a special supplementary grant per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

### **Voluntary Termination Agreements**

Proposed Board Action: Approve the exclusion amount for Voluntary Termination Agreements for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1) (g), (i), (j), (k), provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for expenditures for voluntary termination agreements. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** None.

**Requests Relative to the Budgeting Provisions  
of the Tax Equity & Educational Opportunities Support Act  
For the 2022/23 School Year  
October 7, 2022**

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**Recommendation 1**

**Distance Education Courses [Section 79-1028.01(1)(d)]**

<b>County-District Number</b>	<b>School District Name</b>	<b>Amount to be Approved</b>
10-0069	Ravenna Public Schools	\$40,000
61-0049	Palmer Public Schools	\$42,000

**Recommendation 2**

**Interfund Loan [Section 79-1003(40)]**

<b>County-District Number</b>	<b>School District Name</b>	<b>Amount to be Approved</b>
24-0001	Lexington Public Schools	\$2,100,000

**Recommendation 3**

**Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]**

<b>County-District Number</b>	<b>School District Name</b>	<b>Amount to be Approved</b>
01-0123	Silver Lake Public Schools	\$88,550
10-0069	Ravenna Public Schools	\$96,731
13-0001	Plattsmouth Community Schools	\$328,900
13-0056	Conestoga Public Schools	\$123,201
13-0097	Elmwood Murdock Public Schools	\$98,530
17-0003	Leyton Public Schools	\$63,272
19-0039	Leigh Community Schools	\$56,467
19-0123	Schuyler Community Schools	\$345,318
24-0001	Lexington Public Schools	\$606,032
27-0595	North Bend Public Schools	\$128,087
31-0506	Franklin Public Schools	\$69,410
32-0046	Maywood Public Schools	\$49,771
39-0060	Central Valley Public Schools	\$103,780
49-0050	Johnson County Central Public Schls	\$120,590
54-0576	Wausa Public Schools	\$2,159,907
55-0148	Malcolm Public Schools	\$127,189
55-0161	Raymond Central Public Schools	\$144,675
56-0007	Maxwell Public Schools	\$59,721
56-0037	Hershey Public Schools	\$66,964
61-0049	Palmer Public Schools	\$74,330
62-0021	Bayard Public Schools	\$90,574
72-0032	Shelby-Rising City Public Schools	\$59,086
72-0075	High Plains Community Schools	\$55,943
77-0027	Papillion La Vista Comm Schools	\$2,227,665
77-0046	Springfield Platteview Comm Schls	\$254,700
79-0002	Minatare Public Schools	\$61,708
79-0016	Gering Public Schools	\$354,693
80-0005	Milford Public Schools	\$168,000
80-0567	Centennial Public Schools	\$70,184
84-0003	Stanton Community Schools	\$91,732
89-0001	Blair Community Schools	\$391,038

**Recommendation 3 (continued)****Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]**

93-0012	York Public Schools	\$237,820
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**Recommendation 4****Short-Term Borrowings [Section 79-1003(40)]**

County-District Number	School District Name	Amount to be Approved
77-0046	Springfield Platteview Comm Schls	\$1,000,000
92-0045	Wheeler Central Schools	\$500,000

**Recommendation 5****Special Supplementary Grant [Section 79-1003(40)]**

County-District Number	School District Name	Amount to be Approved	Source
13-0001	Plattsmouth Comm Schls	\$192,827	Jr. ROTC
48-0030	Tri County Public Schools	\$25,000	Margaret & Martha Thomas Foundation of Beatrice

**Recommendation 6****Voluntary Termination Agreements [Section 79-1028.01(1)(g)]**

County-District Number	School District Name	Amount to be Approved
19-0123	Schuyler Community Schools	\$89,942
62-0021	Bayard Public Schools	\$30,000
80-0567	Centennial Public Schools	\$291,711
72-0075	High Plains Community Schools	\$12,460
77-0027	Papillion La Vista Comm Schools	\$385,000



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 21, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Zainab Rida, Ph.D.

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to enter into an Interagency Agreement between the Nebraska Department of Health and Human Services/ServeNebraska.

### **RATIONALE/BACKGROUND INFORMATION:**

The Nebraska Department of Education (NDE) has received funding from ServeNebraska to have six half-time AmeriCorps members who will form the Nebraska Education Corps to help students that have experienced unfinished learning caused by the Covid-19 pandemic and connect underserved youth that are English Language Learners, homeless, and system involved youth at a greater risk of educational failure with services in schools throughout the state of Nebraska. The NDE has now received funding from ServeNebraska to start implementation of the AmeriCorps project for the 2022-2023 school year.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** Not to exceed \$60,342.00

### **FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Nebraska-Department of Health and Human Services-ServeNebraska
- New or Renewal: Renewal
- If renewal, date of first approval: May 2022



STATE BOARD OF EDUCATION  
EXECUTIVE COMMITTEE REPORT

Date: October 7, 2022

The Executive Committee reports on its meeting from September 25, 2022. The committee met upon receipt of the resignation of Commissioner Blomstedt. President Koch Johns shared with the Committee her intention to appoint an ad hoc search committee to develop the process and procedure for finding the next Commissioner of Education, handling the day-to-day work of procedures, and making recommendations to the State Board. The Executive Committee received legal counsel on procedures related to the commissioner search process.

This concludes the Executive Committee report.

Robin Stevens, Vice Chair on behalf of  
Patsy Koch Johns, Chair

\*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



STATE BOARD OF EDUCATION  
BUDGET AND FINANCE COMMITTEE REPORT

Date: September 1, 2022

“The Committee on Budget and Finance reports that...

No discussion over previous Committee Notes.

**Action Items:**

2.2.A. Action item: Authorize the Commissioner to renew existing contracts and enter into new contracts with the Office of the Chief Information Officer (OCIO), individuals and vendor partners for staff augmentation services and other technology supports surrounding the NDE Statewide Longitudinal Data Systems (SLDS), technology initiatives and systems modernization efforts

**Speaker(s):** Kristin Yates

Discussion:

Per NDE this request is for contractors to provide service and continued support on the SLDS grant and technology and modernization efforts currently in process.

2.2.B. Action Item: Approve the participation of the Nebraska Department of Education (NDE) as a partner in the Nebraska application for a federal Preschool development Grant Birth -5 planning grant

**Speaker(s):** Melody Hobson

Discussion: This request is to be a partner along with DHHS and several private entities on a new grant from the Federal Government. This work is a continuation of current work that is already being done and may be for a total of up to \$4 million.

2.2.C. Action Item: Authorize the Commissioner to approve the listed estimated dollar allocations for payment of special education programs, transportation, residential services, and Interim School Programs in 2022-23

**Speaker(s):** Amy Rhone and Greg Prochazka

Discussion: Per NDE staff this item summarizes the plan for SPED funds including both Federal and State for the upcoming year and authorizes the Commissioner to approve this action plan for the next year.

2.2.D. Action Item: Authorize the Commissioner to approve a contract with Public Consulting Group, LLC for October 2022-March 2023

**Speaker(s):** Mary Matusiak and Lindy Foley

Discussion:

Per VR staff PCG was selected through a competitive bidding process to provide a review of self-employment opportunities that VR clients are interested in pursuing. This vendor has worked in this capacity before and done a great job.

2.2.E. Action Item: Authorize the Commissioner to contract with Eric Snyder to service as the State Advisor for the Educators Rising Career and Technical Student Organization

**Speaker(s):** Katie Graham

Discussion:

Per NDE this request to increase a part time contract into a full-time contract for the Educators Rising Adviser.

2.2.F. Action Item: Approve the grant to the Nebraska Supreme Court in the provision of federally required IDEA Part C duties

**Speaker(s):** Amy Rhone and Amy Bunnell

Discussion:

Per NDE this is for early interventions work. The grant will be used to train and supports judges, CASA and other workers that interact with young kids involved with the court system to help them identify children needing early interventions.

2.2.G. Action Item: Authorize the Commissioner to accept the grant award from the US Department of Education for the Competitive Grants for State Assessments Program (CGSA) and to contract with edCount, LLC for the tasks/activities on the award

**Speaker(s):** Jeremy Heneger and Trudy Clark

Discussion:

Per NDE this is to receive a competitive assessment grant which is the third grant in this series for science assessment. Provides for an additional staff member to work with the science assessment standards.

2.2.H. Action Item: Authorize the Commissioner to accept the State Personnel Development Federal Grant Award

**Speaker(s):** Amy Rhone

Discussion:

Per NDE staff Nebraska has been a recipient for the last 5 years. This request is to accept the grant for an additional 5 years. This grant funds work related to positive intervention around behavioral issues which are aimed at reducing exclusionary practices. Work will begin to implement systems of support in school buildings for students as young as PK.

2.2.I. Action Item: Authorize the Commissioner to submit the Department's deficit budget request for the fiscal year 2022-23 on behalf of the State Board of Education

**Speaker(s):** Bryce Wilson and Jen Utemark

Discussion:

NDE staff reviewed all items on the deficit budget request noting that most items were a result of unknowns at the time the biennial budget was submitted and part of the normal administrative process. The Committee supported bringing this item forward but also requested additional budget information related to savings the department may encounter. NDE will be working with the Committee to provide desired information in future meetings.

**Discussion Items:**

2.3.A. Monthly Board Travel Expense Report

Discussion:

No discussion

2.3.B. In-State Travel Authorization Reports

Discussion:

No discussion

**Committee Items:**

2.4.A. Update: Provide information about the renewal of the federal Child Care and Development funds coming to the NDE

**Speaker(s):** Melody Hobson

Discussion:

NDE partners with DHHS to do this work per NDE. This agreement provides \$4.9 million to NDE for a lot of early childhood activities including provide training and support for child care providers. These funds pay for and support about half of the early childhood team in NDE.

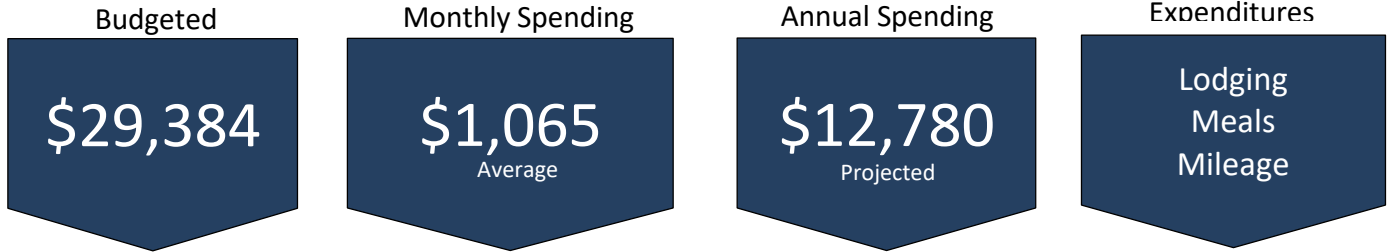
This concludes the Budget and Finance report.”

Kirk Penner, Vice- Chair

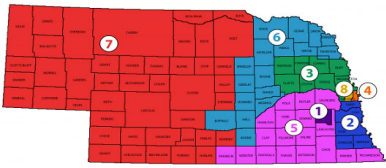


2022-2023 Board Travel

*At-A-Glance*



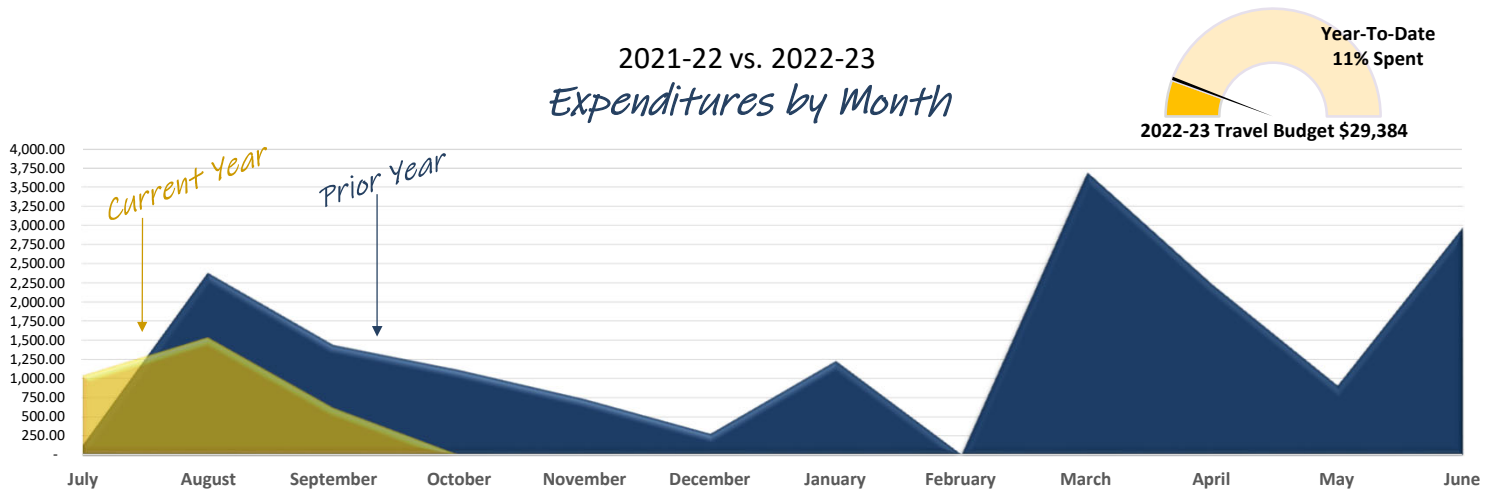
Even under pandemic conditions, the Nebraska Board of Education has retained the ability to attend meetings, conferences and conventions, sustain meaningful and dynamic work in addition to engaging in new opportunities provided through innovation and virtual technology during unexpected circumstances.



*Board Member Activity*

District	Board Member	Current Year July 2022-June 2023		Prior Year July 2021-June 2022		Variance	
		September	Year-To-Date	September	Year-To-Date	September	Year-To-Date
1	Patsy Koch Johns, President	\$29	\$304	\$98	\$98	-\$69	\$206
2	Lisa Fricke	\$158	\$663	\$99	\$802	\$59	-\$139
3	Patti Gubbels <i>Appointed Jan. 2021</i>	\$287	\$670	\$822	\$1,171	-\$535	-\$501
4	Jacquelyn Morrison <i>Appointed Jan. 2021</i>	\$29	\$336	\$99	\$448	-\$70	-\$111
5	Kirk Penner <i>Appointed Dec. 2021</i>	\$29	\$183	\$0	\$0	\$29	\$183
5	Patricia Timm <i>Outgoing Nov. 2021</i>	\$0	\$0	\$127	\$239	\$0	-\$239
6	Maureen Nickels	\$29	\$375	\$261	\$555	-\$232	-\$180
7	Robin Stevens, Vice President	\$29	\$278	\$588	\$812	-\$559	-\$534
8	Deborah Neary	\$29	\$377	\$66	\$412	-\$37	-\$34
		<b>\$618</b>	<b>\$3,187</b>	<b>\$2,159</b>	<b>\$4,536</b>	<b>(\$1,414)</b>	<b>(\$1,348)</b>
Annual Budget		\$29,384		\$29,384			
Over/(Under) Budget		<b>(\$26,197)</b>		<b>(\$24,848)</b>			

2021-22 vs. 2022-23  
*Expenditures by Month*



Historical Annual Expenditures - FY2022 (\$17,026); FY2021 (\$11,000); FY2020 (\$35,000); FY2019 (\$48,500)

**In-State Travel Authorization Reports - October**

<b>Name</b>	<b>Event Name</b>	<b>Date</b>	<b>Location</b>	<b>Board Bylaw B16 Code A-F</b>
Lisa Fricke	NASB State Education Conference	11/16/2022-11/18/2022	Omaha, Nebraska	E
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Kirk Penner	(NONE)			

**In-State Travel Authorization Reports - October**

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Board Bylaw B16 Code A-F</u>
Patsy Koch Johns	(NONE)			
Patti Gubbels	(NONE)			
Maureen Nickels	(NONE)			
Robin Stevens	(NONE)			



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 27, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Kristin Yates  
Information Systems Officer

### PROPOSED AGENDA ITEM:

Grant the Commissioner the authority to renew existing contracts and enter into new contracts with the Office of the Chief Information Officer (OCIO), individuals and vendor partners for staff augmentation services and other technology supports surrounding the NDE Statewide Longitudinal Data Systems (SLDS), technology initiatives and systems modernization efforts.

### RATIONALE/BACKGROUND INFORMATION:

The COVID-19 pandemic increased the need for an expanded responsiveness to address a number of supports for information, data, and technology. Previous Board agenda items approved initial resources to provide temporary staffing, augmentation, or contract supports that began multi-year modernization efforts around data systems, technology infrastructure and operations. Examples of projects in process include migration of key data structures to the cloud to ensure business continuity and data availability, data quality and availability improvements, service desk enhancements and structured business process analysis around critical agency operations. This agenda item provides the Commissioner continued authority to address the issues with the most appropriate and fiscally responsible approach and support effective responses and supports for stakeholders.

The State of Nebraska operates an Information Technology (IT) Time and Materials Procurement system entitled "Covendis" that provides access to pre-approved quality IT services suppliers. The process of requisition, interview, and contracting occurs through the system. The rates for different individuals hired for tasks and services through the system are based on market rates and provide a more efficient engagement of IT services. The services provide temporary IT staff augmentation for the continued support for project support and deliverables that support the State Board Vision and Direction Plan.

The authority to enter into contracts with the Office of the Chief Information Officer (OCIO) and other providers includes continued support for project management, business analysis, application and ETL development, network and cybersecurity functions, digital asset development, documentation and other expertise required to meet the demands and plans of the ongoing projects.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** Up to \$3,500,000.00

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Federal CARES Act Resources, Federal SLDS Grant, IDEA Federal Funds, Lottery, and General funds
- New or Renewal: New and Renewal
- If renewal, date of first approval: 2020, 2021

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:  
The vast majority of individuals contracted under this authorization will be contracted through OCIO's Covendis procurement system (described above). OCIO's Covendis system is similar in operation to other content-specific statewide procurement resources (e.g., Office Depot). In the event any individuals or vendor partners will be contracted to fulfill NDE's technical assistance needs outside of the Covendis system, said individuals or vendors will be identified using NDE's standard HR and Procurement procedures (including RFI/RFP, as appropriate).
- Rationale for method of procurement:  
Individuals with technical expertise are difficult for a state agency to hire in today's workforce climate. OCIO provides an avenue to hire talented individuals with relevant expertise in a manner which conforms to the goals and ideals of NDE and the State of Nebraska's procurement philosophy. Bids from multiple technical providers for each position are solicited within Covendis based on identified qualifications and project specifications. Contractor selection through both Covendis and traditional NDE/State of Nebraska procurement processes in the IT personnel services space is generally predicated on contracting with the responsible contractor whose proposal is most advantageous to the articulated needs of NDE, with price and other factors considered (competitive negotiation model).
- Rationale for contractor selection:  
Consistent with the principles of the competitive negotiation model, the rationale for contractor selection is based on hiring the individual or entity who can best complete the tasks required while taking into account the contractor's total cost and any other factors relevant to the scope of the particular contracting application (e.g., continuity of project timeline and required services, opportunity cost of replacement).



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 21, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Melody Hobson

**PROPOSED AGENDA ITEM:** Approve the participation of the Nebraska Department of Education (NDE) as a partner in the Nebraska application for a federal Preschool Development Grant Birth -5 planning grant.

**RATIONALE/BACKGROUND INFORMATION:** The Nebraska Department of Education was a state level partner in the original Preschool Development Grant- Birth to 5 (PDG B-5) application in 2018. The NDE has also been a partner in the continuation grants that began in 2020 and will end in April 2023. Through the PDG B-5 grants the NDE did the following:

- Offer three cohorts of the National Association of Elementary School Principal's Early Childhood Preschool to grade three Leadership Academies,
- Fund convenings of stakeholders to inform the revision of the Step Up to Quality; Quality Rating and Improvement System,
- Build a regional system of Coach Consultants to support and improve coaching in early childhood initiatives, and
- Move planning forward and begin programming on the Early Childhood Integrated Data System (ECIDS)

Additionally, the NDE partnered with other state entities to inform a statewide early childhood needs assessment and craft a strategic plan.

In August 2022, the Office of Child Development within the US Department of Health and Human Services announced an opportunity for states to apply for an additional PDG B-5 planning grant. The Nebraska Department of Health and Human Services (NDHHS) was designated by the Nebraska Governor to be the lead agency for previous PDG-B-5 opportunities. The NDHHS will again be the lead agency.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** NA

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: US Department of Health and Human Services. If awarded, this grant will provide up to \$4,000,000 to the state of Nebraska to support planning and implementing next steps in a statewide early childhood strategic plan.
- New or Renewal: New
- If renewal, date of first approval: NA

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:NA**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 23, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Amy Rhone and Greg Prochazka, Office of Special Education

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to approve the listed estimated dollar allocations for payment of special education programs, transportation, residential services, and Interim School Programs in 2022-23.

### RATIONALE/BACKGROUND INFORMATION:

-For School Age Programs provided in 2021-22, NDE shall reimburse each school district/approved cooperative in the following year a pro-rata amount as determined by the State Board from appropriations for special education and based on allowable excess costs. The total allowable reimbursable cost for Support Services (flexible funding) remains at 5% as previously established by the State Board (79-1142)

-For School Age Transportation provided in 2022-23 pursuant to 79-1129, NDE shall reimburse each school district/approved cooperative a pro rata amount as determined by the State Board from appropriations for special education and based on allowable costs (79-1144).

-For Preschool Programs and Transportation provided in 2022-23, the IDEA flow-through allocation continues to be the primary funding source for these services. (79-1132) The IDEA district flow-through funds are accessed through the NDE Grants Management System (GMS) IDEA Consolidated Application. As per federal regulation, IDEA Sect. 611 “base” flow through allocations will be distributed to school districts based on the 1998 special education child count (ages 3-21). As per federal regulation, the IDEA Sect. 619 “base” flow through allocation will be distributed based on the 1997 special education child count (ages 3-5). The “base” allocations are capped and will not increase annually. Additionally, districts receive IDEA Enrollment/Poverty (E/P) funds which may be used to support either preschool or school age special education services. The total allowable cost for Support Services (flexible funding) remains at 5% as previously established by the State Board.

-For Residential Services necessary to receive an appropriate special education program in 2022-23, NDE shall provide pursuant to 79-1152 for the ordinary and reasonable cost of residential care during the duration of the

special education program (79-1147). Reimbursement for Nebraska students attending Iowa School for the Deaf (ISD) is included as needed.

-As per 79-215(10), projected reimbursement for approved Interim Program Schools is included.

-The State Board established 2021-22 state general fund and federal fund dollar allocations for payment of special education aid at the November 2021, meeting.

Adjustments to the 2021-22 allocations were made to allow for maximum use of the funds available.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** Refer to supporting documentation

**CONTRACTS AND GRANTS:**

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

**FOR NEW CONTRACTS OR FOR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

ALLOCATION OF ESTIMATED DOLLAR AMOUNTS FOR PAYMENT OF  
SPECIAL EDUCATION AID IN 2022-23

I. State General Fund Appropriation	
A. Allowable costs Reimbursed	
A1. Residential Services	\$ 117,311
A2. Preschool Flex Funding <sup>(b)</sup>	300,000
A3. Interim Program Schools <sup>(e)</sup>	5,484,150
Support Services (non-verified students)	\$2,777,200
SPED Services (verified students)	2,706,950
B. Allowable Costs Reimbursed	
At a pro-rata amount <sup>(a)</sup>	
B1. Programs	209,708,013
B2. Transportation	20,115,000
C. General Fund Total <sup>(d)</sup>	
	\$235,724,474 <sup>(c)</sup>

II. Federal IDEA Part B Appropriation (Sect. 611/Sect. 619)<sup>(f)</sup>

IDEA Flow-Through Total <sup>(g)</sup> <sup>(h)</sup>	\$152,132,356
Base & Enrollment/Poverty Allocation Grants	

- (a) Pro rata amount will be based on available general fund appropriations and the actual total allowable reimbursable costs claimed for school age programs, including Flex Funding and transportation. During 2020-21 the district reimbursement rate was approximately 45.25%. (Special Education Financial Reporting System – SPEDFRS; of actual program costs due October 31, 2022. Refer to footnote (d).
- (b) Continuation of Preschool Flexible Funding.
- (c) Should a balance remain in the Section IA designated categories after all eligible obligations have been met, any remaining funds will be applied to the pro rata amount to meet allowable claims in Section IB. If sufficient funds are not allocated to meet Section IA1 costs, funds will be drawn from Section IB to meet obligations. If sufficient funds are not allocated to meet Section IA3 obligations, costs not reimbursed this year are to be reimbursed the following year. Refer to footnote (e).
- (d) As per state statute (79-1145), general fund increase shall not exceed a 10% increase over previous year’s total general fund appropriation for special education aid (1.0% increase for 2021-22).
- (e) As per 79-215(10), NDE is required to make payments (100% of costs – current year) to service agencies, with an approved Interim Program School, for educational services for non-wards placed in residential settings

in Nebraska for reasons other than to receive an education. Reimbursement is available for both verified students receiving special education and for non-verified students receiving support services.

(f)

As per federal regulation, for school districts meeting special education maintenance of effort (MOE) requirements, a school district may use IDEA flow-through dollars to supplement or expand special education services. In Nebraska, school districts are encouraged to use the IDEA "base" allocation and the IDEA "Enrollment/Poverty" allocation to fund Below Age Five special education costs. (Special Education Financial Reporting System – SPEDFRS; of actual program costs due October 31, 2021).

- (g) Amount includes 2022-23 allocation of IDEA "Base" year flow-through allocations of \$24,115,073 (Sect. 611--\$22,507,423; Sect. 619--\$1,607,650) and includes 2022-23 allocation of IDEA "Enrollment/Poverty" flow-through allocations of \$51,963,845 (Sect. 611--\$51,751,037; Sect. 619--\$212,808) plus, as of 7/1/22, approximately \$76,053,438 carryover funds (Includes IDEA ARP) for a total of \$152,132,356. IDEA "Enrollment/Poverty" is 85% of the additional IDEA funds above the base year flow-through allocation is distributed according to total district population (public/private school enrollment) of children ages 3 to 21 and 15% is distributed on poverty (children registered for free and reduced meals).
- (h) IDEA flow-through funds to districts are processed (applications and payments) through the NDE Grants Management System (GMS).



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 12, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Mary Matusiak, Nebraska VR Program Director for Business Services  
Lindy Foley, Nebraska VR Office Administrator

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to approve a contract with Public Consulting Group LLC for October 2022-March 2023

**RATIONALE/BACKGROUND INFORMATION:** In August 2022, Nebraska VR requested proposals to develop a rate setting methodology to determine actual costs of providing self-employment services. This included a comprehensive review of self-employment activities currently provided, a review of industry standards, collection of provider costs and analysis, rate recommendations for services, and projected fiscal impact to the agency.

Two proposals were received, reviewed and scored. Public Consulting Group, LLC (PCG) scored the highest and thus was selected by Nebraska VR. PCG previously worked with Nebraska VR to develop rate setting methodologies for supported employment. PCG has also provided rate setting projects in states such as Michigan, Ohio, Florida, and Texas. PCG's proposal has five phases that will span from October 2022-March 2023. PCG's staff has a combined 50+ years of experience partnering with service agencies to improve financial operations and outcomes for individuals with disabilities.

The five phases PCG will be conducting include:

- Project kickoff meeting to confirm scope, timeline, priorities and project roles
- Comprehensive review of self-employment activities currently provided
- Determination of industry standards
- Collection of provider costs and analysis
- Analysis and fee structure recommendations

PCG and Nebraska VR will have on-going status meetings throughout the course of the project. In addition, PCG will provide training and technical assistance to Nebraska VR staff and providers.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** \$98,130.00

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Rehabilitation Services – Vocational Rehabilitation Grants to States 84.126A
- New or Renewal: New
- If renewal, date of first approval:

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Competitive Negotiation
- Rationale for method of procurement: A Request for Proposals was publicly posted by Nebraska VR. Two proposals were received, reviewed, and scored by a team. PCG had the highest score and was selected. This contract does not create an employee/employer relationship.
- Rationale for contractor selection: The PCG proposal obtained the highest overall score. In addition, PCG was the only organization with demonstrated experience developing a cost methodology for vocational rehabilitation supported employment rates. Based on the higher score and PCG's experience with other state vocational rehabilitation agencies, Nebraska VR selected PCG to complete this work.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 26, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Katie Graham, Ph.D.  
Administrator; Office of Career, Technical, & Adult Education

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to contract with Eric Snyder to serve as the State Advisor for the Educators Rising Career and Technical Student Organization.

**RATIONALE/BACKGROUND INFORMATION:** Educators Rising cultivates highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession. The Educators Rising State Advisor serves as the liaison between the Nebraska Department of Education and the Educators Rising Board of Directors, in accordance with the Directive for the Implementation of NE Revised Statute 79-772, and plans, manages, coordinates, and conducts all advisor and state-related events. Using the NDE's hiring process, Eric Snyder was offered this position

**PROPOSED BOARD MEETING (MONTH/YEAR):** 10/2022

**ESTIMATED COST:** \$68,248.00

### FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal – The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)
- New or Renewal: New
- If renewal, date of first approval:

### FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Hiring Process (Employment Contracts)
- Rationale for method of procurement: The contract establishes an employer/employee relationship of six months or longer and “Non-Competitive Negotiation” was not used, therefore the NDE Hiring Process specified in NDE Administrative Memorandum #501 was used.
- Rationale for contractor selection: Using the NDE's hiring process and candidate scoring, Eric Snyder was offered the position.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 23, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Amy Rhone and Amy Bunnell, Office of Special Education

**PROPOSED AGENDA ITEM:** Approve grant to the Nebraska Supreme Court in the provision of federally required IDEA Part C duties

**RATIONALE/BACKGROUND INFORMATION:** Federal IDEA Part C regulations require federal IDEA Part C American Rescue Plan funds to be utilized by states for activities related to Child Find and Referral Procedures, comprehensive personnel development system, implementation of evidence-based practices including comprehensive evaluation and data collection/reporting procedures in order to be in compliance with federal programmatic and fiscal requirements under IDEA Part C. The following project will be using these funds.

Nebraska Supreme Court- Court Improvement Project, whose purpose is to: meet comprehensive Child Find and Referral requirements for infants/toddlers with trauma experiences and developmental needs, including those in underserved populations such as the child welfare system within Nebraska. The project's outcomes are to ensure referrals of infants/toddlers and their families, in the child welfare/juvenile court system, who are at risk of, or are experiencing developmental delays, to the state's IDEA Part C/early intervention program. The project will assist judges, attorneys, CASA's, foster parents/parents, and DHHS Children and Family Specialists to connect families with IDEA Part C early intervention services, family-centered care and assist in identifying wrap-around supports to enhance the development of the infant/toddler.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** \$100,430

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Federal IDEA Part C, American Rescue Plan
- New or Renewal: New

- If renewal, date of first approval:

**FOR NEW CONTRACTS OR FOR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 26, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Jeremy Heneger, Ed.D.  
Director of Statewide Assessment

**PROPOSED AGENDA ITEM:** Action Item: Authorize the Commissioner to accept the grant award from the US Department of Education for the Competitive Grants for State Assessments Program (CGSA) and to contract with edCount, LLC for the tasks/activities on the award.

### RATIONALE/BACKGROUND INFORMATION:

Award number S368A220002: October 1, 2022 – September 30, 2025

The *Coherence and Alignment for Science Curriculum, Instruction, and Assessment* (CASCIA) project **will enrich and extend** the federally-funded *Stackable, Instructionally-embedded, Portable Science* (SIPS) *Assessments* innovative through-course assessment model by designing a scoring and score reporting framework that builds educators' capacity to track, interpret, and communicate students' learning in science and to offer effective instruction for all students.

CASCIA partners will produce score reports, reporting mechanisms, task annotations, task-specific instructional supports, a validity framework and evidentiary argument, EOY 3D sense-making science tasks, scoring guidance and interactive training modules to build educator capacity, and interim and final reports. CASCIA brings together three partner states (Nebraska as the lead, along with Alabama and Alaska) and three organizations (edCount, LLC, the Learning Science Research Center at the University of Illinois, Chicago, and EdMetric) and an external evaluator (Seneca Consulting).

Contract with edCount, LLC to perform the following activities in the project:

Task 1 - Project Planning and Research

Task 2 – Reporting Structure and Mechanisms

Task 3 – Assessment System Evaluation

Task 4 – Scoring Guidance & Interactive Training Modules

Task 5 – Project Finalization, Evaluation, Dissemination, and Reporting

**PROPOSED BOARD MEETING (MONTH/YEAR):** Action Item in October 2022

**ESTIMATED COST:**

CGSA Award funding from US Department of Education - \$2,999,858.00.

NDE Contract with edCount, LLC \$2,709,310.00 (October 15, 2022 – September 30, 2025)

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: United States Department of Education, through the CGSA Grant Award Number S368A220002 awarded NDE funds, which will be used to contract with edCount, LLC to complete the tasks of the project.
- New or Renewal: New
- If renewal, date of first approval:

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Non-competitive negotiation
- Rationale for method of procurement: Follows the acceptable use of CGSA Grant funds.
- Rationale for contractor selection: Follows the acceptable use of CGSA Grant funds.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** October 4, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Amy Rhone, Administrator and State Director

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to accept the State Personnel Development Federal Grant Award.

**RATIONALE/BACKGROUND INFORMATION:** The Nebraska Department of Education received a five-year, Federal, State Personnel Development Grant Award focused on increasing the state capacity to provide leadership, professional development, and guidance to schools on improving behavior outcomes for students with disabilities and their non-disabled peers. We are expanding the current structure of our social-emotional and behavioral learning practices by increasing training, coaching, and consultation services to Nebraska educators serving students from PreK to graduation. We expect the project will result in 1) the increased use of evidence-based behavioral practices by educators, and 2) reductions in exclusionary practices, including suspensions and office discipline referrals.

Activities will include the development and implementation of trainings to promote data-based decision making and the use of evidence-based behavioral practices in districts and schools across the state of Nebraska. Multiple training options will be available for schools to facilitate completion of the objectives. Coaching, consultation, and professional development (i.e., annual training, in-services, etc.) will be tailored to meet district needs and be offered in multiple formats, including on-demand video modules, live online learning opportunities, and in-person support. The Project Management Team will be responsible for ensuring project implementation and evaluations, meeting monthly to review progress.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:**

Total Amount of Federal Award: \$ 5,138,682

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: US Department of Education, Office of Special Education Programming (OSEP)
- New or Renewal: New
- If renewal, date of first approval: Not applicable

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:





## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 26, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Bryce Wilson, Finance Officer  
Jen Utemark, Controller/Budget and Grants Management Administrator

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to submit the Department's deficit budget request for the fiscal year 2022-23 on behalf of the State Board of Education.

**RATIONALE/BACKGROUND INFORMATION:** Section 81-126 R.R. Stat of Nebraska provides for the Governor to make recommendations to the Legislature as to the deficiency funding requirements of the various agencies, boards, and commissions of State government.

Section 81-126 further defines deficiency as "any increase or decrease in any fund source for any budget program for the biennium in progress."

The Department's deficit budget request must be submitted to State Budget Division for consideration by October 15<sup>th</sup>, 2022.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** \$0

**FOR CONTRACTS AND GRANTS:** N/A

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: N/A**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:



# DEFICIT *Request*

2023 Nebraska Legislative Session

2023 Deficit Issue Listing

	<u>Issue Description</u>			<u>FY2022-23</u>
OPERATIONS	<b>1</b> Relocation, Consolidation, & Property Management Inflationary Cost Increases on Market Rates (Construction 1st & 2nd Floor, Furniture Gaps)	Oper	General	\$312,600
	<b>2</b> DAS* Purchasing Assessment Rate Increase *Department of Administrative Services	Oper	General	\$12,095
			Cash	\$504
			Federal	\$12,599
<b>3</b> Kronos Payroll Per License Rate Increase	Oper	General	\$7,063	
		Cash	\$294	
		Federal	\$7,357	
<b>4</b> Program 402 - Blind and Visually Impaired Operational and facility costs associated with increased number of students served	Oper	General	\$333,420	
WORKFORCE	<b>4</b> Vacation/Sick Leave Payout	Oper	General	\$13,037
			Federal	\$151,815
			PSL	\$164,852
ADJUSTMENTS	<b>5</b> School Nutrition: Breakfast NEB. REV. STAT. § 79-10,138; Received Received \$617,898 for FY23; 13,403,777 served in 2020-2021, total reimbursement \$670,189	Aid	General	\$52,291
	<b>6</b> TEEOSA Aid Adjustment Based on Certified Valuations	Oper	General	-\$34,446
<b>Total General</b>				<b>\$696,060</b>
<b>Total Cash</b>				<b>\$0</b>
<b>Total Federal</b>				<b>\$171,771</b>
<b>Total PSL</b>				<b>\$164,852</b>



**STATE BOARD OF EDUCATION  
PLANNING AND EVALUATION COMMITTEE REPORT**

**Date: Thursday, October 6, 2022**

“The Committee on Planning and Evaluation reports that...

**Board Members Present**

Patti Gubbels  
Robin Stevens  
Deb Neary  
Kirk Penner

**NDE Staff Members Present**

Matt Blomstedt  
Shirley Vargas  
Deb Frison  
Jeremy Heneger  
Trudy Clark  
Lora Sypal  
Melody Hobson

1. The meeting was called to order at 11:00 a.m.
  - 1.1 Committee members had no corrections or comments about the previous committee meeting notes.
  - 2.1 ACTION ITEMS

The committee discussed three action items.

- 2.1.A. Action Item: Approve the Rule 11 teacher waiver request for Walthill Public School

Walthill School is requesting a teacher waiver for the Six Pence Toddler program. They have been unable to hire a teacher with appropriate credentials. They have secured an individual who meets the criteria for a teacher waiver. The school administration has submitted the appropriate documents to support the waiver request. The committee agreed to move the item forward for board action.

- 2.1.B. Action Item: Authorize the Commissioner to extend the current 2022-2023 NWEA contract for statewide assessment services to include the 2023-2024 year.

At the June 2022 board meeting, the board approved the NWEA contract for 2022-2023. NDE staff presented the costs for extending the NWEA contract for statewide assessment to include the 2023-2024 year. The amendment pricing table was reviewed and discussed. It was noted that MAP Growth costs, covered for school districts in 2022-2023 and assessment development contributed to the increases in the contract totals. The committee dialogued about the importance of helping the public understand proficiency as an assessment concept. Staff noted that

NSCAS will include MAP Growth like reports and additional data and data points. The committee agreed to move the item forward for board approval.

- 2.1.C. Action Item: Authorize the Commissioner to extend the current 2022-2023 DRC contract for statewide assessment services to include the 2023-2024 year.

At the June 2022 meeting, the board approved the contract with DRC for 2022-2023. The request is to extend the DRC contract for 2023-2024. NDE staff explained that DRC's provision of instructional supports for special education teachers has benefited student learning and assessment results. The extension increased costs are attributed primarily to upcoming standards setting and alignment work.

#### DISCUSSION: 2.2

- 2.2.A Discussion Item: Provide and Update on the Learning Community of Douglas and Sarpy Counties and the Community Achievement Plan (CAP) Shirley Vargas

NDE staff provided a review of the Community Achievement Plan and the Learning Community. The Commissioner shared the historical context and development of the Learning Community. The overall intent of the CAP is to ensure that member districts are working together with one another.

NDE staff provided a summary of the CAP sections, evaluation, and progress toward meeting goals. A preview of the proposed plan for 2022-2025 was presented in preparation for the November board presentation by representatives from the Learning Community.

#### COMMITTEE UPDATES

- 2.3. A. No Committee Updates

The committee meeting adjourned at 11:58 a.m.

This concludes the Planning and Evaluation Committee report.”

Patti Gubbels, Chair

\*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 19, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Melody Hobson

**PROPOSED AGENDA ITEM:** Approve the Rule 11 teacher waiver request for Walthill Public School

**RATIONALE/BACKGROUND INFORMATION:** The Walthill Public School Operates an early childhood program. They experienced teacher turnover and have been unable to hire a teacher with the appropriate credentials. They have an individual who meet the criteria for a waiver. School administration has submitted the appropriate documents to support their waiver request.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** N/A

**FOR CONTRACTS AND GRANTS:** NA

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:

- Rationale for contractor selection:



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** October 5, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Jeremy Heneger Ed.D.  
Director of Statewide Assessment

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to extend the current 2022-2023 NWEA contract for statewide assessment services to include the 2023-2024 year.

**RATIONALE/BACKGROUND INFORMATION:** Contracts will allow the NDE to meet federal and state requirements for assessment.

**PROPOSED BOARD MEETING (MONTH/YEAR):** Action Item in October 2022

**ESTIMATED COST:**

Increase the current limit for the contract from up to \$8,239,424 to \$18,124,378

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Combination of Federal and State General Funds
- New or Renewal: Renewal
- If renewal, date of first approval: June 2022

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Single Source
- Rationale for method of procurement: Extension sought because of the interruption of COVID-19 Pandemic.
- Rationale for contractor selection: Extend the contract from RFP process



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 26, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Jeremy Heneger, Ed.D.  
Director of Statewide Assessment

**PROPOSED AGENDA ITEM:** Action Item: Grant the Commissioner the authority to extend the current 2022-2023 DRC contract for statewide assessment services to include the 2023-2024 year.

**RATIONALE/BACKGROUND INFORMATION:** Contracts will allow the NDE to meet federal and state requirements for assessment.

**PROPOSED BOARD MEETING (MONTH/YEAR):** Action Item in October 2022

**ESTIMATED COST:**

Increase the current limit for the contract from up to \$2,577,688 to \$4,659,579.

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Combination of Federal and State General Funds
- New or Renewal: Renewal
- If renewal, date of first approval: June 2022

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Single Source
- Rationale for method of procurement: Extension sought because of the interruption of COVID-19 Pandemic.
- Rationale for contractor selection: Extend the contract from RFP process



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 27, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Shirley Vargas, Ed.L.D.  
School Transformation Officer

**PROPOSED AGENDA ITEM:** Discussion Item: The Learning Community of Douglas and Sarpy Counties and the Community Achievement Plan (CAP).

**RATIONALE/BACKGROUND INFORMATION:** In accordance with Nebraska Revised Statute § 79-2122, which took effect on July 21, 2016, the districts in the Learning Community of Douglas and Sarpy Counties collaboratively developed a Community Achievement Plan (CAP). The CAP serves as the plan that brings multiple stakeholders, initiatives, and plans together to collectively improve the educational outcomes of the students served in Douglas and Sarpy counties. The CAP is comprised of four major strands of work that are in various stages of development, implementation, and data gathering and reporting. The four areas are the Superintendent's Early Childhood Plan, GOALS Center, North and South Omaha Learning Centers, and the MOEC Collective Impact Plan.

N.R.S. §79-2122 requires "an approved plan (that) shall remain in effect for three years except as revised with the approval of the state board. The learning community shall submit a report on the success of the plan, evaluation results, and proposed revisions by December 1 immediately following the completion of the first two years of implementation and every three years thereafter." The most recent CAP was approved by the State Board on November 8, 2019.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

**ESTIMATED COST:** NA

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

# Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2018-2022

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

Update Presented November 1, 2018

Revisions and Progress Reports November 7, 2019

## CAP Background

Nebraska Revised Statute §79-2122 took effect on July 21, 2016, and included a provision for a new Community Achievement Plan (CAP) that was to be approved by the State Board of Education by April 7, 2017. The stakeholders in the Community Achievement Plan (CAP) include the Learning Community of Douglas and Sarpy counties, the eleven school districts contained therein, and Educational Service Unit's #3 and #19. Over 125,000 PreK-12 students attend the schools of the Learning Community and are impacted by the Community Achievement Plan.

The approved Community Achievement Plan (CAP) is based upon General Operating Principles derived from legislative intent; the strategic direction set by the superintendents of Douglas and Sarpy Counties and the Learning Community Coordinating Council; and the statewide direction set by the State Board of Education in their Strategic Plan released in December 2016, and modified on June 17, 2019 (NEQuESTT); and the state's accountability system (AQuESTT).

## CAP General Operating Principles

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

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

To actualize these principles, the Learning Community will:

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

## **Collaboration**

Collaboration within the Learning Community of Douglas and Sarpy Counties is numerous and varied and includes collaboration with postsecondary institutions, business and industry, and non-profits. With the passage of legislation in the Spring 2016, the Superintendents began meeting in June 2016 and affirmed their commitment to the creation of a Community Achievement Plan that addresses achievement equity and the reduction of achievement barriers for all students but especially for students of poverty, Limited English Proficiency (LEP), and ethnic diversity. While emphasizing achievement equity and equity of access to programs and services, the Superintendents identified common goals including student preparation for school; student attendance; student performance on statewide assessments; college, career, and civics readiness; successful transitions; and postsecondary success. In so doing, the Superintendents affirmed their commitment to existing collaborative programs while identifying common goals among the districts that needed to be emphasized through the Community Achievement Plan.

