

# Their Future. Our Future.

2021-2022  
EVALUATION REPORT

**learning  
community**  
DOUGLAS  
SARPY

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# Introduction

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

## RATIONALE

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

**NEED FOR QUALITY CLASSROOMS.** Quality early childhood programs have been linked to immediate, positive developmental outcomes, as well as long-term, positive academic performance (Burchinal, et al., 2010; Barnett, 2008). Research shows that all children benefit from high-quality preschool, with low-income children and English learners benefiting the most (Yoshikawa, et al., 2013).

High-quality classroom organization is related to fewer student behavior problems and increased social competence (Rimm-Kaufman, et al., 2009).

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

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

### Our Mission

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

### Our Vision

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

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

**COACHING ADDS VALUE TO THE CLASSROOM.** Coaching teachers in instructional practices is proving to be an effective and feasible professional development method in improving teacher instruction. Meta-analysis of coaching studies indicated medium to large effect sizes on teacher instruction and small to medium effect sizes on student achievement (Kraft, Blazar, & Hogan, 2018). Coaching methods that combine the elements of modeling, observation, and direct feedback have been found to increase teacher implementation of proactive strategies, particularly in regard to classroom management (Reinke et al., 2014, Kamps et al., 2015). The coaching relationship continues to be paramount in instructional coaching as research indicates the most effective coaching models are those adapted to each individual’s needs and situations (Bradshaw et al., 2013). The differentiation and individualization of coaching are effective for both new and veteran teachers alike (Reddy et al., 2013).

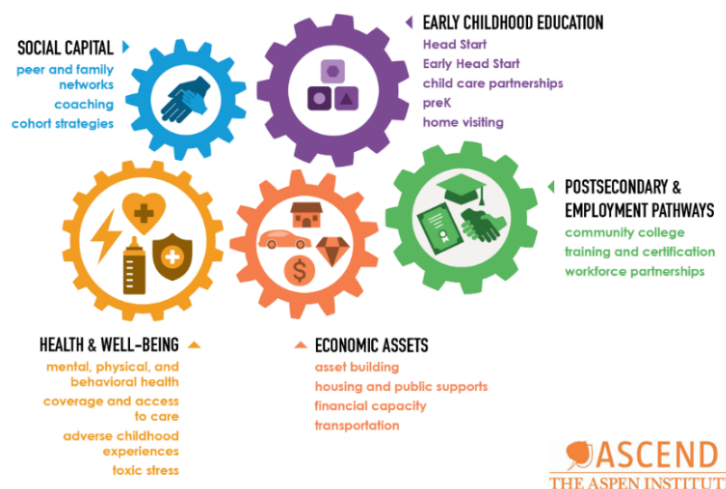
## 2GEN APPROACH

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

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

Key elements of the 2Gen approach include:

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





## SCHOOL DISTRICT INITIATIVES

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

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

## EVALUATION

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

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

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

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

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

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

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

## INTERPRETING THE RESULTS

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

The answer to this question can be found by reviewing both the quantitative and qualitative data that are summarized in this report. Where appropriate, statistical analyses provide information to determine if there were significant changes in the outcomes ( $p$  value) and if those significant values were meaningful ( $d$  value or effect size). The effect size is the most helpful in determining “how well did the intervention work” (Coe, 2002). Qualitative data provide more detailed insight as to how the program is working and outcomes from key informants’ perspectives.





# Early Childhood and Family Engagement

learning  
community  
center  
OF NORTH OMAHA



The Learning Community Center of North Omaha provides innovative and demonstrative programming to improve educational outcomes for young students. Leadership and program staff work together to provide a comprehensive mix of research-based programs to the students and their caregivers in North Omaha. The center encompasses four primary programs: Intensive Early Childhood Partnership, Parent University, Child Care Director Training, and Future Teacher Clinical Training. Descriptions of each program and evaluation findings are summarized in this section.



# Intensive Early Childhood Partnership

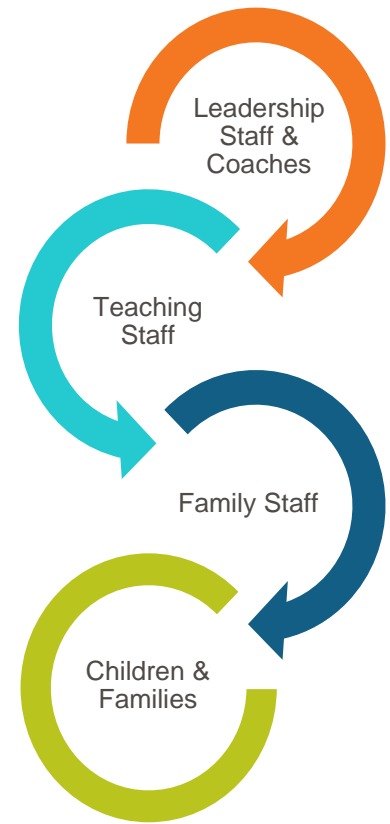
## STRATEGY IMPLEMENTATION

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

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



**REFLECTIVE COACHING.** Instructional coaches provide reflective consultation to the teaching staff both inside and outside of the classroom. They use a coaching approach adopted by Omaha Public Schools (i.e., *Teaching Strategies: Coaching With Fidelity*). A national consultant also provides ongoing reflective consultation to the coaches. Instructional coaches work to build teacher confidence and increase their active problem-solving skills. During one-on-one sessions with teachers, helpful coaching tools include classroom videotapes and photographs. Long-term positive student outcomes are predicted with the continuity of coaching now occurring in PreK through first grade in two schools. Coaching continued to play a key role during COVID-19, through brainstorming with the team on meaningful ways to reach families and supporting the team to find applications that families could use with their young children. The coach-teacher relationship, in some way, was enhanced during this unique time.



**PROFESSIONAL DEVELOPMENT.** The teaching teams benefit from 11 days of additional professional development (PD) throughout the school year. Six of those eleven PD days are facilitated in each school’s Early Childhood Professional Learning Community (i.e., PLC). The PLC framework establishes a

collaborative, problem-solving approach in review of child data and in team learning to identify strategies to improve student performance. Five of the eleven PD days are full-day sessions that extend knowledge of the PLC process and how to utilize the Teaching Strategies GOLD assessment system. In addition, one PD session focused on how trauma has informed the experiences of the students and how it impacts their performance in school. The PD component is required for teachers at Kellom and Conestoga and elective for teachers at the expanded schools.

*My PLC was pretty successful. We chose to do Math. We did data digs once a month or every month and a half. We would all do our data and then compare and see.*

IEC teacher

**FAMILY ENGAGEMENT.** During the pandemic, Family Liaisons were no longer able to be officed in the schools and provide in-person support to families due to COVID-19 restrictions. However, Family Liaisons and other members of Parent University continued supporting families by creating virtual family engagement activities to promote reading and literacy. Family Liaisons and other members of the Parent University team promote school engagement using Zoom, phone calls, or email to connect families to staff in the schools and help families access needed services. Classroom teachers and IEC coaches engaged families via virtual meetings during the school day and during scheduled Parent Teacher Meetings to check on family wellness and to provide updates on lessons and student performance.

IEC coaches produced recorded weekly lessons for families to view with their children when they were unable to attend school in person. Communication applications, such as Dojo or Seesaw, were also used as tools for family engagement to offer activities, websites, and audio-recorded books to enhance their children's development.

## DEMOGRAPHICS

In 2021-2022, the Intensive Early Childhood Partnership served 322 PreK students across six schools and 20 classrooms. A total of 300 students participated in the evaluation. The Intensive Early Childhood Partnership served a racially and ethnically diverse population of children. The majority (57%) of the students are Black and 18% identify as Hispanic. The smallest group is Native American, with two students. There were more males (57%) than females (43%) enrolled in the PreK classes.

### THE STUDENTS SERVED WERE RACIALLY AND ETHNICALLY DIVERSE.



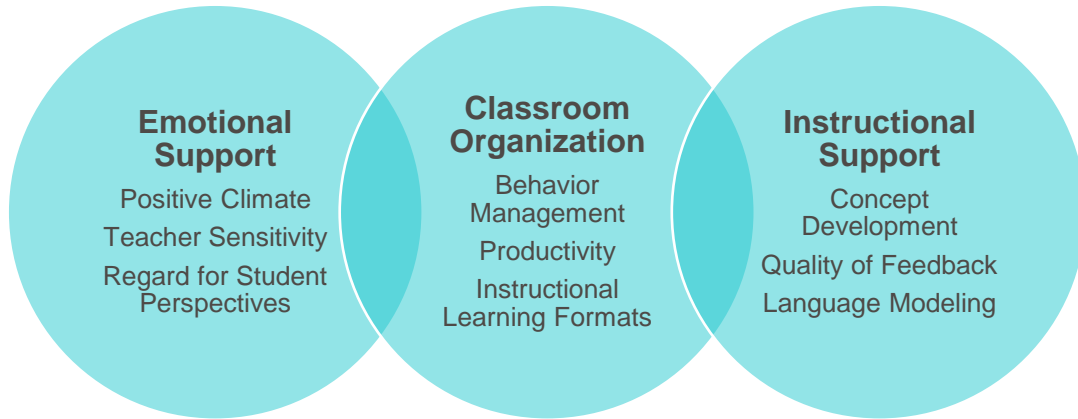
N=322

## PROGRAM OUTCOMES

### QUALITY INSTRUCTIONAL PRACTICES

**METHOD.** The Classroom Assessment Scoring System (CLASS) was used to evaluate the quality of 16 of the 20 IEC preschool classrooms. Four classrooms had new teachers and did not participate in the CLASS observations. Results from this assessment are shared with the individual teacher and their coach to build on his/her strengths and identify strategies to improve instructional practices.

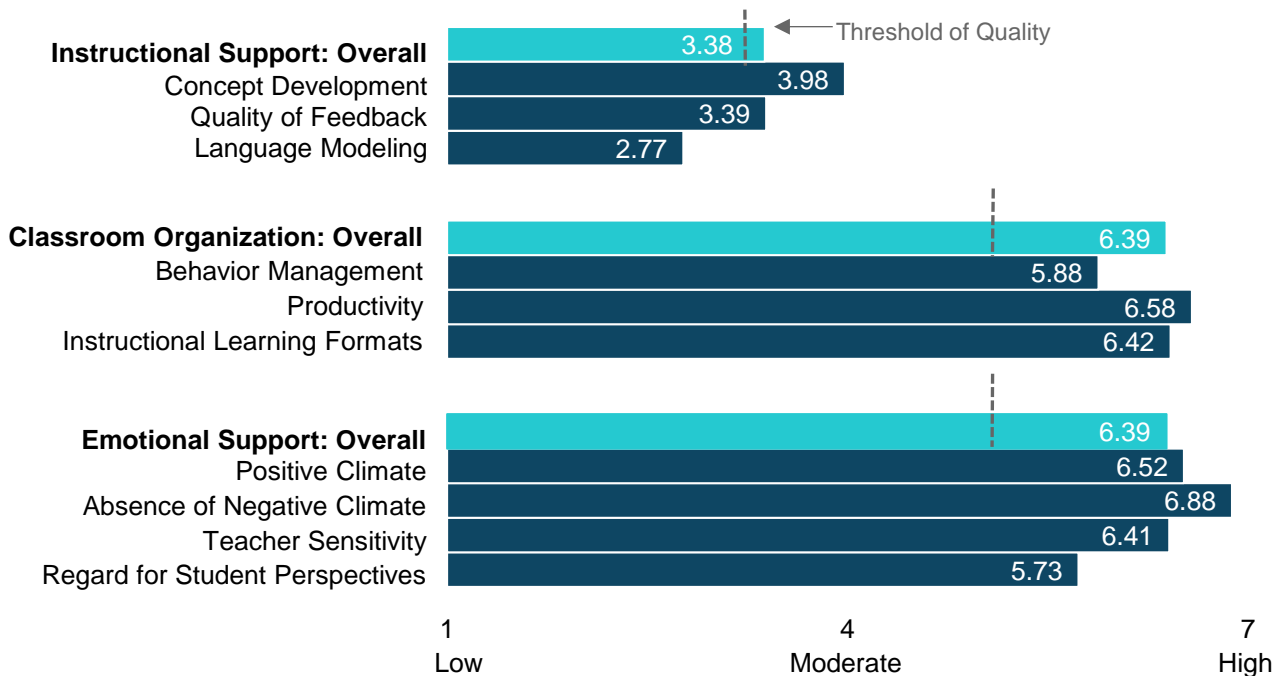
CLASS has three domains: Emotional Support, Classroom Organization, and Instructional Support. Classrooms are rated on a one to seven scale with one to two indicating low ratings and six to seven indicating high ratings. Nationally, Instructional Support tends to be the domain with the most opportunity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



**FINDINGS.** The scores for the preschool classrooms exceeded research reported thresholds necessary to have an effect on student achievement. The following figure provides the overall scores for each domain and the dimension scores that are related to each overall score. On average, classrooms met the threshold of quality across all three domains and nearly all of the dimensions. The only dimension that did not meet the threshold to impact student achievement was Language Modeling within the Instructional Support Domain. Classroom Organization and Emotional Support were in the high-quality range. Instructional Support was in the moderate range.