In addition to their membership in the Learning Community, the eleven school districts of Douglas and Sarpy counties and Educational Service Units #3 and #19 are also members of the Metropolitan Omaha Education Consortium (MOEC). MOEC is a partnership that extends beyond PK-12 education, highlighting educational conversations around best practices, to the Council Bluffs Community Schools and to the postsecondary institutions of the University of Nebraska at Omaha, Metropolitan Community College, and Iowa Western Community College.

## **Community Achievement Plan Vision Statement**

The vision of the Community Achievement Plan for the Learning Community of Douglas and Sarpy Counties is that each and every student in the metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond through partnerships with families, schools, and community.

We will achieve this by setting transformational goals for student success, launching initiatives focused on dramatically improving student outcomes and eliminating barriers, and strengthening the connections between our education systems and communities in the areas of

- 1) increased access to high quality early childhood programming,
- 2) targeted support to improve student attendance,
- 3) increased family engagement and educator preparation through the North and South Omaha learning centers, and
- 4) the development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan.

## **Community Achievement Plan**

Given the statutory requirements and the collaborative efforts already taking place within the Learning Community and with MOEC, the stakeholders put forth a Community Achievement Plan which incorporated current critical collaborative efforts and a proposed Collective Impact initiative. The critical collaborative efforts included the Superintendent’s Plan for Early Childhood Education—a partnership between the eleven school Districts, the Buffett Early Childhood Institute, and the Learning Community of Douglas and Sarpy Counties; the Greater Omaha Attendance and Learning Services (GOALS) Center—a partnership between the eleven school districts, Douglas and Sarpy county law enforcement agencies, county juvenile court systems, county attorneys’ offices, and Nebraska state offices; and the Learning Community of Douglas and Sarpy Counties North and South Omaha Learning Centers. The Collective Impact Initiative was developed by the Metropolitan Omaha Education Consortium (MOEC). It is the parties’ intent to enhance and expand upon these current initiatives as the plan evolves and additional community partners become involved.

The Community Achievement Plan consists of four sections that contain goals, strategies, and actions associated with each:

### **Section 1: Increased Access to Early Childhood Programming**

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

#### **1.1 Full Implementation of Birth Through Grade 3 Approach**

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

#### 1.2 Professional Development for All

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

#### 1.3 Customized Assistance Partnerships

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

### **Section 2: The Superintendents' Plan to Improve Attendance—GOALS**

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

2.1 Increase Collaborative efforts to reduce the incidence of chronic Absenteeism.

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

#### 3.1 Family Learning at the Learning Community Center of South Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of non-English speaking, high poverty parents and family members to support their children's learning.

#### 3.2 Parent University at the Learning Community Center of North Omaha

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

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

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

### 3.4 Childcare Director Program at the Learning Community Center of North Omaha

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

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

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

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

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

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

4.3 Students successfully transition to postsecondary education.

4.4 Students complete postsecondary experiences prepared for career success.

Most importantly, the Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties aligns with the **2017-2026 Strategic Vision and Direction, Revised June 7, 2019** of the Nebraska State Board of Education (NSBOE) and Nebraska Department of Education (NDE) and reflects the August 2019, **Agents of Change for Equity Playbook** as is highlighted in the following matrix.

<b>Nebraska State Board of Education (NSBOE) and Nebraska Department of Education (NDE)</b> <b>Alignment with the Agents of Change for Equity and the</b> <b>Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties</b>			
<b>Goals (Domains) &amp; Strategies</b>	<b>Aspirational Measures of Success</b>	<b>Agents of Change for Equity</b>	<b>Learning Community Community Achievement Plan</b> <i>(LC CAP GOAL(s) and Measurable Outcomes.)</i>
<p><b><u>Leadership</u></b></p> <p>1. Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.</p> <p>A. Provide leadership and high-quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska.</p>			<p>The Learning Community has demonstrated a commitment to timely, high-quality external evaluation, including the programming for CAP Goals:</p> <p>(1) Increased access to Early Childhood Programming</p> <p>(2) Superintendents’ Plan to Improve Student Attendance--GOALS</p> <p>(3) Increasing parent engagement and system capacity through the North and South Omaha Learning Centers Medical Center (UNMC)</p> <p>(4) Development of the Metropolitan Omaha Education Consortium</p>

<p>B. Provide educational equity through the intentional allocation of resources and opportunities according to need which requires that discriminatory practices, prejudices, and beliefs be identified and eradicated</p> <p>C. Engage policy partners and stakeholders in the development of policies, regulations, and practices to ensure equitable opportunities for all Nebraskans</p>			<p>(MOEC) Collective Impact (CI) Plan</p>
<p><b>Success, Access, and Support (SAS)</b></p> <p>2. Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success (Success, Access, and Support)</p> <p>A. Increase student, family, and community engagement to enhance educational experiences and opportunities (Positive Partnerships, Relationships, and Success)</p>	<p><b>Success, Access, and Support (SAS)</b></p> <p>SAS.1. The dropout rate of all Nebraska students including subgroups will be less than 1%, by 2026 [original 2.2] (Positive Partnerships, Relationships, and Success)</p> <p>SAS.2. There will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%, by 2026 [original 2.4] (Positive</p>	<p><b>Success, Access, and Support (SAS)</b></p>	<p><b>CAP 2.1</b> By 2022 the districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism as measured by</p>

	<p>Partnerships, Relationships, and Success)</p> <p><b>Transitions</b></p> <p>SAS.3. The 4-year cohort graduation rates for all</p>	<p><b>Educational Opportunities and Access</b></p> <ul style="list-style-type: none"> <li>• Partner with businesses, out-of-school programs, and community organizations to create a more comprehensive approach to equity in education.</li> <li>• Set expectations among staff that personal learning plans and career pathway information be communicated clearly, early, and often with all students and families</li> </ul> <p><b>Transitions</b></p>	<p>the percentage of students missing more than 20 days of school each year so that the percentage of students missing more than 20 days a year decreases from 6.1% (measured in 2015 – 2016) to 4%*.</p> <p><b>CAP 1.2 Professional Development for All</b> The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of professional development about leading-edge research and innovative practices to school and community-based early childhood program staff.</p>
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<p>B. Provide quality educational opportunities for student success, beginning with early childhood education and continuing through transitions between grade levels, programs, schools, postsecondary institutions, and careers (Transitions)</p>	<p>Nebraska students will be greater than 92% and not less than 85% for any one subgroup, by 2026 [original 3.2] (Transitions)</p> <p>SAS.4. The 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90% for any one subgroup, by 2026 [original 3.3] (Transitions)</p> <p><b>Educational Opportunities and Access</b></p>	<p><b>Educational Opportunities and Access</b></p>	<p><b>CAP 1</b> Increased Access to Early Childhood Programming</p> <p><b>CAP 3.3.1</b> By 2020, Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by the teachers’ ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting or exceeding national averages on the CLASS, ECERS-R).</p>
<p>C. Ensure that all students have access to comprehensive instructional opportunities, beginning with early childhood education, to be prepared for postsecondary education and career (Educational Opportunities and Access)</p>	<p>SAS.5. Eighty-five percent of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual credit and/or obtained industry certification, by 2026 [original 4.2] (Educational Opportunities and Access)</p>	<ul style="list-style-type: none"> <li>• Partner with businesses, out-of-school programs, and community organizations to create a more comprehensive approach to equity in education.</li> <li>• Increase access to computer science at all K-12 levels and employ existing, high-quality professional development programs, such as Code.org, to allow teachers to become trained/certified</li> </ul>	<p><b>CAP 4.1.2</b> By 2022, increase the number of 3 and 4-year-olds enrolled in high quality preschools. (#1.2 in MOEC plan)</p>

		<p>in computer science instruction.</p> <ul style="list-style-type: none"> <li>• Ensure that teachers and staff provide engaging learning experiences connected to the community and leverage civic and service-learning opportunities.</li> <li>• Set expectations among staff that personal learning plans and career pathway information be communicated clearly, early, and often with all students and families.</li> </ul>	
<p><b>Teaching, Learning, &amp; Serving</b></p> <p>3. Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life (Teaching, Learning, and Serving)</p> <p>A. Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities (College, Career, and Civic Ready)</p>	<p><b>Teaching, Learning, &amp; Serving</b></p> <p>TLS.1. At least 50% of all Nebraska high school students from any given cohort year, will have earned a college degree, credential, or certificate, within five years of graduating from high school,</p>	<p><b>Teaching, Learning, &amp; Serving</b></p> <p><b>College, Career, and Civic Ready</b></p> <ul style="list-style-type: none"> <li>• Partner with businesses, out-of-school programs, and community organizations to create a more comprehensive approach to equity in education.</li> <li>• Increase access to computer science at all K-12 levels and employ</li> </ul>	<p><b>CAP 4.2.1</b> By 2022, ensure students receive quality instruction and programs on PK-12 resulting in postsecondary and career readiness.</p> <p>Metrics:</p> <ol style="list-style-type: none"> <li>1. Increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.</li> </ol>

	<p>by 2026 [original 5.4] (College, Career, and Civic Ready)</p>	<p>existing, high-quality professional development programs, such as Code.org, to allow teachers to become trained/certified in computer science instruction.</p> <ul style="list-style-type: none"> <li>• Ensure that teachers and staff provide engaging learning experiences connected to the community and leverage civic and service-learning opportunities.</li> <li>• Set expectations among staff that personal learning plans and career pathway information be communicated clearly, early, and often with all students and families.</li> <li>• Monitor course options and prerequisites to determine whether low-income students and students of color are being provided a college- and career-ready program of study.</li> <li>• Align career and technical education with local business and industry needs and Nebraska Career Readiness Standards.</li> </ul>	<ol style="list-style-type: none"> <li>2. Increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.</li> <li>3. Increase #/&amp; of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.</li> <li>4. Increase #/% of students who graduate from high school having successfully completed four years of math.</li> </ol> <p><b>CAP 3.1.3</b> By 2020, students of parents participating in the program for two or more years will score higher in math (71% proficient baseline) compared to the overall district (65% proficient).</p> <p><b>CAP 3.1.4</b> By 2020, students will also score higher in</p>
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<p>B. Use assessments to measure and to improve student achievement and to inform instruction (Assessment)</p>	<p><b>Assessment</b></p> <p>TLS.2. The percent of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2026 [original 6.3] (Assessment)</p> <p>TLS.3. The percent of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2026 [original 6.4] (Assessment)</p> <p>TLS.4. The percent of Nebraska students in grades 3–8 and 11 proficient in science will increase from 72% to 82%, by 2026 [original 6.5] (Assessment)</p>	<p><b>Academic Progress</b></p> <ul style="list-style-type: none"> <li>• Review curriculum and instructional materials for bias and adopt changes that lead to equitable outcomes for each and every student.</li> <li>• Analyze and share student growth data as a way to show improvement and progress in your school and district.</li> <li>• Ensure parents understand the student expectations for each grade level, how teachers will help students reach them, and how the summative assessments measure student proficiency on those expectations.</li> <li>• Set ambitious and achievable goals for English learners and ensure they are making progress in achieving English language proficiency.</li> <li>• Analyze special education services identification and provide training in appropriately identifying and supporting students with disabilities.</li> </ul>	<p>reading (79% proficient baseline) compared to the overall district (72% proficient).</p> <p><b>CAP 4.2.2</b> By 2022, align PK-16 curricula and assessments with established postsecondary and career readiness standards</p> <p><b>CAP 4.2.1</b> By 2022, ensure students receive quality instruction and programs on PK-12 resulting in postsecondary and career readiness.</p> <p>Metrics:</p> <ol style="list-style-type: none"> <li>1. Increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.</li> <li>2. Increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.</li> <li>3. Increase #/&amp; of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.</li> <li>4. Increase #/% of students who graduate from high</li> </ol>
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<p>C. Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences (Educator Effectiveness)</p>		<ul style="list-style-type: none"> <li>• Measure and improve school culture as one important aspect of closing achievement gaps.</li> <li>• Review exclusionary discipline policies and explore alternative strategies.</li> </ul> <p><b>Educator Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Develop a recruitment strategy to attract and retain teachers that match the racial and ethnic diversity of the student population.</li> <li>• Provide high-quality leadership opportunities for teachers of color.</li> <li>• Develop a new teacher support program to induct and retain highly-effective new and early-career teachers.</li> <li>• Use data to place highly-effective teachers with lower-performing students.</li> <li>• Provide training and support for all teachers in cultural competency and working with diverse student populations.</li> </ul>	<p>school having successfully completed four years of math.</p> <p><b>CAP 3.5</b> Future Teacher Training Program at the Learning Community Center of North Omaha The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for recruiting and preparing postsecondary students for careers in early childhood education, particularly in areas of high poverty.</p> <p><b>CAP 4.1.4</b> By 2022, increase the number of Early Childhood Education teachers who demonstrate who demonstrate state-approved identified best practice early learning professional competencies.</p> <p><b>CAP 4.1.5</b> By 2022, increase the number and percentage of teachers in MOEC Pre K Grade 3 classrooms with certification or endorsement in Early Childhood Education.</p>
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## Changes to the Community Achievement Plan Since the 2018 Report

1. In addition to the General Matrix of Alignment for the Nebraska State Board of Education (NSBOE) and Nebraska Department of Education (NDE) 2017-2026 Strategic Vision and Direction, Revised June 7, 2019, (NEQuESTT), the Agents of Change for Equity, and the Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, each CAP Section explicitly identifies the specific alignment between the CAP section and NEQuESTT.
2. Each CAP section contains an Equity statement. School districts are engaged in conversations regarding Equity and how it can be met but detailed, specific examples of alignment are not yet available.
3. Community Achievement Plan Section SMART Goals have been extended from 2020 to 2022.
4. Data and Summary Results have been updated in Sections 1 and Section 3.
5. In Section 2—GOALS (Attendance) new strategies are identified to address the issue of attendance
6. In Section 4—MOEC Collective Impact (CI) Achievement Plan metrics have been refined and/or new Initiatives identified that are designed to address the goals and advance improved student and teacher performance.
7. At the end of each CAP Section is a matrix that identifies the Partnerships that have been formed to support and facilitate the successful implementation and completion of that Section's Goals.
8. The Roles and Responsibilities of the various Learning Community members—school districts, member schools, ESU's, and partner organizations, as originally outlined in each of the four sections of the Community Achievement Plan, approved on November 7, 2017, have not been altered.

# Section 1. Increased Access to Early Childhood Programming

## 1.1 FULL IMPLEMENTATION of BIRTH THROUGH GRADE 3 APPROACH

<http://buffettinstitute.nebraska.edu/our-work/childhood-plan>

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan (<http://buffettinstitute.nebraska.edu/our-work/childhood-plan>), is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska Revised Statute 79-2104.03. Districts identified as having “Full Implementation of Birth Through Grade 3 Approach” sites and their respective schools include: 1) Omaha Public Schools---Gomez Elementary, Mount View Elementary, Liberty Elementary, and Pinewood Elementary; 2) Bellevue Public Schools—Belleaire Elementary; 3) Westside Community Schools—Westbrook Elementary; 4) Ralston Public Schools—Mockingbird Elementary; 5) Millard Public Schools—Cody Elementary and Sandoz Elementary; 6) Douglas County West Community Schools—DC West Elementary. Schools with 50% or greater poverty, throughout the Learning Community, were invited to apply for participation. School sites were based on available funding and to provide representation of variation in school enrollment, demographics, and geography of the Learning Community.

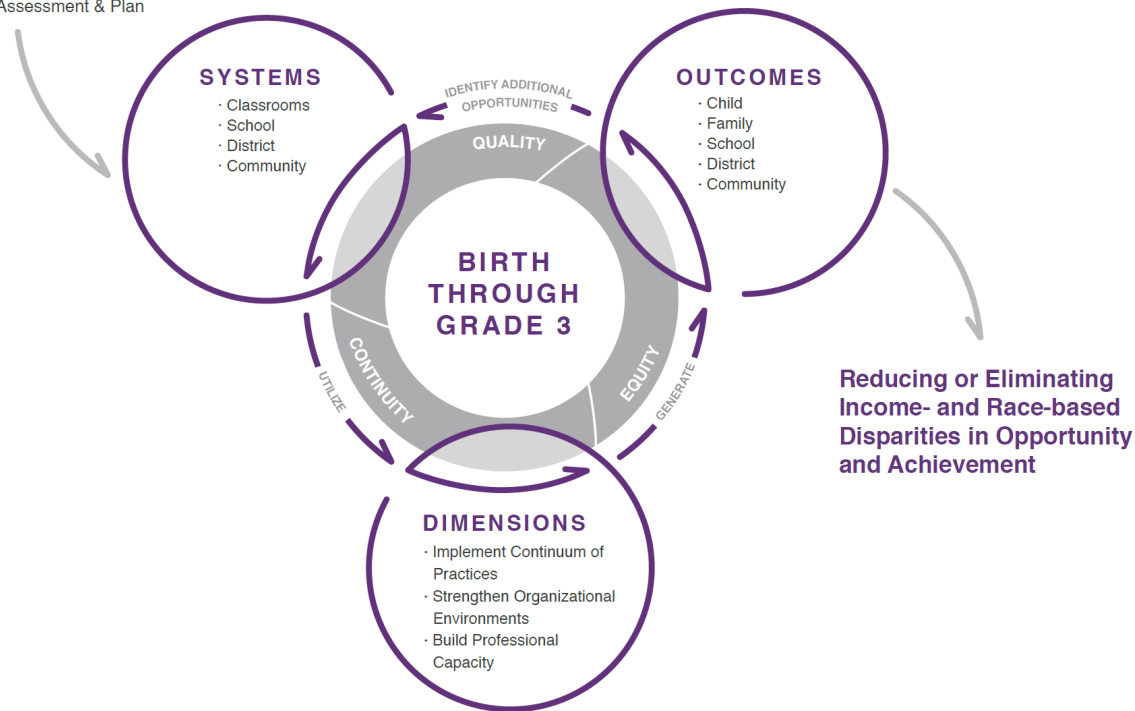
Community Achievement Goal:	NEQuESTT Alignment
<p>1.1 Full Implementation of Birth Through Grade 3 Approach The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by developing comprehensive and aligned early childhood programming for children from birth through Grade 3 and their families.</p> <p>1.1.1 By 2022, the core components of the Superintendents’ Plan will be articulated and implemented as intended and at the expected levels of quality.</p> <p>1.1.2 By 2022, home visitor practices in responsiveness and relationships with families, facilitation of parent-child interactions, and non-intrusive collaboration will improve to meet or exceed recognized performance standards.</p>	<p>2.C. Ensure that all students have access to comprehensive instructional opportunities, beginning with early childhood education, to be prepared for postsecondary education and career (Educational Opportunities and Access).</p>

- 1.1.3 By 2022, families participating in two or more years of home visiting will increase in positive parenting and social support outcomes.
- 1.1.4 By 2022, children’s outcomes in language development, reading, mathematics, and social-emotional domains will improve as compared to baseline data and disparities based on family income and race/ethnicity will be reduced.
- 1.1.5 By 2022, teacher practices in classroom organization, emotional support, and instructional practices will improve to meet or exceed nationally recognized performance standards.

## SCHOOL AS HUB FOR BIRTH THROUGH GRADE 3: THEORY OF CHANGE

### Inputs

Engagement & Readiness  
Landscape Assessment & Plan



### Equity

All components of the Superintendent’s for Early Childhood Education, work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.

# Section 1. Increased Access to Early Childhood Programming

## 1.2 Professional Development for All <http://buffettinstitute.nebraska.edu/our-work/pd-for-all>

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska LB 585 (2013) codified in Nebraska Revised Statute 79-2104.03. The “Professional Development for All” component of the “Increased Access to Early Childhood Programming” provides professional development in Early Childhood available to all districts, schools and community-based early childhood program providers within the eleven school districts of the Learning Community of Douglas and Sarpy Counties.

<p><b>Community Achievement Goal:</b></p> <p>1.2 Professional Development for All The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of professional development about leading-edge research and innovative practices to school and community-based early childhood program staff.</p> <p>1.2.1 Individuals who attend the PD for All Institutes will demonstrate increased knowledge of effective birth through Grade 3 educational practices based on a pre/post assessments and will report implementation of new approaches or practices in their professional work.</p>	<p><b>NEQuESTT Alignment</b></p> <p>2.C.2. Ninety-five percent of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2026 [original 4.3]</p>
	<p><b>Equity</b></p> <p>All components of the Superintendent’s for Early Childhood Education, work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

# Section 1. Increased Access to Early Childhood Programming

## 1.3 Customized Assistance

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska LB 585 (2013) codified in Nebraska Revised Statute 79-2104.03. All eleven Learning Community districts were invited to propose customized assistance projects designed to support systemic work toward an aligned birth through Grade 3 early childhood continuum. Districts implementing plans with Customized Assistance have included Bellevue Public Schools, Elkhorn Public Schools, Gretna Public Schools, Ralston Public Schools, Papillion-La Vista Community Schools,

<p><b>Community Achievement Goal:</b></p> <p>1.3 Customized Assistance Partnerships The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of customized assistance partnerships to support district-level goals for the development and implementation of high quality early childhood education systems and programs.</p> <p>1.3.1 By the second year of each customized district project, utilizing baseline data from participating districts, measurable goals will be developed for systemic improvements in early childhood education programming, including appropriate performance improvement goals for systems, staff and/or children.</p>	<p><b>NEQuESTT Alignment</b></p> <p>2.C.2. Ninety-five percent of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2026 [original 4.3]</p>
	<p><b>Equity</b></p> <p>All components of the Superintendent’s for Early Childhood Education, work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

**Evaluation: (Description of current program evaluation efforts.)** The Superintendents' Early Childhood Plan is the most comprehensive birth – Grade 3 school-based initiative in the nation, and the evaluation of this effort represents a significant contribution to the national conversation about the birth – Grade 3 approach. The Superintendents' Early Childhood Plan Evaluation is a collaborative effort among the Munroe-Meyer Institute (MMI) at the University of Nebraska Medical Center, the Center for Research on Children, Youth, Families, and Schools (CYFS) at the University of Nebraska Lincoln, and the Buffett Early Childhood Institute at the University of Nebraska.

## Progress Update (Fall 2019)

### Learning Community Evaluation Trend Analyses:

The following is a data summary for the Learning Community including Classroom, Family, and Child Outcomes.

The following is a key to understanding the results:



Denotes these results are based on descriptive analyses and there were improvements over time.



Denotes these results are based on statistical analyses and there were significant improvements over time.



Denotes data was not collected during this time period using this measure.

## WHO WAS SERVED OVER THE PAST FIVE YEARS?

### Superintendent's Plan

- 7367 students
  - 255 infant and toddlers
  - 7112 students in PreK through Grade 3
- 2208 teachers/providers
- 226 families

The numbers served include all of the students and parents served in the program.

## SUPERINTENDENT'S PLAN:

Language, academic, and executive function skills development improved for all children in PreK to Grade 3.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Preschool Language Scale: Infants and toddlers slightly decreased receptive and expressive skills over time.					
Children whose families received more home visits over time demonstrated higher levels of expressive and total language scores at follow-up.					
Peabody Picture Vocabulary Test, Fourth Edition (PPVT): Students in PreK through Grade 1 improved* vocabulary skills across time.				X	
Kaufman Test of Educational Achievement, 3 <sup>rd</sup> Edition Brief Form (KTEA-3): Students PreK through Grad 1 improved* academic skills across time.				X	X
Comprehensive Executive Function Inventory (CEFI): Students in PreK through Grade 1 improved* academic skills across time.				X	X
For most grade levels, students who made the most gains were black, Hispanic, or were eligible for free and reduced lunch. *Note: These results are based on descriptive analyses.					

Superintendent's Plan:

Parents had greater access to social support and improved access to basic needs such as food, housing, and other support services.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
FRIENDS Protective Factors Survey (PFS): Parents of infants and toddlers improved* their access to concrete and social supports.					X
FRIENDS Protective Factors Survey (PFS): Parents of students in PreK to Grade 3 improved* their access to concrete and social supports.				X	X
Keys to Interactive Parenting Scale (KIPS): Parents of infants and toddlers demonstrated caregiver-child interactions in the mid-range and remained relatively stable over time					

## WHAT WAS THE QUALITY OF THE CLASSROOMS?

**RATIONALE:** 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).

- Preschool education has significant lasting effects on cognitive abilities, school progress (grade repetition, special education placement, and high school graduation), and social behavior (Aos, et al., 2004).

### Superintendent's Plan:

Classroom (n=149) quality and interactions in full implementation schools improved from the first to the third year across all domains. Each year, teachers rated "high" in the classroom organization domain.

## Section 1. Partnerships

Superintendents' EC Plan Level	Local & State Partnerships
<p><b>Full Implementation: School as Hub for Birth – Grade 3 Schools</b></p>	<p><b>Participating School Districts:</b> Bellevue, DC West, Millard, Omaha, Ralston, Westside  <b>Local &amp; State Partners:</b> Child Saving Institute, Metropolitan Omaha Education Consortium (MOEC), Raise Me to Read (Greater Omaha &amp; Council Bluffs), Learning Community Centers – North &amp; South, PADRES, community libraries, Food Bank for the Heartland, New Cassel Retirement Center, Lakeshore, VNA, Omaha Healthy Kids, United Healthcare, Black Men United, North Omaha Building Brains in Barbershops, Offutt AFB Family Advocacy &amp; Support Programs, Community-based social service and health care agencies and providers for parent/family referrals and family engagement supports.</p>
<p><b>Customized Assistance to Districts</b></p>	<p><b>Participating School Districts:</b> Bellevue, Elkhorn, Gretna, Papillion LaVista, Ralston  <b>Local &amp; State Partners:</b> Nebraska Department of Education Office of Early Childhood (Pyramid Model coaches), Greater Omaha Early Learning Connection, Metropolitan Omaha Education Consortium (MOEC), community-based early childhood education providers in each district/community</p>
<p><b>Professional Development for All</b></p>	<p><b>Participating School Districts:</b> All eleven school districts of the Learning Community (Bennington, Bellevue, DC West, Elkhorn, Gretna, Millard, Papillion LaVista, Ralston, Springfield Platteview, Westside) and ESU#3 and ESU#19  <b>Local &amp; State Partners:</b> Greater Omaha Early Learning Connection, University of Nebraska Omaha, University of Nebraska Lincoln, Learning Community Center – South Omaha, Learning Community Center – North Omaha, Joslyn Art Museum, Omaha Public Library, Educare of Omaha Sixpence Home Visiting Program, Lutheran Family Services, College of Saint Mary, Creighton University, Nebraska Early Childhood Collaborative, University of Nebraska Medical Center (UNMC), University of Nebraska Extension, Child Saving Institute (CSI), Salvation Army Kroc Center, UNO Scott Center, One World Omaha, community-based and home-based early childhood care and education providers from throughout Douglas and Sarpy counties</p>

## Section 2. Targeted Support to Improve Student Attendance

### 2.1 The Superintendents’ Plan to Improve Attendance—GOALS

<p><b>Community Achievement Goal:</b></p> <p>Section 2: The Superintendents’ Plan to Improve Attendance—GOALS</p> <p>The Districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism in its student population.</p> <p>2.1 By 2022 the districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism as measured by the percentage of students missing more than 20 days of school each year so that the percentage of students missing more than 20 days a year decreases from 6.1% (measured in 2015 – 2016) to 4%*.</p> <p>(* Review of NDE data of the Learning Community identifies the 2012 – 2013 school year as the highest performing year related to absenteeism. Our goal is to improve overall rates in comparison to the 2012 – 2013 school year.)</p>	<p style="text-align: center;"><b>NEQuESTT Alignment</b></p> <p><b><u>Success, Access, and Support (SAS)</u></b></p> <p>SAS.2. There will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%, by 2026 [original 2.4] (Positive Partnerships, Relationships, and Success)</p>
	<p style="text-align: center;"><b>Equity</b></p> <p>All components of the Superintendent’s Plan to Improve Attendance, the Greater Omaha Attendance and Learning Services (GOALS) Center, work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

**Evaluation: (Description of current program evaluation efforts.)**

This identified goal area does not have a predetermined evaluation component. As more development occurs within this goal area a more formal evaluation process may be adopted and incorporated into these current efforts. The GOALS Center will monitor data available through the 11 Learning Community school districts and the Nebraska Department of Education to monitor progress with improved attendance at a student, school building and school district level. Progress monitoring will focus on decreasing chronic absenteeism to the overall goal of 4%.

**Section 2. Targeted Support to Improve Student Attendance**

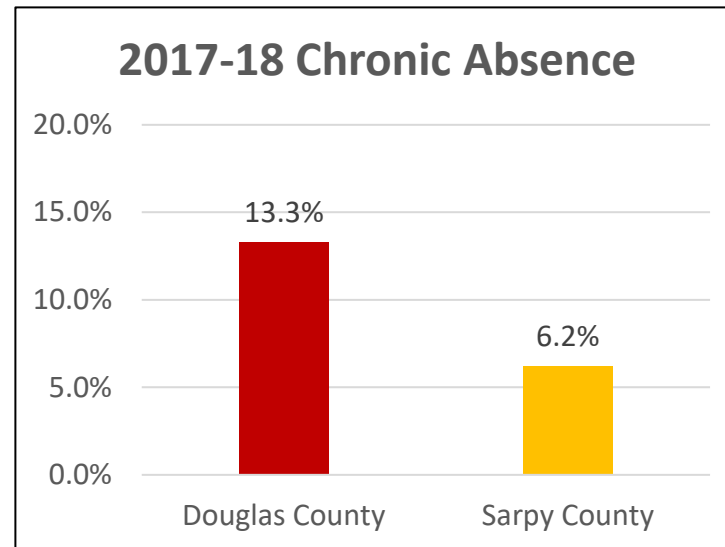
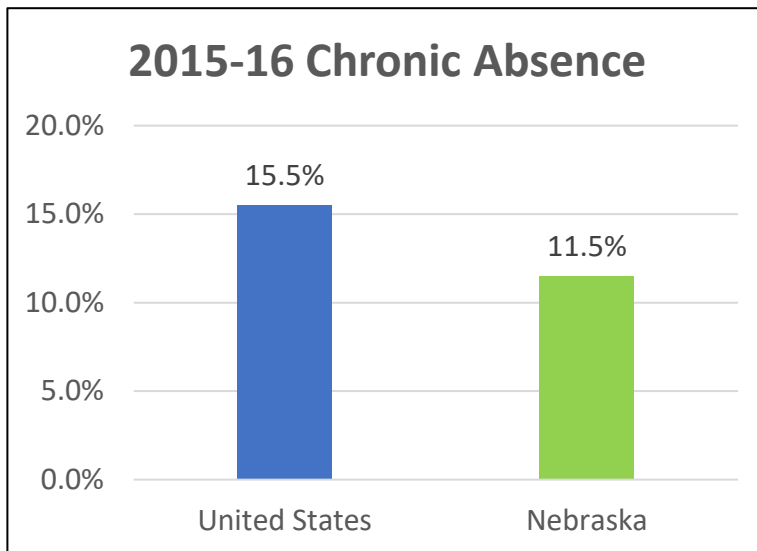
2.1 Increase collaborative efforts to reduce the incidence of chronic absenteeism.

**Progress Update Data**

**Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties**

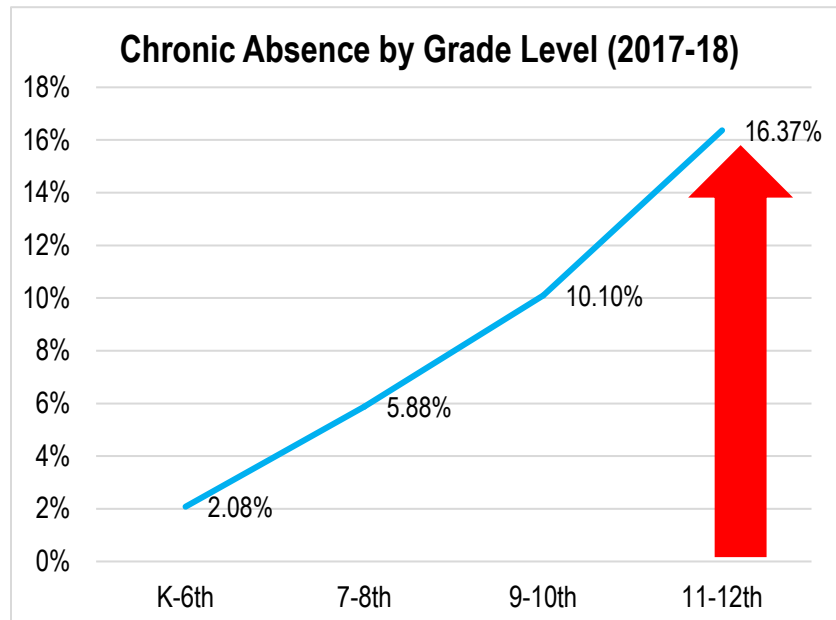
**Chronic Absence Levels: Big Picture**

The Hamilton Project at the Brookings Institution created interactive mapping that allows comparisons of national data reported by school districts to the US Department of Education Office for Civil Rights. The most up to date data is from the 2015-16 school year.



Source: The Hamilton Project, [http://www.hamiltonproject.org/charts/chronic\\_absence\\_across\\_the\\_united\\_states](http://www.hamiltonproject.org/charts/chronic_absence_across_the_united_states)

Source: Nebraska Department of Education



- When considering 2017-18 data by grade level, the rate of chronic absence (20+ days absent) increases as grade level increases. This trend was experienced in both Douglas and Sarpy County.
- From 2016-17 to 2017-18, the majority of school districts across the metro area (8, 72%) saw an increase in the rate of chronic absence. Three districts did see a slight decrease; however, it should be noted that these districts are smallest in size.
- Title I buildings are experiencing higher rates of chronic absence than non-Title I buildings. Specifically, the average rate of chronic absence within Title I buildings was 12.08% in 2017-18, while the average rate of chronic absence within non-Title I buildings was 9.57%.
- There is a wide range in rates of chronic absence from school building to school building across the metro area. Specifically:
  - Elementary schools' chronic absence rates range from a low of 2.51% to a high of 28.54%.
  - Middle schools' chronic absence rates range from a low of 2.00% to a high of 30.3%.
  - High schools' chronic absence rates range from a low of 3.83% to a high of 42.01%.

## Strategies for Improvement

- Two strategies have been completed to date. These include:
  - Review all Board Policies to ensure they align and reflect the current statutes (79-201 and 79-209) regarding attendance.
  - Review school building specific strategies to improve attendance.
  
- The following two strategies are in progress at this time:
  - Develop School District strategies targeted to improve attendance.
  - Schools buildings with an Average Daily Attendance rate between 93-97% will develop additional supports and strategies to identify students at risk for chronic attendance concerns.
  
- Additional strategies are coming soon. These include:
  - Developing MOU'S with community partners to ensure a streamlined process which identifies common outcomes and strategies to improve school attendance.
    - This will help build a collaborative, collective picture that can show the work being done across the community.
  - Developing an early warning system in each school district to identify students who are at risk of chronic absenteeism.
    - This strategy aligns with initiatives being done through ESSA and AQuESTT.

The Superintendent's Plan to Improve Attendance directly correlates to the Nebraska's Consolidated State Plan and thus the State Board of Education's Strategic Vision and Direction. The NDE Strategic Plan addresses Chronic Absence in Goal 2.4 of the plan.

Chronic Absence is specifically addressed within the AQuESTT indicator for student success and school quality. Through the AQuESTT measures and metrics chronic absentee rates will be utilized to establish goals for individual schools during the 2018-2019 school year. Moving forward school districts will be held accountable and provided support to achieve the goals outlined during the 2018-2019 school year.

Through the ESSA plan two groups have been identified to provide additional support and guidance in the area of School Quality and Student Success in the area of chronic absenteeism. The Technical Advisory Council and the AQuESTT 2.0 task force will continue to help shape and provide direction in how to best evaluate and measure chronic absenteeism for students in kindergarten thru twelfth grade.

Strategically, The Superintendent's Plan to Improve Attendance affords The GOALS Center the ability to further forward the vision and educational mission at a state and local level of the AQuESTT. By 2020 The GOALS Center strategic plan will incorporate outcomes that enhance an approach to addressing the precipitating factors to attendance by using a Results Based Accountability (RBA) framework. By utilizing RBA

GOALS will be able to move from school level impact to a collective impact, which will augment the efforts already being made across the Learning Communities.

## **Progress Update (Fall 2019)**

### **Future Focus:**

In the spirit of continuous quality improvement, The GOALS Center is consistently assessing program effectiveness and service delivery to families and stakeholders. The evaluation of programmatic efficacy is an essential component of any strategic, forward thinking agency. After a thorough, program-wide evaluation GOALS will begin focusing organizational efforts on building on identified strengths and tackling areas of challenge. Over the next two years, stakeholders should see, development in the following areas of the organization:

- Detailed service description
- Improved case management functions
- Defined target population and referral process
- Development/implementation of new case management system
- New and interactive website and increased social media presence
- Clear outward facing key program indicators
- Data management and reporting that is transparent to all stakeholders and outlines GOALS areas of impact
- Intentional community partnerships that address family barriers that impact student attendance subsequently closing the achievement gap for students while keeping families from penetrating the child welfare and juvenile justice systems

Growth in these areas continues to support the tenets of the NEQuESTT and the strategic vision and direction on a local and state level.

Data for the 2018-2019 school year has not yet been acquired or analyzed as of this time.

## Section 2. Partnerships

### Community Partnerships:

The Superintendent's Plan to Improve Attendance works under the premise that pooling existing resources makes a whole that is greater than the sum of its parts. To meet the unique and changing circumstances and needs of students in all 11 school districts The GOALS Center calls upon the collaborative efforts of community partners in Douglas and Sarpy Counties to create a coordinated response to the precipitating factors of absenteeism; thus, creating a joint and cooperative action for each student. The approach is aligned with the tenets of the AQuESTT, specifically, Positive Partnerships, Relationships, and Success, which is fundamental to successful schools and districts, affording families further positive educational opportunities.

The GOALS Center is solely funded by grants and gifts from the following partners:

- Bellevue Community Foundation
- Cox Foundation
- Learning Community of Douglas and Sarpy Counties
- Midlands Community Foundation
- Omaha Community Foundation
- William and Ruth Scott Foundation
- The Sherwood Foundation
- United Way of the Midlands

Leveraging community resources to overcome barriers for families is another way The GOALS Center maximizes on the partnerships. Douglas and Sarpy Counties have a plethora of available resources to assist students and families in addressing needs that contribute to absenteeism. With minimal tangible dollars available to provide families directly; The GOALS Center depends on its partners to fill that need for the benefit of families creating sustainable positive results. An example of those partners includes:

- Omaha Public Library
- Nonprofit Association of the Midlands
- Lutheran Family Services
- Child Saving Institute
- Do Space

- Douglas County Health Department
- Food Bank of the Heartland
- Latino Center of the Midlands
- Project Harmony
- PTI Nebraska
- UNO Service-Learning Academy
- Women's Center for Advancement
- Boys Town
- Operation Youth Success
- Omaha Police Department
- Together Inc.
- Heart Ministries
- Salvation Army
- Open Door Mission

**Education Partners:**

- Bellevue Public Schools
- Bennington Public Schools
- Douglas County West Community Schools
- Educational Service Unit #3
- Educational Service Unit #19
- Elkhorn Public Schools
- Gretna Public Schools
- Metropolitan Community College
- Millard Public Schools
- Omaha Public Schools
- Papillion La Vista Community Schools
- Ralston Public Schools
- Springfield Platteview Community Schools
- Westside Community Schools

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

### 3.1 FAMILY LEARNING AT THE LEARNING COMMUNITY CENTER OF SOUTH OMAHA

<p><b>Community Achievement Goal:</b>            3.1 Family Learning at the Learning Community Center of South Omaha</p> <p>The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents and family members who have limited English proficiency and who are living in poverty to support their children’s learning.</p> <p>3.1.1 By 2022, students of parents participating in the program for two years or more will demonstrate improved educational outcomes by effectively engaging parents in their child’s school.</p> <p>3.1.2 By 2022, parents will demonstrate significant individualized gains in English according to the BEST Plus scores, and at least 65% of parental interactions will be of medium to high quality (building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.</p> <p>3.1.3 By 2022, students of parents participating in the program for two or more years will score higher in math (71% proficient baseline) compared to the overall district (65% proficient).</p> <p>3.1.4 By 2022, students will also score higher in reading (79% proficient baseline) compared to the overall district (72% proficient).</p> <p>For more information about the program, please see the annual report: <a href="http://www.learningcommunityds.org">www.learningcommunityds.org</a></p>	<p style="text-align: center;"><b>NEQuESTT Alignment</b></p> <p>TLS.2. The percent of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2026 [original 6.3] (Assessment)</p> <p>TLS.3. The percent of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2026 [original 6.4] (Assessment)</p>
	<p style="text-align: center;"><b>Equity</b></p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

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

## 3.2 PARENT UNIVERSITY AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

<p><b>Community Achievement Goal:</b></p> <p>3.2 Parent University at the Learning Community Center of North Omaha The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents of high poverty backgrounds to support their children’s learning.</p> <p>3.2.1 By 2022, students of parents participating in the program for two years or more will demonstrate increased educational outcomes by effectively engaging parents in their child’s school.</p> <p>3.2.2 By 2022, parents will demonstrate significant individualized gains in family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment as measured by the FRIENDS Protective Factors Survey.</p> <p>3.2.3 By 2022, parents will also demonstrate individualized gains in positive parenting strategies and positive parent-child relationships (measured by surveys) and parent interactions (including building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.</p> <p>3.2.4 By 2022, parents will show significant meaningful changes in parenting practices (4.89 in conflict and 5.87 PARCA baseline).</p> <p>For more information about the program, please see the annual report: <a href="http://www.learningcommunityds.org">www.learningcommunityds.org</a></p>	<p style="text-align: center;"><b>NEQuESTT Alignment</b></p> <p>TLS.2. The percent of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2026 [original 6.3] (Assessment)</p> <p>TLS.3. The percent of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2026 [original 6.4] (Assessment)</p> <hr/> <p style="text-align: center;"><b>Equity</b></p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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## Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

### 3.3 INTENSIVE EARLY CHILDHOOD CLASSROOMS AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

<p><b>Community Achievement Goal:</b></p> <p>3.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for intensive, high quality preschool experiences that measurably improve the educational outcomes for children from high poverty backgrounds.</p> <p>3.3.1 By 2022, Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by the teachers’ ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting or exceeding national averages on the CLASS, ECERS-R).</p> <p>3.3.2 By 2022, children participating in the intensive early childhood classrooms will be above average in vocabulary (93% PPVT baseline) and show significant improvement toward school readiness concepts such as colors, letters, numbers/counting, sizes, comparisons and shapes (93 BRSA baseline).</p> <p>For more information about the program, please see the annual report: <a href="http://www.learningcommunityds.org">www.learningcommunityds.org</a></p>	<p><b>NEQuESTT Alignment</b></p> <p>2.C.2. Ninety-five percent of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2026 [original 4.3]</p> <hr/> <p><b>Equity</b></p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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# Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

## 3.4 CHILDCARE DIRECTOR PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

Community Achievement Goal:	NEQuESTT Alignment
<p>3.4 Childcare Director Program at the Learning Community Center of North Omaha The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for providing high quality training and coaching to childcare directors that measurably improve the educational outcomes for children from high poverty backgrounds.</p> <p>3.4.1 By 2022, Improve educational outcomes for children evidenced by effectively providing high quality training and coaches to childcare directors as measured by the staffs' ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting national averages on the CLASS).</p> <p>For more information about the program, please see the annual report: <a href="http://www.learningcommunityds.org">www.learningcommunityds.org</a></p>	<p>3. C. Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences (Educator Effectiveness)</p> <hr/> <p style="text-align: center;"><b>Equity</b></p> <p>All components of the Learning Community's Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

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

### 3.5 FUTURE TEACHER TRAINING PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

<p><b>Community Achievement Goal:</b>          3.5 Future Teacher Training Program at the Learning Community Center of North Omaha          The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for recruiting and preparing postsecondary students for careers in early childhood education, particularly in areas of high poverty.</p> <p>3.5.1 By 2022, improve educational outcomes for children evidenced by effectively providing high quality training to students studying early childhood. Future teachers participating in this program will graduate with high satisfaction and graduates will seek employment as paras or teachers with exceptional feedback from employers as evidenced by surveys and focus groups.</p> <p>For more information about the program, please see the annual report:  <a href="http://www.learningcommunityds.org">www.learningcommunityds.org</a></p>	<p><b>NEQuESTT Alignment</b>          3. C. Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences (Educator Effectiveness)</p> <hr/> <p><b>Equity</b>          All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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**Evaluation: (Description of current program evaluation efforts.)** The Superintendents’ Early Childhood Plan is the most comprehensive birth – Grade 3 school-based initiative in the nation, and the evaluation of this effort represents a significant contribution to the national conversation about the birth – Grade 3 approach. The Superintendents’ Early Childhood Plan Evaluation is a collaborative effort among the Munroe-Meyer Institute (MMI) at the University of Nebraska Medical Center, the Center for Research on Children, Youth, Families, and Schools (CYFS) at the University of Nebraska Lincoln, and the Buffett Early Childhood Institute at the University of Nebraska.

## Progress Update (Fall 2019)

### Learning Community Evaluation Trend Analyses: Comparisons from FY2014 through FY2018

The following is a data summary for the Learning Community across the past five years including Classroom, Family, and Child Outcomes.

The following is a key to understanding the results:



Denotes these results are based on descriptive analyses and there were improvements over time.



Denotes these results are based on statistical analyses and there were significant improvements over time.



Denotes data was not collected during this time period using this measure.

## WHO WAS SERVED OVER THE PAST FIVE YEARS?

Learning Community including Intensive Early Childhood Partnership Program, LCCSO and LCCNO.

- 49,457 students
  - 7656 students, birth through 6
  - 41801 students in grade school programs
- 2500 parents
- 3667 teachers

The numbers served include all of the students and parents served in the program.

## WHAT WERE THE STUDENT OUTCOMES?

**RATIONALE:** School readiness is an essential concern for students entering the educational system. Students enrolled earlier and for a longer duration demonstrate better short and long-term results especially those from diverse backgrounds (Shonkoff & Phillips 2000; Barnett, 2008).

- Young children’s vocabulary skills predict later academic and behavioral skills in grade school (Morgan, et al., 2015).
- Early executive functioning skills predict 5th grade math and reading ability (Ribner, et al., 2017).
- Socio-emotional skills, physical and mental health, perseverance, attention, motivation, self- confidence are important for success in life (Barnett, 2004; Heckman, 2007).

### Intensive Early Childhood Partnership Program

Students in early childhood preschool programs are closing the achievement gap, which is demonstrated as they significantly improved their skills over time. This pattern is consistent across multiple years and academic areas.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Vocabulary (PPVT): Significant change across time	✓	✓	✓	✓	✓
By spring of each year on average 13% more students performed within the average range on vocabulary skills.					
School Readiness (Bracken): Significant change across time	✓	✓	✓	✓	
By spring of each year on average 15% more students performed within the average range in school readiness.					
Social-Emotional (DECA): Significant change across time				✓	✓
By spring of each year on average 20% more students performed above the mid-point of average range in social-emotional skills.					

**Intensive Early Childhood Partnership Program:**

Students with intensive preschool experience demonstrated significantly higher scores in math as compared to their peers at entrance to Kindergarten.

**Jump Start Pilot:**

Students were better prepared for kindergarten than their peers based on teacher ratings and demonstrated significant improvement in school readiness skills over time.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Readiness (Bracken): Significant change across time	✓	✓	✓	✓	✓

**Learning Community South Omaha (LCCSO):**

Students whose parents participated in LCCSO had higher rates of proficiency than comparable peers.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Nebraska State Assessments (NeSA and NSCAS)		✓	✓ (3 <sup>rd</sup> grade)	✓ (3 <sup>rd</sup> grade)	(3 <sup>rd</sup> grade)

## WHAT WERE FAMILY OUTCOMES?

**RATIONALE:** Partnerships between home and school are especially important for children who are socially and economically disadvantaged (Jeynes, 2005).

- Parent involvement positively influences social-emotional competence (Fantuzzo & McWayne, 2002).
- Positive play interactions between mothers or fathers and their children predicted children’s fifth-grade math and reading abilities (Cook, Roggman, & Boyce, 2011).

### Learning Community Centers of North and South Omaha:

Parents enrolled in either Parent University (LCCNO) or in the Family Learning Program (LLCSO) demonstrated gains in both parenting skills and stress levels.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Keys to Interactive Parenting Scale (KIPS): Significant change across time	✓			✓	
For the years in which KIPS, a parent-child interaction assessment, was collected families met the program goal in at least one area of the scale. Significant change in overall score was found from pre to post in 2013-2014 and 2016-2017.					
Parenting Children and Adolescents Scale (PARCA): Significant change across time		✓	✓	✓	✓
Parents demonstrated significant improvement across multiple parenting domains with as many as 91% of parents experiencing clinically significant improvements.					

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parent Stress: Significant change across time	✓	✓	✓	✓	
Parents reported significantly decreased levels of stress from pre to post following intervention with a Family Liaison or participation in Parent University.					
Circle of Security-Parenting: Significant change across time			✓	✓	✓
Parents reported significantly improved relationship with their children and improved parenting skills after attending course at the Parent University.					

## WHAT WAS THE QUALITY OF THE CLASSROOMS?

**RATIONALE:** 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).

- Preschool education has significant lasting effects on cognitive abilities, school progress (grade repetition, special education placement, and high school graduation), and social behavior (Aos, et al., 2004).

### Intensive Early Childhood Partnership programs:

The preschool programs met the research-based threshold for quality. Since FY2014 the quality scores have improved 12%. From 2013 through 2016 8 classrooms were evaluated per year. These observations were expanded to 35 classrooms in 2017-2018.

### Instructional Coaching:

Teacher scores improved in at least one major domain from fall to spring each year and met the threshold of quality for 3 out of 4 major domains. A total of 330 classrooms were observed from 2013-2015 to 2017-2018 and has expanded from two districts to four districts.

### Section 3. Partnerships

CAP Section 3	Local & State Partnerships
3.1 FAMILY LEARNING AT THE LEARNING COMMUNITY CENTER OF SOUTH OMAHA	UNO Special Education/Communication Disorders, UNO School of Music, Opera Omaha, PTI Nebraska, Joslyn Art Museum, Nonprofit Association of the Midlands, ASCEND Network at Aspen Institute, Lutheran Family Service, Omaha Public Schools, Nebraska Enterprise Fund, Project Harmon, Heartland Workforce Solutions, Smart Girls Society, SPARK Positivity, The Big Garden, Douglas County Health Department, Food Bank of the Heartland, Latino Center of the Midlands, Omaha Public Library, Omaha Conservatory of Music, Buffett Early Childhood Institute, City Sprouts, Creighton University, Child Saving Institute, Nebraska Extension Office, Omaha Fire Department, Women's Center for Advancement, UNMC Center for Reducing Health Disparities, UNO Service Learning Academy
3.2 PARENT UNIVERSITY AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA	Boys Town, Williams Consulting, Abundant Life Consulting, Bellevue University, Family Housing Advisory Services, Empowerment Network, Eastern Nebraska Action Partnership, Omaha Bridges out of Poverty, Life Coach Academy, Goodwill Industries, Creighton University, PTI Nebraska
3.3 INTENSIVE EARLY CHILDHOOD CLASSROOMS AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA	Omaha Public Schools, Educare, Buffett Early Childhood Institute
3.4 CHILDCARE DIRECTOR PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA	Omaha Public Schools, Buffett Early Childhood Institute
3.5 FUTURE TEACHER TRAINING PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA	Metropolitan Community College, Creighton University

## **Section 4. Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan.**

### **Introduction to MOEC and the Collective Impact Achievement Plan**

The MOEC Collective Impact Achievement Plan, as a fourth component of the Learning Community Achievement Plan has completed two years of operation as a revised, collective impact organization. MOEC consists of the eleven school districts of Douglas and Sarpy counties and their two Educational Service Units, the Council Bluffs Community Schools, and the University of Nebraska at Omaha, Metropolitan Community College (MCC), and Iowa Western Community College (IWCC).

The MOEC Leaders developed a new vision for the organization: “All students in the Omaha-Council Bluffs metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond.” The leaders determined that the organization would achieve this mission by

- setting transformational goals for student success
- launching initiatives focused on dramatically improving student outcomes
- strengthening the connections between our education systems and communities.

The goals, strategies and expectations of the MOEC Achievement Plan were identified utilizing the collective impact process in which stakeholders are challenged to think outside their respective silos of influence and recognize the interaction and interdependency that exists between them and their shared concerns.

### **The Goals of the MOEC Achievement Plan have guided the work of MOEC over the past two years:**

- Students are prepared for success in kindergarten and the primary grades.
- Students graduate from high school prepared for postsecondary and career success.
- Students successfully transition to postsecondary education.
- Students complete postsecondary experiences prepared for career success.

Members of the MOEC Executive Steering Committee (superintendents and postsecondary leaders) developed **guiding principles as norms for their collaborative work:**

- We will approach our work diligently since the future of public education depends on our success.
- Our work will be relevant and meaningful to all we serve.

- We will come to each meeting ready to discuss progress and results.
- We will embrace vulnerability and take risks to build and maintain trust.
- We will be curious before critical.
- Our goal will be progress, not perfection.
- We will expect, collect, and react to ongoing feedback related to our work.
- We will commit resources to accomplish our goals.
- When we reach conflict, we will strive for progress rather than impasse.
- We will value the past and focus on the future.

MOEC operates six **“Legacy” Task Forces** which meet regularly to identify and provide collaborative support related to educational challenges. These groups are organized in much the same way as in previous MOEC work from 1988 to present:

- Curriculum and Assessment
- Human Resources
- Professional Learning
- Student Services and Safety
- Technology
- Transportation

In order to collaboratively work toward meeting the goals of MOEC 2.0, superintendents and college leaders have set up Strategic Work Groups designed to tackle specific problems. The work groups that have been established for MOEC include the following:

- Baseline Data and Metrics (2017-18, 2018-19, 2019-20)
- Career/Workforce Education (2018-19)
- Early Literacy / 3<sup>rd</sup> Grade Reading (2018-19, 2019-20)
- FAFSA (2017-18, 2018-19, 2019-20)
- Mathematics (2017-18, 2018-19, 2019-20)
- School Attendance (2018-19, 2019-20)
- Dual Enrollment (2018-19, 2019-20)

#### MOEC Focus Areas 2017-18 through 2019-20

MOEC Leaders in PK-12 districts and in postsecondary institutions concentrate on all of the four goals on an ongoing basis, but the actual work of MOEC must be focused on specific projects and programs in order to make meaningful progress. The information

below outlines the main focus areas of MOEC in the two full years of collective impact work. In the sections that follow, a description of progress made in each of the targeted focus areas will be provided.

In the first year of MOEC 2.0 (2017-2018), MOEC leaders directed focus to three main areas:

- Review and revise MOEC metrics to make them collectable, accurate, and meaningful (**Data, MOEC Metrics**)
- Increase student completion of FAFSA (Free Application for Federal Student Assistance) by high school students (**FAFSA**)
- Develop and implement work to improve student success in high school and postsecondary mathematics (**Math**)

In the second year of MOEC 2.0 (2018-2019), MOEC leaders directed (or reaffirmed) focus on seven main areas:

- Collect and analyze baseline data on newly approved metrics as possible (**Data, MOEC Metrics**)
- Implement a professional development program for high school and postsecondary mathematics teachers to bring about improved student success (**Math**)
- Initiate a planning team to develop a plan to focus on improving proficiency in literacy by third grade, and collaborate with community organizations to involve the Metro Omaha area in the national Campaign for Grade Level Reading (**Literacy**)
- Initiate a working group to strategize for methods to improve student attendance at school (**Attendance**)
- Begin collaborative work with community organizations to improve workforce education (**Workforce**)
- Continue work to increase student completion of FAFSA (Free Application for Federal Student Assistance) by high school students (**FAFSA**)
- Initiate a working group to discuss collaborative work that could increase student completion of college credit courses in high school (**Dual Enrollment**)

At the beginning of the third year of MOEC 2.0 (2019-2020), MOEC leaders have directed (or reaffirmed) focus on seven main areas:

- Collect and analyze data on approved metrics; review and revise as needed (**Data, MOEC Metrics**)
- Implement a second-year professional development program for high school and postsecondary mathematics teachers and initiate a first-year program for middle school mathematics teachers to bring about improved student success (**Math**)
- Implement a professional development program for school leaders to guide them in the work of improving proficiency in literacy by third grade, and collaborate with community organizations as part of the national Campaign for Grade Level Reading (**Literacy**)
- Continue work to improve student attendance at school (**Attendance**)
- Develop and implement a collaborative professional development experience for high school principals to improve student success at the ninth-grade level (**Ninth-Grade**)

- Continue work to increase student completion of FAFSA (Free Application for Federal Student Assistance) by high school **(FAFSA)**
- Develop strategies and collaborative work that could increase student completion of college credit courses in high school **(Dual Enrollment)**

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

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

<p><b>Community Achievement Goal:</b></p> <p>Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan</p> <p>4.1 Students are prepared for success in kindergarten and in the primary grades.</p> <p>4.1.1 By 2022, increase # of children, ages 0-3, in high quality home visiting programs.</p> <p>4.1.2 By 2022, increase the #/% of 3 and 4-year-olds enrolled in high quality preschools.</p> <p>4.1.3 By 2022, increase #/% of teachers in MOEC PreK-Grade 3 classrooms with an endorsement in Early Childhood Education.</p> <p>4.1.4 By 2022, increase the # of intellectually informed and developmentally informed Kindergarten and primary grade classrooms.</p> <p>4.1.5 By 2022, increase the # of early childhood teachers who demonstrate evidenced-based early learning competencies.</p> <p>4.1.6 By 2022, increase the #/% of children entering Kindergarten who demonstrate proficiency in learning and development on a valid observational assessment that can be used to plan program and curriculum. Note: This important metric is not measurable at the current time but will be explored.</p>	<p><b>NEQuESTT Alignment</b></p> <p>2.C.2. Ninety-five percent of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2026 [original 4.3]</p> <p>3.C.1. One hundred percent of Nebraska schools will utilize performance standards and a research-based evaluation system for all certified staff as aligned to Rule 10, by 2021 [original 7.2]</p>
	<p><b>Equity</b></p> <p>All components of the MOEC Collective Impact Achievement Plan work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic</p>

opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.

**Evaluation:**

Evaluations will be conducted for each of the identified metrics by comparing baseline data gathered in school year 2018-2019 to the current year's data.

**Progress Update (Fall 2019)**

***MOEC FOCUS AREA: Data / MOEC Metrics***

MOEC Benchmark Data Strategic Work Group Development of Metrics

In the first full year of MOEC 2.0 (2017-2018), the initial metrics were revised and approved by the MOEC Executive Steering Committee (superintendents and postsecondary leaders).

In the second full year of MOEC 2.0 (2018-2019), baseline data was collected and analyzed for 2 of the seven metrics under Goal 1.

Goal 1:

- Number/percentage of 4-year-olds enrolled in high quality preschool programs (self-reported data)
- Number/percentage of teachers in MOEC PK-grade 3 classrooms with an endorsement in early childhood education

There are still five MOEC metrics under Goal 1 that need to be established; there has not yet been capacity to determine appropriate measurement of the following:

- Number of children, ages 0-3, in high quality home visiting programs
- Number of 3-year-olds enrolled in high quality preschools
- Number of developmentally informed and intellectually challenging Kindergarten and primary grade classrooms
- Number of early childhood teachers who demonstrate evidence-based early learning competencies

- Number of children entering Kindergarten who demonstrate proficiency in learning and development on a valid observational assessment that can be used to plan program and curriculum

MOEC Benchmark Data Strategic Work Group Baseline Data

The following table includes the baseline data that was collected during the 2018-2019 academic year. Similar data will be collected during the current school year. As possible, additional data points will be developed and gathered.

MOEC Metric	Percentage Total MOEC	Average Percent Calc (by district)	Range of Percentages for MOEC school districts
1-2: 4 year olds enrolled in high quality preschools, Fall 2018 *	68%	69%	27% to 90%
1-3a: Teachers in MOEC Pre K - Grade 3 classrooms with an endorsement in early childhood education, 2017-18**	34%	44%	14 or 36% to 69%
1-3b: Teachers in MOEC Pre K - Grade 3 classrooms with an endorsement in early childhood education, 2018-19 **	37%	48%	16 or 38% to 77%

**\*One District Did Not Report**

**\*\* Another District Did Not Report**

**\*\*\* Two Districts Did Not Report**

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

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

<b>Community Achievement Goal:</b>	<b>NEQuESTT Alignment</b>
<p>Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan</p> <p>4.2 Students graduate from high school prepared for postsecondary and career success</p> <p>Postsecondary</p> <p>4.2.1 By 2022, increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.</p> <p>4.2.2 By 2022, increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.</p> <p>4.2.3 By 2022, increase #/&amp; of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.</p> <p>4.2.4 By 2022, increase #/% of students who graduate from high school having successfully completed four years of math.</p> <p>4.2.5 By 2022, increase #/% of high school freshmen who are on track to graduate by the end of 9th grade.</p>	<p><b>Collee, Career, and Civic Ready</b></p> <p>3.A.1. Define college, career, and civic readiness, by 2020 [original 5.1]</p> <p>3.A.2. All Nebraska elementary schools will provide a tiered system of support consisting of evidence-based curriculum, instruction, interventions, and assessment for English language arts and mathematics, by 2020 [original 5.2]</p> <p>3.A.3. One hundred percent of Nebraska schools will provide all students with a program for a career awareness, exploration, and preparation, by 2026 [original 5.3]</p>

<p>4.2.6 By 2022, increase #/% of students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation.</p> <p>4.2.7 By 2022, increase #/% of students who meet college and career readiness standards by end of 12th grade, as measured by the ACT graduate report.</p> <p>4.2.8 By 2022, decrease #/% of students who miss 10% or more days of school per year.</p> <p>4.2.9 By 2022, increase #/% of students who participate in at least one school activity in high school.</p> <p>4.2.10 By 2022, increase #/% of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time.</p> <p>4.2.11 By 2022, decrease # of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report and CBCSD data.</p> <p>4.2.12 By 2022, increase the average percentage of first- and third-year UNO teacher graduates (and principals of teacher graduates) who indicate that the teachers consistently demonstrate core teacher standards.</p>	<p style="text-align: center;"><b>Equity</b></p> <p>All components of the MOEC Collective Impact Achievement Plan work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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**Evaluation:**

Evaluations will be conducted for each of the identified metrics by comparing baseline data gathered in school year 2018-2019 to the current year's data.

## **Progress Update (Fall 2019)**

### ***MOEC FOCUS AREA: Data / MOEC Metrics***

#### MOEC Benchmark Data Strategic Work Group Development of Metrics

In the first full year of MOEC 2.0 (2017-2018), the initial metrics were revised and approved by the MOEC Executive Steering Committee (superintendents and postsecondary leaders).

In the second full year of MOEC 2.0 (2018-2019), baseline data was collected and analyzed for Goal 2:

- Number/percentage of students meeting expectations for proficiency in literacy by end of 3rd grade
- Number/percentage of students meeting expectations for proficiency in math by end of 8th grade
- Number/percentage of students demonstrating proficiency in literacy and math by end of 11th grade
- Number/percentage of students graduating from high school having successfully completed four years of math
- Number/percentage of high school freshman who are on track to graduate by the end of 9th grade
- Number/percentage of students who complete at least one dual enrollment, AP, IB, or college level course prior to high school graduation
- Number/percentage who meet college and career readiness standards by the end of 12th grade, as measured by the ACT graduate report
- Number/percentage who miss 10% or less days of school per year
- Number/percentage who participate in at least one school activity in high school
- Number/percentage of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time
- Percentage of 1st and 3rd year UNO teacher graduates (and principals of teacher graduates) who indicate that the teachers consistently demonstrate core teacher standards

There is still one metric for Goal 2 that needs to be established; there has not yet been capacity to determine appropriate measurement thereof:  
Goal 2

- Number of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report and Council Bluffs District data (Note: this information exists, but was inaccurate for 2018)

**MOEC Benchmark Data Strategic Work Group Baseline Data**

The following table includes the baseline data that was collected during the 2018-2019 academic year. Similar data will be collected during the current school year. As possible, additional data points will be developed and gathered.

MOEC Metric		Percentage Total MOEC	Average Percent Calc (by district)	Range of Percentages for MOEC school districts
2-1A: Students who are meeting expectations for proficiency in literacy by the end of 3rd grade, 2017-18 data		51%	59%	33% to 84%
2-1B: Students who are meeting expectations for proficiency in math by the end of 8th grade, 2017-18 data		49%	57%	27% to 88%
2-1Ca: Students who demonstrate proficiency in literacy by the end of 11th grade, 2017-18 data		51%	62%	29% to 85%
2-1Cb: Students who demonstrate proficiency in mathematics by the end of 11th grade, 2017-18 data		48%	60%	22% to 85%
2-2: Students who graduate from high school having successfully completed four years of math, Class of 2018		54%	62%	19% to 87%
2-3: High school freshmen who are on track to graduate by the end of 9th grade, 2017-18 data		87%	93%	78% to 99%
2-4: Students who complete at least one dual enrollment, AP, IB, or college level course prior to high school graduation, Class of 2018		64%	68%	51% to 90%
2-5: Students who meet college and career readiness standards by end of 12th grade as measured by the ACT graduate report, Class of 2018		24%	29%	09% to 65%
2-6: Number of students who missed 10% of more days of school during the year, 2017-18 data	Kindergarten	12%	6%	1.4% to 21.8%
	1st Grade	10%	6%	1.9% to 18.3%

	2nd Grade	10%	5%	1.1% to 18.1%
	3rd Grade	9%	5%	1.4% to 16.8%
	4th Grade	10%	6%	0.8% to 17.9%
	5th Grade	10%	6%	0.5% to 18.5%
	6th Grade	13%	8%	2.3% to 24.0%
	7th Grade	17%	10%	2.0% to 29.8%
	8th Grade	19%	13%	3.8% to 31.6%
	9th Grade	22%	15%	3.0% to 39.7%
	10th Grade	25%	18%	5.2% to 41.4%
	11th Grade	30%	21%	7.2% to 49.0%
	12th Grade	29%	22%	9.5% to 43.0%

	Total K - 12th Grade	16%	11%	4.0% to 27.9%
2-7: Students who participate in at least one school activity in high school, Class of 2018*** *** Bellevue & OPS Did Not Report		66%	74%	49.3% to 93.1%
2-8a: Graduates who complete a 4-year postsecondary degree within 150% of expected time	Class of 2011	31%	37%	14.2% to 54.0%
2-8a: Graduates who complete a 2-year postsecondary degree within 150% of expected time	Class of 2011	4%	5%	1.9% to 24.7%
<i>Note: 2011 Graduates who complete a 2 year or 4-year postsecondary degree within 150% of expected time</i>	<i>Class of 2011</i>	<i>35%</i>	<i>43%</i>	<i>20.3% to 71.5%</i>
2-8a: Graduates who complete a 2-year postsecondary degree within 150% of expected time	Class of 2012	4%	5%	1.6% to 11.3%
2-8a: Graduates who complete a 2-year postsecondary degree within 150% of expected time	Class of 2013	4%	5%	1.7% to 10.7%
2-8a: Graduates who complete a 2-year postsecondary degree within 150% of expected time	Class of 2014	4%	6%	1.7% to 24.2%

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

### 4.3 Students Successfully Transition to Postsecondary Education

Community Achievement Goal:	NEQuESTT Alignment
<p>Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan</p> <p>4.3 Students successfully transition to postsecondary education.</p> <p>4.3.1 By 2022, increase #/% of high school graduates completing and submitting FAFSA as tracked b NE Coordinating Commission on Postsecondary Education and by Iowa College Aid</p>	
<p>4.3.2 By 2022, increase #/% of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse data</p> <p>4.3.3 By 2022, increase #/% of students enrolling in postsecondary education within a year of high school graduation who are academically prepared to be successful according to the postsecondary institutions' established standards in math and literacy</p> <p>4.3.4 By 2022, increase #/% of students enrolling in postsecondary education in fall term after high school who enter with college credits</p> <p>4.4.5 By 2022, increase #/% of students participating in high school pre-apprenticeship/internship experiences</p>	<p style="text-align: center;"><b>Equity</b></p> <p>All components of MOEC Collective Impact Achievement Plan work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

**Evaluation:**

Evaluations will be conducted for each of the identified metrics by comparing baseline data gathered in school year 2018-2019 to the current year's data.

**Progress Report**

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

In the first full year of MOEC 2.0 (2017-2018), the initial metrics were revised and approved by the MOEC Executive Steering Committee (superintendents and postsecondary leaders) for Goal 3.

In the second full year of MOEC 2.0 (2018-2019), baseline data was collected and analyzed for Goal 4:

- Number/percentage of high school graduates completing and submitting FAFSA as tracked by NE Coordinating Commission on Postsecondary Education and by Iowa College Aid
- Number/percentage of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse data
- Number/percentage of students enrolling in postsecondary education within a year of high school graduation who are academically prepared to be successful according to the postsecondary institutions' established standards in math and literacy
- Number/percentage of students enrolling in postsecondary education in fall term after high school who enter with college credits

There is still one metric for Goal 3 that needs to be established; there has not yet been capacity to determine appropriate measurement thereof:

- Number/percentage of students participating in high school pre-apprenticeship/internship experiences

## Progress Update (Fall 2019)

### MOEC Benchmark Data Strategic Work Group Baseline Data

The following table includes the baseline data that was collected during the 2018-2019 academic year. Similar data will be collected during the current school year. As possible, additional data points will be developed and gathered.

MOEC Metric		Percentage Total MOEC	Average Percent Calc (by district)	Range of Percentages for MOEC school districts
3-2: Students who graduated in 2017 and enrolled in postsecondary education in 2017-18 school year		70%	71%	53.2% to 97.0%
3-1 2017 HS Grads exiting with completed FAFSA	Class of 2017	57.9%	56.33%	38% to 69.4% (Individual High Schools, not District Averages)
3-1 2018 HS Grads exiting with completed FAFSA	Class of 2018	57.1%	56.22%	41% to 70.6% (Individual High Schools, not District Averages)
3-1: 2018 HA Grads entering postsecondary with completed FAFSA	Class of 2018	82%	75.67%	38% to 93%
3-3: 2018 HS Grads enrolling in postsecondary academically prepared math	Class of 2018	47%	57.67%	30% to 100%
3-3: 2018 HS Grads enrolling in postsecondary w/i a year academically prepared English	Class of 2018	60%	66.50%	47% to 100%
3-4: 2018 HS Grads enrolling in postsecondary with college credits	Class of 2018	18%	27.58%	04% to 80%

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

### 4.4 Students Complete Postsecondary Experiences Prepared for Career Success

<p><b>Community Achievement Goal:</b> Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan</p> <p>4.4 Students complete postsecondary experiences prepared for career success.</p> <p>4.4.1 By 2022, increase #/% of students who successfully complete math and English program/degree requirements by the end of the first year of postsecondary education.</p> <p>4.4.2 By 2022, increase #/% of recent high school graduates who persist from first term to second term in post-secondary education based on National Student Clearinghouse data.</p> <p>4.4.3 By 2022, increase #/% of recent high school graduates who have declared a major within 25% of postsecondary education program completion.</p> <p>4.4.4 By 2022, increase #/% of students participating in internships, apprenticeships, clinical practices, etc., that lead to employment. Note: This important metric is not measurable at the current time, but will be explored.</p> <p>4.4.5 By 2022, increase #/% of degree-seeking students who are on pace to graduate within 150% of expected time for selected program.</p> <p>4.4.6 By 2022, increase #/% of degree / certificate -seeking students who graduate within 150% of expected time for selected program.</p>	<p><b>NEQuESTT Alignment</b></p> <p>3. Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life (Teaching, Learning, and Serving)</p> <p>A. Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities (College, Career, and Civic Ready)</p> <hr/> <p><b>Equity</b></p> <p>All components of the MOEC Collective Impact Achievement Plan work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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4.4.7 By 2022, increase #/% of graduates whose earnings match their level of educational attainment based on workforce data.	
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**Evaluation:**

Evaluations will be conducted for each of the identified metrics by comparing baseline data gathered in school year 2018-2019 to the current year's data.

**Progress Update (Fall 2019)**

MOEC Benchmark Data Strategic Work Group Development of Metrics

In the first full year of MOEC 2.0 (2017-2018), the initial metrics were revised and approved by the MOEC Executive Steering Committee (superintendents and postsecondary leaders).

In the second full year of MOEC 2.0 (2018-2019), baseline data was collected and analyzed for established metrics.

Goal 4:

- Number/percentage of students who successfully complete math and English program/degree requirements by the end of the first year of postsecondary education
- Number/percentage of recent high school graduates who persist from first term to second term in postsecondary education based on National Student Clearinghouse data
- Number/percentage of recent high school graduates who have declared a major within 25% of postsecondary education program completion

There are still Goal 4 MOEC metrics that need to be established; there has not yet been capacity to determine appropriate measurement of the following:

Goal 4

- Number/percentage of students participating in internships, apprenticeships, clinical practices, etc., that lead to employment

- Number/percentage of degree-seeking students who are on pact to graduate within 150% of expected time for selected program
- Number/percentage of degree/certificate-seeking students who graduate within 150% of expected time for selected program
- Number/percentage of graduates whose earnings match their level of educational attainment based on workforce data

**MOEC Benchmark Data Strategic Work Group Baseline Data**

The following table includes the baseline data that was collected during the 2018-2019 academic year. Similar data will be collected during the current school year. As possible, additional data points will be developed and gathered.

<b>MOEC Metric</b>		<b>Percentage Total MOEC</b>	<b>Average Percent Calc (by district)</b>	<b>Range of Percentages for MOEC school districts</b>
4-1: 2017 HS Grads in postsecondary who complete math program requirements by end of year 1	Class of 2017	46%	39.58	20% to 55%
4-1: 2017 HS Grads in postsecondary who complete English program requirements by end of year 1	Class of 2017	38%	33.08%	20% to 47%
4-2: 2017 HS Grads/Postsecondary students who persist from 1st term to 2nd term	Class of 2017	86%	87.08%	82% to 100%
4-3: 2017 HS Grads/Postsecondary students who declare major within 25% of program time	Class of 2017	68%	67.92%	48% to 92%

## Additional Progress Update Information (Fall 2019)

### MOEC Collection of Additional Data from NWEA

In addition to reviewing the specific MOEC metric data, MOEC superintendents have reviewed NWEA Map Growth data for the twelve school districts combined (11 in Nebraska and 1 in Iowa). While the data is not perfect due to different districts' practices of when and how they use the NWEA assessments, the combined data provides a good snapshot of the metro area as a whole. The data measures Fall, 2017 data to Spring, 2018 data.

- **Overall achievement of MOEC students is about average. Median achievement is 56<sup>th</sup> percentile; median growth is 50<sup>th</sup> percentile.** MOEC students demonstrated a median achievement level at the 56<sup>th</sup> percentile on fall 2017 MAP Growth assessments. This means that one half of all the students' MAP Growth scores (across all subjects measured) were above the 56<sup>th</sup> percentile. Looking at growth from fall to spring, the median growth percentile for district students was 50, versus a national median of 50. This means that district students' scores grew at about the same rate as typical students.
- **Top-Quartile Students: There is a Larger Proportion than is Typical, with About the Same Growth as the Norm** 30% of MOEC students' scores are in the top achievement quartile when all subjects measured are combined, compared to 25% nationally. These students' scores showed about the same growth to similar students', since their median growth percentile was at the 52<sup>nd</sup> percentile from fall to spring. Approximately 11% of district students' scores were in the top achievement decile in fall 2017, compared to 10% nationally. This group grew at the 54<sup>th</sup> percentile, which is average compared to the norm.
- **Middle-Two-Quartiles Students: There is a Typical Proportion, with Growth Approximately Equal to the Norm** Nationally, about 50% of scores fell within the two middle quartiles, versus 49% of district scores. For the MOEC students who produced these scores, median growth was at the 50<sup>th</sup> percentile, which is the same as the national average.
- **Lowest-Quartile Students: There is a Typical Proportion, with Growth Approximately Equal to the Norm** Some 21% of MOEC students' scores showed lowest (or bottom) quartile achievement, which is about the same as the 25% that is typical for the country. These students' scores are growing at the same rate as similar students, as their median growth percentile was at the 46<sup>th</sup> percentile from fall to spring. About 10% of district students demonstrated bottom decile achievement, compared to 10% nationally. This group's scores grew at the 45<sup>th</sup> median growth percentile from fall to spring, which is about average.
- **MOEC students are strong in reading and math for both achievement and growth.** Reading is a high achievement/high growth subject for MOEC students. The median status percentile (MSP) for reading is slightly above the national average. The Median Growth Percentile (MGP) is about average.

Math falls within the high achievement/high growth quadrant. The MSP is above the 50<sup>th</sup> percentile but still falls within the average range. The MGP is about average.

- **MOEC Overall: High Achievement/High Growth**
  - Median status percentile: 56<sup>th</sup>
  - Median growth percentile: 50<sup>th</sup>
- **Reading: High Achievement/High Growth**
  - Median status percentile: 58<sup>th</sup>
  - Median growth percentile: 50<sup>th</sup>
- **Mathematics: High Achievement/High Growth**
  - Median status percentile: 55<sup>th</sup>
  - Median growth percentile: 50<sup>th</sup>
- **8<sup>th</sup> grade had above average status in one subject.**
  - Reading had the highest median status percentile for MOEC overall. The MSP for individual grades ranged from a low of 51<sup>st</sup> percentile for 1<sup>st</sup> grade to a high of 60<sup>th</sup> percentile for 8<sup>th</sup> grade.
  - Mathematics had the lowest MSP overall in the district. Eighth grade was the highest (56<sup>th</sup> percentile) with 9<sup>th</sup> grade at the lowest (47<sup>th</sup> percentile).
- **K had above average growth in one subject.**
- **Fourth grade had below average growth in one subject.**
- **Reading had a median growth percentile of 50 for MOEC overall.**
  - The MGP for individual grades ranged from a low of 48<sup>th</sup> percentile for 3<sup>rd</sup> grade, 4<sup>th</sup> grade and 5<sup>th</sup> grade to a high of 55<sup>th</sup> percentile for 8<sup>th</sup> grade.
- **The overall MOEC MGP for math was 50.**
  - K was the highest (63<sup>rd</sup> percentile) with 4<sup>th</sup> grade at the lowest (41<sup>st</sup> percentile).
- **Median status ranges from 32<sup>nd</sup> percentile for African-American students to 66<sup>th</sup> for Caucasian students.**
  - Median growth percentile (MGP) ranges from 39<sup>th</sup> percentile for African-American students to 55<sup>th</sup> for Caucasian students.
  - Caucasian students had the highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP (Median status percentile) was slightly above average compared to the national norm. Their growth was average.

- Asian students had the second highest achievement MSP, falling average nationally. Their growth was about the same as the national norm.
- "Other" students had the third highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was average. Their growth was the same.
- Hispanic students had the next highest achievement MSP, falling slightly below average nationally. Their growth, however, was about the same as the national norm.
- African-American students had the lowest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was slightly below average nationally. Their growth was the same.
- The largest difference between female and male students in median achievement was in reading for African-Americans, where females were 40<sup>th</sup> percentile versus 31<sup>st</sup> for males.

***MOEC FOCUS AREA: Mathematics***

MOEC Math Strategic Work Group Professional Development Cohorts

The Metropolitan Omaha Education Consortium was reimagined in 2017, changing the organization from a networking coalition to an organization working toward collective impact. The group approached its first major initiative with care, realizing the importance of offering choice, quality, opportunity for collaboration, and specific expectations. The MOEC MATH (Mathematics at The Higher Grades) Cohort in 2018-19 was the first major initiative of the “new” MOEC.

Designed by members of the MOEC Strategic Work Group, the MOEC MATH Cohort was offered to mathematics teachers from MOEC high schools and postsecondary institutions. Although involvement was strictly optional, 17 high schools from 10 districts as well as postsecondary representatives from all three MOEC institutions participated in the year-long professional development opportunity. Sessions allow participants to work with others from their own schools as well as to collaborate with teachers from other schools. Administrators were expected to attend each session and lead the conversation and strategic planning in their own schools. Participants had the responsibility of collecting data from others in their schools and of taking major learning points back to their colleagues.

When applying for grants for the program, MOEC representatives described that “Success would include active engagement in collaborative professional development by 92 high school and college mathematics teachers and 34 building and district school leaders. Success would be demonstrated by changed, improved classroom instruction based on research on best-practice in high

school and college mathematics classrooms. Ultimate success would be shown if students increase engagement in, enthusiasm for, and success in mathematics.”

Some statements from participants and MOEC leaders at the conclusion of last year indicate that the MOEC Math Cohort met that “success” mark for the first year of the cohort:

- Jim Sutfin, Superintendent of Millard Public Schools: “When teachers return from training and they are clamoring for more, you know you have hit the right cord. This has been the experience our teachers have had with the MOEC math group.
- Neal Grandgenett, UNO Dr. George and Sally Haddix Community Chair of STEM Education: “The MOEC Collective Impact Initiative has greatly increased the engagement of UNO STEM faculty in working closely with our area school districts, MCC, and IWCC. My STEM colleagues and I have seen real relevance and importance in this work, such that it has already resulted in faculty teams pursuing new synergistic initiatives at UNO....MOEC and...(the)... leadership of this important initiative has also directly contributed to a rapidly growing interest of UNO STEM faculty to engage and to coordinate with MOEC when building new coursework innovations.”
- Blane McCann, Superintendent Westside Community Schools: “A key foundational brick of our (Westside) strategic plan is in having strong Professional Learning Communities. This professional learning opportunity provided training on what this looks like in math specifically. Our teachers are able to take successful new ideas and concepts back to their teams and classrooms immediately after the sessions. This has been a huge success. This is the first time that I can remember the entire Omaha metropolitan area coming together under one initiative to focus one area where we can all improve: Math. This is an example of why I believe the MOEC group was formed.”
- Ryan Gardner, Teacher, Gretna High School: “The MOEC training has had noticeable impact on my teaching, our department's collaborative efforts, and student learning. I am grateful for the emphasis on student friendly language of learning targets to help narrow the focus of learning for both teacher and student. These targets have helped provide students with the language to communicate the skills they have learned or still have yet to learn. The thing that I appreciate the most about this year's MOEC experience is the sensible, research-based principles that guide the instruction, assessment, and teaching of mathematics. The facilitators have provided great questions that help our district to grow and strengthen our math department. The principles with MOEC have consistently made us focus on student learning of mathematics, rather than point earning (grades). I am forever grateful for my personal teacher development at MOEC this 2018-2019 season.
- Jeff Depue, Teacher, Gretna High School: “MOEC has improved our Math department by challenging us to have tough conversations regarding common assessments, common grading, and essential learning targets. Already, our students have more equity, confidence, and a better understanding of mathematics. Our team is excited to continue the MOEC professional development in 2019-20 and look forward to developing rigorous, subject-specific tasks, common essential learning targets, and

an intervention program for struggling students. I am looking forward to see the improvements our students will make and to share the researched-backed professional development with other mathematics teachers in our district.

- Jim Harrington, Supervisor of Secondary Mathematics for Omaha Public Schools: “Here is what I have gleaned from the OPS participation in the MOEC math program: Our teachers have become focused on the power of collaboration to a degree I have never before witnessed in my 21 years in this position. They have taken it upon themselves to make collaboration work in their schools. They have also become champions of our common assessments, volunteering to revise them along the lines suggested by Tim Kanold and his crew. This qualifies as the most impactful professional development that has been provided to our math teachers in the past two decades.”
- Tami Whitted: Math Curriculum Facilitator, Millard Public Schools: “We are excited to continue this good work! It is making a difference in our high schools and couldn't come at a better time to extend to middle schools as we roll out some new PLC (Professional Learning Communities) parameters next fall. Thanks for all of your work to make this such a meaningful endeavor for the entire metro area!”

Based on the enthusiasm from the first year’s work, members of the MOEC Math Strategic Work Group discussed at length whether a second-year program should be offered, if membership should be expanded, and if a middle school cohort should be started. After serious consideration of the pros and cons, work group members decided to offer a second-year program for high school and beyond and to begin a similar (but separate) program for middle level teachers of mathematics.

In May, 2019, school leaders were given the opportunity to enroll in the 2019-20 cohorts. The number of participants proves that there is enthusiasm for the program. As of 08/26/19, there are 200 teachers and leaders enrolled to participate in the high school and postsecondary cohort, including 90 new high school teachers. Every district and every MOEC high school are involved in the cohort. The middle school cohort, which held a first session on August 28, includes and 163 teachers and leaders enrolled from 11 school districts.

#### MOEC Math Strategic Work Group Involvement in UNO General Education Requirements

In addition to the cohorts for professional development, the Math Strategic Work Group has also been influential in conversations about General Education requirements at the University of Nebraska at Omaha, broadening basic requirements beyond College Algebra to include four courses:

- UNO MATH 1220 College Algebra (Existing general education course)
- UNO MATH 1120 Mathematical and Computational Thinking (Existing general education course)
- UNO MATH 1530 Introduction to Applied Probability and Statistics (Now an acceptable general education course)

- UNO MATH 1130 Quantitative Literacy (Now an acceptable general education course; course was previously called MATH 1200)

#### MOEC Math Strategic Work Group Attention to Dual Enrollment Courses

Members of the Math Strategic Work Group have also worked closely with UNO Math Department representatives to design an 18-graduate-credit-hour certificate program to entice and support high school teachers to become certified to teach dual credit math courses in high school, in an effort to increase the number of students who leave high school with college credit, especially in math. A companion goal of this work is to increase the number of students in high school who take a fourth year of mathematics, better preparing them for postsecondary success.

The data mentioned in the previous section provides a baseline snapshot of metrics related to the math project.

#### ***MOEC FOCUS AREA: Literacy***

##### MOEC Early Literacy Strategic Work Group

Similar to the work of the Math Strategic Work Group, the MOEC Early Literacy Strategic Work Group was established to determine viable actions that could be taken to better ensure that students are proficient in literacy by the end of third grade. The Early Literacy Strategic Work Group includes representatives of the MOEC school districts in Douglas, Sarpy, and Pottawattamie (IA) counties. Throughout the year, group members shared information, identifying strengths and needs in their individual school districts. Dr. Deborah Reed, Executive Director of the Iowa Reading Research Center, and national/international scholar on early literacy met with the group several times throughout the year. Together, participants identified a major goal of improving the basic literacy knowledge and skills of early grade educators, their school principals, and reading specialists. After months of discussion, a plan for 2019-20 was developed, and school districts were invited to participate if they felt the project would support their own literacy education needs.

Members of the work group proposed that school leaders and literacy staff members come together to review information about best practice in early literacy, and to ensure that educational leaders have a strong background in the important field of early literacy. The group recognized that not all elementary teachers or school leaders have had concentrated or recent training in teaching reading and writing, and this would be fertile ground for improvement. The trained representatives then would become facilitators of professional learning groups in their own schools and districts, leading important conversations and developing building-specific strategies to ensure student success. In order to ensure that the facilitators are supported in their work, they will

be provided prepared modules, training guides, fidelity measurement tools, and ongoing training and support throughout the school year.

The timeline for implementation is shown below:

Month	Leaders	Teachers
September	Facilitators' training Facilitate implementation and discuss fidelity data	View modules 1; Begin implementing
October	Review fidelity data and identify next steps	Continue implementing
November	Facilitate implementation and collect fidelity data	Continue implementing
December	Review data and identify next steps (and possible new module)	Continue implementing
January	Facilitators' training on new module	View new module; Begin implementing
February	Facilitate implementation and collect fidelity data	Continue implementing
March	Review data and identify next steps	Continue implementing
April	Facilitate implementation and collect fidelity data Review data and identify next steps; Plan for 2020-21	Continue implementing

**Potential Modules for Use in the Project** (Module #1 and #6 are proposed for first year study):

1. **Effective Literacy Instruction:** explanation and progression of literacy skills, explicit and systematic instruction, use of strategies
2. **Grapheme-Phoneme Correspondences (GPCs):** why it is important to teach phonics skills, what are GPCs, how to use Elkonin boxes to teach GPCs

3. **Morphology:** what are morphemes, why teaching morphology supports reading and writing, how to teach students to use morphemes to understand words
4. **Frayer Model:** how graphic organizers support learning vocabulary, why exploring vocabulary deeply after reading supports conceptual understanding, how to teach students to use a Frayer Model for vocabulary learning
5. **Text Structures:** how graphic organizers support reading comprehension, what are text structures, how to teach students to identify and organize information from a text
6. **Small-group, Skills-based Instruction:** what are the instructional formats of the literacy block, why small-group instruction is important for differentiating literacy lessons, how to transition to small-group instruction and plan for differentiated lessons
7. **Varied Practice Reading:** why fluency is important to reading development, what is Varied Practice Reading, how to teach students to implement Varied Practice Reading with peers
8. **Shared Reading:** why oral language development is important, what shared reading includes, how to implement shared reading lessons
9. **Dyslexia Overview:** what dyslexia is and is not, how individuals with dyslexia are impacted, what are the key features of instruction for individuals with dyslexia

#### First Year Participants in Early Literacy Cohort

As of August 26, 2019, all twelve MOEC school districts have indicated they will participate in the project. Each district has the ability and obligation to plan for implementation in the schools that are involved. One district has chosen to train all principals and reading specialists; other districts have decided to focus the training on specific schools or grade levels. Over 175 “literacy leaders” from MOEC districts and UNO have registered for the first training session, September 9th. In addition, literacy representatives from Buffet Early Childhood Institute (BECI) and an Omaha private elementary school have asked to be part of the initial year of study. These 180+ leaders (principals, assistant principals, reading specialists, curriculum leaders, and lead teachers) will plan and lead professional development sessions in their own buildings, requiring the teacher participants to also view, implement, and practice learning from the modules. It is currently anticipated that MOEC will more than 1600 module licenses for teacher participants throughout the community.