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

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





## CHILD OUTCOMES

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

## SCHOOL READINESS SKILLS

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

**SOCIAL-EMOTIONAL SKILLS [DEVEREUX EARLY CHILDHOOD ASSESSMENT (DECA)].** This teacher-completed questionnaire assesses young students’ social-emotional development by identifying Total Protective Factors overall and in the areas of Initiative, Self-Control, Attachment, and Behavior. The DECA was completed at all schools with a total of 300 students assessed.

**VOCABULARY SKILLS [PEABODY PICTURE VOCABULARY TEST–IV (PPVT-IV)].** The PPVT-IV measures students’ vocabulary skills. The PPVT-IV, administered by external evaluators, was completed at all six schools with a total of 279 students assessed.

**SCHOOL READINESS SKILLS [BRACKEN SCHOOL READINESS ASSESSMENT (BSRA)].** The BSRA measures the academic readiness skills of young students in the areas of colors, letters, numbers/counting, sizes, comparisons, and shapes. BSRA, administered by external evaluators, was completed at four schools with a total of 178 students assessed.

**EXECUTIVE FUNCTIONING SKILLS [THE MINNESOTA EXECUTIVE FUNCTIONING SCALE (MEFS)].** Executive functioning is defined as a student’s ability to control impulses that then enable them to plan, initiate, and complete activities needed for learning. This online assessment, administered by external evaluators, was completed with 106 children from two schools.

## FINDINGS

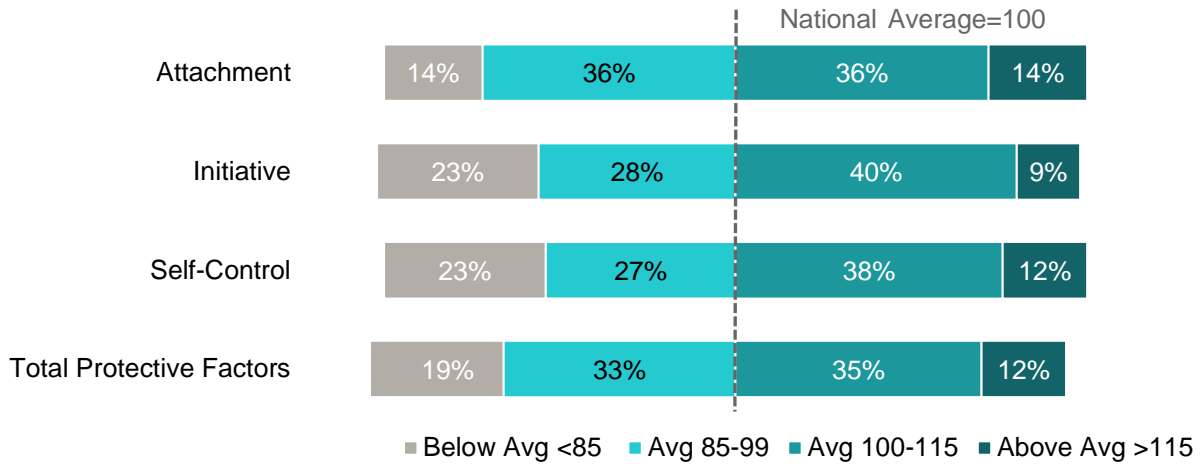
### Social-emotional

The descriptive analyses found that most students scored within the average to above average range across all areas of the social-emotional measure: Total Protective Factors (81%), Attachment (86%), Initiative (77%), and Self-Control (77%). Half of the students demonstrated

social-emotional skills at or above the national average, which is a score of 100. Nearly a quarter of the students scored below average in Initiative and Self-Control.

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

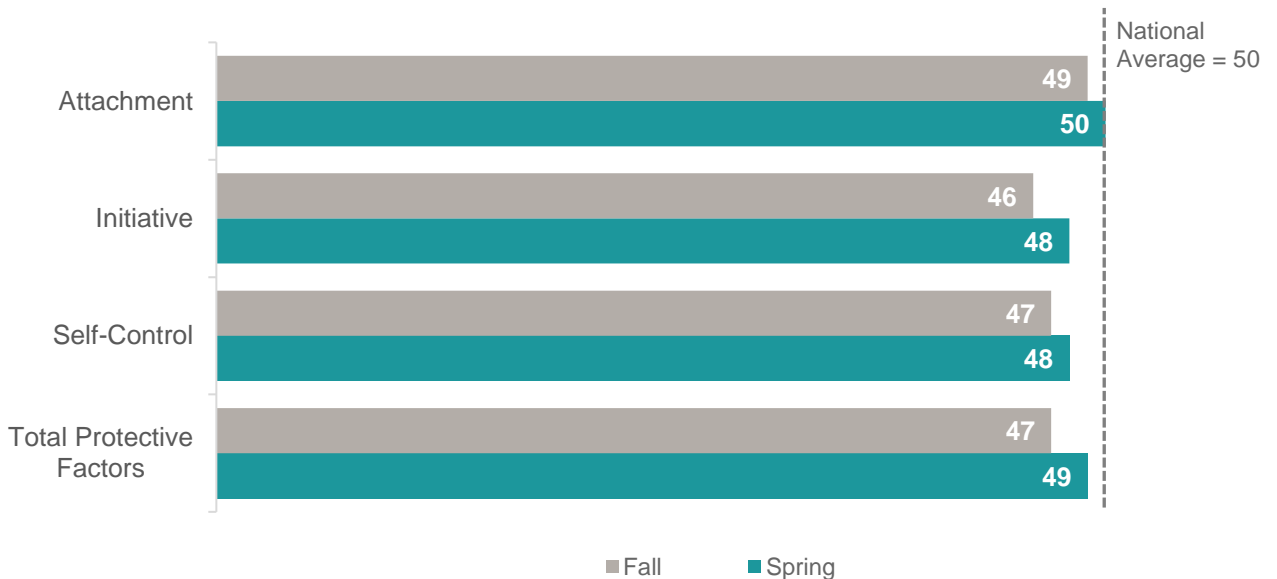
However, nearly 25% of the students scored in the below-average range for Initiative and Self-Control. n=300



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

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

By spring, average scores were at or above the national average in Attachment. n=300



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

Attachment: [t (299) = -2.726;  $p < .01$ ,  $d = 0.157$ ] with the effect size suggesting small meaningful change.

Initiative: [t (299) = -5.038;  $p < .001$ ,  $d = 0.291$ ] with the effect size suggesting small meaningful change.

Self-Control: [t (299) = -3.729;  $p < .001$ ,  $d = 0.215$ ] with the effect size suggesting small meaningful change.

Total Protective Factors: [t (299) = -4.453;  $p < .001$ ,  $d = 0.257$ ] with the effect size suggesting small meaningful change.

The social-emotional tool also measures Behavioral Concerns, such as having temper tantrums, having a short attention span, and becoming upset easily. In fall, 25% of the students scored in the concern range, indicating child behaviors that were outside what is typical for three to five-year-old children. By spring, only 21% scored in the concern range. A paired t-test analysis did not find that the change over time was significant.

### Did student factors impact social-emotional scores?

**GENDER.** Of interest was whether there were any gender differences in students' social-emotional outcomes over time. The results of the two-way repeated measures ANOVA analyses found no significant interaction between time and gender for any of the DECA subscales.

**Total Protective Factors:** [ $F(1,296) = 0.238$ ;  $p = .63$ ].

**Attachment:** [ $F(1,296) = 2.92$ ;  $p = .09$ ].

**Initiative:** [ $F(1,296) = 0.025$ ;  $p = .87$ ].

**Self-Control:** [ $F(1,296) = 0.112$ ;  $p = .74$ ].

**Behavioral Concerns:** [ $F(1,296) = 3.12$ ;  $p = .08$ ].

However, significant score group differences were found for Total Protective Factors, Attachment, and Behavior. On average, girls scored 2.29 points higher than boys ( $p = .03$ ) on Total Protective Factors, 2.26 points higher ( $p = .02$ ) on Attachment, and 2.72 points lower ( $p = .01$ ) on Behavioral Concerns. Note the means (m) are reported as t-scores, with 50 being the mid-point of average.

**Total Protective Factors:** Girls (m=49.20), Boys (m=46.90)

[ $F(1,296) = 4.89$ ;  $p = .03$ ].

**Attachment:** Girls (m=50.56), Boys (m=48.31)

[ $F(1,296) = 5.13$ ;  $p = .02$ ].

**Behavior Concerns:** Girls (m=50.44), Boys (m=53.16)

[ $F(1,296) = 6.97$ ;  $p = .01$ ].

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



**RACE/ETHNICITY.** Of interest was whether there were any differences between student social-emotional scores over time, based on race and/or ethnicity. The results of the two-way repeated measures ANOVA analyses found no significant interaction between time and race/ethnicity and Total Protective Factors, Attachment, Initiative, or Self-Control. A significant interaction effect [ $F(1,293) = 2.58; p = .04$ ] was found between race/ethnicity and time on Behavior Concern scores. The presence of an interaction effect suggests that the score change from fall to spring are different based on child race/ethnicity (see graph below).

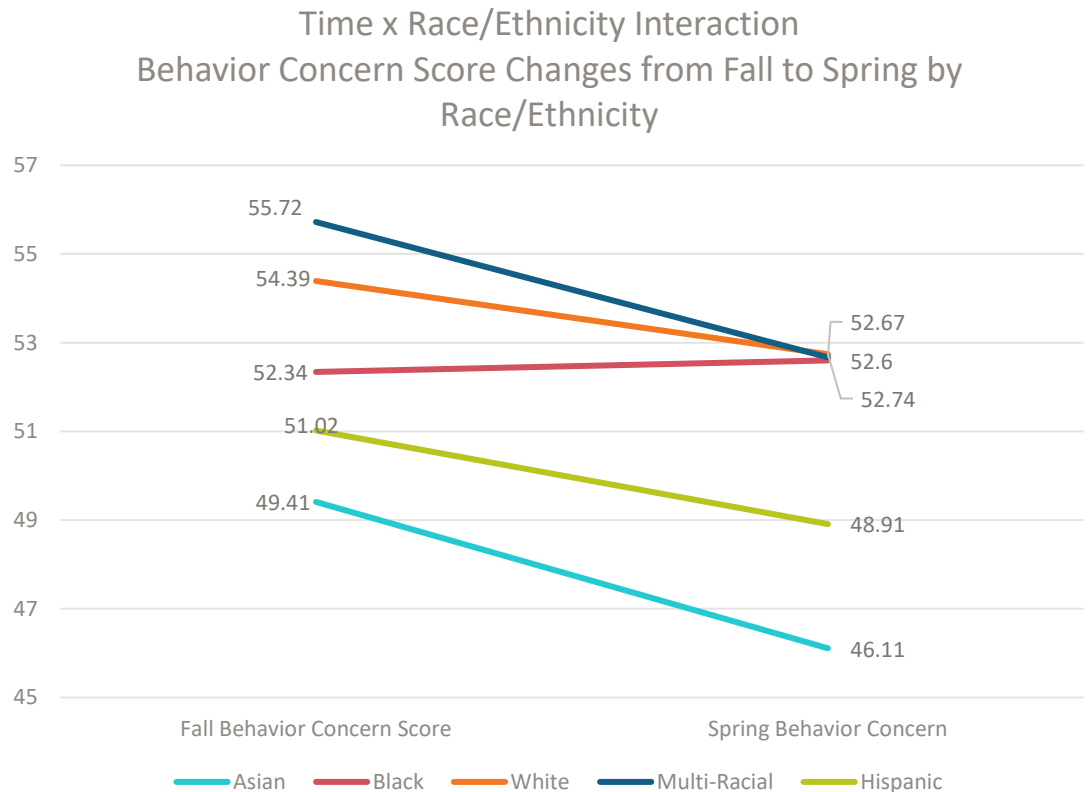
**Attachment:** [ $F(1,293) = 0.88; p = .48$ ].

**Initiative:** [ $F(1,293) = .24; p = .92$ ].

**Self-Control:** [ $F(1,293) = 0.32; p = .87$ ].

**Behavioral Concerns:** [ $F(1,293) = 2.58; p = .04$ ].

**Total Protective Factors:** [ $F(1,293) = 0.24; p = .92$ ].



Post hoc analysis found no significant group differences in score change over time for behavioral control scores.

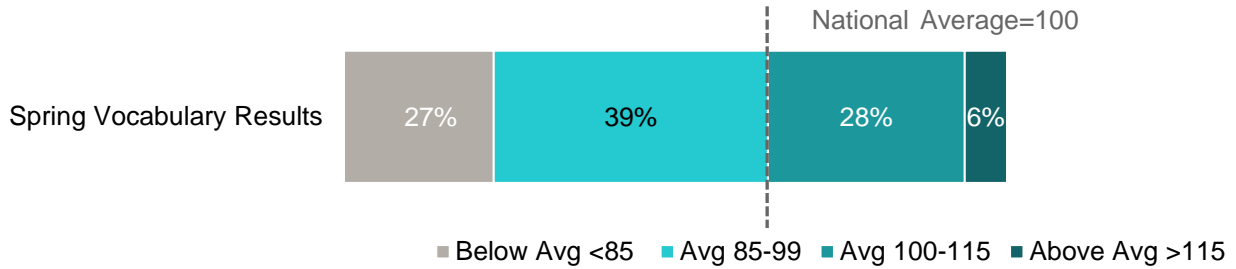
In terms of general group differences, a number of significant mean score differences were found. Black ( $m = 50.06$ ) children had significantly higher **Attachment scores** compared to White ( $m = 46.14, p = .01$ ) children. Hispanic ( $m = 48.72$ ) children scored significantly higher than ( $m = 48.72, p = .02$ ) children on **Initiative**. For **Self-Control scores**, Asian ( $m = 52.91$ ) children scored significantly higher than Black ( $m = 47.19, p = .02$ ) and White ( $m = 43.46, p < .001$ ) children; Black ( $m = 47.19$ ) children scored significantly higher than White ( $m = 43.46, p = .03$ ) and significantly lower than Hispanic ( $m = 50.96, p = .01$ ) children; White ( $m = 43.46$ ) children scored significantly lower than Hispanic ( $m = 50.96, p < .001$ ) children. For Behavior Control, Asian children had significantly lower **Behavior Concern** scores than Black ( $m = 52.47, p = .04$ ), White ( $m = 53.57, p = .03$ ), and Multi-Racial ( $m = 54.19, p = .03$ ) children. White ( $m = 43.96$ ) children had significantly lower **Total Protective Factor** scores than Asian ( $m = 49.79, p = .02$ ), Black ( $m = 47.99, p = .01$ ), and Hispanic ( $m = 49.92, p = .001$ ) children.

## Vocabulary

The descriptive analyses found that most students (71%) scored within the average to above-average range in vocabulary by spring.

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

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

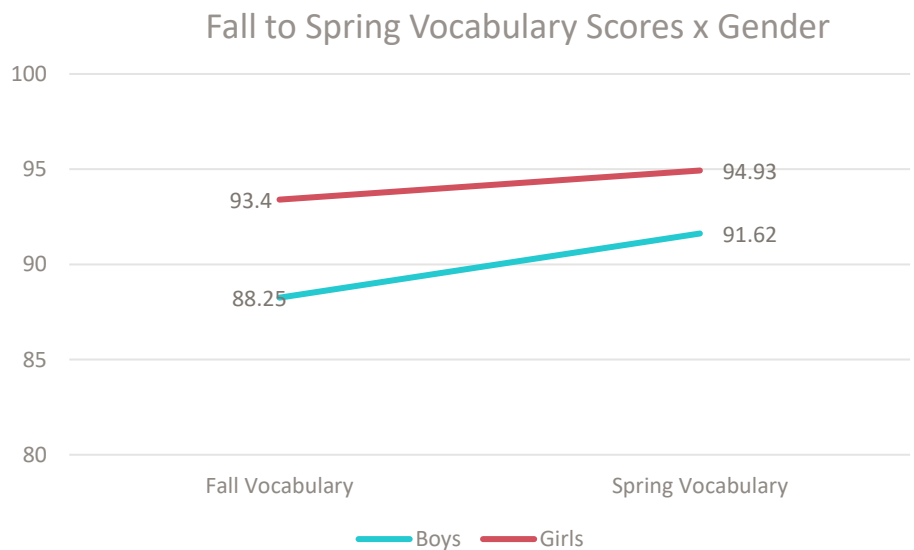


Average standard scores increased from fall (90) to spring (93). A paired t-test analysis found that the change from fall to spring was significant [ $t(278) = -4.421$ ;  $p < .001$ ,  $d = 0.265$ ], with the effect size suggesting small meaningful change.

## Did student factors impact vocabulary scores?

**GENDER.** Of interest was whether there were any gender differences in students' vocabulary outcomes. The results of the two-way repeated measures ANOVA analyses found no significant interaction between time and gender for the vocabulary measure [ $F(1,275) = 2.44$ ;  $p = .119$ ].

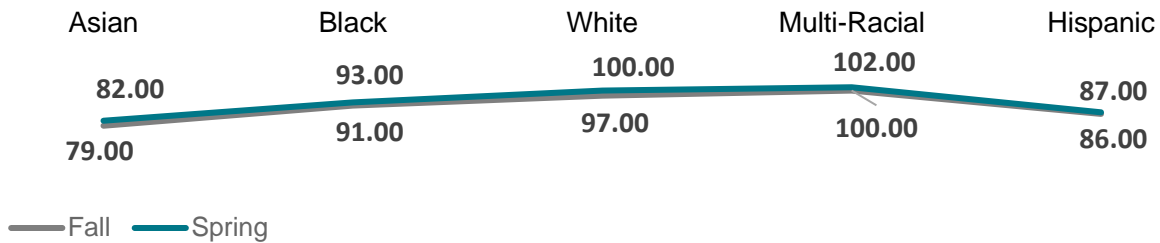
However, significant group differences were found for vocabulary scores. On average, girls ( $m = 94.16$ ) scored 4.23 points higher than boys ( $m = 89.93$ ,  $p = .03$ ).



**RACE/ETHNICITY.** Of interest was whether there were any differences between student social-emotional scores over time, based on race and/or ethnicity. The results of the two-way repeated measures ANOVA analyses found no significant interaction between time and race/ethnicity for vocabulary [ $F(4,271) = 0.36$ ;  $p = .834$ ].

In terms of general group differences, a number of significant mean score differences were found. On average, Asian children ( $m=80.41$ ) scored significantly lower than Black ( $m=92.10$ ,  $p<.01$ ), White ( $m=98.57$ ,  $p<.001$ ), and Multi-Racial ( $m=101.26$ ,  $p<.001$ ) children. Black children scored significantly lower than White ( $p=.02$ ) and Multi-Racial children ( $p=.01$ ), but significantly higher than Hispanic children ( $m=86.60$ ,  $p=.02$ ). Hispanic children scored significantly lower than White ( $p<.001$ ) and Multi-Racial children ( $p<.001$ ).

**VOCABULARY SCORES INCREASED ACROSS ALL RACIAL GROUPS.**  
N=276

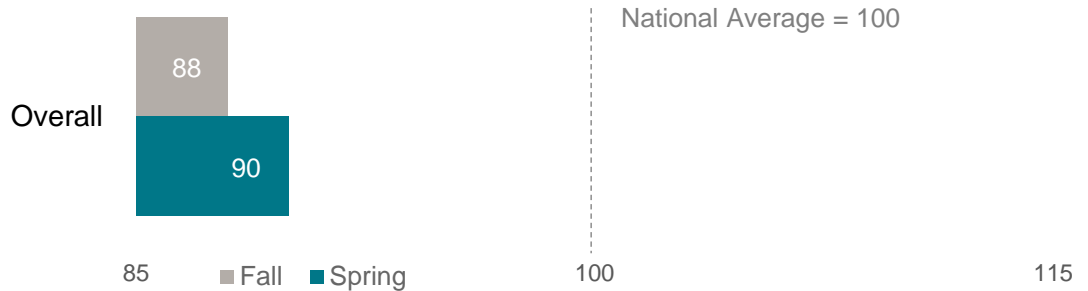


### School Readiness Skills

School readiness skills showed modest increases from fall to spring. The overall mean standard scores on the BSRA increased from 88 to 90, moving them closer to the national average of 100.

The results of a paired t-test analysis found that the changes were significant [ $t(105) = -2.076$ ,  $p<.05$ ,  $d=0.224$ ], with the effect size suggesting small meaningful change.

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

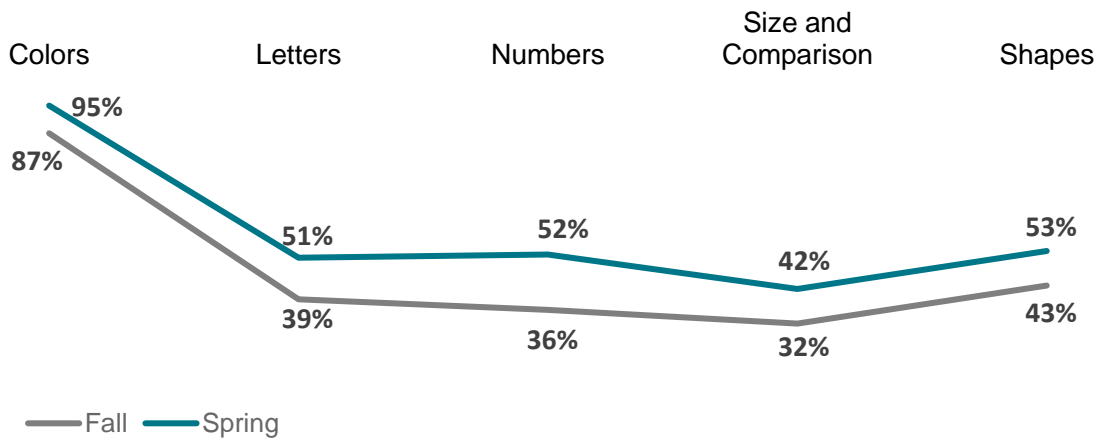


When examining individual subtests, the percentage of mastery increased across all areas. Students started the year with strong mastery of colors and increased that mastery to 95%. The area with the lowest percentage of mastery was Size and Comparison. Students started the year at 32% mastery and ended with 42% mastery. The Size and Comparison subtest assesses



students' understanding of location words, comparison concepts, and directional concepts. These are higher order cognitive skills than other areas of the tool.