### Campaign for Grade Level Reading: Metro Omaha “Raise Me to Read”

As a companion MOEC project related to early literacy, MOEC has partnered with United Way of the Midlands and the Learning Community of Douglas and Sarpy Counties and with the Council Bluffs Raise Me to Read project in submitting an application to join the national Campaign for Grade Level Reading, becoming the first Nebraska community to join 44 other states in an effort to involve community support for the goal of having all children read proficiently by the end of third grade. The national Campaign focuses on three major goals: (a) increasing and improving early childhood education, (b) improving school attendance, especially decreasing chronic absenteeism, and (c) increasing summer and out-of-school learning opportunities, especially for children of poverty.

The Metro-Omaha Community Solution Action Plan was submitted to the national campaign in June in an effort to be named a member for the July announcement of new community members. MOEC serves as the backbone organization leading the work, with a full-time facilitator making the connections in the community.

The Community Solutions Action Plan that was submitted and accepted by the national Campaign GLR included five main desired outcomes and metrics that will be tracked annually.

- Desired Outcome: Increase number/percentage of children ready for kindergarten as measured by an appropriate evaluation tool.
  - Summative Metric: Percentage of children ready for kindergarten as measured by NE/IA Department state assessments
  - Formative Measures:
    - Increase the number of individuals, neighborhood businesses, and community organizations that are engaged in spreading the message about the importance of early learning and are associated with Raise Me to Read
    - Increase number of early childhood educators who receive literacy training and resources from Raise Me to Read or partner/ally organizations
    - Increase number of preschool and kindergarten classroom teachers with an endorsement in early childhood education
    - Expand the number of books distributed by Raise Me to Read or partner/ally organizations
    - Increase number of families actively involved with Raise Me to Read
    - Increase number of schools and early childhood centers that are actively involved with Raise Me to Read

- Desired Outcome: Increase the number/percentage of children who demonstrate evidence of sustained or improved reading proficiency from one year to the next.
  - Summative Metric: Percentage of students who measure as proficient in reading on state assessments
  - Formative Measures:
    - Increase number/percentage of non-literacy-proficient preschool-grade 3 children attending extended learning opportunities
    - Increase number of preschool-grade 3 children who attend extended learning/ enrichment opportunities throughout the year
    - Increase number of Raise Me to Read partners/allies that use trauma informed information / practices in their work with students or families
  
- Desired Outcome: Increase the number/percentage of preschool – third grade children who are present in school 95% of school days.
  - Summative Metric: Percentage of students present as reported in official school attendance data supplemented by United Was Attendance Mapping
  - Formative Measures:
    - Increase number of community organizations that are engaged in the message about the importance of school attendance
    - Increase partnerships with local health professionals to distribute Attendance Awareness campaign materials
    - Increase partnerships with neighborhood businesses pledging to promote positive school attendance
    - Decrease number/percent preschool and kindergarten students who are chronically absent from school
  
- Desired Outcome: Increase number/percentage of children who are reading proficiently by the end of third grade.
  - Summative Measure: Percentage of students proficient on state assessment at end of third grade
  
- Desired Outcome: Increase number/percentage of children 5 and under who are living above the poverty level.
  - Summative Measure: Percentage of children and families living in poverty conditions as measured by the U.S. Census, Kids Count and other data sources

The official announcement of Metro Omaha as part of the national Campaign for Grade Level Reading occurred on August 30 in conjunction with the community’s School Attendance Kickoff. Principals of school districts, mayors of multiple communities, and

representatives of many stakeholder groups were present to pledge their support to improving school attendance and early literacy proficiency.

### ***MOEC FOCUS AREA: FAFSA***

The MOEC focus on FAFSA (Free Application for Federal Student Assistance) began with conversations in 2016-17 as school district and postsecondary leaders were determining focus areas that would be important to fulfilling their new, collective vision that “All students in the Omaha-Council Bluffs metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond.” When “setting transformational goals for student success,” the MOEC planners realized that FAFSA completion was a key to the successful transition of high school graduates to postsecondary experiences. Completion of FAFSA is especially important in helping students of poverty find their way into postsecondary opportunities.

The MOEC FAFSA Strategic Work Group first worked in 2017-18 to determine specific data sources for comparison purposes. After numerous conversations with organizations in Nebraska and Iowa that were focused on measuring and increasing FAFSA completion as a gate into higher education, the members agreed that they would consistently use two sources for the information: the Nebraska Coordinating Commission on Postsecondary Education and Iowa College Aid.

During the 2018-19 school year, members met regularly to share strategies and to compare data on completion of FAFSA by students in each school’s senior class. A monthly report was shared with work group members and school superintendents. Final data is compared from data available at the end of October of each year. The FAFSA report for July, 2019, shows the current FAFSA completion percentage compared to the prior month’s data, and to data from 2017 and 2018.

2019-2020 MOEC District Data									
Cohort: 2019 Graduating Class									
Nebraska Data as of 8/30/19; Iowa Data as of 8/26/19									
District	School	Cohort	# Submitted	% Submitted	# Completed	7/26/19 % Completed	Current % Completed	Class of 2018 % Completed	Class of 2017 % Completed
<b>Bellevue Public Schools</b>									
	Bellevue East Sr. High School	368	163	44.3	159	41.8	44.8	51.9	42.9
	Bellevue West Sr. High School	445	227	51.0	222	47.9	51.9	53.2	61.4
<b>Bennington Public Schools</b>									
	Bennington Secondary School	144	92	63.9	92	62.5	65.3	69.1	68.5
<b>Council Bluffs Community School District</b>									
	Abraham Lincoln High School	318	NA	NA	162	49.0	51.0	54.0	46.9
	Thomas Jefferson High School	271	NA	NA	114	41.0	42.0	41.0	38.0
<b>Douglas County West Community Schools</b>									
	Douglas County West High School	70	38	54.3	37	50	52.9	46.1	52.5
<b>Elkhorn Public Schools</b>									
	Elkhorn High School	248	166	66.9	166	65.7	67.3	70.6	65.2
	Elkhorn South High School	319	204	63.9	203	63.0	64.3	58.6	64.9
<b>Gretna Public Schools</b>									
	Gretna High School	305	195	63.9	195	63.9	65.9	69.9	61.4
<b>Millard Public Schools</b>									
	Millard North High School	656	386	58.8	381	57.3	59.9	61.8	63.2
	Millard South High School	616	341	55.4	333	53.2	55.2	54.9	58.0
	Millard West High School	675	456	67.6	452	65.5	68	69.7	69.4
<b>Omaha Public Schools</b>									
	Benson Magnet High School	393	144	36.6	142	35.1	37.9	43.7	44.7
	Bryan High School	456	181	39.7	172	37.5	38.4	48.7	43.4
	Burke High School	526	287	54.6	281	52.3	54.2	60.1	60.5
	Central High School	696	354	50.9	343	49.4	50.9	64.4	62.5
	Omaha North Magnet High School	490	232	47.3	225	45.1	48.2	59.5	62.6
	Omaha Northwest Magnet High School	483	183	37.9	178	36.2	38.3	41.4	51.3
	Omaha South Magnet High School	579	246	42.5	235	40.9	42.3	42.5	45.2
<b>Papillion La Vista Community Schools</b>									
	Papillion La Vista Sr. High School	450	262	58.2	257	56.4	58.9	64.6	60.6
	Papillion La Vista South High School	445	259	58.2	255	56.0	59.3	56.0	61.3
<b>Ralston Public Schools</b>									
	Ralston High School	328	151	46.0	148	44.8	47.9	53.9	52.9
<b>Springfield Platteview Community Schools</b>									
	Platteview Sr. High School	88	56	63.6	55	64.8	64.8	53.4	58.3
<b>Westside Community Schools</b>									
	Westside High School	483	253	52.4	250	51.6	53	60.2	56.2

As of August, 2019, we have six high schools that have over 60% of Class of 2019 with completed FAFSA:

Bennington – 65.3%

Elkhorn High School – 67.3%

Elkhorn South High School – 64.3%

Gretna – 65.9%

Millard West – 68.0%

Platteview High – 64.8%

The high schools listed below have tied or surpassed prior years' completion rate. (Final comparison occurs at the end of October.)

Bellevue East has surpassed 2017 results.

Abraham Lincoln High (CB) has surpassed the 2017 rate.

Thomas Jefferson High (CB) has surpassed results for both 2017 and 2018.

DC West has surpassed results for both 2017 and 2018.

Elkhorn High School has surpassed 2017 results.

Elkhorn South High has surpassed 2018 results.

Gretna has surpassed 2017 results.

Millard South has surpassed 2018 results.

PLV South has surpassed 2018 results

Springfield Platteview has surpassed results for both 2017 and 2018

### ***MOEC FOCUS AREA: School Attendance***

The MOEC School Attendance Strategic Work Group convened for the first time in the 2018-19 school year. The topic of chronic absence has been raised by many local, state and national groups; and schools have become more involved in efforts to increase school attendance and to decrease student chronic absence, defined as missing 10% or more of school days. In the first year of this working group, members shared chronic absence data, developed and demonstrated strategies and dashboards for tracking school attendance, and implemented actions designed to share the message that regular school attendance is important. Representatives of the work group made presentations to teacher groups in the spring and summer of 2019. The goal would be for the work group to develop specific action plans to impact student absenteeism in the coming year.

MOEC served as a leading partner, representing the work group in planning for the August 30 School Attendance Kickoff and Press Conference which was held in conjunction with the community announcement of Metro Omaha's entrance into the Campaign for Grade Level Reading. Since school attendance is one of the three focus areas for the CGLR, MOEC will be especially involved in working to let parents and community members understand the need for good attendance habits to be formed in preschool and kindergarten. MOEC has partnered closely with United Way of the Midlands in work related to school attendance in general and related to early literacy efforts of Raise Me to Read / Campaign for Grade Level Reading.

### ***MOEC FOCUS AREA: Dual Enrollment***

MOEC initiated a Dual Enrollment Strategic Work Group mid-year in the 2018-2019 school year. Since MOEC involves both PK-12 school districts, two community colleges, and the University of Nebraska at Omaha, the topic of increasing dual enrollment opportunities and success is important to all members. Initial discussions verified that there are significant differences in the involvement of school districts in developing and encouraging students to participate in dual credit opportunities.

Data collected for the high school class of 2018 showed that the overall percentage of high school graduates that completed at least one dual enrollment, Advanced Placement, International Baccalaureate or college level course prior to high school graduation was 64%. The average by districts was 68%, representing a range between 51% and 90% in the twelve districts. District representatives learned from each other, and will continue to meet during the 2019-20 school year.

The work of this strategic work group coincides with the work of the Math Strategic Work Group, which is actively attempting to encourage more high school math teachers to earn the certification to allow more high school students to complete college mathematics credit in high school.

### ***MOEC FOCUS AREA: Ninth-Grade Success***

At the very end of the 2018-19 school year, MOEC leaders began discussion about the possibility of a new strategic work group designed to engage high school leaders in collaborative efforts to increase the success levels of ninth grade students. With encouragement from Omaha Public School leaders, MOEC reached out to representatives of the University of Chicago's National Freshman Success Institute. In order to have a working relationship with NFSI, MOEC needed to register at least one principal for a seven-day training program (July, October, and February). District superintendents were asked to invite high school principals. Within days, five principals from four school districts agreed to participate in the training, joining four other principals from Omaha Public Schools.

At the time of this report, preliminary plans are being developed to share the NFSI training with any MOEC principal who wishes to participate. The hope is that high school leaders (possibly with other school representatives) will develop and share strategies to help our community ensure that all high school freshmen have a successful start to their high school experience.

MOEC had developed one metric that measured high school freshman success: "2.3 – High school freshman who are on track to graduate on time." The metric was determined to be completion of 25% of credits required for graduation. For the 2017-18 school year, the overall MOEC average (all MOEC freshman) was 87%; the average of district averages was 93%, and the range of district averages was 78% to 99%. It is possible, and perhaps likely, that the metric itself may change as principals learn from NFSI staff and each other.

## Summary: MOEC 2.0 Involvement in the Community Achievement Plan (CAP)

This information is provided as a summary of MOEC's work in the first two years of implementation of efforts to work toward the collective vision: "All students in the Omaha-Council Bluffs metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond." The summary demonstrates considerable work, significant collaboration, and glimpses of progress. In 2016-17, MOEC leaders determined that the organization would achieve this vision by

- setting transformational goals for student success
- launching initiatives focused on dramatically improving student outcomes
- strengthening the connections between our education systems and communities.

Each of those operating principles has been addressed through the strategic work groups and the community connections in the past 24 months.

As MOEC begins its third year (2019-20) as a collective impact organization, there is understanding of and enthusiasm for the work that has begun and the progress that has been made. In June, 2019, each MOEC leader was interviewed privately, and asked to identify areas to celebrate as well as challenges that lie ahead. Some of those comments are shown below. Many of the comments depict growing confidence but realistic reflection about the work of MOEC.

### MOEC Celebrations

- The conversations that we are having are changing and are about teaching and learning.
- There are many things to celebrate. Our initiatives were done in good faith – math initiative, dual enrollment work. The purpose of the organization is a good one. It's in the "too darn hard to do" category. I'm proud to be part of the group that is taking on the "too hard to do" category. I've learned a lot by being in this group. We should celebrate what we're working on more than we do.
- The amount of progress we are making on meaningful goals is excellent, especially when comparing to past years. Data gives us baseline data to work on. We love the math professional development, especially being able to have our teachers meet with other districts. The shaping of attitudes and beliefs within high school math and their principal is incredible. In a year's time, looking at it as a whole, that is huge progress. We've taken these goals and made them part of our work. MOEC goals are part of our strategic plan.

- A number of really great cross sector conversations are beginning to emerge. The importance becomes clear. There are active work groups actually accomplishing things and moving work forward. The math pilot has been a really strong success and has engaged many of the districts. Strong partnerships have been developed with Chamber, United Way.
- Celebrate our conversations about data. We are having true conversations about our goals, our progress toward the goals, the work we have done. The math project with secondary is important. One high school principal mentioned the true change he has seen in courses because they have been going to the professional development. I'm hopeful that we will have a similar celebration with the reading.
- We achieved the goals we set. Getting first year data was difficult. I think we've made progress on FAFSA. The math work is out of this world. I walked in on that group when they are here, and I asked them how it was, and every one of them said "it's the best we've been involved with as a group." It's important to be with other schools, and they're all there together. We are talking about things we don't always have time, energy, opportunity to discuss. They are changing the way we look at math instruction. They are preparing for improvement, no doubt. I know these teachers, and they don't hold back. If it were remotely a waste of time, they would mention it.
- We definitely should celebrate the math work. We have some teachers chomping at the bit to go to participate next year. That's word of mouth. Nothing beats that; it's better than advertising. The MOEC focus on attendance supports the very important work that our district is doing. Raising the bar around expectations about regular attendance in our consortium makes it easier to have as a focus area. MOEC supports our work.
- Celebrate continued progress and momentum with the math initiative. We are beginning the work around reading, and have a clear path and plan for that. The FAFSA work continues. We should celebrate the fact that we have more clearly defined goals and are beginning to see the impact.
- Celebrate the fact that we are focusing on things that truly matter (student outcomes), even though we sometimes don't agree; we are 80 to 90% there. There are huge opportunities for improvement. We have made progress. We have positive to build on. We are focusing on the right things. Obviously, we are never totally on same page, but we are having different, positive conversations.
- Celebrate that we have a functional communication platform that allows us to communicate. This is a unique working relationship between community colleges, UNO and school districts. The "points of pride" related to MOEC programs all pale related to the functional working relationships that are developing.

#### MOEC Challenges

- Like a lot of the world, we struggle with a shared content so we struggle with a shared direction. I would hope that all of the work on metrics and our willingness to rethink the metrics that don't help us should move us to create shared understanding.

There are some real wakeup calls in these initial metrics. I would hope we approach some of the data lessons with some urgency.

- The change in MOEC is similar to a change in a school; we know that there will be push back with people “having their cheese moved.” For MOEC, chaos ensued; we were persistent. We came through the chaos and now we are starting to see some of the fruits of our labors. It will get clearer and clearer what our work should be. Math, early literacy, high school success...are all very important topics. That’s what is happening now. When our people see the value, they will do the work.
- There is concern that some people’s opinions seem to count more than others, and that alternate perceptions are not welcomed. At times it feels like some of us “hold back” sharing what we think until others have made their points.
- We need to face the data and do something about it. Attendance data is critical... We need to face the data and actually come up with meaningful plans to impact the results. A challenge is that we finally have meaningful work going on and some districts are pushing back against the extra work now that we are doing something. People need to realize that moving forward on these areas is what we said we are doing. Are we really serious about working together or not? We shouldn’t be complaining about extra work.
- I believe there is a challenge. We want to make a change. We talk about making a change, but then when we start to make a change, we fight back and say we don’t want to. How do we continue to push through that together? We had set some lofty goals together, and now we have to make progress. We can’t just talk about it. We need to take some action.
- We have a plan; as we gain new leadership, we need to keep the plan progressing. We need to be certain that we focus on the opportunities we have in front of us. Close to 50% of MOEC leaders are new leaders in the past few years. How do we onboard new leaders and get them “up to speed” as to what our goals are and why they are important? Whenever you lose a board member, the dynamics change. That’s a potential challenge. The loss of 3 MOEC board members this year will be important – likely challenging.
- Changing demographics. Our fastest growing demographic is high poverty and students of color. We have one of the highest achievements and attainment gaps between those groups in any city in the country. We still have too many students who are not college or career ready, and are weak out of the high school pipeline. Our high school degree needs to be more meaningful as it relates to college and career readiness. Our colleges need to focus on graduating more students in less time and with less debt.
- A challenge will be not to take on more than we can do in quality way. If you take on too many things, you begin to float. We’ve identified key areas and need to stay there. Need to remain fresh, need to respond to future needs, but, we’re not ready to do all of them. We have one foot in present and one in future...not one in past.
- Our challenge is competing interests, competing opportunities. We need to make certain individual district and MOEC priorities are not running in opposite directions. Within the data, we have some areas to be proud of and other areas we must be better

in. We should value the tough conversations we've had. It is a challenge to keep everyone on the same page. We need to avoid mission creep. This is a worthy undertaking. It's easy for us to get distracted... by other initiatives, other focus areas. Let's knock this out of ballpark before taking on something else. There is more positive than negative.

- Challenges are: maintaining effective communication among and between members, finding time and resources to do the work, continuing to work on data sharing that can be used effectively, and looking for synergies in program development that could leverage the strength of districts and higher ed and potentially save money.

The work has begun in earnest, but there are "miles to go until we sleep." We approach year 3 with great expectations.

## Section 4. Partnerships

<b>Participating School Districts, ESU's and Post-Secondary Institutions</b>	<b>Local and State Organizations</b>
Bellevue Public Schools Bennington Public Schools Council Bluffs Community School District Douglas County West Community Schools Educational Service Unit #3 Educational Service Unit #19 Elkhorn Public Schools Gretna Public Schools Iowa Western Community College Metropolitan Community College Millard Public Schools Omaha Public Schools Papillion La Vista Community Schools Ralston Public Schools Springfield Platteview Community Schools UNO College of Education Westside Community Schools	Buffett Early Childhood Institute United Way of the Midlands



2015-2018

# COMMUNITY ACHIEVEMENT PLAN EVALUATION

**Learning Community of Douglas  
and Sarpy Counties**



# CAP Evaluation Summary

2015-2018

## Section 1: Increased Access to Early Childhood Programming (The Superintendents' Plan)

- Demonstrated strong implementation, participation by districts in several types of professional development and began data collection around classroom quality and students outcomes.
- For caregivers participating in the Home Visiting Program, mean levels of caregiver-child interaction were in the mid-range and remained relatively stable over time.
- Caregivers reported relatively high levels of social support but very low levels of perceived concrete supports. Both levels of support increased over time and at follow-up no caregivers report “low support.”
- Classrooms observed by external evaluators showed high levels of Classroom Organization, mid-high levels of emotional support and low-mid levels of instructional support.
- *Classroom Organization* was in the high range, and a relative strength of the PreK – Grade 3 classrooms.
- Three districts have participated in customized assistance planning and are working toward meeting their district-level goals.
- Two hundred fifty-one (251) educators received training through BECI’s PD for All with gains in knowledge and skills from Time 1 to Time 2.
- Ninety-two percent (92%) of survey respondents indicated that they shared knowledge and ideas learned from the PD for All Institutes.
- Language development improved for all, with greater gains for low-income and Hispanic children.

## Section 2: The Superintendents' Plan to Improve Attendance—GOALS

- In 2017-18, GOALS program served 173 students and their families.
- Of the students served, 43% were racially/ethnically diverse and 51% of the families were below the federal poverty line.
- Sixty-seven percent (67%) of students were in either middle or high school.
- At closure, 98% were passing all or most of their classes, a 27% increase from intake.
- Additionally, 70% of students saw an improvement in attendance.

- Ninety-five percent (95%) of respondents would recommend the program to other families.

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

- For the second year in a row, parents reported increased levels of school and community engagement.
- The majority of students (91%) entering kindergarten had executive function skills in the average range.
- PreK students demonstrated substantial gains in their vocabulary and social emotional skills.
- Students in 1<sup>st</sup>-3<sup>rd</sup> grades maintained scoring within the average range from fall to spring on math and reading as measured by NWEA-MAP™.
- Students with parents participating in the South Omaha Learning Center scored in the proficient range on the NSCAS math assessment at a higher percentage than similar peers in their district. The same pattern was not found for NSCAS ELA assessment.
- Over 1/3 of K-1 students made greater than expected growth in Math and Reading (improving their national percentile rank).
- Parents demonstrated substantial, meaningful gains in Parent Resilience.
- Parents improved their relationships with the children and lowered their parenting stress after participating in parenting class.
- Teachers coached by their directors improved their instructional practices to support children’s social-emotional skills.

### **Section 4: Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan**

- In 2017-2018, MOEC 2.0 revised and approved new goals and metrics as part of the Collective Impact Plan.
- Baseline data for multiple metrics will be collected in 2018-2019.

# Community Achievement Plan

## 2015-2018 Evaluation Report

### Overview

The Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties has four separate areas.

Section 1: Increased Access to Early Childhood Programming (The Superintendents' Plan)

Section 2: The Superintendents' Plan to Improve Attendance – GOALS

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

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

### Evaluation Approach

The CAP evaluation for each section varied depending on the program, agency conducting the evaluation and the metrics agreed upon by stakeholders. Data for this report runs from 2015-16 school year through the 2017-18 school year. The Community Achievement Plan evaluation consists of four sections that contains goals, metrics selected for measuring progress towards the goals and data collected within the timeframe for the report. The four sections are 1) Increased Access to Early Childhood Programming; 2) The Superintendents' Plan to Improve Attendance- GOALS; 3) Increased Parent Engagement and System Capacity Building through the North and South Omaha Learning Centers; and 4) Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Plan. Of note is that one section, MOEC, has no data due to the organization re-evaluating goals, selecting and approving new metrics and beginning to collect baseline data in 2018-19. Data for MOEC will be available in the first progress report for the 2019-2022 CAP.

Each section of the CAP has a distinct evaluation plan with two of the sections (1 and 3) having an external evaluation team collect, analyze and report data while the other two sections (2 and 4) collect data and complete internal evaluation processes. Data for this report was part of larger evaluation reports for both The Superintendents' Plan and for the North and South Omaha Learning Centers and has been presented before to the Learning Community Council. The data pulled for this report was specific to the CAP goals. Access to the full evaluation reports can be found at <https://buffettinstitute.nebraska.edu/our-work/evaluation> and [https://learningcommunityds.org/wp-content/uploads/2019/01/LearningCommunityDS-2017\\_2018-Annual-Report.pdf](https://learningcommunityds.org/wp-content/uploads/2019/01/LearningCommunityDS-2017_2018-Annual-Report.pdf).

## Section 1. Increased Access to Early Childhood Programming

### 1.1 FULL IMPLEMENTATION of BIRTH THROUGH GRADE 3 APPROACH

<http://buffettinstitute.nebraska.edu/our-work/childhood-plan>

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan (<http://buffettinstitute.nebraska.edu/our-work/childhood-plan>), is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska Revised Statute 79-2104.03. Districts identified as having “Full Implementation of Birth Through Grade 3 Approach” sites and their respective schools include: 1) Omaha Public Schools—Gomez Elementary, Mount View Elementary, Liberty Elementary, and Pinewood Elementary; 2) Bellevue Public Schools—Belleaire Elementary; 3) Westside Community Schools—Westbrook Elementary; 4) Ralston Public Schools—Karen Western Elementary; 5) Millard Public Schools—Cody Elementary and Sandoz Elementary; 6) Douglas County West Community Schools—DC West Elementary. Schools with 50% or greater poverty, throughout the Learning Community, were invited to apply for participation. School sites were based on available funding and to provide representation of variation in school enrollment, demographics, and geography of the Learning Community.

**Evaluation:** The Superintendents’ Early Childhood Plan Evaluation is a collaborative effort among the Munroe-Meyer Institute (MMI) at the University of Nebraska Medical Center, the Center for Research on Children, Youth, Families and Schools (CYFS) at the University of Nebraska Lincoln, and the Buffett Early Childhood Institute at the University of Nebraska. UNL leads the birth-age 3 components; UNMC leads the PreK-Grade 3 components and the Director of Research and Evaluation at the Buffett Early Childhood Institute, provides overall guidance for the evaluation.

**Evaluation Purpose:** The Superintendents’ Early Childhood Plan Evaluation has two purposes. First, to provide information about the plan’s usefulness and feasibility to those participating in and with responsibility for full implementation sites. Second, to give teachers, principals, directors, superintendents, the Learning Community Coordinating Council, and policymakers data about the impact of the plan on children, families, teachers/classrooms and schools.

**Evaluation Questions:** The 2017-18 evaluation was designed to answer two general questions about processes, outcomes and implementation of the School as Hub Approach and impact on children, families, classrooms and schools.

1. What has been learned about the specific process, outcomes related to program implementation, quality, family processes, child learning, and development?
2. What are the essential features of Superintendents’ Plan as implemented by the Buffett Institute staff?

**Evidence of Impact:**

Child: What is the effect on children’s outcomes in cognitive, language, academic, and social emotional development domains?

Family: What is the effect on families’ positive parenting and school engagement?

Classroom: What is the effect on teachers’ classroom practices?

School: What is the effect on schools’ culture and practices?

The Superintendent’s Plan for Early Childhood Programming was adopted unanimously by the 11 superintendents in June 2014 and approved by the Learning Community Council in August 2014 for initial implementation during the period from September 2014- August 2017. Data are reported here for activities and evaluation efforts through 2017-18 school year.

**1.1 Full Implementation of Birth Through Grade 3 Approach**

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

**1.1.1 By 2019, the core components of the Superintendents’ Plan will be implemented as intended and at the expected level of quality. System, school, classroom and family and factors, which enable or create obstacles to implementing a birth through Grade 3 continuum will be identified.**

Core Components	Baseline Year Implementation Status
Prenatal – Age 3 Home Visiting Program to include: <ul style="list-style-type: none"> <li>• Two-generation home visits</li> <li>• Parent-child interaction groups</li> <li>• Referrals to child and family resources</li> <li>• Supported transitions to preschool</li> </ul>	Rule 11 Criteria Met
Age 3 – Grade 3 Parenting Support to include: <ul style="list-style-type: none"> <li>• Regular family outreach contacts</li> </ul>	Developing

<ul style="list-style-type: none"> <li>• Parent-child interaction groups</li> <li>• Referrals to child and family resources</li> <li>• Supported transitions from home visiting into preschool and kindergarten</li> </ul>	
<p>Preschool for 3- and 4-year-olds:</p> <ul style="list-style-type: none"> <li>• District- or school-based preschool</li> <li>• Community-based preschool</li> </ul>	Developing
<p>Aligned PreK – Grade 3 Instruction to include:</p> <ul style="list-style-type: none"> <li>• Teacher coaching</li> <li>• On-going professional development</li> </ul>	Developing
<p>School as Hub for Prenatal – Grade 3</p> <ul style="list-style-type: none"> <li>• Continuity of support and comprehensive family engagement</li> <li>• Collaborative school team meetings</li> </ul>	Developing

<b>Obstacles to Initial Implementation</b>	<b>Description</b>
Enrollment in Prenatal – Age 3 Home Visiting Program	Approximately one-third of schools implementing the birth through Grade 3 approach have experienced challenges in recruiting a full caseload of families for the prenatal - birth – age 3 home visiting program. This is attributable to a number of factors including the need for staff training in recruitment strategies and the need for schools to develop stronger school-family-community relationships as a foundation for family participation in the home visiting program.
Staff Recruitment for Parenting Support Positions	Implementation of family-centered services such as prenatal – age 3 home visiting and other parenting supports require staff who have strong capabilities to work with adult family members, many of whom are experiencing notable life stress. A number of initial staff hires included former classroom paraprofessionals who subsequently recognized that they were not well suited to work with adult family members as compared to children. Turnover of these initial hires impacted four participating schools. Beyond this, high quality home visiting and other parenting supports are contingent upon cultural and linguistic responsiveness to the families served. Approximately fifty percent of the participating schools serve a large number of Spanish-speaking families. Recruitment of home visitors and family facilitators who are bilingual and fluent in Spanish was often a very lengthy and time-consuming process for these schools.

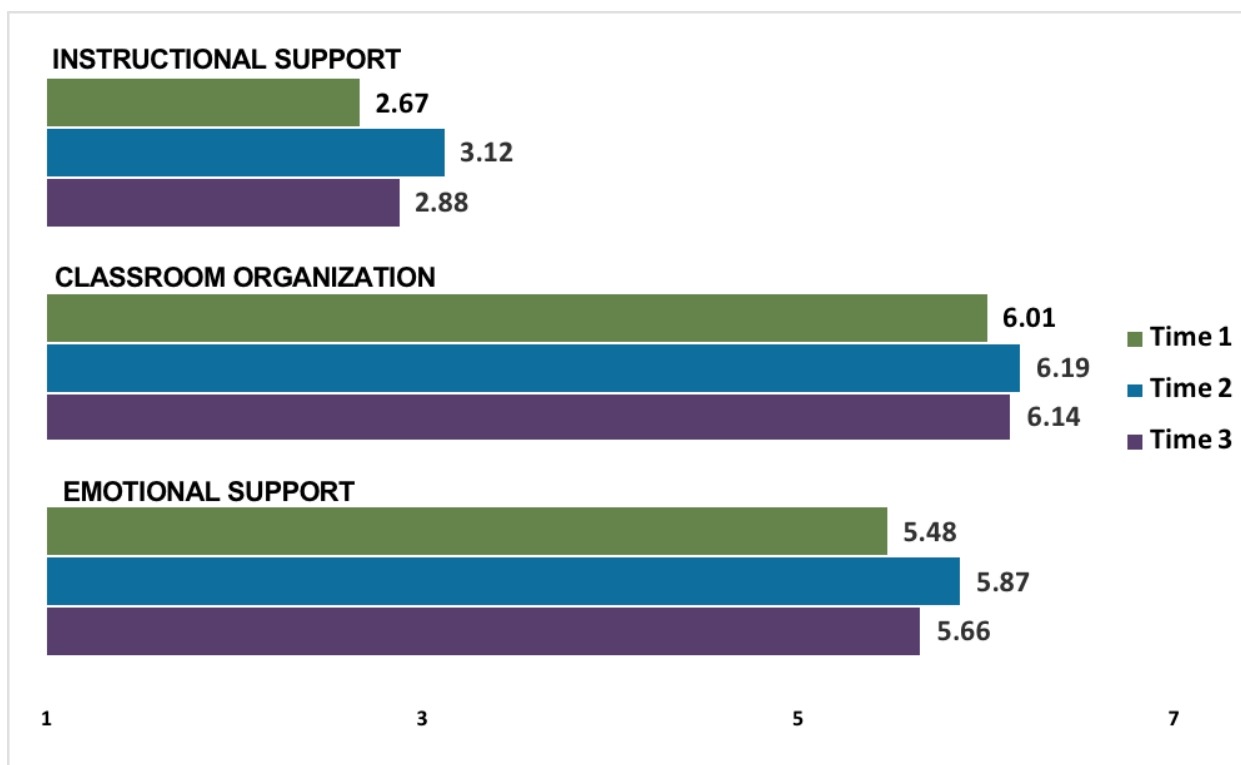
<p>Child Transition into Preschool after Completion of Prenatal – Age 3 Home Visiting</p>	<p>To support continuity of services across the full birth through grade 3 continuum, the implementation expectation is that children completing birth – age 3 home visiting transition into a high quality preschool program. This transition plan presented barriers for the majority of districts due to the limited availability of school-based preschool slots for three-year-old children. The transition options for three-year-old children exiting the home visiting program can likewise include participation in a community-based preschool/ child care program. This transition pathway also presented challenges to the quality and continuity of child and family services given the current lack of sustained collaborative connections between schools and community-based early care and education programs in the majority of districts and schools.</p>
<p>Administration and Utilization of New Assessments</p>	<p>Implementation of the core components of the Superintendents’ Plan was complimented by the introduction of new assessments, such as the HOVRS scale to assess home visiting practices and the CLASS to measure teacher-student instructional interactions across preK – Grade 3. The administration of these and other birth – Grade 3 assessments presented challenges around scheduling and potential interference with services. Utilization of the new assessment measures also presented challenges as staff have required professional learning to gain knowledge about the assessments and their potential applications for continuous improvement processes.</p>
<p>Funding and Sustainability</p>	<p>As noted, funding and facilities for preschool services has presented a barrier to the implementation of high quality, continuous programming for children and families across the full birth through grade 3 continuum. As implementation proceeds, sustainability of the birth – age 3 home visiting component may be a barrier if districts are unable to provide on-going funding to support the required staff position.</p>

**1.1.2 By 2019, teacher practices in classroom organization, emotional support, and instructional practices will improve as compared to baseline measures.**

The *Classroom Assessment Scoring System* (CLASS; Pianta, La Paro, & Hamre, 2008) was used to assess the quality of classrooms in full implementation schools. CLASS quality is defined in three domains: Emotional Support, Classroom Organization, and Instructional Support, with three dimensions for each domain (see Figure 2). *Emotional Support* refers to teachers’ practices that support positive relationships in the classroom, identify children’s needs for support, and recognize and respond to children’s emotions, ideas, and interests. *Classroom Organization* refers to teachers’ practices that support effective management of time and guidance of children’s behavior, setting expectations, routines, and guidelines for the class. *Instructional Support* (IS) refers to the practices teachers use to help children solve problems, deepen skills and knowledge, and develop more complex language skills. The CLASS tool uses a common metric that articulates features of classroom quality in the early childhood and elementary grades. It is an observational tool measuring classroom interactions which enhance student learning.

Samples of classroom interactions were video-recorded and evaluators rated dimensions. Ratings are based on a 7-point scale with 7 indicating highest quality.

**PREK AND K – 3 CLASS DOMAIN SCORES, TIMES 1, 2, AND 3, N = 146**



- Although *Instructional Support* in classroom practice is improving over time, it remains the domain of greatest programmatic need in PreK – Grade 3 classrooms. In national studies, Instructional Support tends to reflect the lowest scores and presents the most opportunity for improvement as it challenges teachers to extend children’s language, model advanced language, and promote higher-order thinking skills (Pianta et al., 2008).

- *Classroom Organization* was in the high range, and a relative strength of the PreK – Grade 3 classrooms. Nonetheless, opportunities exist to support teachers in their use of Instructional Learning Formats, including effective questioning, creative opportunities for hands-on exploration, and providing clear learning objectives.
- To enhance *Emotional Support* in the classroom, coaching can support teachers in their Regard for Student Perspective. This means education facilitators can partner with teachers to enhance their flexibility with incorporating children’s individual differences and interests, developing relationships, connecting with home assets, building on child background and strengths, and ensuring that instructional materials are representative and positive.

**1.1.3** By 2021, children’s outcomes in language, academic, and socio-emotional domains will improve as compared to baseline date.

**Description of Measures:**  
 Birth – Age 3: Preschool Language Scales (PLS-5) is a play-based assessment of developmental language skills in the areas of auditory comprehension and expressive communication. The Infant Toddler Social-Emotional Assessment (ITSEA) is a parent survey to measure emerging social-emotional development.  
 PreK – Grade 1: The Peabody Picture Vocabulary Test (PPVT) is a measure of receptive vocabulary. The Kaufman Test of Educational Achievement (KTEA) is a battery of key academic skills including mathematics and language/literacy. The BASC-3 BESS is a screening tool for measuring behavior and emotional strengths and weaknesses.

Birth – Age 3		PreK Post Home Visiting	
<i>Language (PLS5)</i>		<i>Language (PPVT)</i>	
Total Language		Receptive Vocabulary	
2016-2017			
Time 1	101		
2017-2018		2017-2018	
Time 1	100.8	Time 1	94.5
Time 2	93.74		
<i>Academic</i>	N/A		
<i>Socio-Emotional (ITSEA)</i>			
Competence			
2016-2017			
Time 1	50.31		
2017-2018			

Time 1	53.14		
Time 2	49.55		
Dysregulation			
2016-2017			
Time 1	51.79		
2017-2018			
Time 1	47.93		
Time 2	48.45		
<b>PreK Entry Group</b>		<b>K-Grade 2</b>	
<i>Language (PPVT)</i>		<i>Language (PPVT)</i>	
Receptive Vocab		Receptive Vocab	
Time 1	93	Time 1	98
Time 2	98	Time 2	99
Time 3	101	Time 3	101
<i>Academic (KTEA-3)</i>		<i>Academic (KTEA-3)</i>	
Letter-Word Achievement		Educational Achievement	
Time 1	92	Time 1	90
Time 2	94	Time 2	96
Time 3	96	Time 3	97
<i>Socio-Emotional (BASC-3)</i>		<i>Socio-Emotional (BASC-3)</i>	
Behavioral and Emotion Skills		Behavioral and Emotion Skills	
Normal Risk		Normal Risk	
Time 1	87%	Time 1	82%
Time 2	79%	Time 2	80%
Time 3	84%	Time 3	73%
Elevated to Extremely Elevated Risk		Elevated to Extremely Elevated Risk	
Time 1	13%	Time 1	18%
Time 2	21%	Time 2	20%
Time 3	16%	Time 3	27%

**1.1.4** By 2021, families participating in two or more years of home visiting will increase in positive parenting and social support outcomes as compared to baseline data.

**Families Are Increasing Their Access to Supports That Help Reduce Stress;  
Home Visiting Is Reaching Families With Greater Needs**

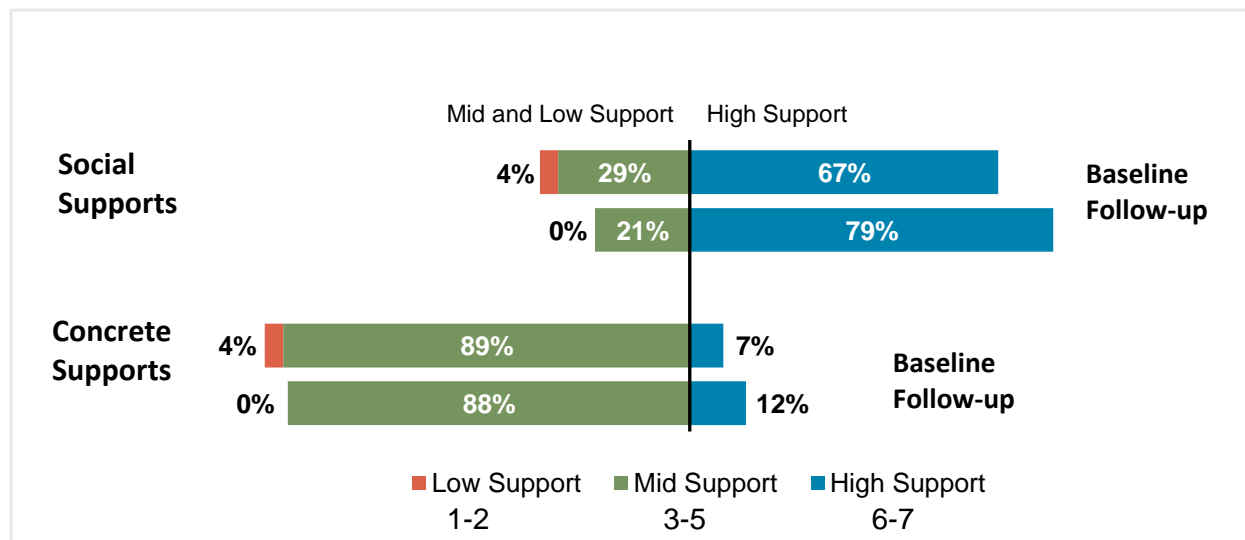
A key aim of School as Hub is to help families identify and obtain supports that enhance their children’s development and learning. To consider how home visiting and family facilitation might be reflected in families’ perceptions, caregivers of children in the Birth – Age 3 and PreK – Grade 3 cohorts completed the *FRIENDS Protective Factors Survey* (PFS; FRIENDS National Resource Center for Community-Based Child Abuse Prevention, 2011). This survey tool is designed for use with caregivers receiving such services as home visiting, parent education, and family support. It provides information about strengths and opportunities that may serve as protective factors for families in the context of stress. Two subscales were used: (1) *Social Support* refers to caregivers’ perceived informal support from family, friends, and neighbors that helps provide for emotional needs, and (2) *Concrete Support* refers to caregivers’ perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.

**Birth – Age 3**

Fifty-six caregivers in the home visiting program completed the survey at baseline and follow-up (see Figure 5).

**Findings.** Caregivers reported relatively high levels of social support but very low levels of perceived concrete supports. Both levels of support increased over time and at follow-up no caregivers report “low support.”

**CHANGE IN FAMILY SUPPORTS OVER TIME: BIRTH – AGE 3, N = 56**



**Family Processes: Caregiver-Child Relationships**

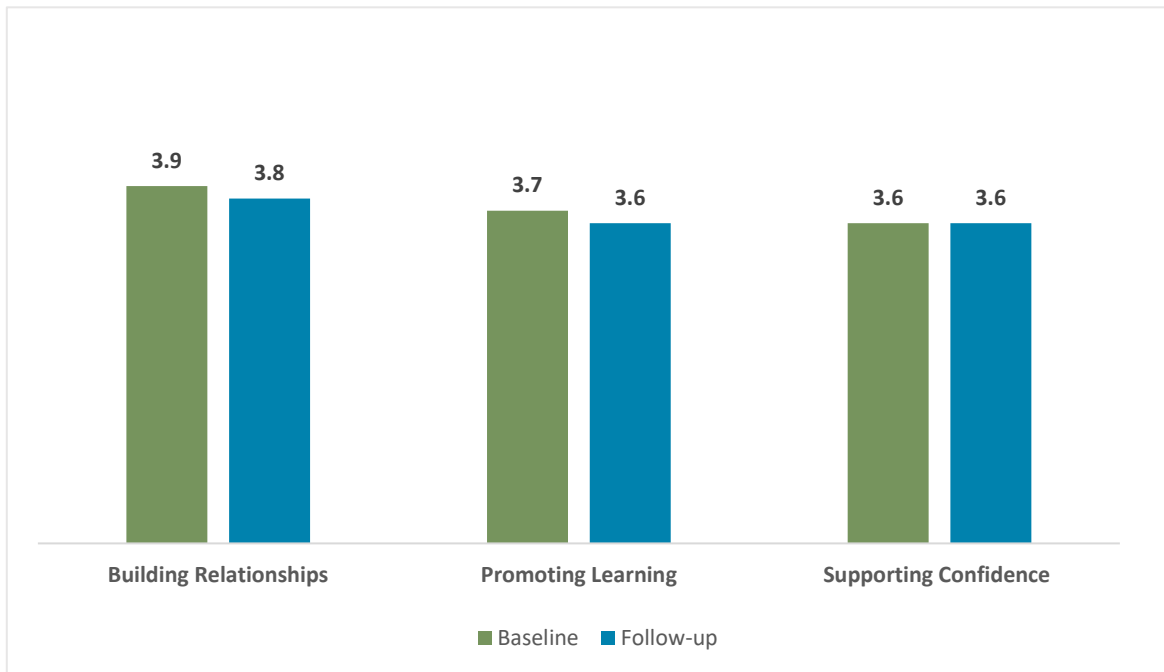
***Strengthening Caregivers’ Support for Development and Learning***

**Birth – Age 3**

The caregiver-child relationship contributes in essential ways to young children’s development and learning (Richter, Griesel, & Manegold, 2004). A primary goal of home visiting is to help the caregiver develop and maintain a positive relationship with their child (Sama-Miller et al., 2017). *The Keys to Interactive Parenting* (KIPS; Comfort & Gordon, 2006) was used to assess and support caregiver-child interaction. The KIPS includes 12 items nested in three scales. Items in the *Building Relationships* scale consider how caregivers react to the child in ways that promote trust and acceptance; the *Promoting Learning* scale considers caregivers’ scaffolding of child learning; and *Supporting Confidence* considers how parents encourage the child’s self-confidence. Each scale is assessed using a 5-point scale (1 = rarely, 3 = usually, and 5 = consistently). Figure 7 highlights the quality of caregiver-child interaction at baseline and follow-up.