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

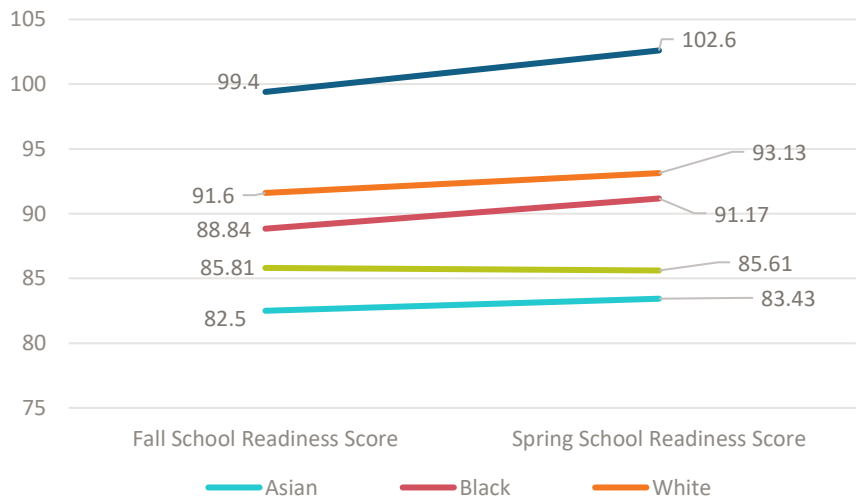


### Did student factors impact school readiness scores?

**GENDER.** Of interest was whether there were any gender differences in students' school readiness outcomes. The results of the two-way repeated measures ANOVA analyses found no significant interaction between time and gender for the school readiness measure [F (1,174) =1.78;  $p=.183$ ]. However, significant group differences were found for school readiness scores. On average, girls ( $m=92.71$ ) scored 6.14 points higher than boys ( $m=86.57$ ,  $p<.01$ ).

**RACE/ETHNICITY.** Of interest was whether there were any differences between student school readiness scores over time based on race and/or ethnicity. The results of the two-way repeated measures ANOVA analyses found no significant interaction between time and Race/Ethnicity for the school readiness measure [F (5,171) =0.86;  $p=.487$ ]. However, a few significant mean score differences were found between Asian and Multi-Racial children and Multi-Racial and Hispanic children. On average, Multi-Racial children ( $m=101.00$ ) scored significantly higher than Asian children ( $m=82.96$ ,  $p=.01$ ), and Multi-Racial children scored significantly higher than Hispanic children ( $m=85.71$ ,  $p=.02$ ). No other significant group differences were found.

SCHOOL READINESS SCORES INCREASED ACROSS ALL RACIAL GROUPS

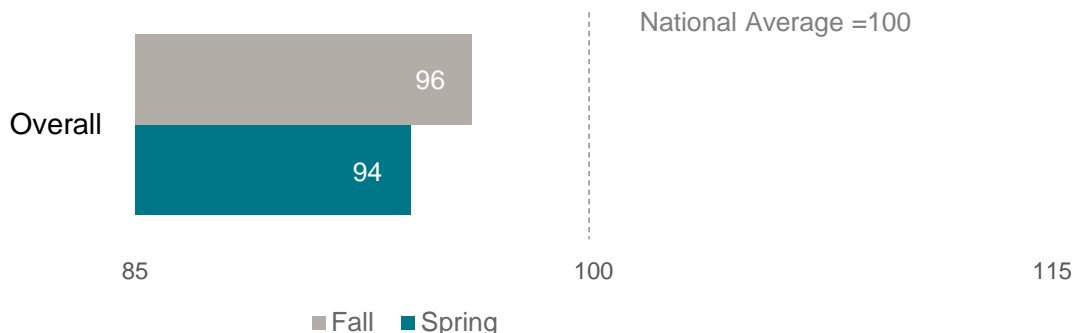


## Executive Functioning Skills

Students' executive functioning skills showed modest decreases from fall to spring. The overall mean standard scores decreased from 96 to 94. The results of a paired t-test analysis found that the changes were significant [ $t(105) = -2.076, p < .05, d = 0.224$ ], with the effect size suggesting small meaningful change.

### STUDENTS' EXECUTIVE FUNCTIONING SKILLS SHOWED MODEST DECREASES FROM FALL TO SPRING.

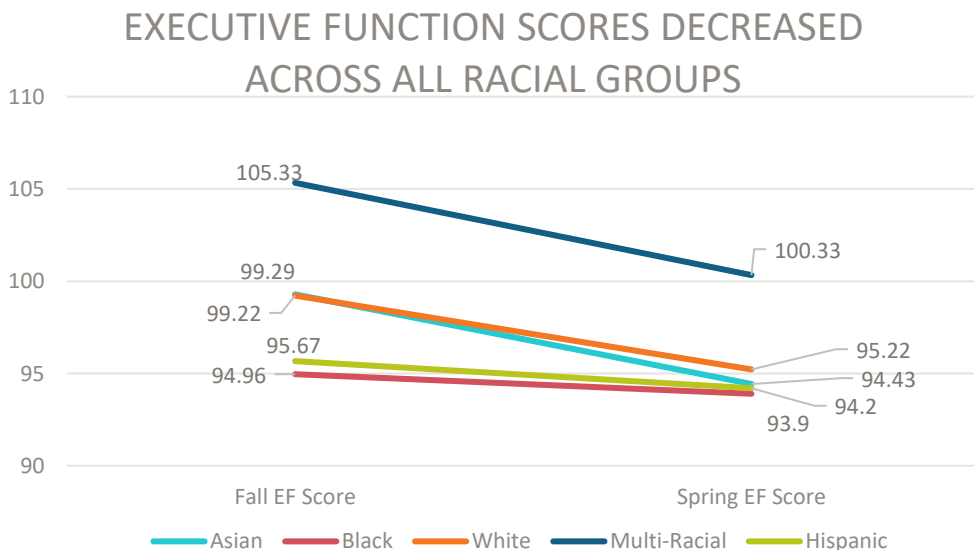
N=106



## Did student factors impact executive functioning scores?

**GENDER.** Of interest was whether there were any gender differences in students' executive functioning outcomes. The results of the two-way repeated measures ANOVA analyses found no significant interaction between time and gender for the executive functioning measure [ $F(2,103) = 0.91; p = .342$ ]. There were also no significant group differences found for executive functioning scores. On average, girls ( $m = 96.24$ ) scored 1.82 points higher than boys ( $m = 94.41, p = .10$ ), but the difference was not significant.

**RACE/ETHNICITY.** Of interest was whether there were any differences between student executive functioning scores over time based on race and/or ethnicity. The results of the two-way repeated measures ANOVA analyses found no significant interaction between time and race/ethnicity for executive functioning [ $F(5,100) = 0.68; p = .609$ ]. However, there were a few significant mean score differences found between groups. On average, Black children ( $m = 94.43$ ) scored significantly lower than Multi-



Racial children ( $m=102.83$ ,  $p=.01$ ), and Multi-Racial children scored significantly higher than Hispanic children ( $m=94.93$ ,  $p=.02$ ). No other significant group differences were found.

**PARENT PARTICIPATION IN PARENT UNIVERSITY.** Parents from all six schools had the opportunity to participate in Parent University. A total of 25 children, which is 8% of the students enrolled in IEC classrooms, had a parent who was also enrolled in Parent University courses and activities. The sample size is too small to do an analysis to determine if children whose parents participated in Parent University had significantly different outcomes than children whose parents did not.

## USING FEEDBACK FOR PROGRAM IMPROVEMENT

The evaluation team conducted one-on-one interviews with PreK teachers at Kellom and Conestoga and developed and administered an online survey for teachers at the other IEC schools in May of 2022 to collect feedback on the IEC program. Participation was voluntary; five teachers agreed to the interviews and six responded to the survey. The educators reflected on the professional development offerings they attended and the Professional Learning Communities at their schools. They noted positive aspects of the program and offered suggestions for improvements. The data were analyzed and shared with the IEC program leadership team.







Some families may need more than monthly home visitation due to multiple risk factors such as, but not limited to, homelessness, history of trauma, lack of support system, and knowledge of community resources. Navigators and Liaisons offer additional case management to families and serve as a liaison between Parent University, the child's school, and the family. Navigators and Liaisons have the capacity to meet with families weekly until the immediate needs are met.

**HOME VISITATIONS & GOAL SETTING.** During the pandemic, Navigators and Liaisons visited with participants virtually, outside in their front yard, and even outdoors in parks. One hundred percent of staff were vaccinated for COVID-19. Navigators and Liaisons communicate with parents, conduct formal and informal needs assessments, connect parents with resources, model supportive learning activities, coach parenting skills, and attend to specific needs. Growing Great Kids® curriculum is utilized during home visitations as appropriate. Each participant works with their designated staff member to set personal and familial goals. All goals have strategies and are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time-bound). Goals and strategies are reviewed during home visitations to ensure they remain relevant to the family's needs.

**CENTER-BASED LEARNING.** Parents have access to an onsite Parent Resource Room with access to library services through a partnership with the Omaha Public Library. During the COVID-19 lockdown, parents were still able to check out library materials by simply contacting the onsite librarian and picking up materials from their assigned worker or from the front desk at the center. Many families had the opportunity to check out laptop computers and learning kits to engage their children in learning. Parents select to attend a variety of Parent University courses in the center or virtually based on the family's needs. Many families were eager to return to in-person classes. Courses fit into four primary majors, which were developed based on identified family needs.



**PARENTING.** Parents learn effective ways to parent their child(ren) and ways to support child development and learning through a series of courses designed to strengthen the parent-child bond and interactions. Family engagement events, such as Family Bingo, assist staff with promoting positive interactions between parent and child.

**LIFE SKILLS AND WELLNESS.** Parent University partner organizations provide courses to strengthen family self-sufficiency in areas like adult basic education, English as a Second Language (ESL), and employment skills. These majors contribute to stability so that families can support their students. Emotional health and other well-being courses that included teaching yoga and mindful meditation skills were offered to parents and children.



**SCHOOL SUCCESS.** To become full partners in their child’s education, courses and workshops emphasize the importance of the parents’ roles as teachers, responsibilities, and engagement opportunities.

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

Free childcare is provided while parents attend courses at the center. Parent University offers year-round child learning activities for the children focusing on the domains of early childhood development. Virtual story time activities provided literacy and vocabulary enrichment. During the summer months, Parent University staff created and implemented learning activities through play to assist with supporting social-emotional development as well as language and literacy skills. In partnership with UNO STEM, virtual STEM activities were facilitated monthly to increase interest and expose families to Science, Technology, Engineering, and Math (STEM).



Based on feedback from parents in 2019, Parent University began offering more courses in Spanish and implemented online courses prior to the pandemic. Therefore, courses were able to fully transition to a remote learning platform beginning March 2020 and that has continued to be utilized as an option for program learning.

## DEMOGRAPHICS

A total of 196 participants from 158 families were enrolled in Parent University. There were more females (72%) than males (28%). The families had 379 children, of which 238 were within the target age range (birth through Grade 3) for the program. Twenty-five children were enrolled in one of the Intensive Early Childhood preschool programs.

Most of the parents identified as Hispanic (44%) or Black (41%).

**THE PARENTS SERVED WERE RACIALLY AND ETHNICALLY DIVERSE.** N=196



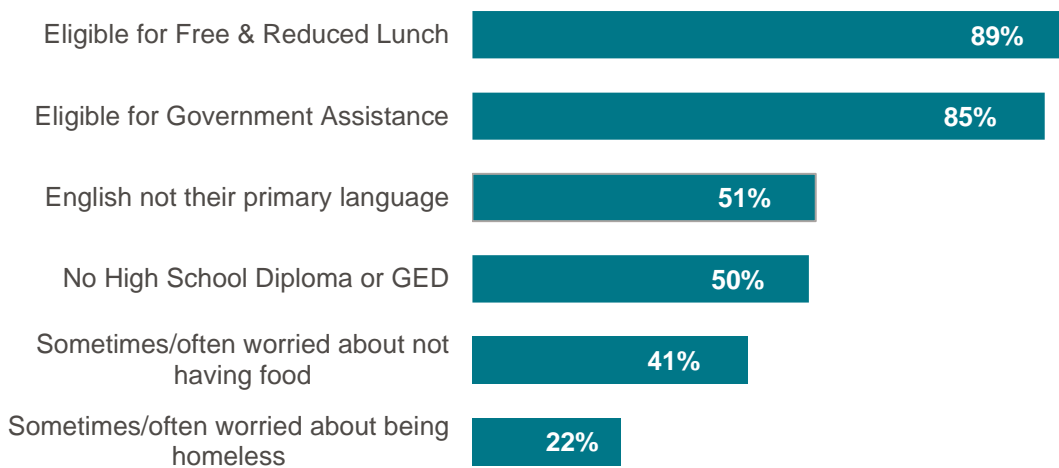
Half of the parents had completed high school. Of this group, 12% had some college, 4% had an associate degree, 6% had a bachelor's degree, and 2% had a master's degree.

Of the 196 active parents, 140 (71%) participated in a family interview that collected information about the stressors in their lives. Many respondents reported they face a number of challenges. Most parents (89%) have children who qualify for Free and/or Reduced Lunch. 85% of families received additional government assistance (e.g., SNAP, Medicaid, WIC, TANF, and Title XX). 41% of the families reported they worry about having enough food, and 29% ran out of food at some point during the prior 12 months. Nearly a quarter of families (22%) worry about losing their housing and 33% indicated they had experienced homelessness at some point in their lives. Just over half (51%) of the families reported English is not their home language.

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

### **PARENTS FACE MANY CHALLENGES, WITH LOW INCOME BEING THE LEADING ISSUE.**

N=140



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

Families wanting additional support were provided with more frequent home visitation meetings. The family works with their Educational Navigator or Family Liaison to set goals and determine how best to achieve them. A total of 131 parents received this support and developed a service plan to help the family gain stability while supporting their child's academic success. The 414 goals reflected on service plans were related to the majors within Parent University: Life Skills and Wellness (47%), School Success (33%), Parenting (16%), and Leadership (4%). Most parents are making strong progress in achieving their goals: 29% of the goals are still in progress and 29% have been achieved. Parents have deferred 24% of the goals. Only 9% have not been achieved and 7% are regressing.

## FAMILY OUTCOMES FAMILY PROTECTIVE FACTORS

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

**METHOD.** The adoption of a strengths-based prevention model embracing protective factors is considered an important approach to prevent child abuse (Langford, J., & Harper-Browne, C., in press). In order to assess family protective factors, participants completed the FRIENDS Protective Factors Survey (PFS), a broad measure of family well-being, at intake and every six months thereafter during home visits with assigned navigators and liaisons. The survey assesses five areas: Family Resiliency, Social Supports, Concrete Supports, Child Development Knowledge, and Nurturing and Attachment. The PFS is based on a 7-point scale with 7 indicating strong protective factors. In the 20-21 program year, 96 families completed the PFS at two points in time.

**FINDINGS.** The results found that parents' nurturing and attachment skills and parents' child development knowledge were the highest-rated areas. However, protective factors scores across all areas of the tool were in the strong range. Paired t-test analyses were completed to determine if there were significant changes over time. Significant improvements were found in four of the five protective factors scales:



Child Development Knowledge: [t (115) = -4.487;  $p < .001$ ,  $d = 0.398$ ] with the effect size suggesting small meaningful change.

Concrete Supports: [t (115) = -4.020;  $p < .001$ ,  $d = 0.373$ ] with the effect size suggesting small meaningful change.

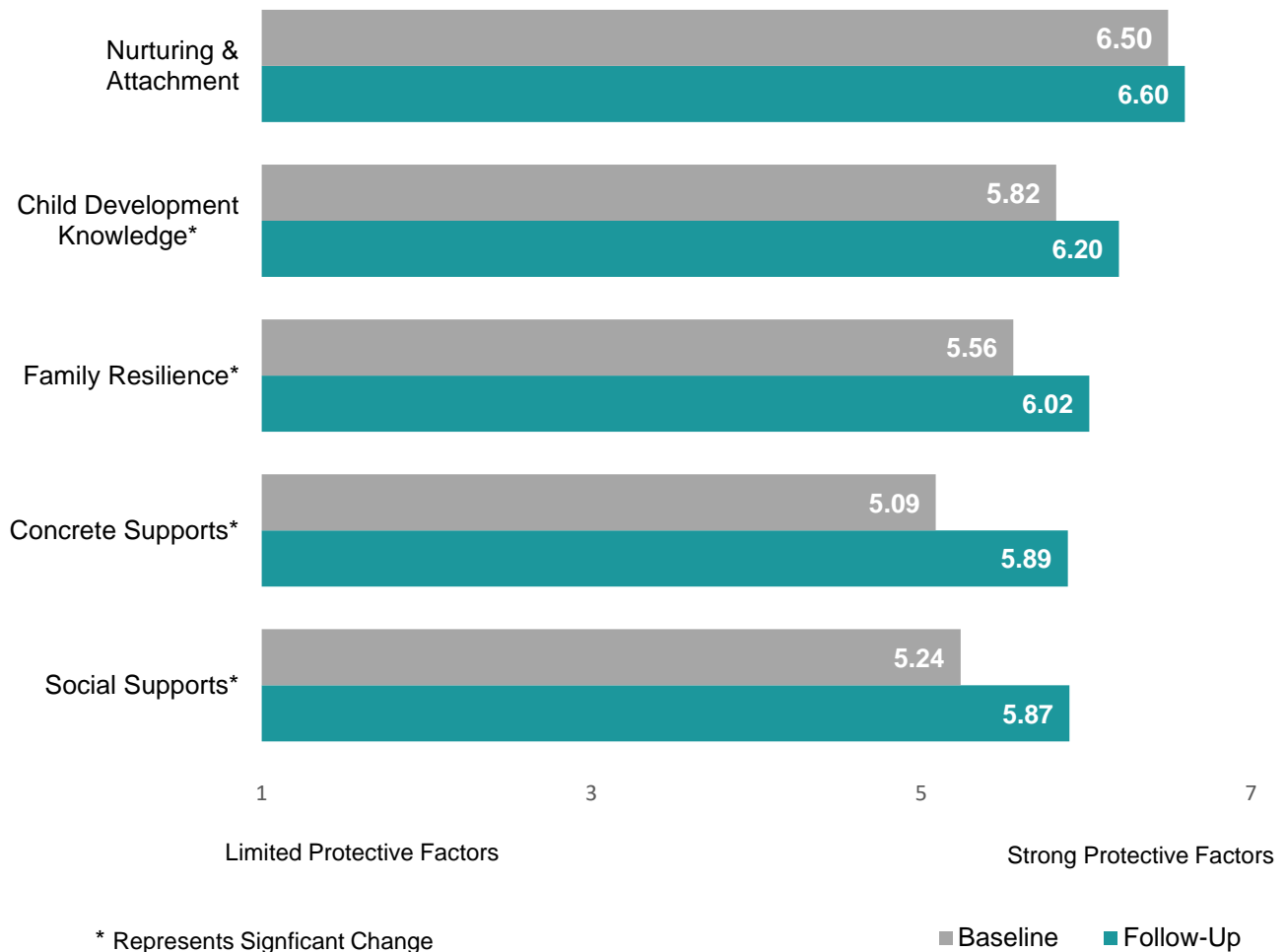
Family Resilience: [t (115) = -3.409;  $p < .001$ ,  $d = 0.316$ ] with the effect size suggesting small meaningful change.

Social Supports: [t (115) = -4.977;  $p < .001$ ,  $d = 0.462$ ] with the effect size suggesting medium meaningful change.

The following graph shows average scores on the PFS at baseline and follow-up.

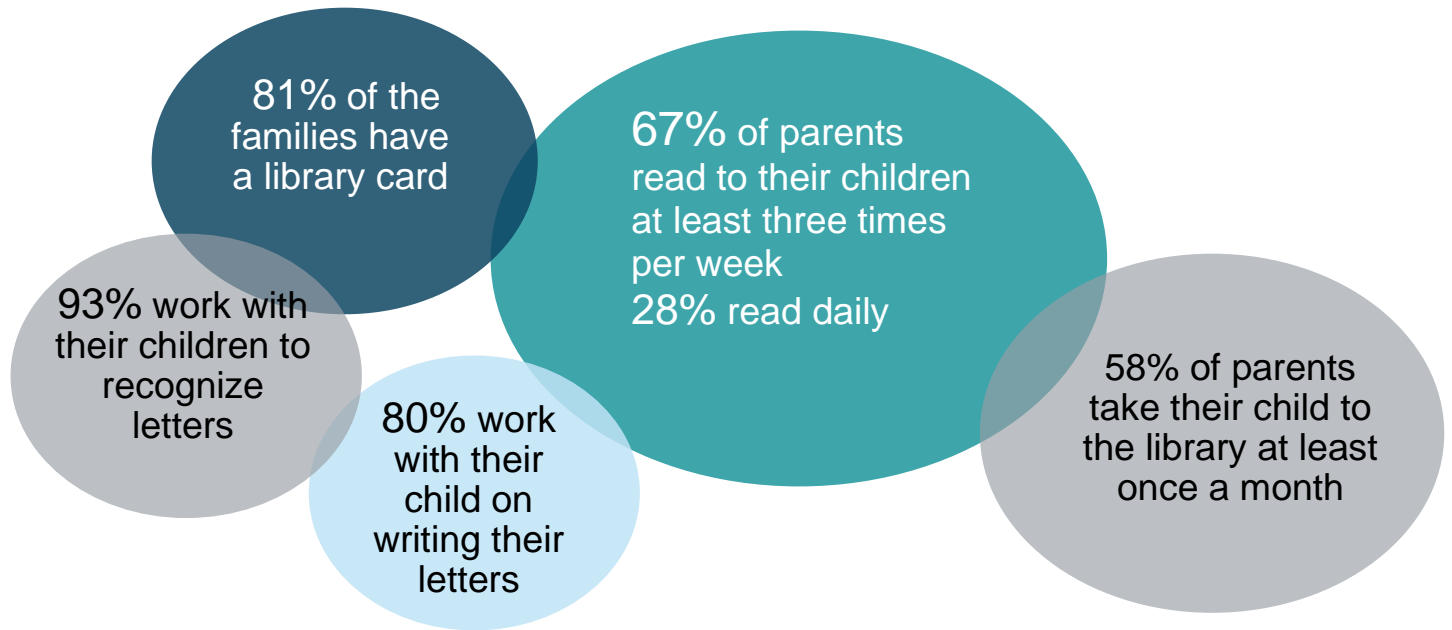
**PARENTS DEMONSTRATED STRONG PROTECTIVE FACTORS ACROSS ALL AREAS.**

Protective factors increased significantly in 4 out of 5 areas with Social Supports having the most change. N=116



**How did parents support their child’s literacy skills?**

**DAILY LITERACY ACTIVITIES.** Parents (n=109) reported many positive ways that they interacted with their child to support learning. Sixty-seven percent of parents read to their children at least three times a week and 28% read daily. Data were analyzed by comparing baseline to at least six months of service. Parents showed the most improvements in use of the library. The percentage of families with a library card went from 48% to 81%; the percentage visiting the library at least once a month went from 40% to 58%.



**READYROSIE.** ReadyRosie, a comprehensive family engagement resource, uses video modeling to build school-family partnerships to promote school readiness. The ReadyRosie Active Family Engagement System is built on the premise that *“every child can be ready to learn when schools and families work together.”* ReadyRosie’s Modeled Moment videos are the core of the ReadyRosie program and provide resources to support programs. Parent University families enrolled in ReadyRosie received a weekly video playlist via text or e-mail. Parent University staff supported the families’ use of these video learning opportunities, focusing on health and well-being, language and literacy, math and reasoning, and social-emotional learning for children from birth to age eight. Videos were available in English and Spanish. This resource was especially useful to parents during the pandemic. Parents could check out ReadyRosie learning activity kits, which include designated videos paired with tools for learning, from the onsite library.

A total of 70 children had at least one Parent University caregiver enrolled in the ReadyRosie program. In total, parents viewed 178 videos over the course of the 2021-2022 year. Half of the participants enrolled did not view any videos. The most videos a participant viewed was 45.

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



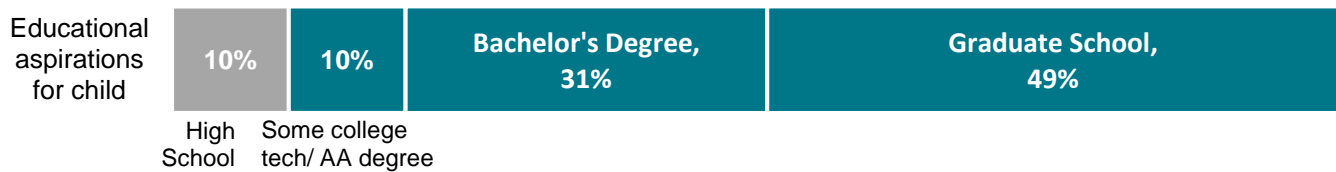
## FAMILY EDUCATION

### What are the educational hopes for their children?

Parents were interviewed to determine their hopes for their child’s future education. At the follow-up assessment, most (81%) of the parents reported that they expected their child to obtain a bachelor’s or graduate degree. Only ten percent expect that their child will end their education after high school.