**Findings.** Mean levels of caregiver-child interaction were in the mid-range and remained relatively stable over time.

**CAREGIVER-CHILD INTERACTION: 0 – 3, N = 46**



**1.2 Professional Development for All**

<http://buffettinstitute.nebraska.edu/our-work/pd-for-all>

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska LB 585 (2013) codified in Nebraska Revised Statute 79-2104.03. The “Professional Development for All” component of the “Increased Access to Early Childhood Programming” provides professional development in Early Childhood to all applicable schools within the eleven school districts.

**1.2.1. Individuals who attend two or more of the PD for All will demonstrate increased knowledge and will report consistent implementation of at least one new practice.**

The integrative theme for the 2017-18 PD for All series focused on practices that provide content-rich learning experiences for children, birth through Grade 3. Five institutes provided professional learning related to specific topics within this theme, including an additional Spanish-language-only session of Children as Researchers:

- *Children as Scientists: Scientific Inquiry for Every Child*
- *Children as Authors: Guiding Children on Pathways Toward Strong Writing*
- *Children as Mathematicians: Early Math That Matters the Most*
- *Children as Researchers: Reading to Learn Can Start Early*

**Description of Measure.** A total of 178 participants completed surveys ( $n=166$  in English, and  $n=12$  in Spanish). Item response options were: 1 = Beginning knowledge (I have just started learning about this practice); 2 = Developing knowledge (I know the basics about this practice but have much more to learn); 3 = Refining knowledge (I know a lot about this practice but have not yet mastered it); or 4 = Mastery knowledge (I have in-depth knowledge about this practice and can teach other educators about it). Data were disaggregated by work setting and age/grade level of children served.

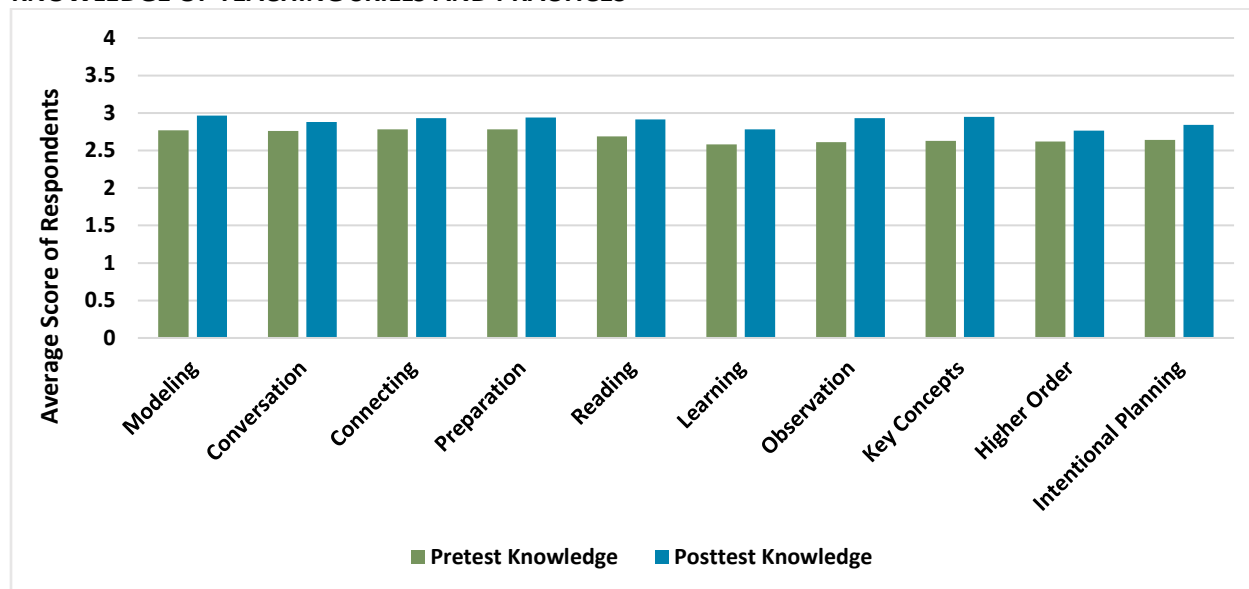
Most survey participants worked in school-based programs. This included elementary schools, PreK within elementary schools and Head Start or Educare within elementary schools. As mentioned, many participants were from community-based programs, which included child care centers or preschools not located in elementary schools, religious-based child care centers, or the North and South Omaha Learning Community Centers.

The surveys measured participants' self-reported knowledge about the cross-cutting content of the PD for All series before and after attending the institutes. Respondents were asked to rate their knowledge levels on various teaching skills and practices. The self-rating categories were on a Likert Scale ranging from 1 to 4 with the following options: Beginning Knowledge (1), Developing Knowledge (2), Refining Knowledge (3), or Mastery Knowledge (4).

Using the scale above, the average Time 1 knowledge for survey participants across the 10 items was 2.69. The average knowledge for the Time 2 survey participants across the 10 items was 2.89, indicating a modest gain in self-reported knowledge and skills for participants at Time 2 compared to participants at Time 1. Also, participants at Time 1 reported modest gains in knowledge and skills,

reflected in each of the 10 survey items, compared to participants at Time 2 (see figure below).

### KNOWLEDGE OF TEACHING SKILLS AND PRACTICES



The Time 2 survey also provided findings about the respondents’ practices related to sharing their new knowledge with colleagues from their work settings who were not able to attend PD for All as well as sharing knowledge with other PD for All attendees. Over 92% of survey respondents indicated that they shared knowledge and ideas learned from PD for All institutes with colleagues at their place of work. Several of the focus group participants likewise reported sharing ideas from PD for All with work colleagues who did not attend institutes. Of those who reported idea sharing, using project-based learning activities was the most popular practice that was shared with work colleagues.

### 1.3 Customized Assistance Partnerships

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska LB 585 (2013) codified in Nebraska Revised Statute 79-2104.03. All eleven Learning Community districts were invited to proposed customized assistance projects designed to support systemic work toward an

aligned birth through Grade 3 early childhood continuum. Districts currently participating in the “Customized Assistance Partnership” includes Bellevue Public Schools, Bennington Public Schools, Elkhorn Public Schools, Gretna Public Schools, Ralston Public Schools, Papillion-La Vista Community Schools, Springfield Platteview Community Schools, and the Westside Community Schools.

**1.3.1. By the 2<sup>nd</sup> year of each customized district project, measurable goals will be developed for systemic improvement in early childhood education programming.**

### **Customized Assistance to Districts**

Customized assistance provides Learning Community school districts with access to state and national consultation as they engage in strategic planning and improvement efforts intended to affect system-wide early childhood education and services. Customized professional development engages districts in designing and delivering sustained professional learning opportunities for staff by addressing key dimensions of early childhood programming, birth – Grade 3. Distinct evaluation plans are necessary for each customized assistance plan. Measures are aligned with goals and expected outcomes for the specific plan and with the overall goals of the Superintendents’ Plan. The customized assistance plans of three districts will be highlighted: Gretna Public Schools, Ralston Public Schools, and Westside Community Schools.

### **Strengthening Classroom Practices and Environments: Gretna Public Schools**

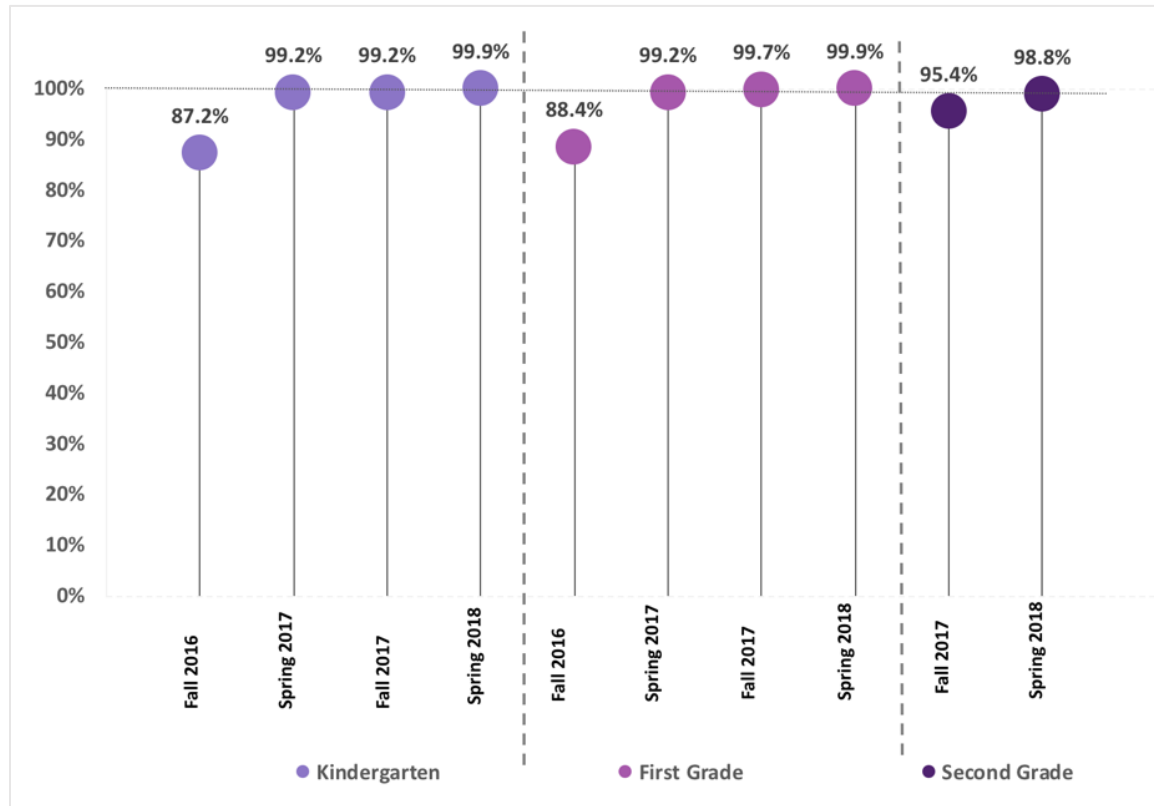
The Gretna Public Schools’ plan emphasizes strengthening teacher practices and classroom environments through customized professional development to better support students’ social and emotional development. The district uses the *Pyramid Model* to help teachers increase their support of social competence in students, while also preventing challenging behaviors. The plan extends into all of the elementary buildings and includes counselors, resource specialists, and Kindergarten through Grade 3 students. Implementation began in Kindergarten classrooms in the 2015-16 school year; first grade followed in 2016-17 and second grade in 2017-18, with third grade to follow in 2018-19. In addition, new teachers in PreK through the grade level added each year are included in the professional development activities.

In 2017-18, a total of 362 students were assessed in grades Kindergarten through Grade 2 as part of this evaluation. At least two students in each classroom were selected by teachers as having particular social and emotional risks. Additional children were chosen at random from each classroom to bring the total number of children selected from each classroom to six. Educational Service Unit 3 used a stratified random selection process to select these additional students. In the 2017-18 school year, 80 students were identified as having social and emotional risks and 282 students were randomly selected. A total of 120 Kindergartners (identified = 19, random = 101), 121 first graders (identified = 17, random = 104), and 121 second graders (identified = 44, random = 77) were assessed. The focus of the current evaluation was on teachers’ fidelity to the *Pyramid Model* and differences in social development between the identified and randomly selected groups of students.

***What was the fidelity to the Pyramid Model for program-wide implementation?***

For the purposes of this evaluation, a modified version of the TPOT was administered in fall and spring by trained, objective professionals in Kindergarten and first grade in both the 2016-17 and 2017-18 school years, and in second grade in the 2017-18 school year. Educators have reached and maintained fidelity on the TPOT measure.

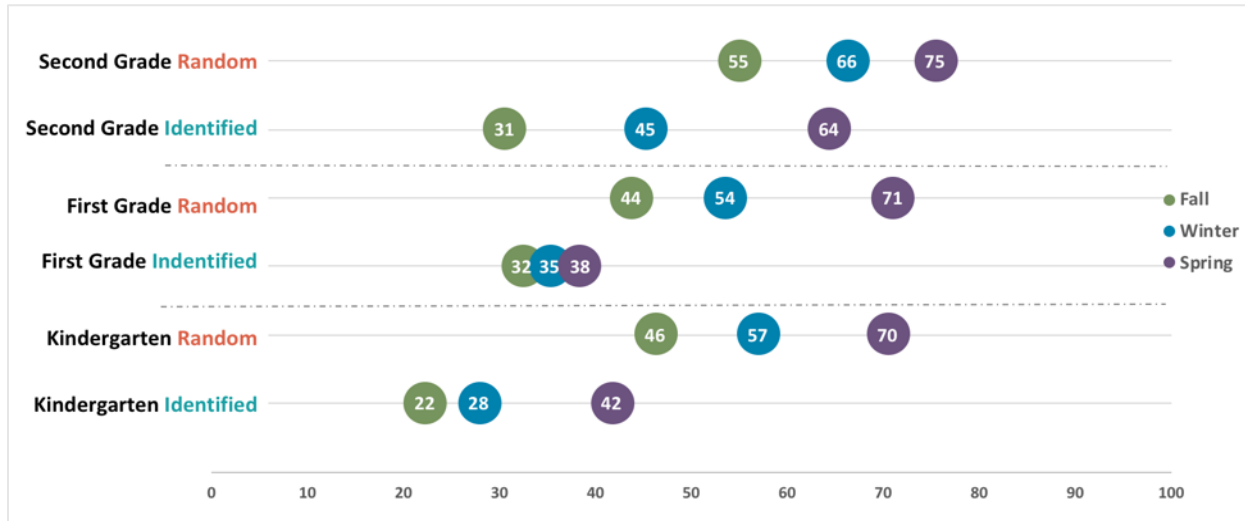
**MODIFIED TPOT INDICATORS OF FIDELITY**



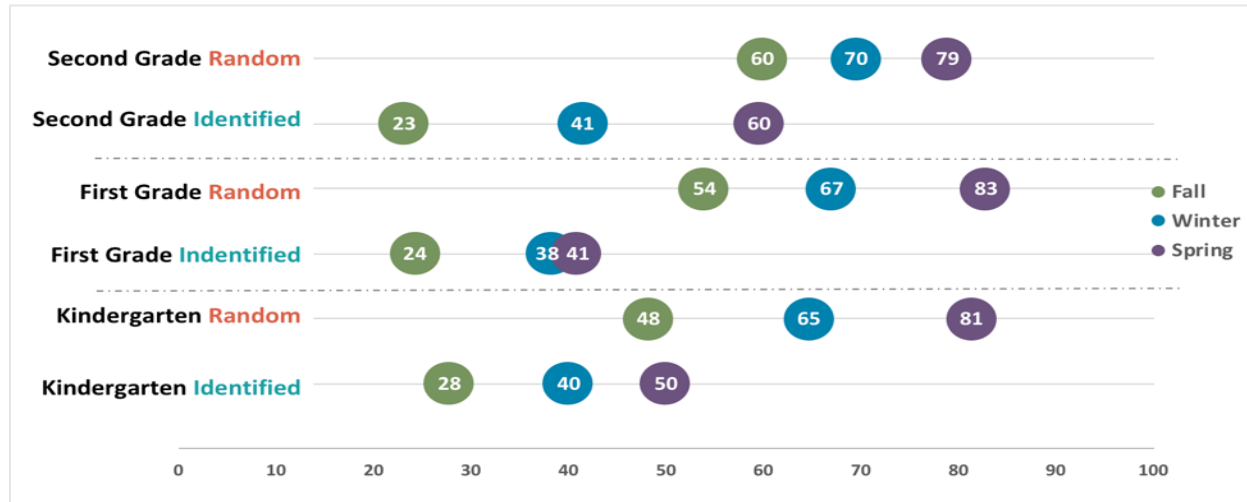
***Are those students identified as at risk doing better, the same, or worse than a randomly selected sample of students from the same classrooms?***

The *Work Sampling System* results for Kindergarten, first grade, and second grade students assessed in the 2017-18 school year are displayed in the graphs below. Overall, there are lower percentages of children reaching proficiency among those children identified as at risk. However, all of the children are showing gains throughout the school year. In many cases, the increased percentage of children attaining proficiency scores from fall to spring is similar for both groups, indicating that both groups of children are making similar gains in skills throughout the year.

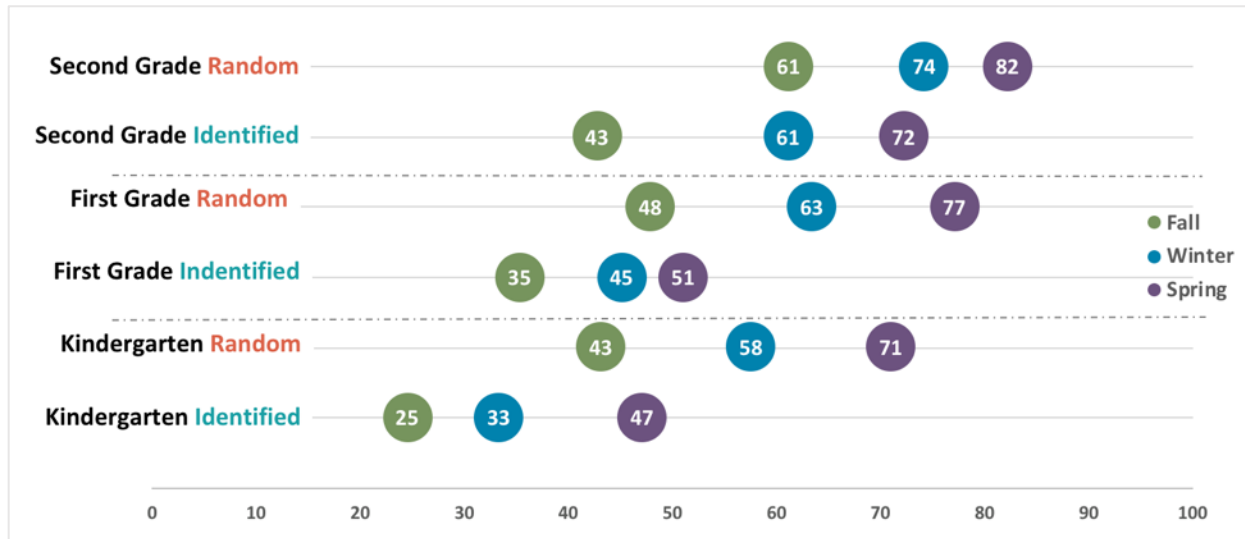
**SELF-CONCEPT: PERCENT PROFICIENT FOR IDENTIFIED AND RANDOMLY SELECTED STUDENTS IN 2017-18**



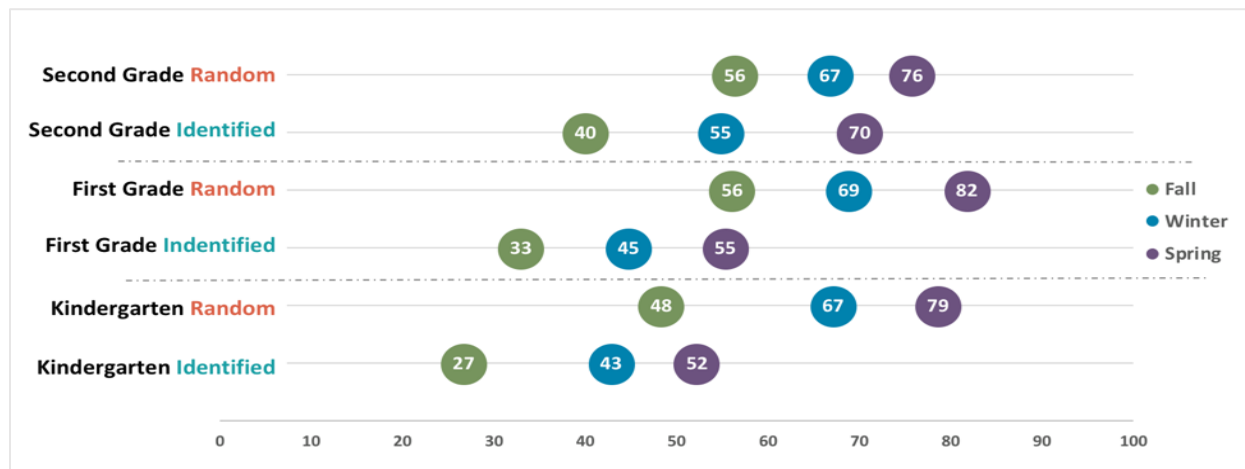
**SELF-CONTROL: PERCENT PROFICIENT FOR IDENTIFIED AND RANDOMLY SELECTED STUDENTS IN 2017-18**



**APPROACHES TO LEARNING: PERCENT PROFICIENT FOR IDENTIFIED AND RANDOMLY SELECTED STUDENTS IN 2017-18**



**INTERACTIONS WITH OTHERS: PERCENT PROFICIENT FOR IDENTIFIED AND RANDOMLY SELECTED STUDENTS IN 2017-18**



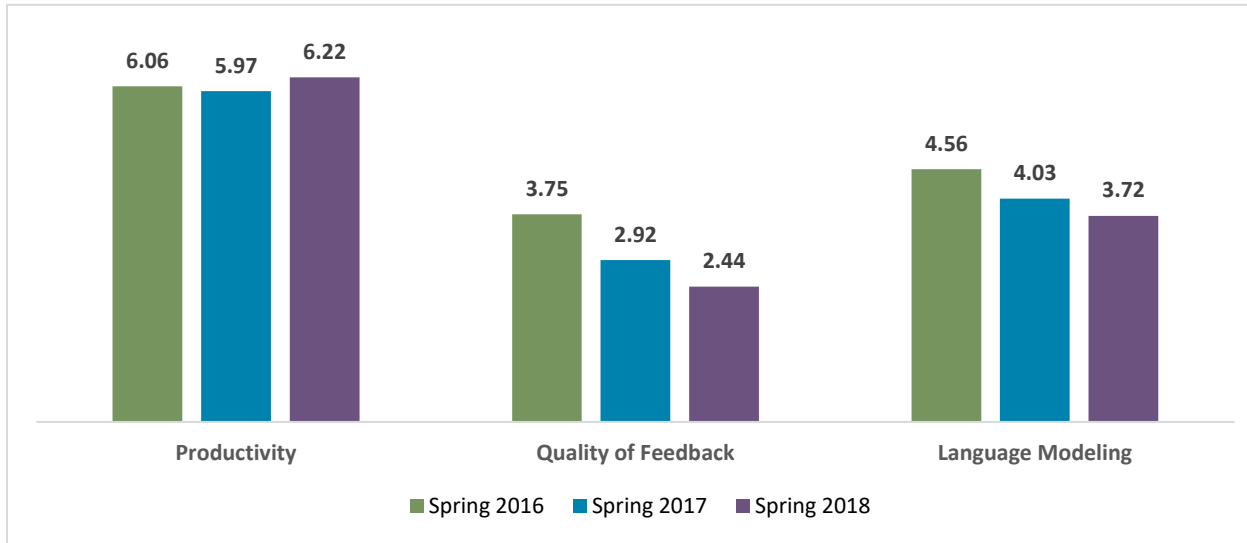
During summer 2018, a Gretna Public Schools curriculum committee developed social-emotional learning curriculum standards aligned with CASEL and CSEFEL national standards. The district is also piloting evidence-based instructional resources to support implementation of the new curriculum standards for social-emotional learning and development. Pyramid coaches will continue to facilitate professional development, grade-level collaboration and coaching. Program evaluation data and teacher feedback have been used to refine and target the 2018-19 professional development plans. Third grade classrooms will be added to the professional development and program evaluation plan. Additional modifications of the TPOT for third grade have been completed by representatives of second and third grade teachers, Pyramid coaches, Buffett Institute staff, and district administrators.

### **Supporting Language Development and Instructional Practices: Ralston Public Schools**

During the 2015-16 school year, the Ralston Public Schools' district leadership team prioritized quality language development practices for customized professional development. In the 2016-17 school year, a leadership team composed of Ralston Public Schools personnel and Buffett Institute staff compiled the research on effective preschool practices and synthesized them into the *Ralston Indicators of Preschool Quality*. These indicators were used to assess educators in order to improve language interactions and promote child development. During the 2017-18 school year, teachers were provided with cycles of classroom observations, coaching, and feedback that were combined with ongoing customized professional development. The purpose of the current evaluation was to assess the impact of the professional development and coaching on teachers (using the CLASS assessment) and students (using Teaching Strategies GOLD).

#### ***What were the outcomes for teachers, as indicated by the results of the CLASS assessments for the 2015-16, 2016-17, and 2017-18 school years?***

The figure below shows the results of the CLASS assessments (see Appendix 3 for description) for 2016, 2017, and 2018. The overall trend for productivity scores is strong and positive, indicating robust productivity practices. Quality of feedback and language modeling scores declined over the three-year period. It is important to acknowledge that while this trend is moving downward, there are contextual factors that can impact CLASS scores, such as individual child characteristics, the classroom environment, and seasonal effects (Buell, Han, & Vukelich, 2017). Ralston Public Schools administrators and teachers are extending beyond comfortable spaces to implement new practices suggested by professional development and coaching interactions. Declines in scores may reflect the destabilization associated with these systems change efforts.



**What were the outcomes for students, as indicated by the results of the GOLD assessments for the 2017-18 school year?**

- Child learning outcomes were measured using a subset of objectives selected from Teaching Strategies GOLD, Birth through K “Objectives for Development and Learning” (Burts et al., 2016). Outcomes selected for the evaluation were Objective 8 (language: listens to and

understands increasingly complex language) and Objective 12 (cognitive: remembers and connects experiences).

- Objective 8 Language: listens to and understands increasingly complex language
  - For item 8a (comprehends language), 69.3 percent of students met ( $n = 112$ ) or exceeded ( $n = 3$ ) state standards in fall 2017. By spring 2018, that number increased to 89.3 percent meeting ( $n = 111$ ) or exceeding ( $n = 31$ ) standards.
  - For item 8b (follows directions), 65.1 percent of students ( $n = 108$ ) met state standards in fall 2017. By spring 2018, 95 percent of students ( $n = 151$ ) met the standards, demonstrating a dramatic increase during the same academic year.
- Objective 12 Cognitive: remembers and connects experiences
  - On item 12a (recognizes and recalls), 43.4 percent of children met ( $n = 71$ ) or exceeded ( $n = 1$ ) state standards in fall 2017. By spring 2018, that number increased to 95.6 percent meeting ( $n = 150$ ) or exceeding ( $n = 2$ ) standards. The movement of students meeting proficiency from fall to spring was remarkable.
  - On item 12b (makes connections), 60.8 percent of children met ( $n = 100$ ) or exceeded ( $n = 1$ ) state standards in fall 2017. By spring 2018, this figure had risen to 94.3 percent of students meeting ( $n = 137$ ) or exceeding ( $n = 13$ ) standards. Once again, sizable gains were found among those students moving from below standards and into proficiency, indicating progress.

Program evaluation data will be used to further refine the focus for 2018-19 professional development and coaching. Increased participation by principals and paraprofessionals, who are key members of the classroom instructional team, should also strengthen professional development, classroom practices and support of the targeted child outcomes in language and cognitive development.

### **Improving Professional Collaboration: Westside Community Schools**

With the aim of improving professional collaboration, aligning programming and enhancing the transition process for young children, the Westside Community Schools plan brought preschool and Kindergarten teachers, early childhood site directors, and elementary school principals into dialogue with one another. During the 2017-18 school year, feeder program groups of educators and administrators met to work toward this common goal. Site directors and school principals collaborated around child assessments and the transition process. Preschool and Kindergarten educators discussed various topics regarding the preschool to Kindergarten transition activities, logistics, a crosswalk of the Pyramid Model and PBIS, social-emotional, literacy and math teaching strategies, assessments, and planning for student transitions.

To evaluate the impact of the collaboration meetings and to plan for future collaborations, the educators and administrators who participated in the meetings were asked to answer survey questions regarding their experiences and offer ideas for further discussion. See Appendix 3 for a detailed description of the survey process.

#### ***What portion of participants worked in preschool settings, and what portion worked in elementary settings?***

Twelve educators (38.7%) and seven administrators (63.6%) indicated they worked in a preschool or early childhood setting. Nineteen educators (61.3%) and four administrators (36.4%) indicated they worked in an elementary setting.

#### ***What were the barriers to attending the collaborative meetings?***

Fifteen educators and two administrators responded to the survey question concerning barriers to attendance. The number of meetings, travel time to and/or from the meetings, and time of the meeting were the most frequently cited barriers.

#### ***How did educators rank the meeting topics based on the usefulness to their particular school or site?***

Thirty educators ranked the meeting topics according to their usefulness for school site. Over 60 percent of the respondents ( $n = 19$ ) ranked the grouping of topics including getting to know one another, learning environments, logistics, and classroom visits as the most important. Social-emotional learning strategies and student transition received the next most votes, with a third of the participants selecting this choice.

#### ***How did administrators rank the meeting topics based on the usefulness to their particular school or site?***

Twelve administrators responded to the survey question asking them to rank the meeting topics according to their usefulness to the administrators' particular school site. Over 80 percent ( $n = 10$ ) of respondents ranked the preschool to Kindergarten transitions topic as the most important, while 50 percent ( $n = 6$ ) ranked the preschool and Kindergarten assessment topics as least important.

**How satisfied were educators and administrators with the collaboration and alignment meeting process?**

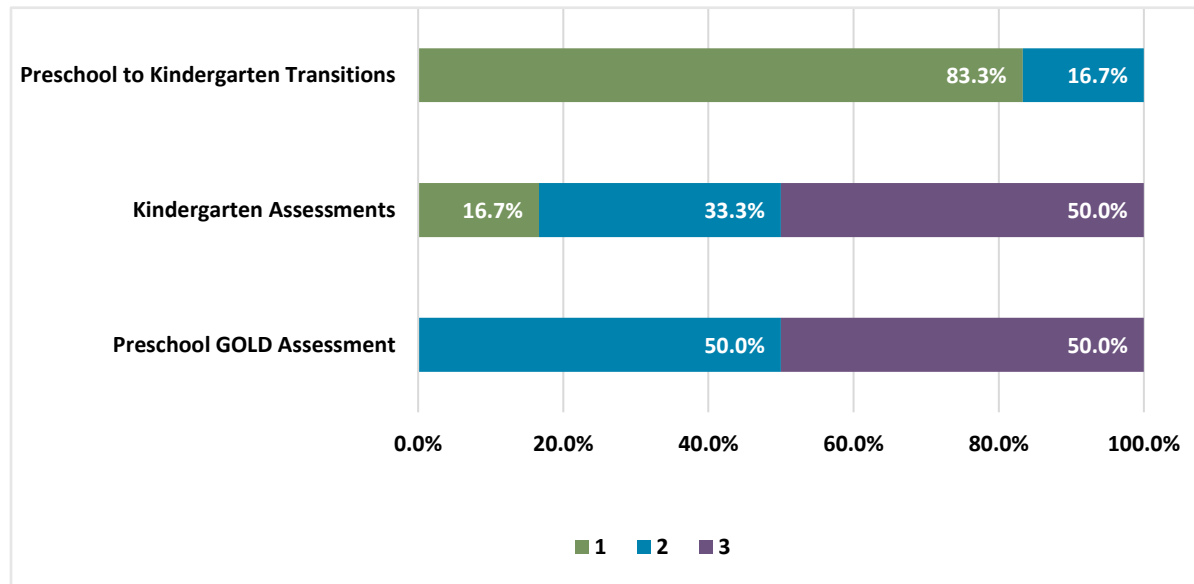
Thirty-two educators responded to this survey question. Over 60 percent ( $n = 20$ ) were extremely or moderately satisfied with the meeting process. Twelve administrators responded. Over 80 percent ( $n = 10$ ) were extremely or moderately satisfied with the process, and none were dissatisfied.

**How effective did administrators find the collaboration and alignment meeting process in helping them to lead their staff to consider transitions between preschool and Kindergarten?**

Twelve administrators responded. Just over 58 percent ( $n = 7$ ) indicated that the meetings were extremely or very effective in helping them, with all participants agreeing that meetings were at least moderately effective.

The planning committee of principals, early childhood site directors, and teachers, used the survey results and the survey respondents' suggestions for future topics to plan for 2018-19 collaboration meetings. These plans are being finalized with district administration. Topic suggestions included sharing content area instructional practices, classroom management strategies, and further development of materials and activities to support families and children in the transition from preschool to Kindergarten. Suggestions for changes in the collaboration meeting format included holding some meetings via video conferencing, opportunities for classroom observations, and sharing student work samples.

**ADMINISTRATORS' RANKINGS OF MEETING TOPIC USEFULNESS**



## **Section 2: The Superintendents’ Plan to Improve Attendance**

The Superintendents’ Plan to Improve Attendance –GOALS was created in 2011 when the superintendents of the eleven public school districts in Douglas and Sarpy counties released a plan to improve student attendance. The plan has evolved and been modified based on available resources and statutory and school district policy changes as well as changing leadership within GOALS.

### **2.1 GOALS**

**2.1 By 2022, the districts will collaborate to reduce the incidence of chronic absenteeism.**

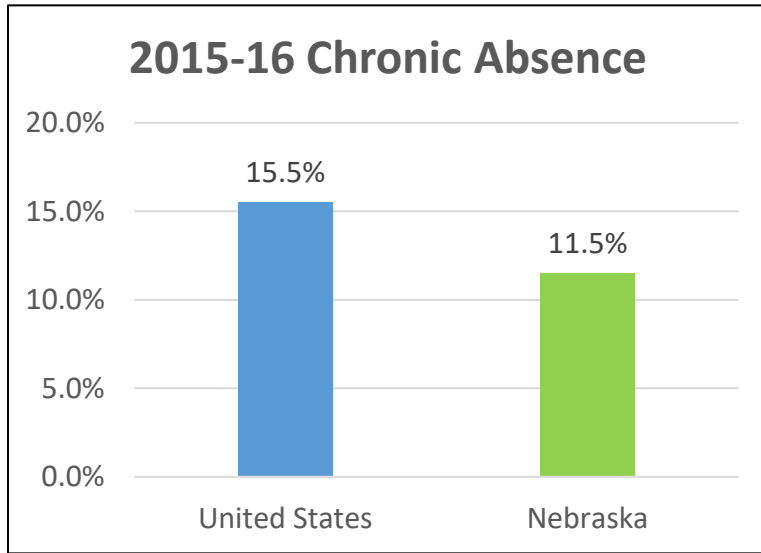
#### **School District Support**

The Greater Omaha Attendance and Learning Services (GOALS) Center is supported by all eleven public school districts. There are, however, some school districts that provide enhanced supports through in-kind services due to the number of students referred to the GOALS Center. This in-kind support is one way to highlight the commitment of the school districts to improve attendance for students who are missing more than 10% of school or are at risk of chronic attendance concerns. The school districts that provide in-kind support include:

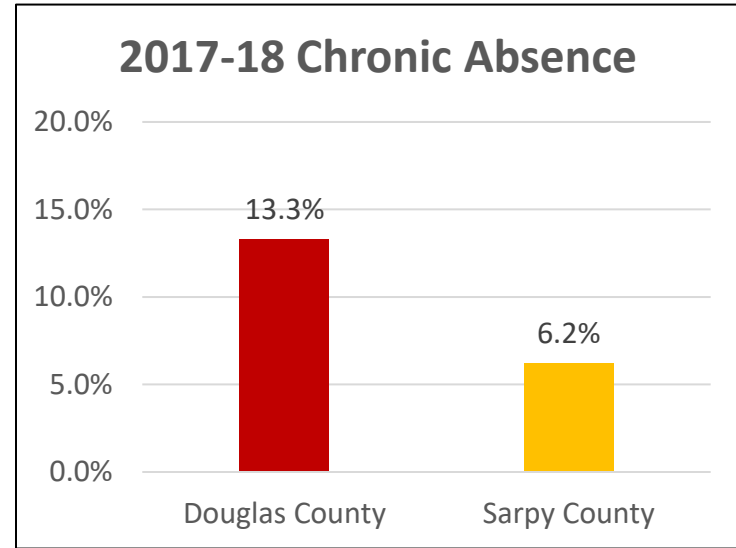
- Omaha Public Schools – Initial support included one part time staff member to help coordinate and develop the beginning of the program from January 2010 thru September 2013. In addition, OPS has provided office space and technology support since April 2012. The Omaha Public Schools Superintendent is the treasurer of the GOALS Executive Board.
- Millard Public Schools – Office space and technology supports provided since August 2015. The Millard Superintendent is Vice Chair of the GOALS Executive Board and has been involved with the further development of the GOALS Center and commitment to focus on attendance for students in the Learning Community.
- Bellevue Public Schools – Office space and technology supports provided since October 2016.
- Papillion-La Vista Public Schools –Office space and technology supports provided since January 2018.
- Gretna Public Schools – The Superintendent is the Chair of the GOALS Executive Board. Dr. Riley has been involved on an ongoing basis since legislation was first established that directed the Learning Community Superintendents to establish a plan to improve attendance. Dr. Riley has attended numerous meetings, met with stakeholders and participated in a national webinar to continue the dialogue and focus on the needs surrounding students who are chronically absent from school.

**Chronic Absence Levels: Big Picture**

The Hamilton Project at the Brookings Institution created interactive mapping that allows comparisons of national data reported by school districts to the US Department of Education Office for Civil Rights. The most up to date data is from the



2015-16 school year.



All of the eleven public school superintendents are part of the Governing Board. They attend meetings and participate in strategic planning as necessary to further the awareness and knowledge regarding the importance of regular and consistent attendance for school-aged students.

	STUDENT COUNT	MORE THAN 10 DAYS	MORE THAN 15 DAYS	MORE THAN 20 DAYS
<b>NEBRASKA</b>	305,878	31.57%	16.33%	9.35%
<b>DOUGLAS COUNTY</b>	95,140	37.47%	21.51%	13.31%
<b>SARPY COUNTY</b>	26,933	27.31%	12.23%	6.19%

A total of 14,333 students (11.7%) were absent more than 20 days in 2017-18 an increase from the 6.1% as determined in 2015-2016.

District Data

<i>District</i>	<i>2016-17</i>	<i>2017-18</i>	<i>% increase or decrease</i>
<i>A</i>	19.04%	20.04%	1%
<i>B</i>	2.18%	2.46%	.28%
<i>C</i>	8.99%	8.31%	-.68%
<i>D</i>	5.95%	6.48%	.53%
<i>E</i>	8.98%	10.47%	1.49%
<i>F</i>	1.84%	2.10%	.26%
<i>G</i>	5.71%	6.99%	1.28%
<i>H</i>	8.13%	7.98%	-.15%
<i>I</i>	5.71%	6.43%	.72%
<i>J</i>	2.54%	2.95%	.45%
<i>K</i>	3.79%	2.88%	-.91%

From 2016-17 to 2017-18, the majority of school districts across the metro area (8, 72%) saw an increase in the rate of chronic absence. Three districts did see a slight decrease; however, it should be noted that these districts are smallest in size. However, while three districts saw a slight increase in chronic absenteeism, their overall chronic absenteeism remained below the 4% goal established.

- When considering 2017-18 data by grade level, the rate of chronic absence (20+ days absent) increases as grade level increases. This trend occurred in both Douglas and Sarpy County. Title I buildings are experiencing higher rates of chronic absence than non-Title I buildings. Specifically, the average rate of chronic absence within Title I buildings was 12.08% in 2017-18, while the average rate of chronic absence within non-Title I buildings was 9.57%.
- There is a wide range in rates of chronic absence from school building to school building across the metro area. Specifically:
  - Elementary schools’ chronic absence rates range from a low of 2.51% to a high of 28.54%.
  - Middle schools’ chronic absence rates range from a low of 2.00% to a high of 30.3%.
  - High schools’ chronic absence rates range from a low of 3.83% to a high of 42.01%.

In 2017-18, the GOALS program served 173 students and their families. Of the students served, 43% were racially/ethnically diverse and 51% of the families were below the federal poverty line. Of the students served, 67% were in either middle or high school. At closure, 98% were passing all or most of their classes, a 27% increase from intake. Additionally, 70% of students saw an improvement in attendance. Surveys were completed and 95% of respondents would recommend the program to other families.

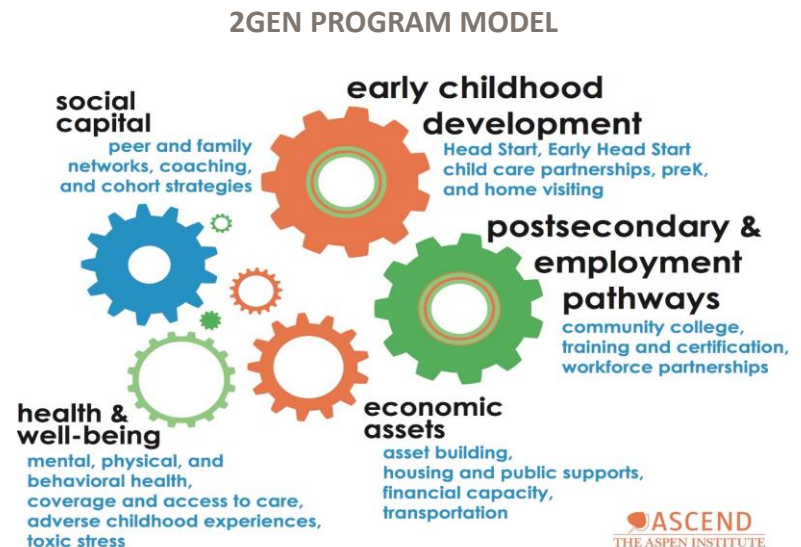
### Section 3: Increased Parent Engagement and System Capacity Building through the North and South Omaha Learning Centers

The Learning Community uses a two-generation (2Gen) approach in designing early childhood and family engagement programs at each of the Centers, Learning Community Center of South Omaha and 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). Each Learning Community Center uses a different type of 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



**Evaluation:** The Learning Community strategically chose and implemented strategies informed by research. These strategies are based on one or more of the following principles: 1) students benefit from high quality classrooms; 2) reflective coaching adds value to classrooms; 3) family engagement is critical for a child’s success in school; and 4) students’ early childhood outcomes predict later success. The evaluation is led by Munroe-Meyer Institute of the University of Nebraska Medical Center.

**Evaluation Questions:** Based on the evaluation plan, the evaluation employs multiple methods to describe and measure the quality of implementation, the nature of the programming and outcomes demonstrated by programs funded through the Learning Community. The evaluation report comprises five areas:

1. Implementation Strategies: What was the nature of the strategies? Was there variation in implementation and if so, what factors contributed?
2. Child and Family Demographics: Who accessed and participated in the program?
3. Quality Instructional Practices: To what extent did instructional practices and/or professional development improve classroom practice?
4. Child and Family Outcomes: What were the outcomes related to academic achievement? Did family parenting skills improve? To what extents are parents engaged in their child’s learning? Did parent-child relationships improve?
5. Community Practices and use of Data: How did programs use their data? What changes occurred because of this continuous improvement process?

**Design and Result Interpretation:** A comprehensive evaluation process using a Utilization-Focused evaluation design was conducted to monitor the implementation of the Learning Community programs and assess progress toward outcomes. In order to know if a strategy affected outcomes, the evaluation reviewed both the quantitative and qualitative data summarized for this report. Statistical analyses were conducted to determine if there were significant changes in the outcomes and if those changes were meaningful. Qualitative data provided detailed insight into the program’s effectiveness and outcomes based on the perspectives of key stakeholders and participants.

### **3.1 Learning Community Center of South Omaha**

The Learning Community Center of South Omaha (LCCSO) is a comprehensive program based on national models and best practices from the two-generational learning approach. The center-based program originated in 2012 as a collaborative effort between the Learning Community of Douglas and Sarpy Counties and OneWorld Community Health Centers.

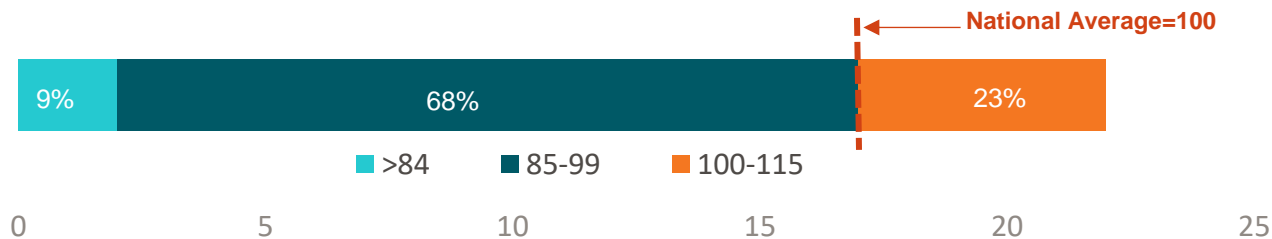
In 2015, three consecutive years of strong outcomes led to a partnership with Omaha Public Schools. The goal was to replicate the community center-based program concept into the daily routine of Gateway Elementary, the largest elementary school in the state of Nebraska. In both locations, families participate an average of seven hours per week during the academic school year and throughout much of the summer. Families enrolled in the program participate in its six components:

- Adult Education for Parents
- Educational Navigators & Home Visits
- Navigator Home Visitation
- Parent Workshops
- Interactive Parent/Child Activities
- Child Learning Activities

**3.1.1. By 2020, students of parents participating in the program for two years or more will demonstrate increased educational outcomes.**

Students entering kindergarten in the 2018-19 school year were given the Minnesota Executive Function Scale (MEFS) as an assessment of executive functioning skills. The MEFS (Carlson & Zelazo, 2014) is a broad indicator of self-regulation, memory, and flexibility.