#### **MOST PARENTS HOPE THEIR CHILD WILL COMPLETE A BACHELOR’S OR GRADUATE DEGREE.**

Only ten percent of parents expect their children's education to stop after high school. n=141



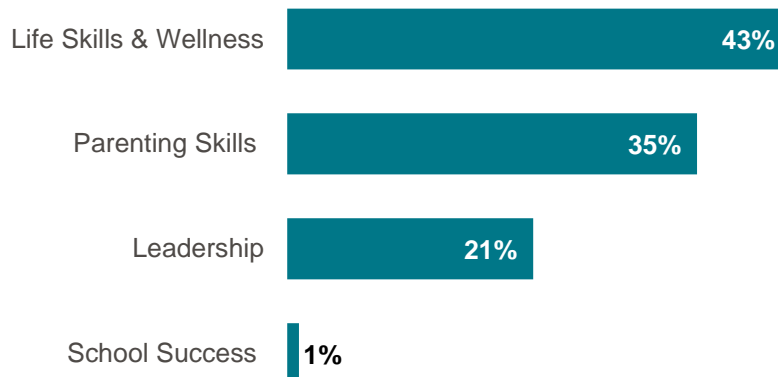
## COURSE PARTICIPATION

Program staff tracked parents’ participation in the 15 courses that were offered this past year. Several were offered more than once. Course topics aligned with four primary majors within Parent University. Life Skills and Wellness courses had the highest enrollment. Throughout the year, many parents enrolled in more than one course.

Across the 15 courses, 223 participants (duplicated count) were enrolled. The largest course enrollments were in Parent University Orientation (46 participants), followed by ESL classes (38 participants).

Completion status was completed for 173 course enrollments. Of these participants, 45% either withdrew or canceled their enrollment. Of the 105 participants who completed courses, 90% were reported as meeting course requirements at the “satisfactory” level.

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

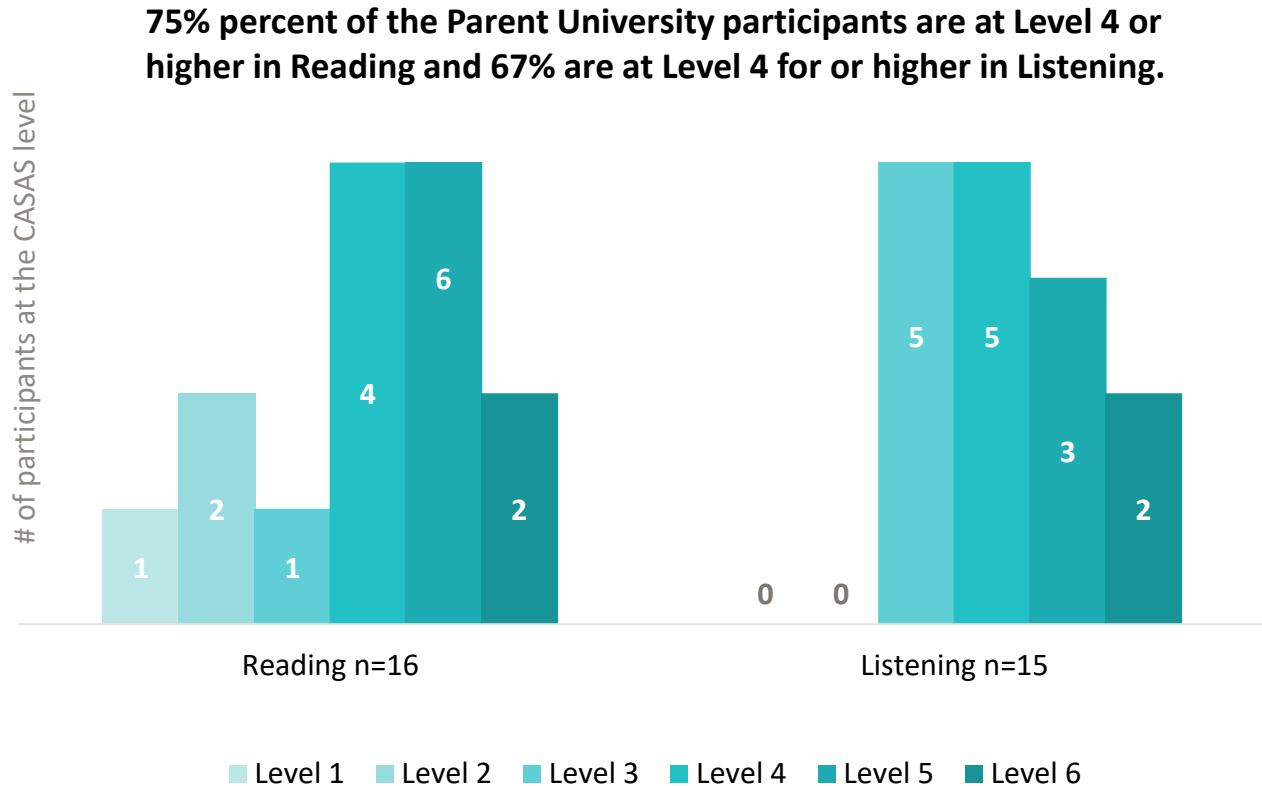


## How did Parent University benefit parents' own education?

Parent University offers ESL and General Educational Diploma (GED) courses. In the 2021-2022 program year, ESL and GED was postponed for the fall session, but classes resumed in January with a newly established partnership between MCC Adult Education program and Parent University. MCC facilitated ESL and GED classes using their ESL and GED instructors to come to the North Omaha site and teach Parent University participants Monday through Thursday from 9 am to 12 pm. A total of 45 parents participated in one of these two options, ESL (34) and GED (11).

Participant outcomes for ESL and GED courses offered to English language learners are measured using the Comprehensive Adult Student Assessment System (CASAS®), which is a nationally recognized assessment for English learners.

In the ESL courses, 30 students had the CASAS® assessment, and just over half (16) had at least one assessment at two points in time. Reading and listening skills ranged from beginning literacy, indicating the limited ability to express immediate needs and to understand basic learned phrases, to high intermediate skills that include the ability to fill out basic forms and to work in entry-level jobs that include simple oral and written communication. The following graph shows the distribution across the levels of the assessment.



In the GED courses, eight students had the CASAS® assessment of math and reading skills, with four having the assessment as two points in time. The sample size is too small to report results.

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

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

**FINDINGS.** A total of 43 parents participated in one of five cohorts in the 10-week course offered at Parent University. All of the participants completed the full course. Twelve months after graduation from the course, 49% of the 43 graduate parents completed a follow-up survey and the following outcomes were reported:

- An average 34.5% decrease in debt-to-income ratio
- An average increase in income of \$1404.81
- An average decrease in bill reduction of \$892.10 per month
- An average increase in assets of \$10,687.33

Almost half the survey respondents reported increased stability in the following areas: income, managing bills, employment, parenting, wages, lowered stress, transportation, health, social connections, and housing.

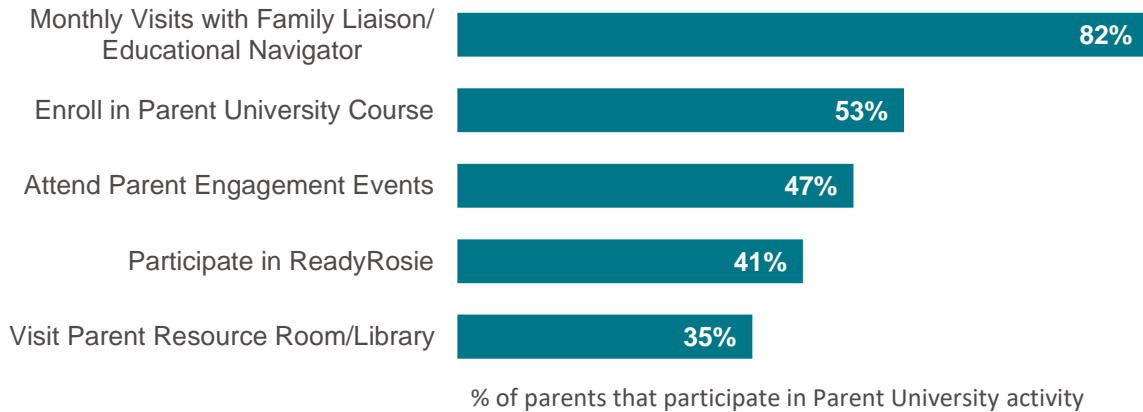


## What did parents think about participating in Parent University?

A survey was distributed to parents in the summer of 2022 to collect feedback about their experiences participating in Parent University. A total of 34 participants responded. Parent University offers many different ways to engage with the program. The following reports the most common activities parents in this sample chose.

### **MOST PARENTS MEET REGULARLY WITH THEIR FAMILY LIAISON/EDUCATIONAL NAVIGATOR.**

Only about a third of parents utilize the parent resource room/library at LCCNO. n=34



The respondents who have enrolled in Parent University courses reported high levels of satisfaction; **100%** found the courses helpful, enjoyed attending them, and would recommend them to a friend.

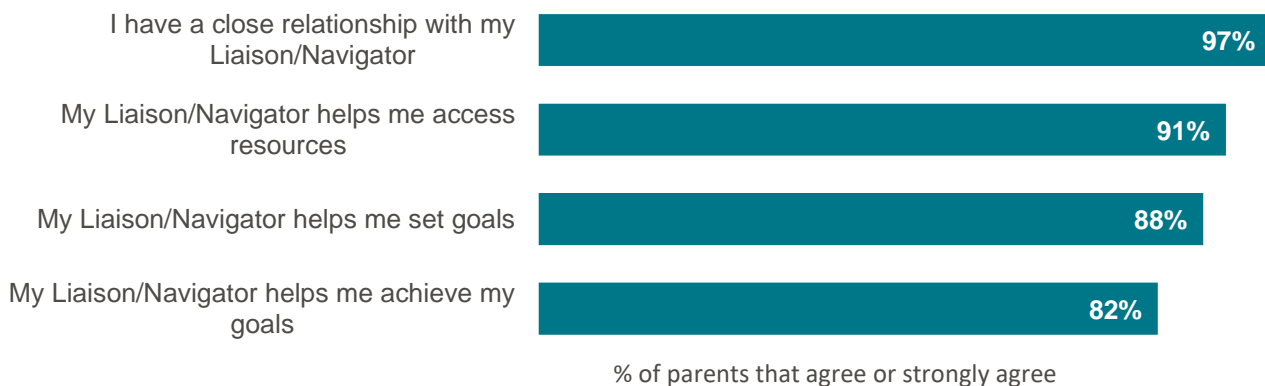
Respondents reflected on their relationship with their Family Liaison or Educational Navigator. Large percentages of participants feel close to their Liaison/Navigator. They appreciate the support their Liaison/Navigator provides in setting goals and achieving them.

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

Parent University participant

### **NEARLY ALL RESPONDENTS FEEL CLOSE TO THEIR FAMILY LIAISON/EDUCATIONAL NAVIGATOR.**

n=34



Respondents affirmed the many ways their Parent Liaison/Educational Navigator has helped them learn more about child development and parenting. High percentages of respondents report Parent University has had strong positive impacts on their parenting and **97%** assert Parent University has helped them strengthen their relationship with their child.

#### MY PARENT LIAISON/EDUCATIONAL NAVIGATOR HELPS ME:



% of parents that agree or strongly agree, n=34

Parent University participants are highly engaged with their children’s school, with **91%** reporting that they have contact with their child’s teacher at least once a month; **41%** report that they touch base with their child’s teacher each week. **100%** of survey respondents attended school conferences.

All survey respondents said they would refer a friend to Parent University.