MOST STUDENTS HEADING TO KINDERGARTEN SCORED IN THE AVERAGE RANGE WITH 23% SCORING AT OR ABOVE 100.

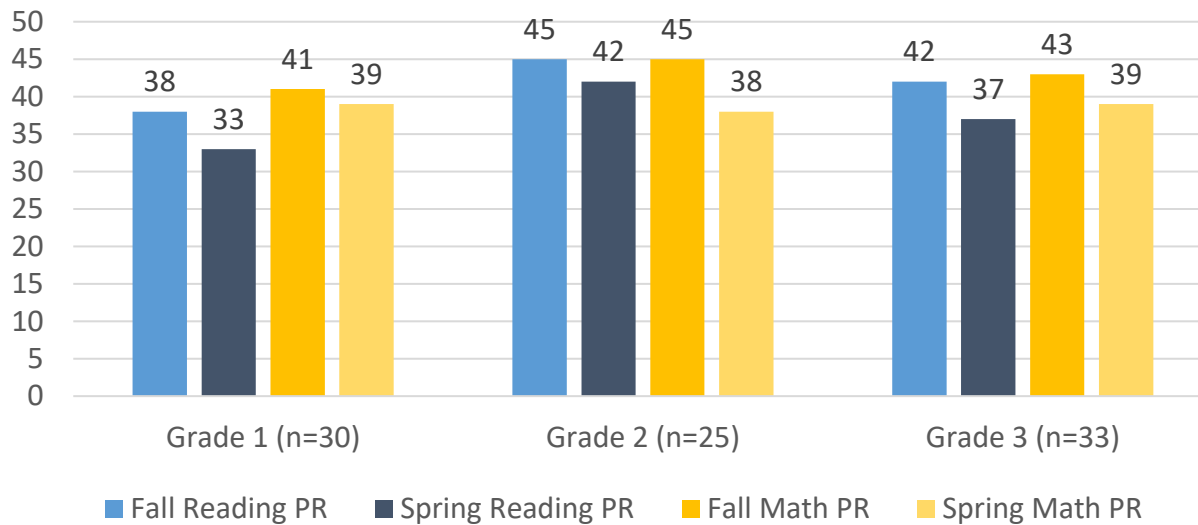


Students' scores (N=17) were promising with 91% in the average range and 23% scoring at or above a standard score of 100. Since the test can be given in either English or Spanish, the scores reflect students' executive functioning and are less influenced by the language of the assessment.

The scores indicate students are heading to kindergarten with the executive functioning skills conducive to future school success.

**NWEA-MAP Scores:** Fall and spring NWEA-MAP™ scores were reported for 127 students with a smaller subsample (n=88) being in grades 1-3. For purposes of this addendum, only the scores for students in grades 1-3 were analyzed and reported, as they are the target population for the Learning Community programming.

Students maintained scoring within the average range from fall to spring.



While student scores remained within the average range, significant decline was found using paired-sample t-tests for the following: Grade 1 reading ( $t(28) = 3.246, p = .003$ ), Grade 2 math ( $t(24) = 2.125, p = .044$ ) and Grade 3 reading ( $t(31) = 3.181, p = .003$ ). No other differences were statistically significant.

**Summary**

Students of parents in programming had high rates of schools attendance and percentile ranks on the NWEA-MAP™ remained in the average range from fall to spring. The NWEA-MAP™ data show an interesting pattern of decline from fall to spring across the three grade levels (grades 1-3). Yet, the overall percentile ranks for the group remained well within the average range. Due to the new Nebraska assessment system, NSCAS data reported for 2017-2018 should be considered baseline for all students.

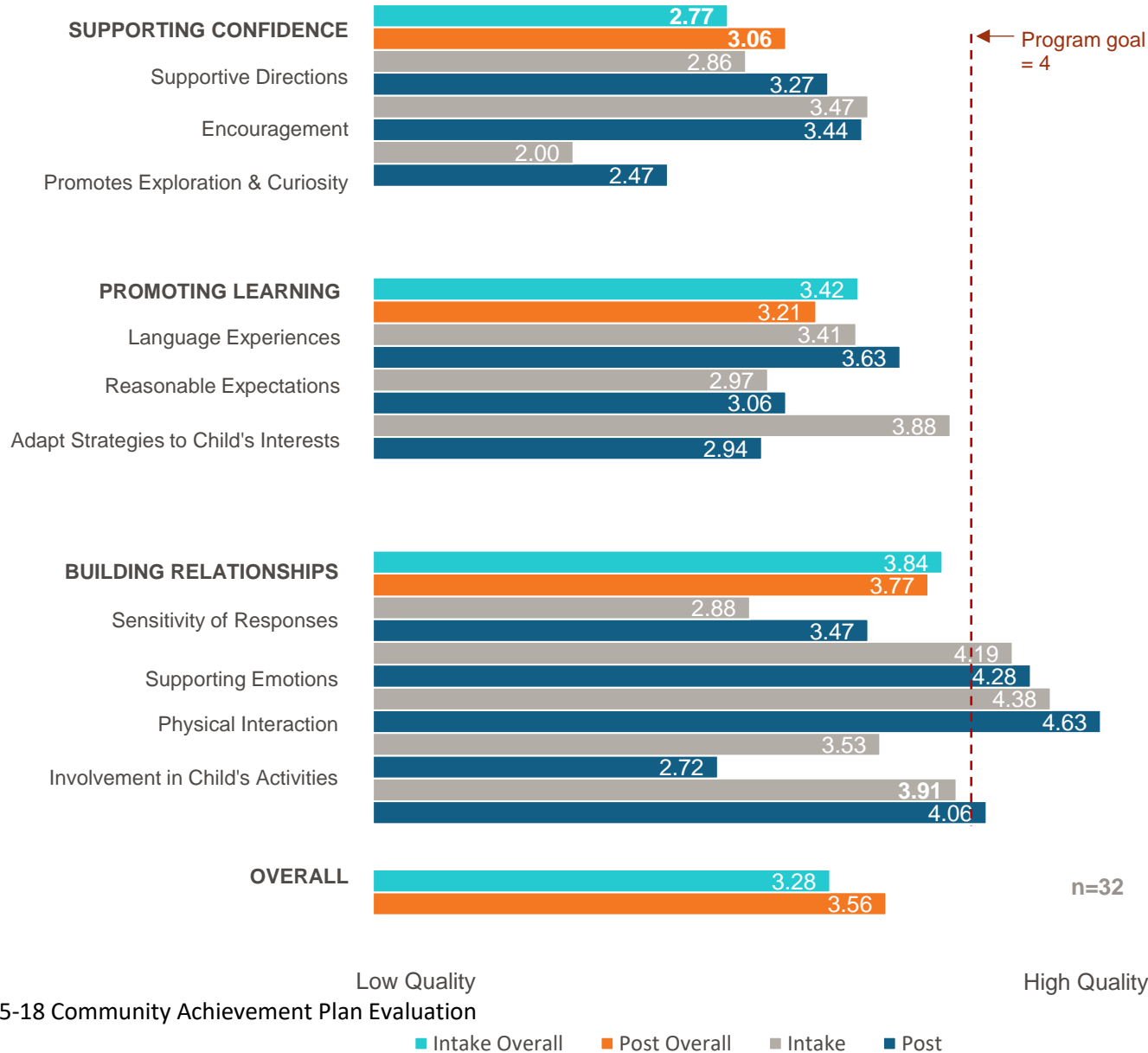
**3.1.2. By 2020, parents will demonstrate significant individualized gains in English, and at least 65% of parental interactions will be of medium quality based on a parenting assessment.**

English acquisition was assessed using the BEST Plus. This assessment was administered by UNMC program evaluators after a specified number of hours of English instruction. Scores reported this year are of the 185 BEST Plus assessments completed by the evaluation team. For the 335 participants in the program, the average total number of ESL hours experienced in the program was 223 hours. Parents continued to gain English skills as they progressed through the program.

On average, participants started the program knowing some basic phrases and understanding social conversations with some difficulty. At this beginning level, participants may need repetition of new vocabulary and phrasing. With the English classes provided by the program, many participants are reaching the Advanced ESL level (BEST Plus Scores of 507-540) within two-three years of programming. At this level, participants can function independently to meet survival needs and to navigate routine social and work situations. They have basic fluency speaking the language and can participate in most conversations. They may still need occasional repetitions or explanations of new concepts or vocabulary.

**PARENTS DEMONSTRATED STRENGTHS IN THE AREAS OF PHYSICAL INTERACTION, INVOLVEMENT, AND SENSITIVITY WITH THEIR CHILDREN.**

Parents met Program Goals in three areas.



Ninety-two families had their baseline *KIPS* in 2017-18 while 32 families had a 2<sup>nd</sup> or 3<sup>rd</sup> *KIPS* in the same period. For the analysis, only participants with at least two scores are included. Three areas met the program goal of a score 4 or above with Supporting Emotions, Physical Interaction, and Open to Child's Agenda with all of the post mean scores showing improvement and being above a score of 4. Overall, participants scores improved from  $M=3.28$  to  $M=3.56$  which while not significant is trending in the direction of the program goal. Paired sample *t*-tests were conducted using pre-post *KIPS* scores ( $n=32$ ). Only one area showed significant change from pre to post, Adapt Strategies to Child's Interests, decreased significantly from pre to post.

### **3.1.3. By 2020, students of parents participating for two or more years will score higher in math compared to the overall district.**

#### **Nebraska Student-Centered Assessment System (NSCAS) data**

This is the second year for the NSCAS-ELA assessment and the first year for the NSCAS-Math assessment. Student scores are in one of three categories: Developing, On Track, and College and Career Ready Benchmark (CCR). Students scoring in the Developing category are those not yet demonstrating proficiency for the grade level, On Track students are demonstrating proficiency at grade levels and students in the CCR category are demonstrating advanced proficiency for the grade level. For 2017-2018, 51% of all Nebraska students (Grades 3-8) scored in the proficient range on the NSCAS-ELA assessment and 51% scored in the proficient range on the NSCAS-Math assessment.

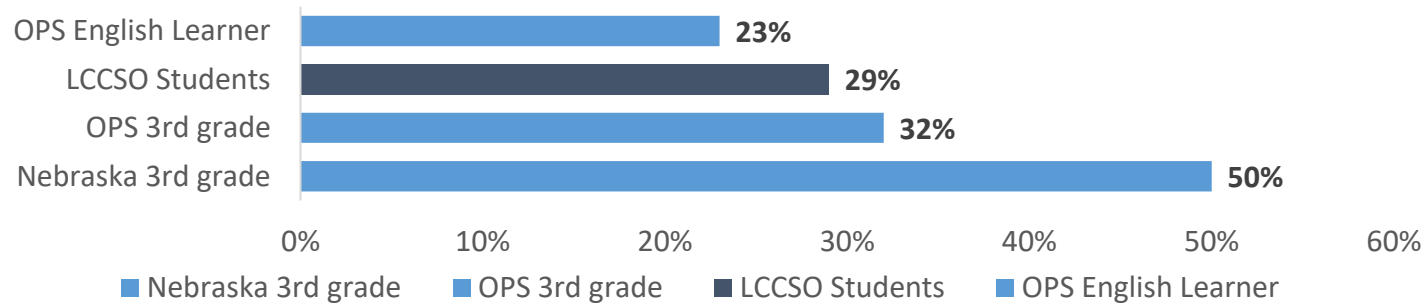
Of note is that the NSCAS assessments measure both student content knowledge as well as student cognitive processes. Therefore, the scores on this assessment should not be viewed as strictly a grade-level measure of achievement as items were specifically developed to measure content, cognitive processes and higher order thinking (NSCAS Technical Report, 2018).

<https://cdn.education.ne.gov/wp-content/uploads/2019/01/2018-NSCAS-Summative-Technical-Report-2019-01-11.pdf>

NSCAS-ELA and NSCAS-M scores are reported only for the third grade students ( $n=34$ ). Third-grade is the first year students are expected to take the statewide assessments. Data were reported for other grade levels but are not reported here. As this is the first year for NSCAS math and the first year for both NSCAS ELA and math to use the new categories, all of the NSCAS data for the report will be considered baseline data. Comparisons will not be made to data from previous state assessments.

### NSCAS Math Proficiency Rates

29% of LCCSO 3rd grade students were proficient higher than the average for OPS

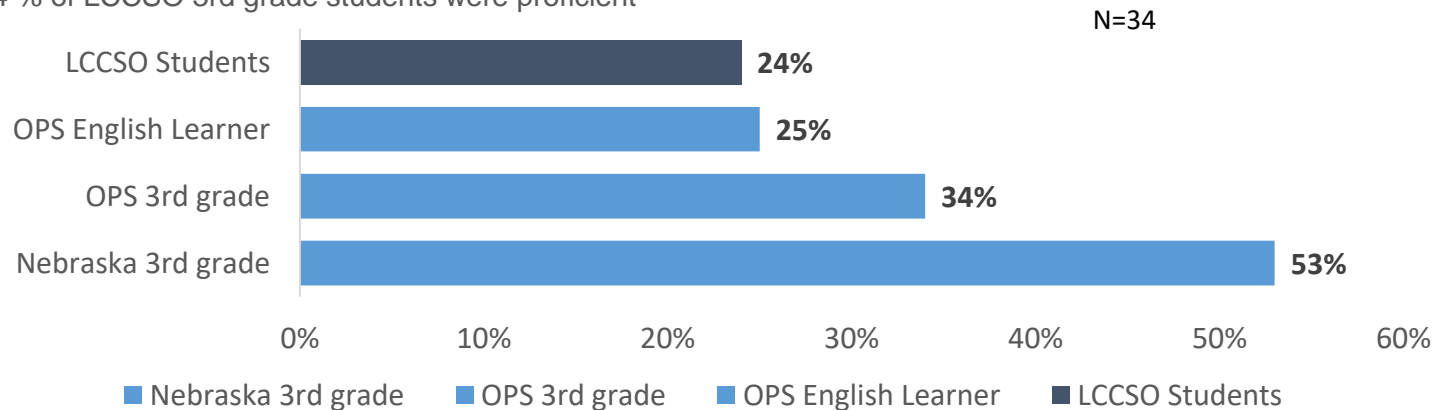


On the NSCAS Math assessment, 29% of the third grade students were considered proficient which was higher than the OPS English Learner proficiency rate (23%). Additionally, they were much closer to the district proficiency rate of 32% but remained well below the state proficiency rate of 50%.

#### 3.1.4. By 2020, students will score higher in reading compared to the overall district.

### NSCAS ELA Proficiency Rates

24 % of LCCSO 3rd grade students were proficient



LCCSO third grade students had a proficiency rate of 24% on the NSCAS-ELA assessment. The proficiency rate is lower than the overall state proficiency rate, the rate for all OPS third grade students and the rate for OPS English Learners in third grade, although they were within one percentage point of that rate (24% to 25%).

### **3.2 Parent University at the Learning Community Center of North Omaha**

The Learning Community Center of North Omaha provides innovative, demonstrative programming to improve educational outcomes for young students. Leadership and program staff work together to provide a comprehensive mix of research-based programs to the students and families from neighborhoods within the attendance boundaries of Conestoga Magnet, Kellom, Franklin, and Lothrop Magnet elementary schools. The center encompasses four primary programs: intensive early childhood programs in public school settings, Parent University, childcare director training, and future teacher clinical training.

#### **3.2.1. By 2020, students of parents participating in the program for two years or more will demonstrate increased educational outcomes.**

At all of the schools, parents had the opportunity to participate in Parent University. Sixteen percent of the parents (n=40) engaged in Parent University courses and activities across the four schools. An analysis of covariance was completed to compare the language, social-emotional, and executive functioning school readiness outcomes of children whose parents participated in Parent University to those who did not, while controlling for ELL and IEP status. Children whose parents participated in Parent University did not score significantly higher than other children in the classroom. These results should be interpreted with caution given the small numbers used in the analyses.

#### **3.2.2. By 2020, parents will demonstrate significant individualized gains in family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment as measured by the FRIENDS Protective Factors Survey.**

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. The survey assesses five areas: Family Resiliency, Social Supports, Concrete Supports, Child Development Knowledge, and Nurturing and Attachment. Seventy-nine families completed the PFS at baseline and follow-up. The PFS is based on a 7-point scale with 7 indicating strong protective factors.

The results found that parents' attachment skills were the highest rated area. Other areas that were in the strengths range were Social Supports, Family Resilience (e.g., ability to openly share experience to solve and manage problems) and knowledge of Child Development.

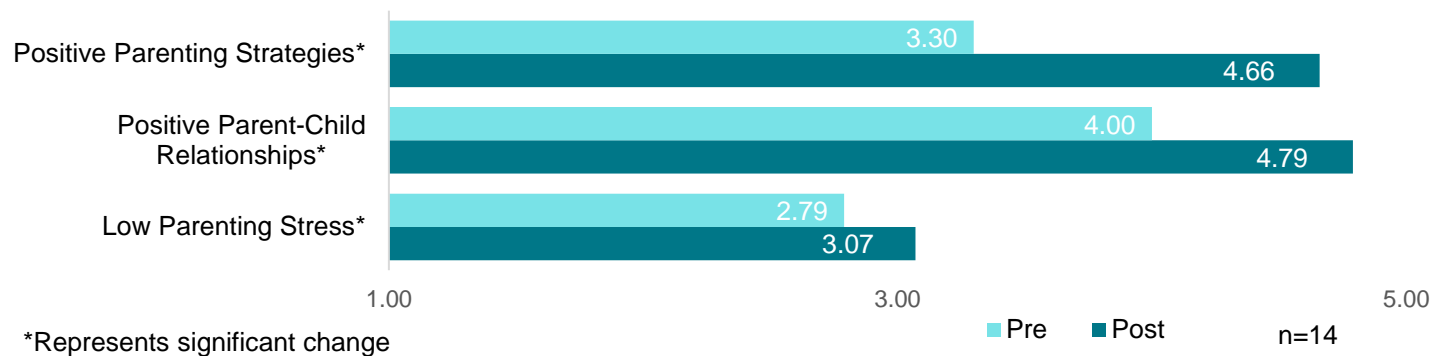
All of the areas were in the strong protective factors range. Paired t-test analyses were completed to determine if there were significant changes over time. There was a significant improvement in parents' Family Resilience over time ( $p=.014$ ,  $d=0.288$ ) suggesting small meaningful change in this area.

**3.2.3 By 2020, parents will also demonstrate individualized gains in positive parenting strategies and positive parent-child relationships and parent interactions.**

A descriptive analysis was completed to evaluate participants' perception by the end of the COS-P series across the program-identified outcomes. There were positive differences found between scores at the beginning of the group and scores at the groups' conclusion in all three areas including parenting skills, low stress, and positive relationships with their children. The greatest gains were in the area of parenting skills.

Participants were very positive about their COS-P experience, using descriptors such as "very empowering" and "learning to interact with my child."

PARENTS DEMONSTRATED **SIGNIFICANT** IMPROVEMENTS IN THEIR PARENTING STRATEGIES, THEIR RELATIONSHIPS WITH THEIR CHILDREN, AND LOWERED PARENTING STRESS.



**3.2.4 By 2020, parents will show significant meaningful changes in parenting practices.**

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 reported on a 5-point scale with 5 being high quality. Thirty-eight parents had baseline and follow-up KIPS.

Parent University families demonstrated parent-child interaction skills in the moderate range of quality. A paired t-test analysis found that there were not significant changes in Interactional Skills across time, suggesting skills were stable over time. The strength of

the parents' skills was in Building Relationships. The most improvement was in the area of Supporting Confidence (e.g., providing encouragement to their child). The overall average scores for each subscale were below the program goal that was set by the state home visitation program.

There were many positive interactional skills rated on the individual items. Three areas that met the program goal were in the parent's sensitivity to their children's responses, their physical interactions (e.g., hugging, touching), and their involvement in their child's activities. The most improvements were noted in their encouragement of their child, involvement in their actions, and providing them with supportive directions.

**3.3.1 By 2020, improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by teachers' ability to provide emotional support, classroom organization and instructional support.**

The Classroom Assessment Scoring System (CLASS®) was used to evaluate the quality of the fifteen intensive early childhood preschool and eight kindergarten and Grade 1 classrooms. This was the first year for CLASS® to be completed in the Grades K through 1 classrooms. This year there were four new preschool teachers out of the 15 total teachers observed. In addition, this is the first year that teachers from the two additional schools were evaluated as part of this project.

CLASS® for preK to Grade 1 has three dimensions. Dimensions include emotional, organizational, and instructional supports. 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).

During the 2016-2017 program year, the Office of Head Start (OHS) used the Classroom Assessment Scoring System (CLASS®) during its on-site reviews of grantees. Data from this report, (<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/national-class-2017-data.pdf>), was compared to the results of the Intensive Early Childhood Learning Partnership data. Preschool teachers demonstrated classroom practices that were at or above the top 10% of all Head Start (HS) classrooms nationally in Classroom Organization (HS=6.33) and Emotional Support (HS=6.48). They were just .03 lower than the top 10% in Instructional Support (HS=3.65).

Since this was the first year of completing observations in Grades K-1 classrooms, this data is considered baseline. The scores for the Grades K-1 classrooms exceeded research reported thresholds necessary to have an effect on student achievement in the areas of Emotional Support and Classroom Organization, which were within the high-quality range. For these scales, strengths were in productivity, behavior management, and absence of negative climate. Instructional Support was within the low-range of quality. In the area of Instructional Support, both Quality of Feedback and Language Modeling were relative strengths with Concept Development rated as the lowest area.

Twenty-nine percent of the students ( $n=74$ ) in Grades K-1 participated in preschool programs that were supported by the Learning Community. An analysis of covariance was completed to compare the MAP reading and math scores of students who participated in the preschool programs compared to those who did not, while controlling for ELL and IEP status. **The results found that students with the preschool experience demonstrated significantly higher scores in math as compared to their peers [F(1, 242) = 6.014,  $p = .015$ ].** There were no significant differences between the two groups in reading [F(1 250) = 3.505,  $p = .065$ ]. Significance is determined at  $p < .05$ .

### **3.3.2 By 2020, children participating in intensive early childhood classrooms will be above average in vocabulary and show significant improvement toward school readiness concepts.**

Vocabulary is an important factor in how students progress through school. Students who have limited vocabularies at a very young age are likely to fall behind their peers. The Peabody Picture Vocabulary Test–IV (PPVT-IV), a direct child assessment measuring vocabulary in English, was administered in the fall and spring to all preschool children. There were 219 fall/spring assessments completed across schools.

By spring, moderate percentages (39%) of the children were scoring at the national average, which is a standard score of 100. In comparison to fall scores (26%), by spring there were 13% more students scoring above the national average. Compared to the previous year 6% more students met this goal. By spring, 72% of the children were within the average range or higher (85 or higher). There were 12% more children scoring in the average range or above than in the fall. It is important to interpret these results taking into account that 34% of the children in these classrooms were in Special Education and had an Individual Education Plan (IEP).

Hierarchical linear modeling (HLM) analyses was completed to determine if there was change in student scores over time and if any demographic variables predicted vocabulary outcomes. Approximately 3% of the variability in PPVT receptive language scores was due to the classroom, indicating that there was minimal variability in scores across classrooms. A significant change was found in children's PPVT scores when controlling for gender and family home language ( $p < .01$ ). On average

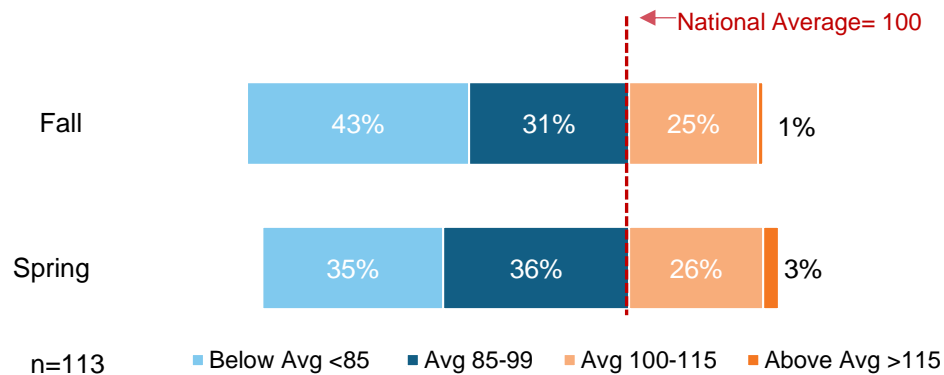
students scored five points higher in the spring. Family home language was a significant predictor of PPVT scores. Children whose home language was not English scored significantly lower (<.001) on average (-11.40 points) than children whose primary home language was English. Supporting children’s language and literacy skills was a focus of professional development for the past two years.

School readiness is determined by a combination of factors that contribute to school success in grade school. 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). The assessment selected to measure preschool student’s academic school readiness was the 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. The BSRA was completed with 121 children from two schools.

The majority of the students scored below the mid-point of the national average. By the spring, 65% of the children were within the average range. There were 8% more children within the average range than in the fall. It is important to interpret these results taking into account that 34% of the children in these classrooms had an Individual Educational Program (IEP) through special education.

**BY SPRING, MORE CHILDREN HAD SCHOOL READINESS SKILLS AT OR ABOVE THE AVERAGE RANGE.**

Slightly more children met the national average in the spring.

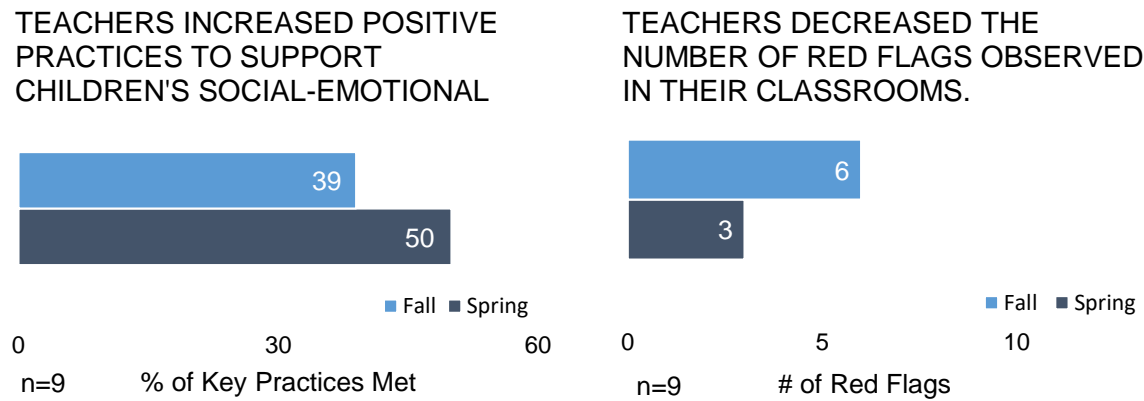


Hierarchical linear modeling (HLM) analyses was completed to determine if there was change in student scores over time and if any demographic variables predicted vocabulary outcomes. Approximately 2% of the variability in Bracken scores was due to classroom, indicating minimal differences across classrooms. No significant change across time was found in Bracken scores. ELL status was a significant predictor of Bracken scores. Children who were English Language Learners (ELL) scored significantly lower than children whose home language was English ( $p < .05$ ). They scored 6.81 points lower on average than children who were English speaking. Gender was not a significant predictor of Bracken scores

**3.4.1 By 2020, improve educational outcomes for children evidenced by providing high quality training and coaches to childcare directors.**

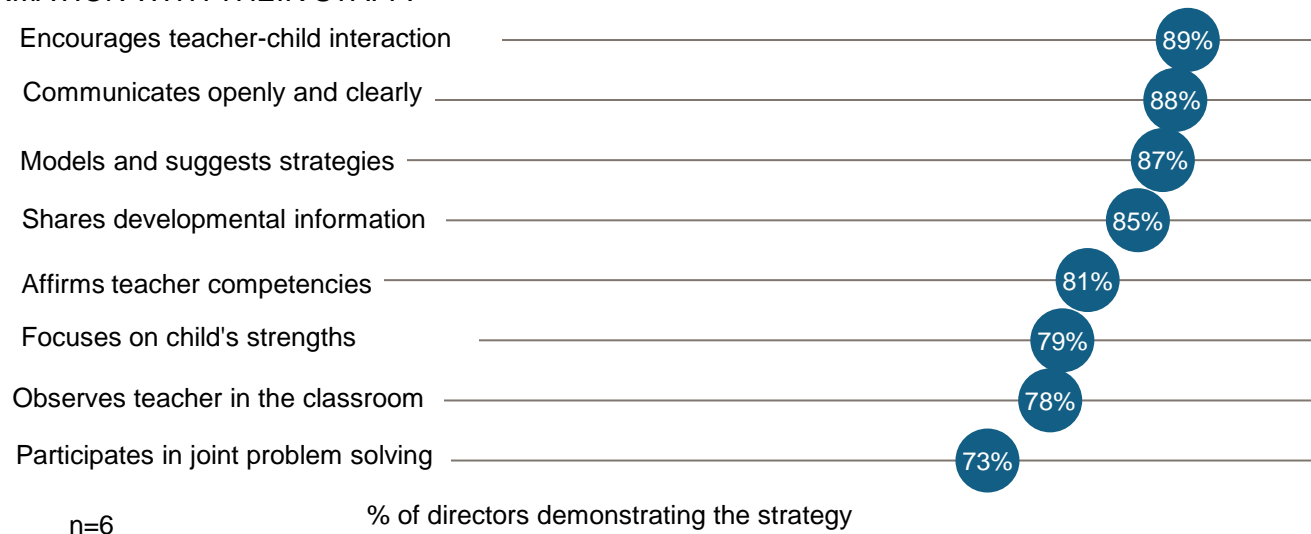
Ten community childcare directors participated in this project for the past two years. The directors have, on average, 18 years of experience (ranging from 2 to 38 years). Most serve infants through school age children. These 10 centers serve, on average, 94 children. The highest percentage of children served was school age children (42%) followed by preschool age children (34%).

Nine classrooms had pre-post assessments, evaluated by trained raters. Results found that classrooms demonstrated improvement over the course of the year. At the baseline observation, the preschool classrooms had on average 39% of Key Practices in place, which improved to 50% by spring. There was also a decrease in red flags evident in the classroom. At baseline, there were on average six red flags in place, which decreased to three in the spring.



This year the emphasis of the training and coaching strategies with the directors focused on quality classroom practices, teacher training strategies, and how to coach their staff. Videotaped baseline and follow-up data was collected to determine the efficacy of the directors' coaching of their staff. Descriptive analyses of the pre/post video clips ratings were found to be similar over time. Directors' coaching strengths were in the areas of communicating clearly, sharing developmental information, and encouraging interactions with the children. Fewer directors use their observations of the classrooms as a point of discussion or engage in joint decision making with their staff.

**DIRECTOR COACHING STRENGTHS INCLUDED CLEAR, SUPPORTIVE COMMUNICATION, ENCOURAGING INTERACTIONS WITH THE CHILDREN, AND SHARING DEVELOPMENTAL INFORMATION WITH THEIR STAFF.**



**3.5.1 By 2020, improve educational outcomes for children by providing high quality training students studying early childhood.**

During the 2017-2018 school year, MCC had a total of 326 students that were enrolled in early childhood courses. These students were enrolled in 116 courses. One MCC student has enrolled in Creighton as part of the 2+2 program that was a result of the MCC/Creighton partnership.

A goal of the program is to increase the number of early childhood providers to address the shortage in the field. An additional goal is to provide a curriculum that supports teachers to gain skills in working with diverse populations of children and families. MCC Early Childhood program addressed this need by graduating 13 students with Early Childhood Associate's degrees and one Early Childhood Education certificate.

MCC tracks the students who graduate from the Early Childhood Associate's degree program to determine the number that continue their education at a 4-year institution. There were 21 students since graduating in 2015-2016 that have enrolled to pursue their studies in a 4-year institution. The majority of those have enrolled at University of Nebraska at Kearney (45%), Bellevue University (25%) or University of Nebraska at Omaha (15%). Other schools have included Creighton University, Peru State College, and University of Texas at San Antonio. The first student enrolled in the A+B program graduated from Creighton University in May 2018 with her Bachelor's degree in education with a teaching certificate and an endorsement in early childhood education.

## **Section 4: Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan**

The goals and metrics of the plan have evolved and been refined over the last two years. In the first year of MOEC 2.0 (2017-18), MOEC leaders directed focus to three main areas: 1) review and revise MOEC metrics to make them collectable, accurate and meaningful; 2) increase student completion of FAFSA (Free Application for Federal Student Assistance) by high school students; and 3) develop and implement work to improve student success in high school and secondary math. Metrics were established for multiple goals and approved by MOEC 2.0 in 2017-18. Baseline data will be collected in 2018-19. The evaluation plan for MOEC will be based on the most effective models of evaluation for measuring and evaluating collective impact. MOEC is based on four primary goals:

1. Students are prepared to for success in kindergarten and in the primary grades.
2. Students graduate from high school prepared for postsecondary and career success postsecondary.

3. Students successfully transition to postsecondary education.
4. Students complete postsecondary experiences prepared for career success.

## **Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan**

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

4.1.1 By 2022, increase # of children, ages 0-3, in high quality home visiting programs.

No metric has yet been established.

4.1.2 By 2022, increase the #/% of 3 and 4-year-olds enrolled in high quality preschools.

Districts will self-report the number of 4-year olds in high quality preschool. No metric has been established for 3-year olds.

4.1.3 By 2022, increase #/% of teachers in MOEC PreK-Grade 3 classrooms with an endorsement in Early Childhood Education.

No metric has been established.

4.1.4 By 2022, increase the # of intellectually informed and developmentally informed Kindergarten and primary grade classrooms. No metric has yet been established.

4.1.5 By 2022, increase the # of early childhood teachers who demonstrate evidenced-based early learning competencies. No metric has yet been established.

4.1.6 By 2022, increase the #/% of children entering Kindergarten who demonstrate proficiency in learning and development on a valid observational assessment that can be used to plan program and curriculum.

**Note: This important metric is not measurable at the current time but will be explored.**

### **4.2 Students graduate from high school prepared for postsecondary and career success Postsecondary**

In 2017-2018, metrics were revised and approved by the MOEC Executive Steering Committee. Baseline data will be reported in the 2018-2019 progress report.

4.2.1 By 2022, increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.

4.2.2 By 2022, increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.

- 4.2.3 By 2022, increase #/& of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.
- 4.2.4 By 2022, increase #/% of students who graduate from high school having successfully completed four years of math.
- 4.2.5 By 2022, increase #/% of high school freshmen who are on track to graduate by the end of 9th grade.
- 4.2.6 By 2022, increase #/% of students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation.
- 4.2.7 By 2022, increase #/% of students who meet college and career readiness standards by end of 12th grade, as measured by the ACT graduate report.
- 4.2.8 By 2022, decrease #/% of students who miss 10% or more days of school per year.
- 4.2.9 By 2022, increase #/% of students who participate in at least one school activity in high school.
- 4.2.10 By 2022, increase #/% of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time.
- 4.2.11 By 2022, decrease # of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report and CBCSD data. **This goal has yet to have an approved metric.**
- 4.2.12 By 2022, increase the average percentage of first and third year UNO teacher graduates (and principals of teacher graduates) who indicate that the teachers consistently demonstrate core teacher standards.

### 4.3 Students successfully transition to postsecondary education.

In 2017-2018, metrics were revised and approved by the MOEC Executive Steering Committee. Baseline data will be reported in the 2018-2019 progress report.

- 4.3.1 By 2022, increase #/% of high school graduates completing and submitting FAFSA as tracked b NE Coordinating Commission on Postsecondary Education and by Iowa College Aid
- 4.3.2 By 2022, increase #/% of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse data
- 4.3.3 By 2022, increase #/% of students enrolling in postsecondary education within a year of high school graduation who are academically prepared to be successful according to the postsecondary institutions' established standards in math and literacy.
- 4.3.4 By 2022, increase #/% of students enrolling in postsecondary education in fall term after high school who enter with college credits

- 4.3.5 By 2022, increase #/% of students participating in high school pre- apprenticeship/internship experiences. **The metric for this goal has yet to be established.**

#### **4.4 Students complete postsecondary experiences prepared for career success.**

In 2017-2018, metrics were revised and approved by the MOEC Executive Steering Committee. Baseline data will be reported in the 2018-2019 progress report.

- 4.4.1 By 2022, increase #/% of students who successfully complete math and English program/degree requirements by the end of the first year of postsecondary education.
- 4.4.2 By 2022, increase #/% of recent high school graduates who persist from first term to second term in post-secondary education based on National Student Clearinghouse data.
- 4.4.3 By 2022, increase #/% of recent high school graduates who have declared a major within 25% of postsecondary education program completion.
- 4.4.4 By 2022, increase #/% of students participating in internships, apprenticeships, clinical practices, etc., that lead to employment. Note: **This important metric is not measurable at the current time, but will be explored.**
- 4.4.5 By 2022, increase #/% of degree-seeking students who are on pace to graduate within 150% of expected time for selected program.
- 4.4.6 By 2022, increase #/% of degree / certificate -seeking students who graduate within 150% of expected time for selected program.
- 4.4.7 By 2022, increase #/% of graduates whose earnings match their level of educational attainment based on workforce data.

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## Section 1: Increased Access to Early Childhood Programming (The Superintendents' Plan)

What are the highlights of your program? What are the goals? Purpose? This is just a brief summary of what your program intends to accomplish.

As a developer, partner, and major participant in the Superintendents' Early Childhood Plan (SECP) of the Learning Community of Douglas and Sarpy Counties, the Buffett Early Childhood Institute at the University of Nebraska is committed to supporting schools and districts in Douglas and Sarpy counties to engage in continuous cycles of improvement and innovation that will enhance quality, expand continuity, and strengthen equity for all children and families from birth through Grade 3. The plan is focused on increasing opportunities for children and families who experience persistent disparities and gaps in achievement in order to overcome those disparities and realize success in school and life.

The SECP serves children and families during the first eight to nine years of life. This is the time when the foundations for building children's brain architecture, language and skill acquisition, and relationships with others are established. Research shows that if we can sustain continuity, quality, and equity through the end of third grade, children are more likely to achieve lasting school success.

What are some successes from your project? Please feel free to add quotes, data points/charts, links, etc., to build on your response.

The Superintendents' Early Childhood Plan was launched in Omaha and surrounding communities in fall 2015 and entered its eighth year of implementation across 11 school districts in the Learning Community of Douglas and Sarpy Counties in the fall of 2022. Figure 8 shows the distribution of the initial commitments to full implementation schools (defined below) at the outset of the Plan.

Using an innovative approach to opening opportunities for young children, the Plan's implementation has demonstrated success in the following areas

- Helping school districts re-imagine their role in early learning systems,
- Assisting schools in building relationships with families long before their child's first day of kindergarten,
- Supporting families as they nurture their children's strengths and advocate for their future, and,
- Strengthening teachers, principals, home visitors, child care providers, and community partners as they work side by side with parents and families to equitably aid in children's growth.

A shared goal across all elements of the Superintendents' Plan is the prevention and reduction of disparities in opportunity and achievement based on systemic and structural inequities — inequities that were exacerbated by the COVID-19 pandemic. When school buildings were closed in March 2020, Institute staff worked closely with partners in Omaha-area schools and communities to adapt programming and services to meet the needs of children and families. Collaborative efforts continued in the 2021-2022 school year to provide ongoing support based on the needs of each school and community. The pandemic

exposed and exacerbated existing disparities that disproportionately affected children of color in the School as Hub neighborhoods. This was seen in disparities in access to health care, child care, and internet connectivity. When children were brought back to in-person schooling in the 2021–2022 school year, new challenges were presented as educators and principals reported increased need to support children’s social and emotional learning and adopt new strategies to enhance classroom management and reduce challenging student behavior. As schools and communities grappled with these issues, Institute staff collaborated with school and community partners to modify in-school programming to meet emerging needs in each school with a focus on maintaining health and safety while simultaneously promoting quality, continuity, and equity.

What did you learn from the evaluation of the program?

### **The School District Workgroups**

Of the seven school districts that participated in the landscape assessment, workgroup members from five school districts agreed to attend an hour-long focus group. The district workgroup teams varied in size, but all included at least one central office administrator who has responsibility for early childhood programming. Other participants included directors of elementary education, directors of special education, associate superintendents, and student services administrators. Focus groups ranged from one to four participants.

### **The Impact of the Superintendents’ Early Childhood Plan**

Focus group participants shared multiple ways that being a part of the Superintendents’ Plan has impacted their school districts’ birth through Grade 3 efforts.

### **Professional Development**

Nearly every participant expressed how valuable the professional development provided through the Superintendents’ Plan has been to them and to their staff. They appreciated the quality of the offerings and how they were made accessible to certified and classified employees. Several district leaders noted that the professional development went beyond what their district could typically offer, and they liked that it focused directly on birth through Grade 3. When challenges serving children and families emerged in the contexts of school closings, one district especially appreciated the trainings around using “technology in the early years.”

The opportunity to attend the national P-3 conference in Colorado was particularly powerful. One district leader noted that “this was probably the biggest thing, at least in my world.” Their team was able to develop a P-3 plan that will help drive their School as Hub efforts for several years.

Working closely with the leadership at the Buffett Early Childhood Institute has been a form of professional development in its own right. Members from multiple workgroups mentioned how much they value the expertise the Institute staff brings to this work. One district leader has appreciated working with “really smart people” who have a clear vision for early childhood, comparing the experience to being in a “master’s class” in educational research and evidence-based practices.

### **School as Hub**

The Superintendents' Plan has given districts a guiding concept, School as Hub, that has helped them align district initiatives and their strategic plan to a vision for early childhood education. They appreciate how the School as Hub programming builds awareness across the district of how early childhood and family engagement need to be central to their mission. They view the participating elementary schools as "models" for how the district can build strong relationships with families with young children, so families are part of the school community well before their children enter Kindergarten.

### **Resources**

Participating in the Superintendents' Plan has given district staff needed resources to support the Birth Through Grade 3 Approach. Having the staff to create a home visiting program for birth to age 3 and activities for families with preschoolers has been essential to making progress on their goals.

### **Collaborating**

District leaders have appreciated the opportunity to work with other educators from across the metro area. They enjoy building new relationships with other administrators and learning how other districts have implemented early childhood services. One participant described it as "powerful."

"So, I sit on the superintendents' workgroup. And for me, the most valuable thing in my six years of doing this work is the collaboration with other school districts. It's where I get a chance to hear what they're doing in the world of early childhood. And I don't think that there would be any other venue through which I could learn what's happening in other districts if it weren't through this ... That collaboration has been the best part for me." —a school district leader

What proposed revisions do you have to your section of the CAP?

Three specific revisions:

- Updated conceptual framework
- Summary of action plan focus areas supported by Institute staff in partnership with school district leaders and staff.
- Focused efforts to strengthen school district systems to serve as a strong foundation for birth through grade 3 programming

## Section 2: The Superintendents' Plan to Improve Attendance—GOALS

What are the highlights of your program? What are the goals? Purpose? This is just a brief summary of what your program intends to accomplish.

The mission of GOALS is to address absenteeism and at-risk behavior through direct advocacy, student and family engagement, and the development of community partnerships and coordinated efforts to improve student attendance and learning. GOALS partners with caregivers, school personnel, formal system organizations, fellow non-profit providers, and a family's "community" to overcome any barrier that would keep a child from attending school and leveraging an inclusive and equitable educational experience.

Specific, and measurable, goals include: \* To increase the amount of time a student spends in the school so that the student can access all available benefits from his/her educational experience. \*To prevent families from entering the child welfare and/or juvenile justice system within 12 months of case closure. \*To provide school districts with an intensive, community-based intervention, when school level and district level interventions were unsuccessful.

Our Programs include:

(1) The Emergency Outreach Engagement Program which offers students and their families approximately 90 days of family driven case management. GOALS members work to immediately connect the student and their household to community resources as based on in-home visitations and needs assessments. Goals of this program include family stabilization, resource delivery and advocacy to re-engage youth in school.

(2) The Traditional Family Advocacy Program provides approximately 6-12 months of family centered case management and extensive family partnering with other community organizations. Here, GOALS continues to provide support and education to families while connecting them to services such as behavioral health, food banks, employment services, and transportation. Goals are similar to the above, and include family stabilization, resource delivery and long-term advocacy to re-engage (and provide continuous support to) youth in school.

(3) The Elevate Program is a pilot program designed specifically to serve BIPOC youth and their families and combines the strength of four community agencies. This model uses restorative and family and community peace-making practices as facilitated by the Concord Mediation Center. Charles Drew is available to serve mental or physical health needs. Finally, GOALS and the Urban League serve as mentors to help youth navigate school and community life.