## STUDENT OUTCOMES

In the 2021-2022 program year, the evaluation of student outcomes for the children whose parents are enrolled in Parent University includes three strategies:

1. English language development and social-emotional outcomes are measured through parent-completed assessments for children aged 4 months to 5 years.
2. PreK outcomes are measured through in-person assessments completed by Munroe-Meyer Institute (MMI) evaluators and teacher-completed surveys in the six IEC preschool programs.
3. Grades K-5<sup>th</sup> grade academic outcomes are measured through analyses of the MAP® Growth™, which is a standardized assessment the school district administers three times a year.

The following section presents the results of the parent-completed assessments. The results for children enrolled in the IEC preschool programs were presented in the IEC section of the report. The Grade K-5<sup>th</sup> grade academic outcomes are included in the Shared Program Outcomes section of the report.



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

**METHOD.** Parent University families were invited to complete assessments of their children's language development and social-emotional skills in the fall and spring. A total of 37 children had at least one assessment at two points of time. The following tools were used:

**ENGLISH LANGUAGE DEVELOPMENT SKILLS [DEVELOPMENTAL ASSESSMENT OF YOUNG CHILDREN – 2<sup>ND</sup> EDITION (DAYC-2)].** The DAYC-2 measures children's receptive and expressive English language skills. Parents completed the assessment for children aged 16 months to 5 years of age at fall and spring. A total of 23 children had the assessment at two points of time, and 31 children had the assessment in spring.

**SOCIAL-EMOTIONAL SKILLS [DEVEREUX EARLY CHILDHOOD ASSESSMENT (DECA)].** Parents completed the DECA questionnaire to assess young students' social-emotional development in the areas of Initiative, Self-Control, Attachment, and Behavior as well as Total Protective Factors overall. The DECA is available in Spanish and English. The DECA was completed for 37 children, aged 4 months to 5 years, at fall and spring.

### FINDINGS.

#### English Language Skills

Parents completed English language assessments for children whose home language is English or who are in an English-based childcare environment. A total of 31 children had the assessment in the spring. The descriptive analyses found that the majority of the children (51%) were at or above the national average in expressive language, and just below half (48%) were at or above the national average in receptive language.

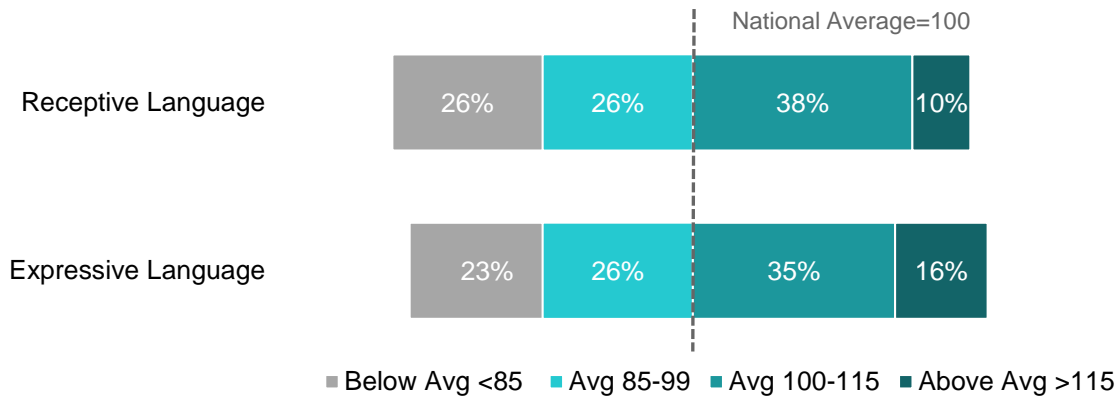
These are strong positive outcomes. The language assessment is normed on a diverse cross-section of children, particularly in the area of social-economic status. By contrast, the children with parents enrolled in Parent University qualify for free & reduced lunch at a much higher rate than the general population, which is an indicator of low income. The fact that approximately half the children score at or above the national average is a compelling finding.

Approximately one-quarter of the children scored in the below-average range in both areas. This indicates higher percentages than the normed sample are at the below-average level. In a typical distribution, approximately 15% of the children would score in the below-average range.

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

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

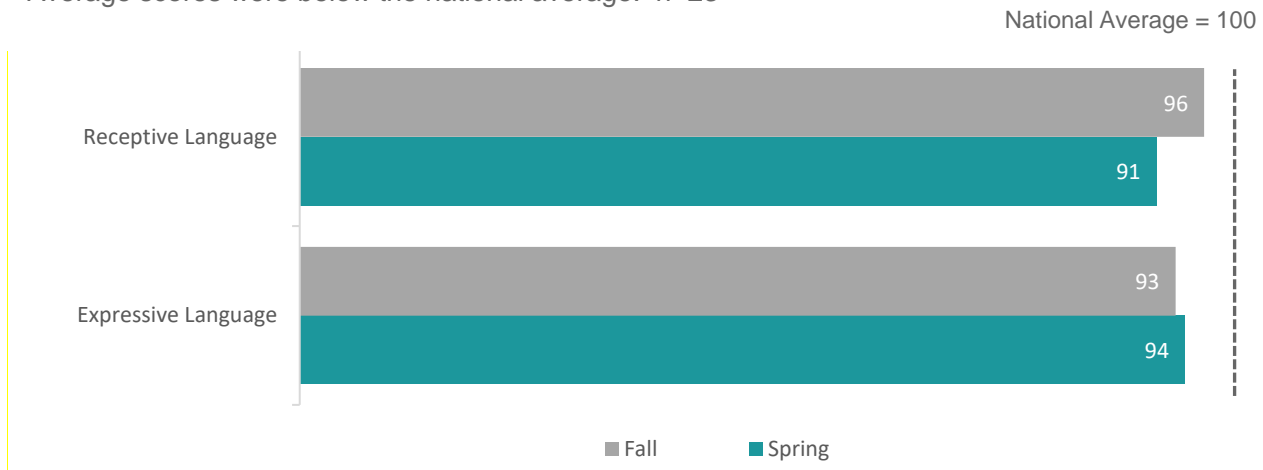
Just under half the children (48%) were at the national average in receptive language. n=31



A comparison of the children’s average receptive and expressive language results from fall to spring is reported in the following graph to show how language skills changed over time. A total of 23 children had the language assessment at two points in time.

**ON AVERAGE, EXPRESSIVE LANGUAGE SKILLS REMAINED STABLE OVER TIME. RECEPTIVE LANGUAGE SKILLS DECREASED OVER TIME.**

Average scores were below the national average. n=23



Children, on average, demonstrated a decline in receptive language skills, but expressive language skills remained stable over time. A paired t-test analysis found that the decrease in receptive language skills was significant ( $t=2.124, p<.05$ ). The effect size ( $d=.443$ ) indicates medium change across time. The statistical analysis did not find significant change across time in expressive language skills.

## Social-Emotional

Parents whose primary language was English or Spanish completed a survey about their children’s social-emotional skills. A total of 45 children had the assessment in the spring.

The descriptive analyses found that by spring, high percentages of children scored within the average to above-average range across all areas of the social-emotional measure: Total Protective Factors (89%), Attachment (84%), Initiative (96%), and Self-Control (78%). The majority demonstrated social-emotional skills above the national average, which is a score of 100, in the areas of Total Protective Factors (51%), Initiative (76%), and attachment (55%).

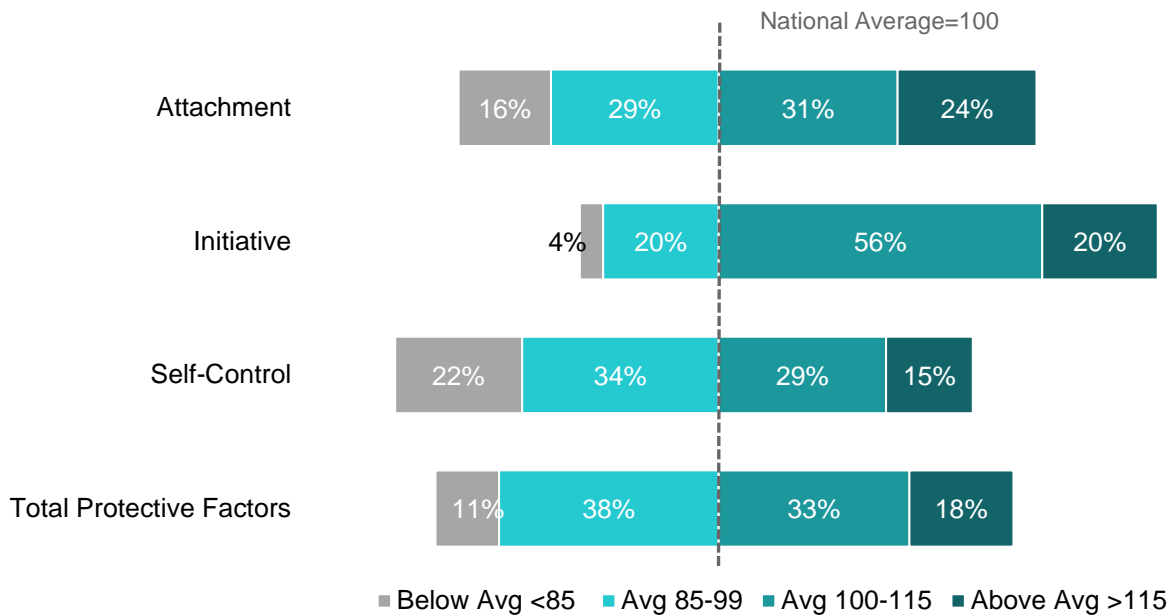
These are strong positive results. Like all standardized assessments, the social-emotional assessment is normed on a diverse cross-section of children, particularly in the area of social-economic status. By contrast, the sample of children with parents enrolled in Parent University has high percentages who qualify for free & reduced lunch, which is an indicator of low income. The fact that over half of the children scored at or above the national average in three of the four scales is a compelling finding.

In all but one subscale, the children scored in the below-average range at a rate that is approximately equal to or lower than the national sample. In the area of Self-Control, 22% scored in the below-average range. In the normed sample, 15% scored in the below-average range.

**The majority of the children have social-emotional skills that meet or exceed the national average in three of the four scales.**

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

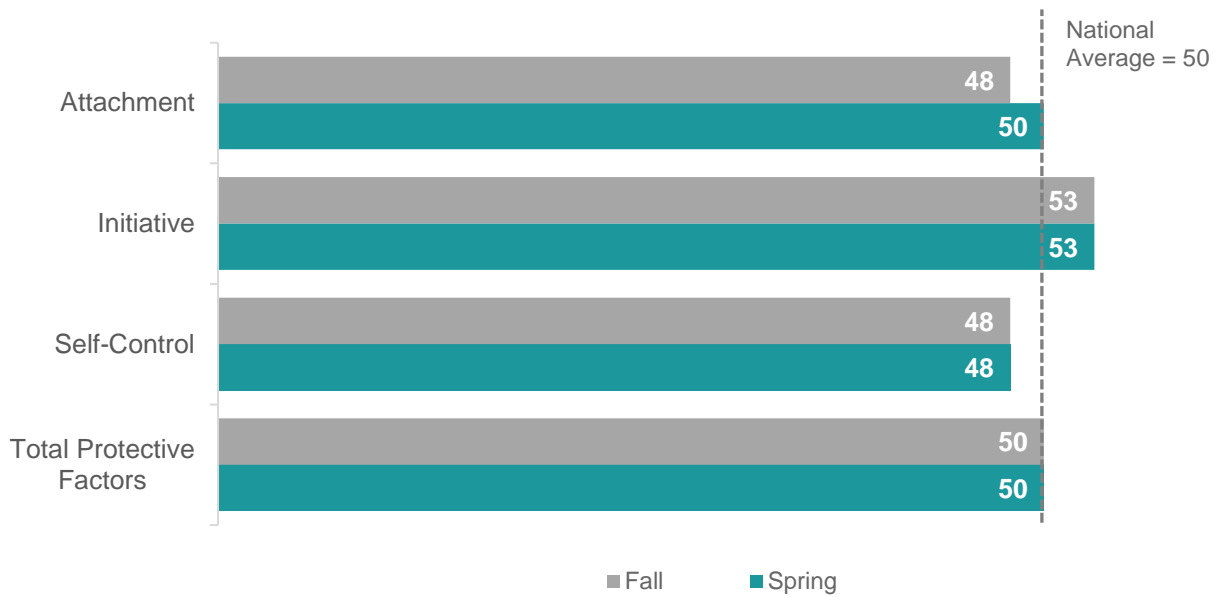
Less than half the children (45%) were at the national average in Self-Control. n=45



The social-emotional tool also measures Behavioral Concerns, such as having temper tantrums, having a short attention span, and becoming easily upset. At the spring assessment, 26% of the children scored in the concern range, indicating child behaviors that were outside what is typical for three to five-year-old children.