What are some successes from your project? Please feel free to add quotes, data points/charts, links, etc., to build on your response.

GOALS is the only non-profit locally and statewide that has a sole purpose of increasing school attendance and preventing formal system involvement for children and families. We are an unlimited referral source for all 11 school districts (in Douglas and Sarpy Counties), grades K-12, with the great ability to accept referrals for services, as well as broker services

to partner agencies. GOALS is the only agency that can provide families free, intensive, in-home evidenced based, case management services pre-system involvement. The work in absenteeism is often one of the first indicators of a families need for greater community-based supports and is the furthest upstream in the area of system prevention.

\*Approximately 1,232 individuals (students and their household members) received GOALS services in 2021-2022.

\*55% referral increase from last year

\*57% of students increased their attendance during the 2021-2022 school year, while receiving GOALS services

[Note: students, on average, missed 39% of school days at time of referral to GOALS]

\*Less than 6% of students were re-referred from last year

\*Students from 11 different school districts (+ 2 private schools) were served.

\*Students from 84 unique school buildings were served [Note: GOALS's Family Advocates engage in extensive traveling to meet with students and school staff].

**Quotes:**

*"I'm honestly so pleased and impressed, and the only thing that could improve [the relationship between GOALS and the School] is if there were more advocates!" -Quote from a School Official/Stakeholder.*

*"Our GOALS advocate made us feel like she was there to help and guide my student along the path to having good attendance. She was there for us when we felt like everyone else in the school system was not wanting my student to succeed. She was very understanding and very relatable to my daughter. She made my daughter feel comfortable and like she was on her side and wanted to help." – Quote from a Caregiver.*

*"A GOALS Family Advocate (FA) worked with a student and their caregiver—a single mom. This family's attendance concerns stemmed from a family tragedy and a serious medical diagnosis that resulted in profound and persistent trauma. While working with the family, the Family Advocate connected both the mother and student to grief counseling and aided in setting up doctor's appointments. After several months of positive case intervention and advocacy, the student successfully closed out their relationship with GOALS. However, a few months after closure, the Family Advocate received word that the student's caregiver had unfortunately passed. Despite no longer having an official case assignment with the student, the Family Advocate aided them by helping extended family members (with paperwork and narratives to the court) gain guardianship of the student. The student is now living with extended family members and continues to attend therapeutic services that aid in their healing and resiliency." – Notes from an FA Casefile.*

*"GOALS Family Advocates (FAs) don't simply 'do the work' for families in terms of delivering resources, they also help cultivate the internal wisdoms and the self-confidence necessary for family members to think through challenges and find resource on their own – that is a key component of advocacy... and I've witnessed it first hand as I've heard a student's caregiver (mother) say things like "what would my [family advocate] say?" 'How would [my FA] advise me through this problem?' and then the caregiver talked themselves through the conflict at hand and created actionable and workable solutions... that is a key strength of a quality family advocate – again, the cultivation of self-determination, self-resiliency, and the self-confidence to solve problems" – Statement from a new GOALS team member (hired in 2022).*

What did you learn from the evaluation of the program?

Recent program evaluations reveal:

(a) despite the fact that students have returned to in-person learning, the GOALS Center continues to experience an increased request for services in the COVID-19 era. With the ongoing social-cultural, economic, and psychological (i.e., trauma-related) effects of the COVID-19 pandemic, school districts remain concerned about the number of unaccounted for students who have not shown up for in-person learning. Due to this concern, GOALS partnered with four schools to offer "Covid-19 Outreach" services at no-charge. These services proved so valuable in reaching out and contacting unaccounted for students, that it changed the way the GOALS Center viewed programming and conducted outreach services. Specifically, GOALS used this experience to create a new "initial outreach service" where GOALS team members access, then assist, students and families with resource identification, accessibility and assistance with e-Learning systems, and financial stability. This new program offering exists as a short-term intervention, (up to 90 days) with the goal of re-engaging students in school again.

(b) additionally, due to the stress of the pandemic, the GOALS Center is considering the adoption of a family stress survey (the Weiss and Lunsky 2012 "Brief Family Distress Scale") to measure the decrease of student and family stress/strain as the result of GOALS advocacy and engagement. The GOALS Center is also considering utilizing a network analysis tool to analyze the expansion of community resources (and the negation of social isolation) made available to the family through GOALS advocacy/engagement.

(c) Finally, as a result of program evaluations, The GOALS Center is considering reframing our absenteeism and family advocacy work within the following foci:

(\*) a Juvenile Justice Focus: As the criminological literature details, absenteeism has been shown to be a risk factor for drug use, suicide attempts, youth delinquency, contacts with the legal system, and imprisonment.

(\*) a Social Determinants of Health Focus: Youth with limited attendance and low educational attainment are more likely to feel that they lack social support and that they have limited control over their lives. Problematically, this perception of lack of control and social support is associated with difficulty adhering to healthy behaviors, increased depression, and biological realities such as increased inflammation and reduced immune system. Higher rates of absenteeism are also associated with poor academic performance, school dropout and a lower likelihood of college enrollment.

(\*) a Racial Equity Focus: More than half of Native American students in Nebraska were chronically absent in 2020-2021, along with 40% of Black students and 29% of Hispanic students across the state. GOALS offers specific advocacy for BIPOC youth, and their families, and we engage in culturally relevant programming for Black, Latinx, and American Indian/Alaska Native youth.

Please note: the Juvenile Justice Institute at UNO is a research partner of GOALS and is considering GOALS for a Tier II (more in-depth, beyond Tier I) site and program evaluation.

What proposed revisions do you have to your section of the CAP?

The CAP as currently written:

*[[[[The Superintendents' Plan to Improve Attendance—GOALS: The Districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism in its student population ... CAP 2.1: By 2022, the districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism as measured by the percentage of students missing more than 20 days of school each year so that the percentage of students missing more than 20 days a year decreases from 6.1% (measured in 2015 – 2016) to 4% ... There will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%, by 2026 ... The GOALS Center will monitor data available through the 11 Learning Community school districts and the Nebraska Department of Education to monitor progress with improved attendance at a student, school building and school district level. Progress monitoring will focus on decreasing chronic absenteeism to the overall goal of 4%]]]]].*

**Proposed revisions:**

- The goals of “*decreasing chronic absenteeism to 4% by 2022*” will need to be rewritten – another target date and target percentage number will need to be identified ... these new targets should be set in collaboration with the superintendents and the learning community.
- Further, “*the Districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism in its student population.*” The term collaborate should be operationally defined and include factors such as:  
-defining a number of mandatory meetings as well as key participant constituencies for said meetings, -establishing the percentage of financial assistance to partners in order to accomplish the mission, -establishing other forms of mandatory aid (such as data analysis tools and reporting technologies), - establishing a base number of students to be served on a quarterly basis. This listing is not to be considered exhaustive.

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

What are the highlights of your program? What are the goals? Purpose? This is just a brief summary of what your program intends to accomplish.

The Learning Community, and its partners, implement innovative, practical strategies to improve the landscape for learning in the Omaha metro region. We're here to close the opportunity gap, which impacts student achievement long before a child goes to school. The Learning Community works with children and families to challenge the opportunity gap through early childhood education, family engagement and [future teacher preparation](#). Valued [partners](#) come from public education, higher education, non-profit organizations and the philanthropic community. Our [investments](#) look to the future, focused on creating stronger communities and a better future for everyone.

1. The Learning Community of South Omaha has maintained a complete roster of staff, as well as a robust population of program participants.
2. The Learning Community of South Omaha is currently negotiating an expansion to an additional satellite location to edify and equip more families.
3. The Learning Community of North Omaha Parent University program has recently been brought back "in house" under Learning Community supervision. This strategy will allow for more expansion into neighborhood schools and homes, as well as more streamlined efforts to provide family supports.
4. The Learning Community of North Omaha continues to work to complete the staff roster, as well as maintain existing relationships with partners in the community.

#### 2GEN APPROACH

The Learning Community uses a two-generation (2Gen) approach in designing early childhood and family engagement programs at each of the centers, 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 and Social Capital. Data are collected on each element contained in the 2GEN framework.



**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. As a result of the recommendation, a request for proposal (RFP) was made public. Project Harmony Child Advocacy Center successfully obtained the contract to assist with managing the day-to-day operations of Parent University. Therefore, all personnel fulfilling the mission of Parent University are employees of Project Harmony Child Advocacy Center. 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.

The family learning program in 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 2-GEN network partner through Ascend at the Aspen Institute.

Each family in the program attends 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. An English for Parents class might teach parents how to use computers to access school information, role-play parent/teacher conferences, or utilize children's books as learning tools.

**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 well-being at home.

**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. A **Social Assistance Navigator** assists families who are in crisis or have challenging social or economic needs. This navigator connects parent participants with many community resources, such as pantries, mental health services, and homeless shelters.

**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 services, workforce ethics proficiency, and the National Career Readiness Certificate. A Career Skills Coach also offers individual career coaching or assistance connecting to continued education.

What are some successes from your project? Please feel free to add quotes, data points/charts, links, etc., to build on your response.

In the section below are highlights from the 2020-2021 annual evaluation report. For the full report visit the website for The Learning Community of Douglas & Sarpy Counties (<https://learningcommunityds.org/>).

**Parent University**

- 200 parents were enrolled with majority representing low income & culturally diverse populations
- Enrolled parents had 380 children of which 264 were within the targeted age range
- Parents participated in 16 different courses which focused on parenting, school success, leadership, and life skills
- Parents demonstrated gains in Protective Factors
- Parents learned new parenting strategies, and improved their financial stability

Learning Community Center of South Omaha:

Family Learning	Parent Outcomes	Student Outcomes
<ul style="list-style-type: none"> <li>● 298 families were enrolled</li> <li>● 532 0-8 year old children; 824 total children were served</li> <li>● Two generation programming yielded positive effects</li> <li>● Workforce Development with 295 certificates being earned</li> <li>● 5 participants earned their GED</li> <li>● 39 participants were enrolled in GED classes</li> <li>● For the sixth year in a row, parents reported increased levels of school and community engagement</li> <li>● Participants demonstrated statistically significant gains in English reading and listening skills</li> </ul>	<ul style="list-style-type: none"> <li>● Parents reported gaining multiple digital skills and that it helped with remote learning</li> <li>● Parents met the overall program goal in parent-child interaction and in building relationships</li> <li>● For parents working with the social assistance navigator, 146 were simple referrals and 18 were complex</li> <li>● 33% of parents were able to close their cases with the social assistance navigator</li> </ul>	<ul style="list-style-type: none"> <li>● 73% of students missed fewer than 10 days</li> <li>● Students demonstrated improved social emotional skills from fall to spring</li> <li>● 97% of students were in the average range for executive functioning by spring</li> <li>● NWEA-MAP™ mathematics mean percentile rank remained in the average range.</li> </ul>

### **Parent-Child Interactions**

Positive day-to-day interactions between parents and children lay the foundation for better social and academic skills. Both LCCSO and Parent University programs strive to enhance participants' parenting skills. Educational Navigators assist and encourage parents to have high-quality interactions with their children.

**Method.** The Keys to Interactive Parenting Scale (KIPS) measures parenting behaviors overall and 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 reported on a 5-point scale with 5 being high-quality. In 2020-2021, 150 parents enrolled across the two programs had at least two KIPS evaluations. This is a 50% increase over the previous year when 99 parents had KIPS at two points in time.

**Findings.** The program and evaluation team set a score of 3.5 as the program goal. By post, families, on average, met the program goal in Building Relationships (3.83) and on the Overall scale (3.51). They came close to meeting the goal in Promoting Learning (3.40). Parents showed the greatest strengths in Building Relationships with their children. At pre, 49% of parents met the program goal. By post, 54% met the goal.

The following graph shows average KIPS scores across both programs at pre and post. A paired samples t-test analysis found that parents' skills in Promoting Learning increased significantly over time ( $t=-3.905$ ,  $p<.001$ ). The effect size was  $d=.319$ , which is in the modest range. The analysis found that there were not significant changes over time in the other three areas: Building Relationships, Supporting Confidence, or Overall, suggesting that these interactional skills remained stable over time.

### **Parent University**

**Findings.** On average, families met or exceeded the program goal in Building Relationships (3.76). They came close to meeting the goal Overall (3.39). A paired t-test analysis found that there were not significant changes in interactional skills, suggesting skills remained stable over time. At pre and post, 44% of parents met the program goal for parent-child interactions.

### **LCCSO**

**Findings.** On average, families met or exceeded the program goal in Building Relationships (3.85) and Overall (3.55). They nearly met the goal in Promoting Learning (3.46). The most gains were made in Promoting Learning (.14 increase on average). A paired t-test analysis found that there were significant increases in Promoting Learning ( $t=-4.74$ ,  $p<.001$ ), and in Supporting Confidence ( $t=-1.98$ ,  $p=.05$ ). The analysis did not find significant changes in Building Relationships or Overall suggesting these areas remained stable over time. A slight majority (51%) of parents met the program goal at baseline. After participating in LCCSO activities, 57% met the goal. The following graph shows parent-child interaction results for LCCSO.

## **Student Attendance**

**Students who Met the OPS Attendance Goal.** Research has found that students who were chronically absent in early grades demonstrated weaker reading skills, with Latino children

suffering the worst effects (Chang & Romero, 2008). This points to the importance of attendance in schools especially for those children living below the poverty line and students who are Latino. Omaha Public Schools has recognized the importance of attendance and established “Strive for 95”, a program that promotes reducing students’ absenteeism. They are promoting that students should have less than 10 absences per year or a 95% attendance rate. Overall students in these programs met the attendance goal with 53% missed 10 or fewer days. **Students with parents attending LCCSO had the highest rate of attendance with 73% of students missing 10 days or fewer** compared to 59% of students with parents participating in Parent University and 42% of students attending an IEC school.

### **Academic Achievement: Results across Learning Community Programs**

It was important to evaluate student’s academic outcomes across multiple Learning Community programs including: 1) students Grades K-5 whose parents were enrolled in Learning Community Center of North Omaha (LCCNO: Parent University) and Learning Community Center of South Omaha (LCCSO) and 2) students in Grades K-1 in schools participating in the Intensive Early Childhood Partnership. The Northwest Evaluation Association’s Measures of Academic Progress Growth (NWEA-MAP®) was used to assess students’ academic achievement and growth. MAP Growth is a norm-referenced assessment that measures student proficiency and growth in the areas of Reading and Mathematics. In 2020-2021, this assessment was administered by the Omaha Public Schools (OPS) in the fall and spring. The purpose of these data was to provide information to the program on how well the students were doing in these two academic areas and to plan future supports to parents to engage and support their student’s learning.

### **Demographics**

**Parent University.** Data was received on 157 students whose parents were participating in Parent University. There were equal numbers of females (50%) versus males (50%). The primary race/ethnicity represented were students who were Black (47%) or Hispanic (38%). A majority of the students were native English speakers (50%) followed by English Language Learners (ELL) (40%) and Exited ELL students (10%). The students who were ELL represented both Spanish-speaking children and children from a refugee population with a variety of languages represented. The students ranged across Grades PK through Grade 5, with the majority of the students in Grades K through 3 (76%).

**Learning Community Center of South Omaha.** Data was received on 157 students whose parents were participating in LCCSO. There were slightly more females (52%) than males (48%). The primary race/ethnicity represented were students who were Hispanic (98%). A majority of the students were English Language Learners (ELL) (67%) and Exited ELL students (27%). The students who were ELL represented mainly Spanish-speaking children and some children from a refugee population with a variety of languages represented. The students ranged across Grades K through 3 and fairly equally split across the four grade levels.

**Schools in the Intensive Early Childhood Partnership.** Data was received on 164 students whose parents were participating in the two schools participating in the IEC

partnership. There were fewer females (44%) than males (56%). The primary race/ethnicity represented were students who were Black (56%), followed by Hispanic (17%) and Asian (14%). A majority of the students were native English speakers (84%), followed by English Language Learners (ELL) (16%). The students who were ELL represented both Spanish-speaking children and children from a refugee population with a variety of language represented. The students ranged across Grades K through 1, with the majority of the students in Kindergarten (52%).

### **Student Achievement Status Results**

**Achievement Status by Program.** The NWEA-MAP® Growth™ assessment provides data on student academic growth in the areas of Reading and Math and monitors change over time. For this report, fall and spring mean percentile scores were used to evaluate the status of Reading and Mathematics achievement of students across time. For interpretation purposes, a percentile of 50 indicates a student performed at the mid-point of similar students across the United States. The following section provides a descriptive analysis of the findings. The figures below summarize the Reading and Math mean percentile rank for each of the three Learning Community programs for fall and spring. At the fall assessment students whose parents participated in LCCSO were performing at the mid-point for both reading and math. While not at the mid-point students enrolled in IEC schools and those with parents attending Parent University were close to performing at the mid-point. However, at the spring assessment, Reading and Mathematics **achievement status declined in all programs.**

### **Parent Engagement & Learning**

**Participants benefited from a variety of classes offered by the center.** Classes such as Love and Logic, Prime Time, Workforce, Circle of Security, Puente al Exito (Bridge to Success), and Violin were discussed during the focus group sessions. An active participant of these opportunities shared, “I think each of these offered me more knowledge and strength to use with my family. Each of these classes offers security for the future.” Other participants shared that classes such as Prime Time helped their children to improve their ability to communicate, and the finance classes helped others learn how to purchase a home. Participants also shared satisfaction and appreciation of violin classes offered for their children. Additional quotations about personal experiences with various classes are shared below:

Circle of Security: “Circle of Security was very helpful to me in my life. We don’t always have the understanding of how to be parents, and there was so much information in this program. I feel that it helped me to be a better mother. It also reminded me that no parent is perfect.”

Workforce: “I am happy with the workforce because it motivated me to apply for a job, and to know that I could do it. Now I have a job and will have worked there for two years come this September.”

Puente al Exito (Bridge to Success): “Puente al Exito with UNO really helped open the doors

for my daughter to attend UNL.”

Love and Logic: “I am taking Love and Logic. It has really opened and changed the way I think. It makes you reflect on yourself. It has helped me to better reflect on my emotions.”

To summarize the classes offered, participants shared that the parenting classes helped them to apply new skills within their own families that were different from what they had learned in their native countries.

## **FAMILY ENGAGEMENT OUTCOMES**

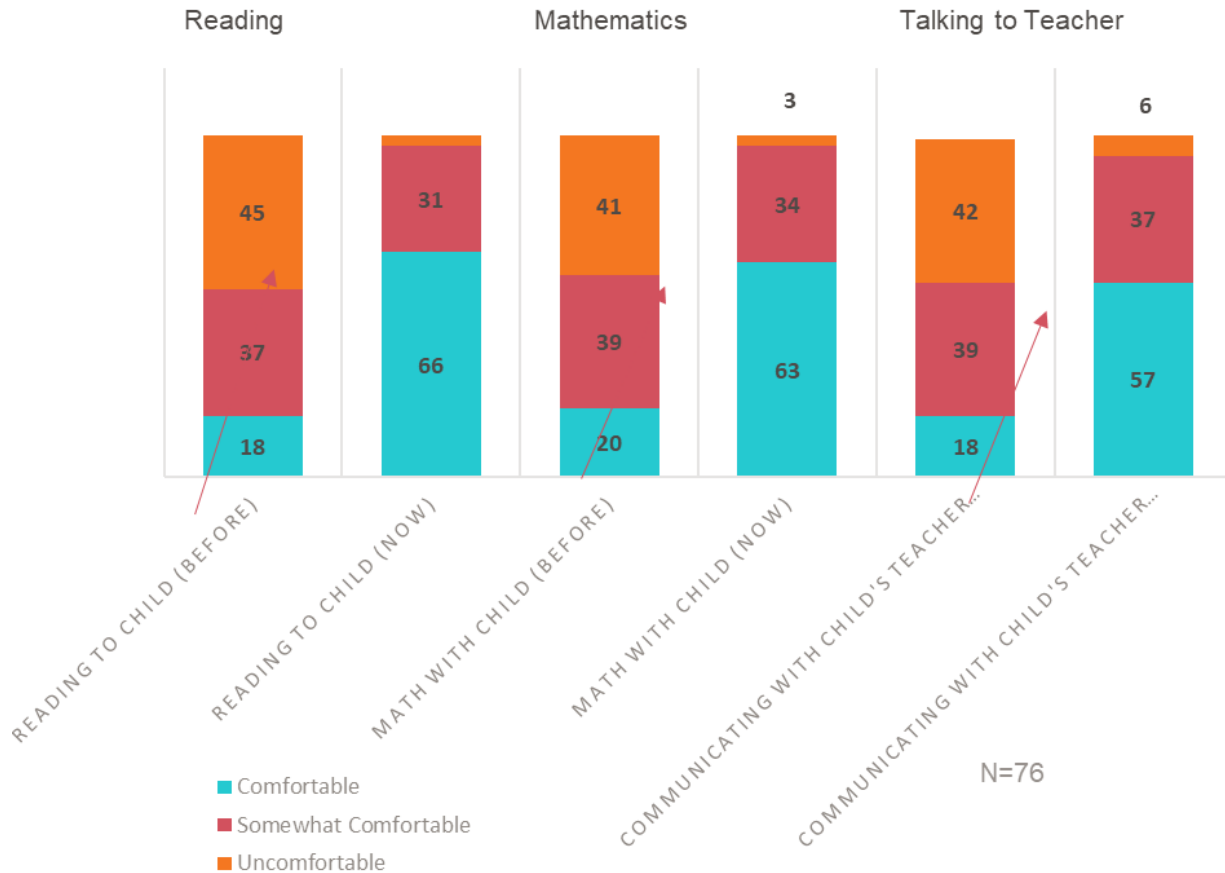
### **School Engagement Results**

As part of the focus groups, parents reflected on their levels of comfort about engaging with the school prior to starting the program and how they compared to now after participating in the programming. A total of 76 parents completed the items and of those, 9% had participated for at least 6 months, 26% had been in the program for one year, 36% for at least two years and 29% for three years or longer.

The current results align with the past five 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 comfortable reading to their child increased from 18% to 66% (+48% increase) and from 20% to 63% (+43% increase) for math. Additionally, parents reported feeling more comfortable communicating with their child’s teacher and the school, from 18% comfortable to 57% comfortable (+39% increase).

PROGRAMMING INCREASES PARENT ENGAGEMENT ACROSS ALL EDUCATIONAL ACTIVITIES.  
PARENTS REPORT INCREASED LEVELS OF CONFIDENCE.



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. The percent of participants feeling comfortable talking with people who only speak English increased from 3% to 36% while the percentage of participants who felt uncomfortable interacting with community members decreased from 13% to 6%.

The pattern of responses is consistent with those reported in the previous four years. 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. These

data are supported by the qualitative feedback provided by participants in the focus groups. Both the English classes and the digital learning opportunities were recognized by participants as contributors to increased levels of confidence and comfort.

What did you learn from the evaluation of the program?

The resources, classes, and supports provided by the programs at both the Learning Community Center of North Omaha (Parent University) and the Learning Community Center of South Omaha (LCCSO) yielded positive impacts on parenting skills, acquisition and use of English language, increased school and community engagement, and high school attendance rates for students. Parents also earned GED and work skills certificates.

**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. Information from the December digital learning focus groups helped inform programming and teaching for the spring semester.

**Summary**

Even while in a pandemic families and students participating in the LCCSO program demonstrated improved outcomes across English language outcomes, workforce development, GED achievement, social-emotional learning and executive functioning. School-age students, on average, missed fewer days of schools and many maintained academic skills within the broad average range. Families continue to view the center as a necessary resource within the community and value the services and opportunities provided. It speaks well of the staff and leadership to have been able to pivot and provide digital learning and needed COVID-19 resources for families while continuing to provide the core services of the center.

What proposed revisions do you have to your section of the CAP?

There are two proposed revisions:

- The Learning Community continues to support families through mental health and social emotional learning programs through well-researched curriculum and home visitation. An increased focus will be placed on mental health supports as families continue to show academic, and mental/emotional resilience.
- A strategic vision process will occur to enhance the existing Childcare Director training program, or redirect efforts in order to more appropriately support Childcare Directors in our current climate. A landscape assessment has been completed and implementation methods are being considered at this time.

## Section 4: Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

What are the highlights of your program? What are the goals? Purpose? This is just a brief summary of what your program intends to accomplish.

The vision of MOEC is that “all students in the Omaha-Council Bluffs metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond.” MOEC Leaders have determined that “we will achieve this through setting transformational goals for student success, launching initiatives focused on dramatically improving student outcomes, and strengthening the connections between our education systems and communities.”

### Challenges

The COVID-19 pandemic severely impacted the work of educational institutions, and, thus, impacted the work of MOEC during recent school years. While educators and families entered the second year assuming that conditions would be fairly close to “normal”, it was quickly apparent that operations would continue to be impacted by new variants of the virus. Political tensions over pandemic-related issues such as masks, vaccines, and quarantines were heightened by a political climate causing new challenges such as anger over health or history curriculum, emboldened frustrations at school board meetings, shortened substitute teacher lists, expanded student behavior concerns often related to mental health issues, and a weary teacher population that demanded fewer additional responsibilities and more time away from the classroom.

### Progress toward Goals

The major goals that were established for the 2021-22 school year were related to the following continuing and new focus areas.

- Student success in middle and high school mathematics
- Effective teaching practices in early literacy
- Implementation of practices related to the National Campaign for Grade Level Reading
- Compilation of metric data reports
- Virtual support for a Freshman Success Cohort
- Study and planning related to mental health services in MOEC schools
- Continuing support for FAFSA completion in MOEC schools
- Continuing discussion related to diversity, equity, and inclusion

A document, [MOEC Focus Areas 2021-2022](#), was created to outline major focus areas for the school year, which are also described in this report.

What are some successes from your project? Please feel free to add quotes, data points/charts, links, etc., to build on your response.

**This section will briefly discuss work done in the main focus area for MOEC.**

## **Student Success in Middle and High School Mathematics**

### **Middle School**

With 54 participants on 13 teams, representing 18 middle schools in six districts, the MOEC Middle School Math Cohort met for five large-group virtual sessions with consultant Jessica McIntyre to focus on mathematics unit planning. In addition, teams met with Ms. McIntyre for two coaching sessions, winter and spring, to grow their work as mathematics collaborative teams.

The work in 2021-22 extended and strengthened the four goals addressed in 2019-20 and addressed an additional goal for 2021-2022: For each identified and high-stakes mathematics course, collaborative teams will “analyze and revise unit-by-unit mathematics curriculum plans that clarify student standards for learning, create revised pacing charts, and ensure research-affirmed intervention protocols are in place.”

Each team submitted and presented an artifact at the final session that showcased their work. In addition, teams completed three reflections; one team reflection and two individual reflections. Results from the evaluations are included in the [MS Math Cohort Reflection Summary 2021-22](#). Some comments from participants during the final session included these thoughts:

- “We've taken a deeper look at prior knowledge to help guide plans/learning activation activities.”
- “(We) unwrapped standards leading to improved focus during class time.”
- “We can talk about areas of student struggle and come up with solutions more easily.”
- “(We) identify essential standards and focus on the main ideas.”
- “We have developed better common formative assessments.”

### **High School**

Hosting 70 participants on 13 teams, representing 10 high schools in seven districts, the MOEC High School Math Cohort met for four large-group virtual sessions with consultant Sarah Schuhl to focus on mathematics unit planning. In addition, teams met with Ms. Schuhl for one coaching session in the spring to grow their work as mathematics collaborative teams.

The work in 2021-22 extended and strengthened the four goals addressed in 2018-20 in a similar way as the middle school cohort.

Each team submitted and presented an artifact at the final session that showcased their work. In addition, teams completed three reflections, one team reflection and two individual reflections. Specific results from the evaluations are included in the [HS Math Cohort Reflection Summary 2021-2022](#).

### **Math Work Group**

The MOEC Math Work Group continued work with representatives from the University of Nebraska at Omaha and Metropolitan Community College to find ways to increase opportunities for high school students to take college math courses while in high school. In addition to support for the PKF/MCC Math Readiness Project, the UNO Math Department continued financial support for a graduate certificate program for high school mathematics teachers interested in teaching specific dual enrollment courses at area high schools. The actions of the Nebraska Legislature will provide new financial support for high school students taking credits at community colleges in future years.

Several MOEC districts (Omaha, Council Bluffs, Ralston, Papillion LaVista) were involved in a new initiative led by a local funder to support student improvement of mathematics in elementary schools. The program connects the assessment of NWEA (Northwest Evaluation Association) through MAP Accelerator with the instructional intervention of the Khan Academy. MOEC is not funded for support of the pilot program but has been involved in discussion of the work.

Metric data specifically related to math was collected and shared with districts, along with their own district's individual data. The summarizing document can be accessed here: [MOEC Data Snapshot MATH April.2022](#)

### **Effective Teaching Practices in Early Literacy**

Dr. Deborah Reed, Executive Director of the Iowa Reading Research Center at the University of Iowa (IRRC), continued collaboration with the work team for monthly discussions of challenges and successes in early literacy. Pandemic-related conditions slowed planned opportunities for most professional development, but numerous MOEC school districts continued work on literacy modules created by IRRC and funded by MOEC. Since the first opportunity to utilize modules, districts with most use included Millard (263 modules completed), Bennington (201), Ralston (150), and Gretna (120). Contracts with the University of Iowa will allow teachers and leaders in MOEC districts to utilize the modules throughout the summer and during the 2022-23 school year.

At work group meetings, Bennington shared a fidelity study of their early work with literacy modules and Ralston shared results of a two-day consultation with Dr. Reed in the district, supported by MOEC funding. MOEC representatives collected and shared information from all districts about current early literacy curricula, assessments, and interventions that can be accessed here: [Early Literacy Assessment, Curriculum and Interventions 2022](#). In April, MOEC funded 87 teachers to attend the annual MetLink Early Literacy conference at UNO.

The task force members reviewed a proposal for summer work related to early literacy but determined that teachers were already very busy with summer school and planned district curriculum work. Therefore, the proposal is on hold until next school year. As an alternate project, Dr. Reed (who is moving to the University of Tennessee to begin a statewide reading center there) has agreed to provide materials (information and documents) about the science of reading as a starting place for next year's work. UNO's Dr. Jennifer Lemke has agreed to lead collaborative work with MOEC literacy representatives in the 2022-23 school year.

### **Implementation of Practices Related to the National Campaign for Grade Level Reading**

An unanticipated project that occurred this year as related to the National Campaign for Grade Level Reading (CGLR) was initial work to connect early literacy work with local efforts to influence and improve housing. The national GLR organization partnered with the National Civic League to connect the two focus areas as part of the annual All America City competition. With permission from city officials, MOEC submitted a description of excellent efforts occurring in Omaha ([All-America City Application for Omaha Draft](#)) that was selected as one of 20 finalist applications in the nation. Final competition to determine 10 All America Cities will be held virtually in mid-July. Since reaching the finalist stage, MOEC and Metro-Omaha Raise Me to Read (RMtR) have had initial or expanded conversations with numerous local organizations dedicated to housing and have made connections between their

work and the work of RMtR. An article about the finalist status was published in the Omaha World Herald on July 2:

[https://omaha.com/news/local/omaha-metro-area-a-finalist-for-all-america-city-award/article\\_7cc0bb0c-f7dd-11ec-a157-bfb535bd62ef.html?utm\\_medium=social&utm\\_source=email&utm\\_campaign=user-share](https://omaha.com/news/local/omaha-metro-area-a-finalist-for-all-america-city-award/article_7cc0bb0c-f7dd-11ec-a157-bfb535bd62ef.html?utm_medium=social&utm_source=email&utm_campaign=user-share)

RMtR earned recognition from CGLR with an invitation to be in the inaugural class of its *Learning Happens Everywhere* coalition because of its Omaha Urban Thinkscapes (OUT) project. RMtR was invited, along with two other cities, to present during opening remarks at the organization's convening in Washington, D.C. OUT was also noted in the All America City grant review with several positive comments, including, "Equitable urban design practices will provide real opportunities for marginalized groups to have decision making power in the process of creating these spaces in Metro Omaha. Level of engagement of the community is impressive."

OUT community engagement work has begun with students and families in North and South Omaha at "Play Dates" in cooperation with The Learning Community of Douglas and Sarpy Counties. RMtR participated in a June 2022 Crucibles of Practice seminar "Inspiring Learning in Everyday Places". OUT has garnered community partners and allies across the spectrum in Omaha, including artists; city, county and Greater Omaha Chamber officials; STEM advocates; historians, health and wellbeing groups; nature and landscaping companies; transit and metro planners; natural resource conservationists; educational leaders; researchers, design and architecture companies; play and learning organizations; and UNO — all through an initial investment grant.

RMtR worked with two Service-Learning Academy Classes at UNO. One example was strategic writing, where students had to practice communication with the client and create social media and press releases with a given topic (in this case, Omaha Urban Thinkscapes).

RMtR continues to share leadership (along with co-chairs from GOALS and The Learning Community) for the School Based Attendance Coalition (SBAC). Members engage in training and presentations regarding ways they can help families and students with whom they work. RMtR screened the documentary RESILIENCE with SBAC members and provided further resources and breakout sessions. SBAC members and the MOEC Executive Director were asked to review and provide feedback regarding the Douglas County Comprehensive Juvenile Services Community Plan and the OMNI Family Resource Center Scan. Members of SBAC also reinstated an MDT Attendance Team in connection with Project Harmony and are working on a 2022-23 Attendance Awareness Campaign.

RMtR was invited to serve on the Leadership Team of Help Me Grow as it codifies its work in Lincoln and prepares to expand to Omaha and the rest of the state.

RMtR also led work with UNO's Maverick PR for a joint project with SW-IA RMtR for Read for the Record Day that resulted in a video of community leaders (city mayors, hospital officials, and literacy leaders) reading a chosen book (Amy Wu and the Patchwork Dragon) and an April book give-away to local libraries in connection to the El día de los niños/El día de los libros (Children's Day/Book Day). <https://youtu.be/KgnSdqOcacU>.

### **Continuing Support for a Freshman Success Cohort**

In the previous two years, MOEC worked with representatives of the Network for College

Success (NCS) at the University of Chicago to engage high school representatives in developing and implementing strategies to ensure ninth-grade student success. In this third year, MOEC sponsored 10 scholarships to the NFSI (National Freshman Success Institute) program in July, December, and March. Participants from four high schools in three districts: Council Bluffs Community Schools (Abraham Lincoln Thomas Jefferson High Schools), Millard Public Schools (Millard North High School), and Ralston Public Schools (Ralston High School) participated.

Locally, 65 participants from 12 high schools in eight districts met as a cohort for four large-group sessions (three virtual and one in person) with the University of Chicago's Network for College Success consultants. During collaborative trainings, participants not only learned directly from NCS experts but also connected with and learned from other Omaha-Council Bluffs educators who are working to make freshman success a reality for their students. In addition to large-group learning opportunities, teams had the option to meet with the consultants for a 30-minute coaching session; two teams took advantage of that opportunity.

Plans are underway to continue the collaboration on a local level during the 2022-23 school year, with high school teams invited to quarterly meetings to discuss strategies and data related to success of high school freshmen.

### **Study and Planning Related to Mental Health Services in MOEC schools**

Members of the Executive Steering Committee had indicated that a new work group would be formed to respond to increasing needs in the area of mental health. MOEC secured services of a licensed mental health therapist to assist in preparing, distributing, collecting, and analyzing results from a survey of all MOEC districts.

After the survey was completed, the consultant individually interviewed district representatives to delve into the results. That research produced six themes:

- There are not enough mental health service providers in the metro community.
- Communication pathways need to be improved/enhanced.
- There needs to be an accurate inventory (perhaps digital) of region wide resources.
- Stigmas about mental health exist and negatively affect the process.
- Professional development is needed to improve outcomes.
- Social Emotional Learning (SEL) curricula and strategies will complement the work.

The initial research was discussed in the work group and four goals were developed:

- Provide opportunities for professional development related to Mental Health.
- Recruit or build the future workforce related to education and to mental health services.
- Discover or develop an accurate, helpful inventory of mental health options for use by educators and families.
- Connect with mental health professionals to share, learn, and plan for community improvement of a "continuum of care" for mental health services.

Six local leaders in mental health work joined the discussion during the second semester, representing Region 6, Munroe-Myer Institute, Boystown, Children's Hospital, UNO College of Education, Health, and Human Sciences' Counseling Department, and the Mid-America Mental Health Technology Transfer Center. Information about several summer professional development opportunities was shared and grant opportunities were disseminated. Near the

end of the year, districts were asked to identify strategies they had taken or planned to take related to mental health services: [Mental Health Inventory Results 2022](#)

MOEC is considering an application for a Behavioral Health Education Center of Nebraska (BHECN) grant over the summer to support in-school interns in mental health and social work in coming years.

### **Continuing Support for FAFSA Completion in MOEC Schools**

Increasing completion of FAFSA by MOEC high school seniors has been a goal since the collective impact work began, but the results in completion rates took a hit during the pandemic. The work group met three times this school year, with consistent involvement from the Nebraska Coordinating Commission for Postsecondary Education, EduQuest, and Iowa Course-to-College Program.

While there was some early increase in FAFSA completion in MOEC schools (especially in some Omaha Public School District high schools) this school year, there is still work to be done. As of the end of May, nine MOEC high schools had passed the 50% completion mark, with the highest completion level being 62.2% (Elkhorn North High School). As of end of May, MOEC schools fared better than the states of Nebraska and Iowa when comparing current completion rates to final rates for 2021. MOEC schools were 3.5% away from last year's final data, the State of Nebraska was 5.1% away, and the State of Iowa was 4.9% away.

In the previous school year, MOEC recognized Bennington High School for having the highest completion rate and the most improved FAFSA completion rate. If the same recognition were to be given as of June, Elkhorn North High School would be recognized for highest completion rate and OPS Northwest High School would be recognized for highest improvement rate. Specific school data is included in this completion report: [MOEC FAFSA Completion May 2022](#).

### **Augmented Discussion about Dual Enrollment in MOEC High Schools**

The work group on Dual Enrollment met four times during the school year, and the conversation was enriched by regular participation by Michael Baumgartner and Ritchie Morrow (both from the NE Coordinating Commission for Postsecondary Education) and by Steven Duke (University of Nebraska System Administrator of P-16 Initiatives).

A survey of all MOEC high schools showed that the percentage of high school teachers approved to teach dual (concurrent) enrollment classes had increased 17.68% in 2018-19 to 23.83% in 2021-22. Recent data is shown here: [MOEC High School Teachers Approved to teach DE 2021-22](#). Metrics related to dual enrollment showed:

- Metric 2.4 "Students who complete at least one DE, AP, IB, or college class prior to high school graduation":
  - § 2018: 64%
  - § 2019: 67%
  - § 2020: 74%
  - § 2021: 66%
- Metric 3.4 "Students enrolled in postsecondary education (UNO, MCC, IWCC) in fall term after high school who enter with college credits":
  - § 2018: 41.4%
  - § 2019: 46.1%
  - § 2020: 45.0%

§ 2021: 46.4%

A separate survey of work group members identified current barriers to increasing dual enrollment and suggested goals for the coming year. These goals include:

- establishing a new goal for the percentage of MOEC high school teachers approved for dual enrollment and identify tasks to reach this new goal;
- preparing oral, written, and/or digital information to help educators, students and families understand dual enrollment and credentialing requirements;
- establishing a goal for every student to acquire a certain number of college credits prior to high school graduation and identify tasks to reach this goal; and
- exploring collaborative options to “share” dual enrollment courses and teachers at neutral site.

**Continuing Discussion Related to Diversity, Equity, and Inclusion (DEI)**

MOEC leaders suggested that work groups/task forces continue the discussion of DEI in specific work groups dedicated to human resources, curriculum and instruction, and student services. At various times throughout the year, members of the task forces had brief discussions about the topic, but it did not become a focus of work, likely impacted by other pressing issues as well as political backlash in the state and nation. Eleven MOEC representatives from seven member districts/institutions attended the Racial Equity Institute, with registrations sponsored by local philanthropic organizations. High school principals shared individual school efforts in an October survey called [DEI Responses to Questionnaire for HS Principals.10.2021](#).

What did you learn from the evaluation of the program?

For the fourth year, representatives of each district and postsecondary institution collaborated to collect information related to the established metrics. MOEC representatives continued work to prepare data documents to clearly show outcomes. Outcomes are not as positive as hoped, but the ongoing impact of the pandemic has been challenging on both data collection and student achievement.

- [MOEC Data Dashboard 2022](#)
- [MOEC Data Snapshot 2022](#)
- [MOEC and Non-MOEC Postsecondary Metric Comparison 2021](#)
- [Postsecondary Enrollment Numbers 2021](#)

Based on best practice of collective impact organizations, MOEC continued to collect and analyze data from members concerning effectiveness as a “backbone organization”, using a document created by Foundation Strategy Group and the Greater Cincinnati Foundation. Results (on a seven-point scale) showed perception of continuing strength, including improvement in three of the six established categories. The highest ratings were shown in the categories of:

- [supporting aligned activities](#) (5.40);
- [mobilizing funding](#) (5.38); and
- [establishing shared measurement practices](#) (5.32).

Please refer to the [Backbone Effectiveness Indicators 2021](#) as an addition to this annual report.

What proposed revisions do you have to your section of the CAP?

The focus areas for MOEC for the upcoming school year include:

- MOEC Educational Ambassadors Program (supported by NDE Grant related to Educator Shortage)
- MOEC Secondary Math Collaborative for Building Administrators and Influential Math Teachers
- MOEC Freshman Success Cohort
- UNO MetLink Conferences and Workshop/Graduate Course on Early Literacy
- Work Groups specifically tasked to discuss and act related to MOEC Metrics, Mental Health, Dual Enrollment, FAFSA Completion

## Learning Community Process/Timeline

### Learning Community of Douglas & Sarpy Counties (LCDSC)

N.R.S. §79-2102 highlights the parameters for establishing a new learning community. The Learning Community of Douglas and Sarpy Counties started in 2009 and its Coordinating Council also convened then. N.R.S. §32-2122 describes the structure of the coordinating council, appointments, terms, and elections. N.R.S. §79-2104 describes the authority of the learning community coordinating council. In the early years of the LCDSC, there was a new property tax system for metro schools – known as the common levy – took effect in 2009. Questions about the constitutionality of the tax structure were brought before the Nebraska Supreme Court, where it was found to be constitutional. The idea behind the common levy was for all districts to contribute to the Learning Community and for the funding to be distributed where there was the most need. Over time, changes to the levy occurred, such as lowering the levy and starting an early childhood initiative across all districts. In 2016, LB 1067 was signed into law as N.R.S. §79-2122, effectively removing the common levy and replacing it with a structure, the Community Achievement Plan, to ensure school districts continue to collaborate to close achievement and opportunity gaps.

### The Community Achievement Plan (CAP)

The CAP is derived from N.R.S. §79-2122. This statute requires “an approved plan (that) shall remain in effect for three years except as revised with the approval of the state board. The learning community shall submit a report on the success of the plan, evaluation results, and proposed revisions by December 1 immediately following the completion of the first two years of implementation and every three years thereafter.”

### CAP Implementation Timeline

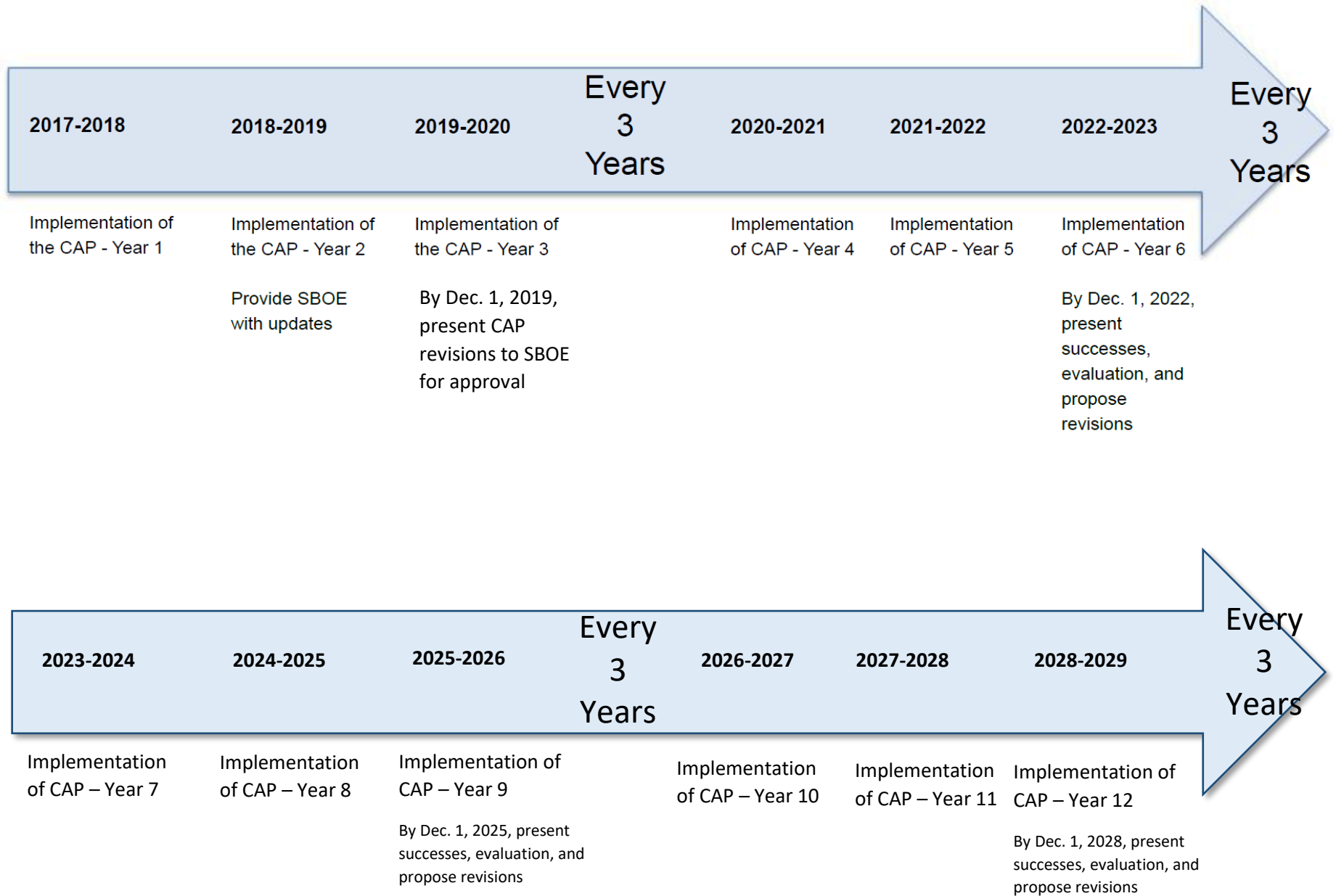


### Learning Community Process/Timeline

The CAP serves as the plan that brings multiple stakeholders, initiatives, and plans together to collectively improve the educational and life outcomes of the students served in Douglas and Sarpy counties. The CAP is comprised of four major strands of work that are in various stages of development, implementation, and data gathering and reporting. The four areas are the Superintendent’s Early Childhood Plan, GOALS Center, North and South Omaha Learning Centers, and the MOEC Collective Impact Plan. The most recent CAP was approved on November 8, 2019.

<p align="center"><b>Superintendent’s Plan for Early Childhood Education</b></p> <p><i>Partnership between the 11 school Districts, the Buffett Early Childhood Institute, and the Learning Community of Douglas and Sarpy Counties to increase access to high quality early childhood programming</i></p>	<p align="center"><b>The Greater Omaha Attendance and Learning Services (GOALS) Center</b></p> <p><i>Partnership between the eleven school districts, Douglas and Sarpy County law enforcement agencies, county juvenile court systems, county attorneys’ offices, and Nebraska state offices to provide targeted support to improve student attendance</i></p>
<p align="center"><b>The Learning Community of Douglas and Sarpy Counties’ North and South Omaha Learning Centers</b></p> <p><i>Increase family engagement and educator preparation throughout the North and South Omaha learning centers</i></p>	<p align="center"><b>Collective Impact Initiative</b> (Achievement Plan) developed by the Metropolitan Omaha Education Consortium (MOEC)</p> <p><i>Partnership that extends beyond PK-12 education, highlighting educational conversations around best practices, districts, and to the postsecondary institutions of the UNO, Metropolitan Community College, and Iowa Western Community College</i></p>

**Learning Community Process/Timeline**





STATE BOARD OF EDUCATION  
RULES AND REGULATIONS COMMITTEE REPORT

Date: October 6, 2022

The Committee on Rules and Regulations reports on its Thursday, October 6, 2022, meeting.

The committee reviewed the Report on Rules. The report is attached in Sparq for board member review.

The committee received an update from NDE Staff on Rule 20: *Regulations for Approval of Educator Preparation Program*, Rule 21: *Regulations for Educator Certification*, Rule 23: *Regulations for Basic Skills Competency*, and Rule 24: *Regulations for Certification* revision process. The committee will provide updates to the board as these rules progress through the development process.

The committee discussed the Legislative and Regulatory Priorities with NDE Staff and discussed the draft priority areas. The board discussed the draft Legislative and Regulatory Priorities in the work session on October 6, 2022. Over the past three months the rules and regulations committee has been discussing, prioritizing, and brainstorming legislative and regulatory priorities. The board discussed and gave feedback for a second draft to be considered in November. The committee will discuss at a zoom meeting before the November session.

This concludes the Rules and Regulations report.

Lisa Fricke, Vice Chair

\*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



TO: Matthew L. Blomstedt, Ph.D.  
Commissioner

FROM: Brenda Wid, Legal Services

DATE: October 3, 2022

SUBJECT: Report on Rules

**RULES SIGNED BY COMMISSIONER AS HEARING DRAFTS:**

**Rule 10, Regulations and Procedures for the Accreditation of Schools**

Signed: September 27, 2022

**Rule 14, Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools**

Signed: September 30, 2022



## Resolution to Revise the State Board of Education Policy Reference Manual

**WHEREAS**, President Patsy Koch Johns appointed Patti Gubbels (chair), Maureen Nickels, and Kirk Penner to an ad hoc committee to explore revisions to the State Board of Education policy reference manual;

**WHEREAS**, the ad hoc committee has met to review the current policy reference manual, review board policies from other states, review Robert's Rules of Order Newly Revised, and recommends that structural changes to the policy reference manual be proposed to the State Board for consideration; and

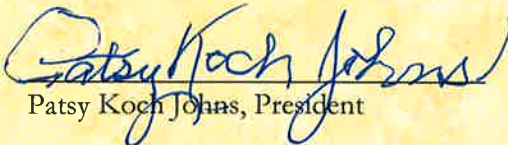
**WHEREAS**, the ad hoc committee intends to make final recommendations to the board at the November 2022 meeting with recommended adoption at the December 2022 meeting; now, therefore, be it

**RESOLVED**, That the State Board of Education adopts the following definitions to direct the work of the ad hoc committee:

- Bylaws: The board's own basic rules relating principally to itself as an organization;
- Board Operational Policies: The board's policies that relate to and support the policymaking, rulemaking, and quasi-judicial responsibilities of the board. They specify how board members are to conduct themselves and interact with individuals and external entities;
- Agency Management Policies: The board's policies that define how the state board intends the Department of Education to operate and conduct its actions and business and how the State Board itself may be involved in such matters; and

**RESOLVED**, That the State Board of Education intends for the ad hoc committee to present recommendations for revisions to the current policy reference manual to the State Board of Education at the November 4, 2022 meeting, with the potential for adoption of any presented recommendations at the December 2, 2022 meeting.

Signed on behalf of the Nebraska State Board of Education, this 2nd day of September 2022.

  
Patsy Koch Johns, President

  
Robin Stevens, Vice President



## STATE BOARD OF EDUCATION AD HOC SEARCH COMMITTEE REPORT

Date: Thursday, October 6, 2022 Hampton Inn Meeting Room 1212 Cumin Street, Omaha, NE

**State Board Members present:**

Patti Gubbels, Chair  
Patsy Koch-Johns  
Jacquelyn Morrison

**NDE Staff present:**

Brian Halstead  
Ryan Floor

“The Ad Hoc Search Committee reports that...

The committee held its organization meeting to begin the process of searching for the next Commissioner of Education. The committee reviewed the initial search timeline, discussed the role of the committee, reviewed the qualifications required by state statute for applicants, and discussed the draft RFP for search firms. The working timeline will be shared with the board at next month’s board meeting. Board committee reports will be presented to the board on a regular basis to keep the board apprised of the process and progress.

The committee requests that communications, questions, concerns, etc. about the Commissioner Search process be directed to the Ad Hoc Search Committee chair, Patti Gubbels.

Materials related to the search process will be posted in SPARQ for individual board members to read and review.

The Search Committee has provided the board with the Request for Proposal for dialogue at today’s meeting. Additional thoughts and suggestions related to the RFP can be directed to chair, Patti Gubbels by end of day Monday, October 11, 2022. The committee goal is to have the RFP finalized and released by Wednesday, October 12<sup>th</sup>. Proposal submissions are due by November 2, 2022. The committee will then narrow the search firm finalists. Finalists will present proposals to the board at the December board meeting.

This concludes the Ad Hoc Search Committee report.”

Patti Gubbels, Chair

\*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 26, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Lane Carr  
Administrator, Office of Policy & Strategic Initiatives

**PROPOSED AGENDA ITEM:** Adopt a resolution declaring the State Board's support for LR335, the state's postsecondary attainment goal.

### **RATIONALE/BACKGROUND INFORMATION:**

In April 2022, the Nebraska Legislature's Education Committee was joined by educational stakeholders across the state to set forth a bold postsecondary attainment goal: At least seventy percent of 25- to 34-year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030. LR335 encouraged the Board of Regents of the University of Nebraska, Board of Trustees of the Nebraska State Colleges, Board of Governors for each community college area, Coordinating Commission on Postsecondary Education, and the State Board of Education to adopt the 70% attainment goal as evidence of their support for the goal.

This resolution affirms the State Board's support for the resolution, and calls for next steps in achieving the resolution.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2022

### **ESTIMATED COST:**

#### **FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source:
- New or Renewal: New
- If renewal, date of first approval:

#### **FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:



## Attainment Goal Resolution

**WHEREAS**, High state educational attainment is strongly correlated with higher state gross domestic product, higher per capita income, greater labor force participation, greater civic participation, improved health outcomes, and high quality of life;

**WHEREAS**, Projections are that at least seventy percent of Nebraska's jobs will soon require a degree, certificate, diploma, or other postsecondary or industry credential with economic value in the workforce;

**WHEREAS**, Nebraska's current educational attainment, including degrees, certificates, diplomas, and other postsecondary and industry credentials with economic value is approximately fifty-eight percent for Nebraskans age 25 to 34, and approximately fifty-five percent for Nebraskans age 25 to 64;

**WHEREAS**, Most states, including neighboring states, have set ambitious educational attainment goals to reach social and economic development aspirations and use those educational attainment goals to inform education and workforce development policies;

**WHEREAS**, State educational attainment goals help state officials, colleges and universities, elementary and secondary schools, employers, and philanthropic and community organizations establish a shared agenda and measure progress at regular intervals;

**WHEREAS**, Postsecondary readiness requires a firm foundation in high-quality pre-kindergarten, elementary, middle, and high school; and

**WHEREAS**, The State Board recognizes the strong contributions of Nebraska's public and non-public schools in preparing Nebraska students for postsecondary readiness, and thanks educators for their dedication, especially during the COVID-19 pandemic; now, therefore, be it

**RESOLVED**, The Nebraska State Board of Education supports the state goal outlined in Legislative Resolution 335 (2022) passed by the Nebraska Legislature on April 13, 2022 that at least seventy percent of 25- to 34-year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030, and now therefore it be;

**RESOLVED**, The State Board encourages Nebraska Department of Education leadership to develop and implement strategies to attain the aforementioned state educational attainment goal;

**RESOLVED**, The State Board affirms the six tenets of AQuESTT as a framework for achieving the aforementioned state educational attainment goal; and

**RESOLVED**, That the State Board encourages local boards of education to commit to and establish goals and strategies to achieve the attainment goal.

\_\_\_\_\_  
Patsy Koch Johns, President

\_\_\_\_\_  
Robin Stevens, Vice President



## Attainment Goal Resolution

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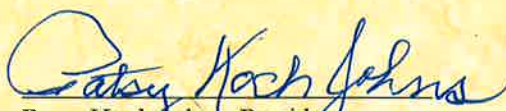
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**RESOLVED**, That the State Board encourages local boards of education to commit to and establish goals and strategies to achieve the attainment goal.

  
Patsy Koch Johns, President

  
Robin Stevens, Vice President



September 22, 2022

Patsy Koch Johns, President  
Nebraska State Board of Education  
500 South 84<sup>th</sup> Street  
Lincoln, NE 68510

Dear President Koch Johns,

I write this letter to provide formal notice of my intent to resign as Commissioner effective on January 3, 2023 or as soon as practicable after that date.

I have come to this decision after several weeks of contemplation and as the result of the opportunities that exist for me personally and professionally. Though it has been a hard choice, I am excited for a new professional opportunity that will begin in the new year. I also know the importance of the work ahead for the Department of Education and the State of Nebraska and I stand ready to contribute to a smooth transition over the next few weeks and months.

I am proud of my nearly nine years of service to the State of Nebraska but most proud of the opportunity to have served with so many dedicated board members, staff, and partners in this work over the years. In reflection, we have sought to change the very nature of the work of the agency from compliance to support and to modernize functions of the agency. The State Board's strategic plan adopted in 2016 was the fruit of two years of work across the state and within the Department. The primary charge of the plan was one of restructuring the agency to meet the needs and challenges of the future and addressing the inequities inherent in the educational outcomes of students. Additionally, the charge was to make a difference by increasing expectations through standards and assessment while increasing support offered to schools and communities. The foundation and frame are established through the work of the last several years. Working with the State Board and staff, I have been successful in achieving expectations set out in the strategic vision and direction. And though I will not be with the NDE, my future endeavors will focus my skills and attention on education and policy issues.

Little did any of us know then that the preparations for the future would include the need for response to the challenges of a pandemic. Though I always hoped to find a more suitable home for the Nebraska Department of Education, I did not imagine an office move would happen in the midst of these most challenging times. Now, nearing the three-year mark of the pandemic, it is remarkable to realize and reflect that a third of my tenure has been leading through these challenges. I am especially proud of the leadership that I was able to provide to Nebraska schools and to NDE as we took bold steps forward during historic disruptions.

I offer my resignation now as it seems best to begin preparations for the necessary transitions ahead and to focus our work and attention where most needed. I am looking forward to opportunities to continue my leadership in education at the state and national level. I hope to spend my remaining time with the State Board and the NDE staff addressing the immediate needs and ensuring that the foundation for the future is solid. I offer my complete dedication to making this transition successful and look forward to serving the mission of the NDE for the remainder of my tenure.

Sincerely,

Matthew L. Blomstedt, Ph.D.

# Nebraska State Board of Education Written Public Comment October 2022

## Nebraska State Board of Education

### Pursuant to State Board of Education Bylaw B9 - Public Participation at Board Meetings:

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Click the "Next" button below to begin.

## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

**First name \***

Mary

**Last name \***

Dunn

**City \***

Crab Orchard

**State \***

NE

**Written Comment**

There is a limit of 750 words.

**Written Comments \***

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am a concerned parent a Sterling public school a bout the quality of the food that is being served and stored the kids are not getting there full servings and are being charged for it they are also being charged for a second even if they didn't get there full serving the first time and they are having food taken from them. Many students are afraid to come and eat in the morning because of this situation. The supervisor in the kitchen is not storing food products properly in the fridge she is putting cooked stuff on top of raw meat. She serves outdated food. And we have talked to the superintendent at the school will not do anything about it. The only thing he has sead is it is a high turn over and left it at that. I don't know what else to do so I am asking you for help I don't want anyone of these kids to get sick.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Mary

Last name \*

Dunn

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Bonnie

Last name \*

Orr

City \*

Sutherland

State \*

Nebraska

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

We recently learned that all of the books we were against coming into our school system are now in our Sutherland school library. We also learned that there is nothing we can do about it. We have no children in the school system, but feel badly for parents who have spoken up with no good result.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

BONNIE

Last name \*

ORR

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Colleen

Last name \*

Lentz

City \*

Ainsworth

State \*

NE

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

NDE & those involved,

As a grandparent of 4 children in the Nebraska Public School grade school system, I am still concerned over the CRT and the comprehensive sexuality education (CSE), to be given to children in our schools. My daughters and their husbands are looking into private/ home school options, but we all would prefer to stay where we are if we can feel like these issues are being addressed.

With complete sincerity.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Colleen

Last name \*

Lentz

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Ryan

Last name \*

Bruna

City \*

Kearney

State \*

Ne

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

Any material that is either currently implemented or proposed for the upcoming school year regarding gender fluidity, or gender identity other than biological male and female should be removed from our public schools. That curriculum is of opinion and not based in scientific fact.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Ryan

Last name \*

Bruna

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Teddi

Last name \*

Remer

City \*

Omaha

State \*

Nebraska

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

It is not okay for our kids to be taught anything sex or sexual orientation related in elementary schools! It is not okay to teach kids of any age that it is okay to agree with reality not being reality. Accepting other people's delusions doesn't help them either. It is not okay to condone people picking "their own pronouns" ETC. We should not be condoning or teaching the insane "gender spectrum/you decide if you want to be a boy or a girl", identifying as a wolf or mermaid or whatever delusion, and pronoun ETC agenda in Nebraska. EVER.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Teddi

Last name \*

Remer

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Kathy

Last name \*

Peter

City \*

O'Neill

State \*

Ne

Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

Here is another chance to undo what you have done and get rid of the standards once and for all. Do your job to protect children and scrap the standards!

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Kathy

Last name \*

Peter

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# Nebraska State Board of Education Written Public Comment October 2022

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Angelina

Last name \*

Krotz

City \*

LINCOLN

State \*

NE

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

Keep CSE, CRT aka Social emotional learning and the Transgender agendas out of our schools. As a Nebraska tax payer for 28 years and counting I do not want my tax dollar going to that crap and do not want children exposed to it either. It is a evil agenda and we as normal parents know it. I removed my two younger children from public school because of these agenda and many more parents are waking up and will do the same especially if Nebraska adopts legislation for parent to use there tax dollars for school choice. The enrollment for public schools is already down and will continue to decrease if you keep pushing these agendas. Remember at the end of the day God sees all that you are doing and you will have to account for what you complied with when that day comes and you meet your maker.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Angelina

Last name \*

Krotz

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Mary

Last name \*

Scearcy

City \*

Bennington

State \*

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am writing to express my strong opposition to the current comprehensive sex education standards that are being considered for I Nebraska School. I have read this standards completely K through 12 and disagree with them strongly. This is not the job at the State Board of Education to mandate sexual materials for our children. This is propaganda and brainwashing. It is up to parents to teach their children on these delicate, sensitive, highly value-laden topics. Please discontinue this Extreme, radical, liberal, progressive approach of brainwashing our children on the sexual perversion. It is the job of government education to stick to the basics. Our children are failing miserably in reading, spelling, literature, math. our children's test scores in these areas has been plummeting significantly. Let's emphasize the basics and help our children succeed. Government schools were created to teach children three things; Love of God, love of country and love of family. Let's get back to the basics!

Regards, Mary Scearcy

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Mary

Last name \*

Scearcy

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Lisa

Last name \*

Schonhoff

City \*

Bennington

State \*

NE

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am very concerned about students being on screens all day. Research shows again and again that too much screen time is not good for the brain. It actually requires the brain so that it becomes dependent on screens. Our mental health crisis is due to our children being in social media and online gaming. We need to get our kids off the screens, not push more of it on them. We need to get back to real books and hand writing as well. I'm also concerned about any SEL curriculum materials that are being pushed down by the world economic forum such as the casel framework. Surveys are not necessary. Engaging our kids on hands on learning is.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Lisa

Last name \*

Schonhoff

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Jill

Last name \*

Sackville

City \*

Pierce

State \*

NE

Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am currently a concerned parent in Pierce, NE. Thankfully our school has not been teaching any of these new standards regarding sex, gender, and the many other concerning subjects that the school board is trying to push, but I am remaining vigilant in what my children are being taught. I don't know how far these standards will be pushed, but as a parent, you need to know that these guidelines are very concerning. With my child attending a public school I expect her to learn the basic core subjects needed to succeed as an adult in the working world. These other subjects that are being thrown at our children are very concerning. As a parent I instill certain morals and ethics that are of no concern or business of teachers. Subjects such as the many types of genders, sexual content, etc are the business of the parents. For example a Christian family has beliefs regarding sexuality that should not be questioned by teachers. These families are not bigots, racist, just simply living in the image of God. It very concerning that teachers are able to override parents and blatantly undermine what was clearly defined in the constitution. We are free to believe and live with our faith in the bible and God. Those rights that have been fought for are being taken away by our fellow citizens that we entrust to teach our children. It is basic common sense that an adult would know certain subjects and topics are only for the parents, and I pray that our school board is mature enough to realize the parents have the ultimate say when it comes to teaching our children.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Jill

Last name \*

Sackville

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Click the "Next" button below to begin.

## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Kristen

Last name \*

Whiteley

City \*

Elkhorn

State \*

NE

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

I would like to add my concerns to the voices of so many others. We love our children and out of love we fight the corruption of false ideas of gender. Any teacher who claims that gender is fluid is basing it on popular thought and not evidence or any existing scientific knowledge. As a concerned parent I need to know that my children aren't being fed theories which are blatant untruths. Education is not indoctrination. Children need to learn how to seek truth and to use critical thinking. Gender theory doesn't stand up to scientific evidence and should not be taught as fact.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Kristen

Last name \*

Whiteley

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Teresa

Last name \*

Carey

City \*

Wilcox

State \*

Ne

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

We have a need to teach our children to read, write & do math proficiently.

Teach them about Patriotism, love of country and History as it happened.

Teach them to respect others and be considerate of others.

Teach them to work together.

Teach them to be critical thinkers.

Teach them to be productive, contributing members of their communities.

**DO NOT ALLOW PORN OR PERVERSION OF ANY KIND TO DESTROY THEIR CHILDHOOD.**

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Teresa

Last name \*

Carey

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Joseph

Last name \*

Egler

City \*

Wahoo

State \*

NE

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

The Board has attempted to harm the morality of young children in the past. We will not stand and let you debauch or children. Stick to trying to FIX OUR BROKEM SCHOOL SYSTEM. We spend thousands of dollars (14,000) and our kids seem to know less every year except how to hate america and how racist we all are. HOGWASH! LEAVE THE KIDS ALONE!

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Joseph

Last name \*

Egler

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Cora Charlene

Last name \*

Martin

City \*

Broken Bow

State \*

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am still watching the Boards activities and goals and I am still concerned about the thought processes behind your motives. Are the children's quality education your concern or your indoctrination your priority? Are you spending the tax dollars wisely to promote education or are you wasting it? Why i are Nebraska students only at 50% proficiency when they graduate? What about all the children that don't even complete high school? Are you even concerned about that?

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Cora Charlene

Last name \*

Martin

This form was created inside of NE-Dept Of Education.

Google Forms

# Nebraska State Board of Education Written Public Comment October 2022

## Nebraska State Board of Education

Pursuant to State Board of Education Bylaw B9 - Public Participation at Board Meetings:

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Click the "Next" button below to begin.

## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Anna

Last name \*

Stroebel

City \*

Wahoo

State \*

NE

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

My name is Anna Stroebel. I am a mother of 3, and I worked as a before and after school childcare provider in elementary schools for 21 years. CRT has NO PLACE in our schools. How dare educators try to tell white kids they should feel guilty and are racist simply for being born white. And how dare educators try to tell black kids they will never amount to anything because they live in a place where the systems are against them simply because they were born black. This is wrong! In addition, CSE has NO PLACE in our schools! It is grooming our children and desensitizing them to sexual things, which makes them easy targets for predators and increases the possibility of they themselves becoming predators. Please listen to your constituents and get rid of any curriculum, books, speakers, lessons, and teachers' trainings that even hint at CRT or CSE. Thank you.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Anna

Last name \*

Stroebel

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## Nebraska State Board of Education

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Click the "Next" button below to begin.

## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Jamie

Last name \*

Love

City \*

Holdrege

State \*

Nebraska

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

While some parents are not talking to their kids about homosexuality, gender differences, etc., my husband and I are. My kids are 7 and 5 and we've already talked about it with them. If the roles were reversed and the topic was against your agenda, there would be a violent uproar.

It is our job as parents to teach our children about these things, not the school's.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Jamie

Last name \*

Love

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Joan

Last name \*

Garvey

City \*

Omaha

State \*

Nebraska

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

I just want to the Board to know that I am very interested in the operation of our public schools and in the business conducted by the board of education. I am a conservative and believe that the primary emphasis in our public education should be on the teaching of the essentials, which will enable children to navigate the working world someday. I am aware of the moving away from the teaching of the essentials like reading , science and math to include a myriad of things that should be being taught at home by parents or dealt with by mental health professionals outside of school . We must teach the children who are wanting to learn and find other help for those who aren't outside of the schools or EVERYONE loses.

I am also watching closely at instruction that seems to be indoctrination into particular belief systems rather than education. This is just wrong and must not be allowed in our public schools !

I am hopeful that Nebraska will go on to truly educate our children and that our children will excel in life .

Joan Garvey

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Joan

Last name \*

Garvey

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Click the "Next" button below to begin.

## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Alexa

Last name \*

Thiek

City \*

Grand Island

State \*

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

To Whom It May Concern,

My name is Alexa Thiel. I am a Nebraska resident and mom of three children. I am writing today in continued opposition to any development of health standards or revision to the "shelved" standards.

You have heard from concerned citizens for over a year regarding this topic and urge to place more effort, time, and finances to focusing on improving performance in math and reading. Our children deserve better from the education system. Return to academics and keep the indoctrination out of the schools.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Alexa

Last name \*

Thiel

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Click the "Next" button below to begin.

## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Lisa

Last name \*

Clark

City \*

Lincoln

State \*

NE

Written Comment

There is a limit of 750 words.

**Written Comments \***

There is a limit of 750 words (approximately 5000 characters with spaces.)

Dear Representatives,

On behalf of the children of Nebraska, I ask you to consider their human rights and dignity afforded by our constitution when making all educational decisions. Dr. Martin Luther King Jr. stated that "The function of education is to teach one to think intensively and to think critically. Intelligence plus character--that is the goal of true education." Please do not intentionally expose children with under developed critical thinking skills with developmentally inappropriate exposure to sexuality. Provide a safe place where students can develop morality and critical thinking skills over time. That way, when they are ADULTS they can contemplate lifestyle choices according to their God given moral compass. Mass psychosis is at play in the cult of perversity when teachers claim that there are more than two genders. Anyone who promotes the practice self proclaimed pronouns has is drunk on Kool-AID and will be given over to a depraved mind by God himself. Consider yourself warned.

Sincerely,

Lisa Clark

**Signature**

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

**First name \***

Lisa

**Last name \***

Clark

# Google Forms

# Nebraska State Board of Education Written Public Comment October 2022

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Liz

Last name \*

Davids

City \*

Lincoln

State \*

NE

Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

Time to get back to basics and forget the political agendas. TEACH OUR KIDS TO READ AND WRITE AND DO MATH and STOP LETTING GROOMERS PREY ON THEM.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Elizabeth

Last name \*

Davids

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Click the "Next" button below to begin.

### Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Amy

Last name \*

Scheer

City \*

Saint Paul

State \*

NE

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am a concerned parent and grandmother regarding the state of education here in Nebraska. My concern is with the Proficiency results and current standards in our state. Our students deserve better and in Nebraska we can do better than we have been. It is disheartening that the board seems more concerned with pushing an agenda (that many Nebraskans oppose) than teaching children what they need to succeed today.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Amy

Last name \*

Scheer

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## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Paige

Last name \*

Zehnacker

City \*

Omaha

State \*

NE

Written Comment

There is a limit of 750 words.

## Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

Good morning,

I am writing this morning to express my continued concern over comprehensive sex education and the threat it poses to our public school system. This "curriculum" has absolutely no place in our Nebraska public schools. Sensitive material like that is the responsibility of parents and parents alone to address with their children. It is absolutely not the responsibility of the school system. Schools need to focus on the core competencies -reading, writing, math, etc as these are what is going to set the children up for successful futures. Recent data shows a significant slide in these core competencies over the last few years. We need to be focused on spending precious time during the school day ensuring these students are not only proficient, but thriving in these core competencies. With some of the agenda items the NE Board of Education has threatened to incorporate into our public schools, I have become increasingly concerned about the future of public schools in Nebraska. I am a product of Nebraska public schools and graduated near the top of my class in both high school and college (UNL). Academics are extremely important to me, but what is of a higher importance is protecting the minds of my two children who currently attend public school in Nebraska. Their mental, emotional, and social well-being will remain my top priority. I am actively involved in my children's education. I serve as PTO president at their school and have continued dialogue with educators across their district. What I hear from them over and over again when this topic is discussed is that they don't want things like comprehensive sex education to enter our curriculum. Incorporating this will undoubtedly cause an even greater shortage of educators and we will continue to lose outstanding teachers who feel that this curriculum is not something they should be teaching and needs to be left to parents to address at the time and age they feel is appropriate. I have always been an active participant in my children's education, but I am now wide awake. I am watching the board and our curriculum very closely. I will continue to remain actively engaged in the material my children are being taught in school and fight for my rights as a parent to have a say in that. Please continue to keep Nebraska public schools a place that we can be proud to represent and keep curriculum such as comprehensive sex education or curriculum pertaining to critical race theory out of our public schools.

I appreciate your time and respecting the rights that parents have and need to continue to have as it pertains to their children's education.

Regards,  
Paige Zehnacker

---

## Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Paige

Last name \*

Zehnacker

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Google Forms

# Nebraska State Board of Education Written Public Comment October 2022

## Nebraska State Board of Education

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Click the "Next" button below to begin.

### Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Krista

Last name \*

Bauder

City \*

St. Paul

State \*

NE

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

As a mother of young children in our public school system, I have concerns about the state of our education. The recent health standards debate has shone a light on the focus of our State Board of Education and it is not in the best interest of the youth of our state. I am disheartened that this board seems much more concerned about pushing an agenda than insuring a level of education our children deserve. This also puts added strain on teachers who are already stressed and with higher exit percentages than average. The board should refocus their attention on the basics and align their values with those that truly benefit students throughout their lives.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Krista

Last name \*

Bauder

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Click the "Next" button below to begin.

## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Kris

Last name \*

Kinzie

City \*

WAYNE

State \*

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

I wish that I could be there to support some of the LGBTQIA+ families who will be there for public comments on 10/7, sadly I am unable to attend in person. I hope that someone attending today will read the Letter To The Editor I wrote and that was in the Omaha World Herald a couple weeks ago, it took a lot of courage to write, and it was painful. The rhetoric needs to stop, families are hurting, children are hurting. The proposed health education standards are permanently tabled, and even though I firmly believe in Comprehensive/Inclusive Sexual Education, I honestly do not care at this point. What was meant to be a standard for local school districts to decide to adopt or not, turned into something way out of control and likely something manufactured in a right wing think tank somewhere in California. My issue is groups and even members of the State Board of Education are sharing disinformation about LGBTQIA+ children and families. They are spreading hate and ugliness all over the state of Nebraska, they are openly mocking a young group of LGBTQIA+ High Schoolers at the Harvest of Harmony parade in Grand Island last week. They are hurting children in our state, and enough is enough. They need to stop coming to board meetings and putting out information about things that are not even happening in our state. No school in Nebraska does any of the things these people talk about. In rural Nebraska our public schools are the heart of the community, and they need funding and teachers and resources. Perhaps certain members of the Board as well as the outside groups they are associated with could focus on that instead of worrying about the ins and outs of transgender children.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Kris

Last name \*

Kinzie

# Google Forms

# Nebraska State Board of Education Written Public Comment October 2022

## Nebraska State Board of Education

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Click the "Next" button below to begin.

## Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Kelsey

Last name \*

Scheer

City \*

St. Paul

State \*

NE

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am writing to share my concern about the State Board of Education and recent standards. I am proud of the education I got here in Nebraska but concerned that recent standards are no longer focused on what our youth needs to succeed in life. While I was a public school student, I do feel that more students may be exciting to private systems for more support.

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Kelsey

Last name \*

Scheer

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Click the "Next" button below to begin.

### Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name \*

Colleen

Last name \*

Corey

City \*

Omaha

State \*

Nebraska

### Written Comment

There is a limit of 750 words.

Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

With all the teacher shortages and students behind on national proficiency exams, PLEASE focus on basic subjects only. We do not have time to teach students things that parents should be talking about at home - it is not the school's job, even if the parent does not talk about it at home! In addition, many teachers do not want to talk about sensitive subjects when their jobs are so hard to begin with and they are hired to teach a subject. Also, many teachers are young, have no children and are not qualified to teach sensitive subjects and will not be able to keep their "opinions" out of it. Let's help kids succeed and get them taught in math, science, reading and writing and that is what we send kids to school for!

### Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name \*

Colleen

Last name \*

Corey

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TO: MATTHEW L. BLOMSTEDT, PH.D.

FROM: BRYCE WILSON, DENISE THEGE

DATE: October 7, 2022

SUBJECT: MONTHLY LIST OF CONTRACTS \$10,000 TO \$50,000

RATIONALE: As stated in the Nebraska State Board of Education Policy Manual P5 the Commissioner shall provide the Board each month with a list of contracts between \$10,000 and \$50,000.

1. Contractor(s): Nancy Burkhart  
Contract Amount: \$17,000  
Funding Source: General  
Scope of Services: Serve as Educator's Rising State Office Coordinator.  
Date of Contract: 9/1/22-6/2/23  
Contact Person: Katie Graham
2. Contractor(s): ESU 7  
Contract Amount: \$49,999  
Funding Source: General  
Scope of Services: Provide an instructional coach to former Priority School, Schuyler Central High School, as part of their transition support.  
Date of Contract: 9/6/22-8/1/23  
Contact Person: Shirley Vargas
3. Contractor(s): Brianna Gable  
Contract Amount: \$12,160.62  
Funding Source: Federal  
Scope of Services: Provide statewide accreditation and teacher vacancy data analysis to support the development, implementation, and improvement of Nebraska's educator effectiveness system.  
Date of Contract: 9/12/22-3/10/23  
Contact Person: Shirley Vargas
4. Contractor(s): Storyblocks  
Contract Amount: \$10,000  
Funding Source: Federal  
Scope of Services: This agreement provides user licenses/logins limited to the Nebraska VR Marketing Team, up to 5 users.  
Date of Contract: 8/25/22-8/24/23  
Contact Person: Lindy Foley

5. Contractor(s): UNL  
Contract Amount: \$39,186.70  
Funding Source: Federal  
Scope of Services: Provide a designated employee to support the development, implementation, and improvement of Nebraska's educator effectiveness system.  
  
Date of Contract: 9/12/22-8/25/23  
Contact Person: Shirley Vargas
6. Contractor(s): Riverside Public Schools  
Contract Amount: \$40,600  
Funding Source: Federal  
Scope of Services: Participate in the school mental health project.  
Date of Contract: 8/29/22-8/28/23  
Contact Person: Zainab Rida
7. Contractor(s): Jennifer Burkey  
Contract Amount: \$13,000  
Funding Source: Federal  
Scope of Services: Provide coaching/training services.  
Date of Contract: 9/15/22-9/14/23  
Contact Person: Melody Hobson
8. Contractor(s): Amanda Mills  
Contract Amount: \$28,500  
Funding Source: General  
Scope of Services: Training/complete program quality observations.  
  
Date of Contract: 10/1/22-9/30/23  
Contact Person: Melody Hobson
9. Contractor(s): Sterling Public Schools  
Contract Amount: \$40,750  
Funding Source: Federal  
Scope of Services: Participate in school mental health project.  
Date of Contract: 9/2/22-9/1/23  
Contact Person: Zainab Rida
10. Contractor(s): North Bend Central Public Schools  
Contract Amount: \$40,900  
Funding Source: Federal  
Scope of Services: Participate in school mental health project.  
Date of Contract: 9/2/22-9/1/23  
Contact Person: Zainab Rida
11. Contractor(s): Partners for Insightful Evaluation  
Contract Amount: \$28,000  
Funding Source: Federal  
Scope of Services: Provide program performance evaluation services.  
  
Date of Contract: 9/15/22-8/31/23  
Contact Person: Lindy Foley

12. Contractor(s): META Associates  
Contract Amount: \$14,000  
Funding Source: Federal  
Scope of Services: Provide an external process to survey, analyze, and determine needs for the purpose of developing a framework for our professional development process for our projects.  
Date of Contract: 10/1/22-5/30/23  
Contact Person: Beth Wooster
13. Contractor(s): Twin River Public Schools  
Contract Amount: \$20,600  
Funding Source: Federal  
Scope of Services: Participate in school mental health project.  
Date of Contract: 9/2/22-9/1/23  
Contact Person: Zainab Rida
14. Contractor(s): Stephanie Call  
Contract Amount: \$23,847  
Funding Source: Federal  
Scope of Services: Coordinate Title IC Migrant Binational Summer Program.  
Date of Contract: 9/19/22-8/31/23  
Contact Person: Beth Wooster
15. Contractor(s): Partners for Insightful Evaluation  
Contract Amount: \$49,225  
Funding Source: Federal  
Scope of Services: Complete administration of the 2022 School Health Profiles (SHP) and developing fact sheets using the 2020 and 2022 SHP data.  
Date of Contract: 9/8/22-7/31/23  
Contact Person: Zainab Rida
16. Contractor(s): Dimensions Educational Research Foundation  
Contract Amount: \$15,000  
Funding Source: General  
Scope of Services: Subscription to the Exchange Magazine to go to Step Up to Quality programs.  
Date of Contract: 10/1/22-9/30/23  
Contact Person: Melody Hobson
17. Contractor(s): Blair Community Schools  
Contract Amount: \$23,265  
Funding Source: Federal  
Scope of Services: Participate in School Mental Health Project.  
Date of Contract: 9/2/22-9/1/23  
Contact Person: Zainab Rida

18. Contractor(s): ESU 2  
Contract Amount: \$11,988.14  
Funding Source: Federal  
Scope of Services: Job Expo for Pre-employment transition aged students with disabilities, with an emphasis on Job Exploration, Workplace Readiness and Self Advocacy.  
Date of Contract: 10/1/22-5/15/23  
Contact Person: Lindy Foley
19. Contractor(s): HHS  
Contract Amount: \$39,309  
Funding Source: Federal  
Scope of Services: Oversee the development and implementation of evaluation activities, including the CDC-required evaluation plan, by leading Monitoring and Evaluation of 1801 efforts.  
Date of Contract: 8/22/22-8/10/23  
Contact Person: Zainab Rida
20. Contractor(s): ESU 10  
Contract Amount: \$10,000  
Funding Source: Federal  
Scope of Services: Host/provide support to AT4ALL website.  
Date of Contract: 10/1/22-9/30/23  
Contact Person: Lindy Foley
21. Contractor(s): Susan Jensen  
Contract Amount: \$13,000  
Funding Source: General  
Scope of Services: Complete Step Up to Quality rating reviews.  
Date of Contract: 10/1/22-9/30/23  
Contact Person: Melody Hobson
22. Contractor(s): Kevin Wycoff  
Contract Amount: \$45,000  
Funding Source: Federal  
Scope of Services: Medical consulting services.  
Date of Contract: 9/23/22-3/1/23  
Contact Person: Krysti Michl
23. Contractor(s): Milford Public Schools  
Contract Amount: \$40,750  
Funding Source: Federal  
Scope of Services: Participate in school mental health project.  
Date of Contract: 9/19/22-9/18/23  
Contact Person: Zainab Rida

24. Contractor(s): University of Massachusetts Boston  
Contract Amount: \$40,588  
Funding Source: Federal  
Scope of Services: Address implementation strategies & challenges, applications of PE for different target populations, strategies to engage businesses in PE, and any other field-initiated ideas for discussion. The Institute for Community Inclusion will review the previous Progressive Employment Training Curriculum to identify revisions or updates needed. They will rework the curriculum to include fieldwork, case studies, polling questions and all accompanying training scripts for asynchronous/recorded use. They will record the training videos, to include PowerPoint slides with audio, edit and caption the video series.

Date of Contract: 10/1/22-9/30/23  
Contact Person: Lindy Foley



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 20, 2022

**TO:** Matthew L. Blomstedt, Ph.D.  
Commissioner of Education

**FROM:** Amy Rhone, Office of Special Education

**PROPOSED AGENDA ITEM:** Grants under \$50,000

### **Board of Regents University of Nebraska**

Title: NDE Deaf Education Personnel Preparation  
Period: 8/1/22 through 7/31/23  
Cost: \$27,000  
Funding: State General Funds  
Renewal

### **Board of Regents University of Nebraska**

Title: 2024 Nebraska Young Child Institute Support – Year 1  
Period: 10/1/22 through 9/30/23  
Cost: \$41,883  
Funding: Federal IDEA Part C  
Renewal

### **ESU #9**

Title: Nebraska Transition Summit for Students who are Deaf or Hard of Hearing and Deaf-Blind  
A three-day intensive transition program in June of 2022.  
Period: 2/1/22 through 6/30/22  
Cost: \$20,000  
Funding: Federal IDEA Part B – 611 and IDEA Part D  
Renewal

### **ESU #6**

Title: SPDG Co-Coordinator  
Period: 9/1/22 through 12/31/22  
Cost: \$15,000  
Funding: Federal IDEA Part D  
Renewal

**ESU #11**

Title: Secondary Transition Regional Grant (Central)

Period: 8/1/22 through 7/31/23

Cost: \$26,000

Funding: Federal IDEA Part B – 611

Renewal

**Promoting Engagement and Knowledge Projects (PEaK)**

Support implementation and evaluation of District Targeted Improvement Plans

Period: 8/1/22 through 7/31/23

Funding: Federal IDEA Part B - 611

Renewals

**ESU #17**

Cost: \$37,364

**Seward Public Schools**

Cost: \$10,845

**North Platte**

Cost: \$31,628

**ESU #15**

Cost: \$49,592

**Westside**

Cost: \$45,495

**Ralston**

Cost: \$25,553

**Hastings Public Schools**

Cost: \$28,050

**Kearney Public Schools**

Cost: \$43,613

**ESU #9**

Cost: \$48,352

**York Public Schools**

Cost: \$10,170

**ESU #16**

Cost: \$46,658

**Lexington Public Schools**

Cost: \$22,883

**CONTESTED CASES ACTIVE DURING 2022**  
(EXCLUDING SPECIAL EDUCATION)

**OCTOBER 7, 2022**

<u>CASE NO.</u>	<u>TYPE</u>	<u>DATE FILED</u>	<u>PETITIONER</u>	<u>RESPONDENT</u>	<u>ATTORNEYS FOR PARTIES</u>	<u>STATE BOARD ATTORNEY</u>	<u>HEARING OFFICER</u>	<u>STATUS</u>
21-16	Personnel	7/15/2021	G.D.	Commissioner	Hubly/Román	Donley	Bartle	Final Order Entered 1/7/22
22-01	PPC	1/14/2022	Commissioner	Jadlowski	Halstead/Bartling	Donley	PPC	Final Order Entered 2/22/22
22-02	PPC	1/14/2022	Commissioner	Woster	Halstead/	Donley	PPC	Final Order Entered 3/10/22
22-03	Option	1/24/2022	Ritter	Northwest Public Schools	/	Román	Titus	Final Order Entered 3/4/22
22-04	PPC (SA)	2/16/2022	Commissioner	Reinmuth	Román/	Donley	PPC	Final Order Entered 2/22/22
22-05	PPC (SA)	3/7/2022	Commissioner	Moore	Román/Kirkpatrick	Donley	PPC	Final Order Entered 3/10/22
22-06	Option	4/8/2022	Pignotti	Elkhorn Public Schools	/Knight	Román	Titus	Final Order Entered 5/3/22
22-07	Nutrition	4/15/2022	Next Generation Child Care & Preschool	NDE	Place/Román	N/A	Tegtmeier	Final Order Entered 6/28/22
22-08	PPC	4/19/2022	Commissioner	Ellen Wagner	Román/	Donley	PPC	Final Order Entered 5/3/22
22-09	PPC	4/19/2022	Commissioner	Treva Nutter	Román/Welding	Donley	PPC	Final Order Entered 5/3/22
22-10	PPC	4/19/2022	Commissioner	Ben Veilleux	Román/Welding	Donley	PPC	Final Order Entered 5/3/22
<b>22-11</b>	<b>Nutrition</b>	<b>4/28/2022</b>	<b>Next Generation Child Care and Preschool</b>	<b>NDE</b>	<b>Place/Román</b>	<b>NA</b>	<b>Burton</b>	<b>PENDING</b>
<b>22-12</b>	<b>Nutrition</b>	<b>5/3/2022</b>	<b>Next Generation Child Care and Preschool</b>	<b>NDE</b>	<b>Place/Román</b>	<b>NA</b>	<b>Tegtmeier</b>	<b>PENDING</b>
22-13	ESU Boundary	5/11/2022	(Not a Contested APA Case)					Final Order Entered 5/3/22
22-14	Option	5/11/2022	Kubik	Ponca Public Schools	/	Román	Titus	Final Order Entered 8/30/22
22-15	St. Teach	5/25/2022	Fernau	Commissioner	/Román	Donley	Titus	Final Order Entered 8/30/22
22-16	PPC	7/19/2022	Commissioner	Kirsten Sessions	Román/	Donley	PPC	Final Order Entered 8/30/22
<b>22-17VR</b>	<b>Rule 71/VR</b>	<b>7/21/2022</b>	<b>C.N.</b>	<b>NDE/VR</b>	<b>/Walz</b>	<b>NA</b>	<b>Bartle</b>	<b>PENDING</b>
<b>22-18</b>	<b>T. Cert</b>	<b>7/22/2022</b>	<b>Robert Wilson</b>	<b>Commissioner</b>	<b>Hunzeker/Román</b>	<b>Donley</b>		<b>PENDING</b>