A comparison of social-emotional results at fall and spring is reported in the following graph. to show how skills changed over time. A total of 37 children had the assessment at two points in time.

**ON AVERAGE, CHILDREN'S SOCIAL-EMOTIONAL SKILLS REMAINED STABLE OVER TIME.**  
By spring, average scores were at or above the national average except for Self-Control. n=37



Across time, the children demonstrated stable social-emotional skills across all areas. By spring, they met or exceeded the national average in every area except for Self-Control. A paired t-test analysis was conducted. Results did not find significant change across time for any of the scales.



# Childcare Director Training

## STRATEGY IMPLEMENTATION

In partnership with the Nebraska Early Childhood Collaborative, the Learning Community Center of North Omaha offers training and coaching services to center directors. The initial goal of the Child Care Director Training program was to work closely with home- and center-based childcare directors to enhance their skills, provide a sustainable professional development system for staff, and ultimately improve the quality of care and education for the children. The program was created using a relationship- and strength-based approach, which uses reflective practices based on the National Center of Quality Teaching and Learning Model. However, the COVID-19 pandemic created additional challenges in the recruitment and support of directors and programs. In addition, the need to move to identifying the needs of the North Omaha childcare community to provide more targeted supports became apparent.

The intensive training was also designed to support directors through the first two phases of Step Up to Quality (SU2Q), the state of Nebraska initiative which promotes improvements in the quality of early childhood education. Participating providers could then receive additional coaching services and incentives to strengthen their businesses. Given the challenges presented by the pandemic, the initial goals and program focus shifted away from supporting directors through the phases of SU2Q and toward general program support during the 2020-2021 program year. After the 2020-2021 general support year, the program shifted again during 2021-2022 to an advisory council model. The North Omaha advisory council was comprised of members who had previously participated in the director training program and who were leaders in the North Omaha community. Eight childcare directors served on the advisory council during the 2021-2022 program year.

The North Omaha Childcare Advisory Council met a total of 24 times from October 2021 to May 2022. The first meeting held in October had all eight members present, but across the program year, meeting attendance varied, and on average, a total of three advisory members attended the meetings. In January 2022, the council began developing a needs assessment that would provide data to help guide programming for the following year. Directors worked with the Learning Community advisory council lead and the evaluation team to develop a questionnaire that would provide data that reflects the demographics, strengths, and needs of the North Omaha childcare community.

The finalized needs assessment was completed in February 2022. The advisory council determined a participant recruitment strategy and worked to get community childcare centers to complete the assessment. A total of 23 participants from eight different zip codes completed the needs assessment. The following information represents the quantitative and qualitative data collected by the needs assessment.



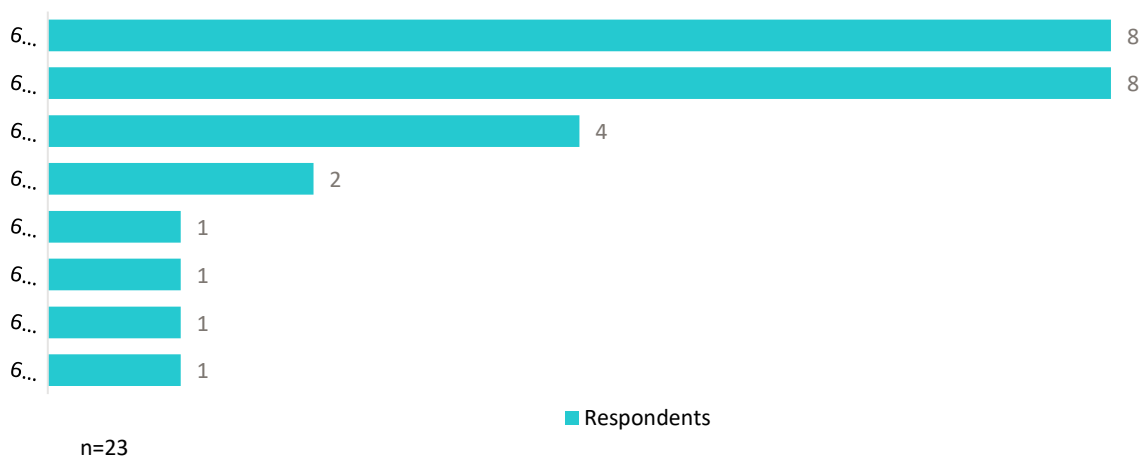
# OUTCOMES

## North Omaha Childcare Advisory Council Needs Assessment

**METHOD.** Following the development of the needs assessment at the end of February 2022, an online survey was deployed to gather information from the North Omaha childcare community. Each participant (n=23) who completed the needs assessment survey was given a \$20 gift card for their time. In addition, advisory council members who worked to distribute paper surveys and encourage completion of the needs assessment to other providers were given a stipend for their time. Descriptive results of the needs assessment are presented in the following sections.

**Program.** A total of 23 participants from eight different zip codes completed the North Omaha Childcare Needs Assessment. All of the childcare programs were independently owned/operated and accepted Title 20 subsidy. Hours varied across programs, but the majority operated from 6 am to 6 pm, with a few (n=3) offering 24-hour care and one reporting hours until 11 pm.

NEEDS ASSESSMENT PARTICIPANTS REPRESENTED EIGHT ZIP CODES



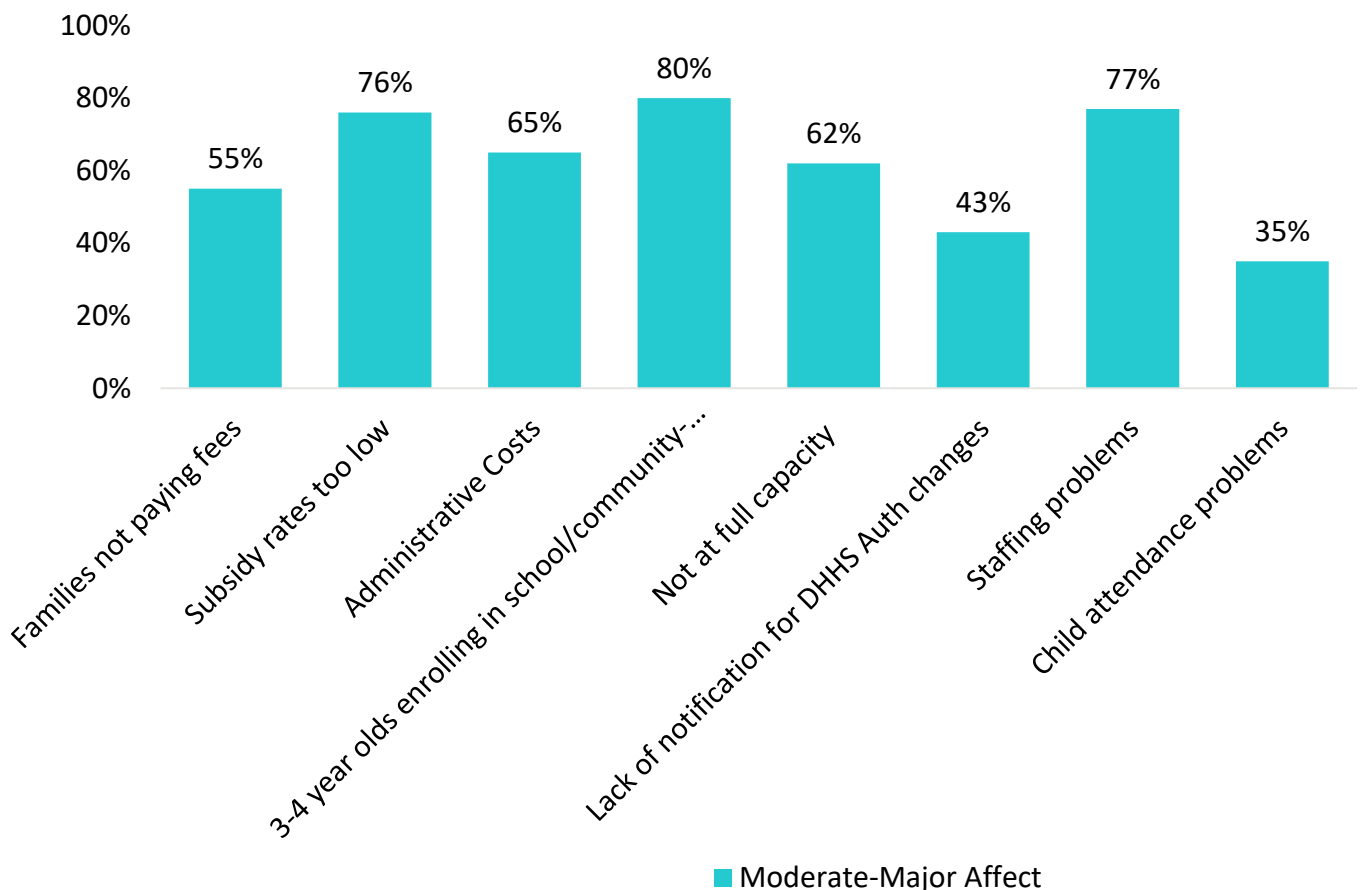
Nearly every program (87%) is participating in SU2Q. The 13% who are not indicated the reasons for not participating as: not knowing who to contact, potential to create a cost barrier for families, and teachers/staff not wanting to participate in additional professional development. Participants were asked what attributes they felt contribute to program quality. Top quality attributes reported include stable teaching staff, teacher-child interactions, physical and socio-emotional environment, cultural representation, relationships, and understanding child development. SU2Q was rated as an important attribute related to quality by only 41% of participants.

Participants were asked about what types of training or professional development would be beneficial in aiding in program success. Training and assistance needed for directors and owners differed from the training and assistance that would be beneficial for staff and caregivers. The greatest number of director and owner training/professional development series rated as important/very important included: trauma-informed practice (73%), effective staff training (73%), team building (73%), professionalism (73%), and classroom/center organization (71%).

Participants rated the majority of owner training/professional development series as important/very important for staff and caregivers. The highest rated training/professional development series included: behavior guidance (82%), developing and using lesson plans (82%), working as a team (82%), and Safe With You (78%). Developmentally appropriate expectations and practices, classroom organization, professionalism, playing/talking with children, and talking/working with parents were also rated as important/very important by most participants (77%).

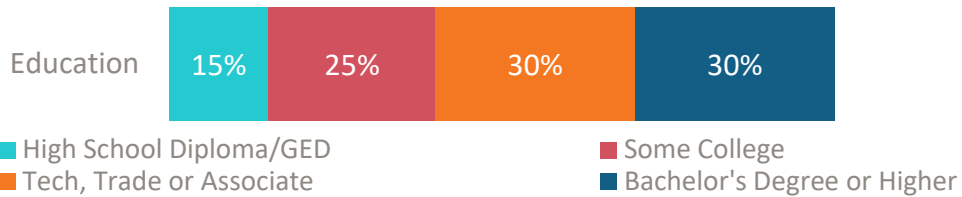
While those attributes and trainings contribute to center success, programs also reported challenges that affect program success. The greatest challenge affecting program success was 3-4-year-olds enrolling in community-based or public programming. Staffing problems and low subsidy rates were also reported as moderate-major affects to program success.

### 3-4 YEAR-OLDS ENROLLING IN COMMUNITY-BASED OR PUBLIC PROGRAMMING WAS REPORTED AS THE BIGGEST CHALLENGE



**Directors/Owners.** Nearly all participants (85%) had attended some college and 28% reported having childcare or teaching-specific credentials in CDA, Early Childhood Special Education, Unified or Early Childhood Teaching, Elementary Teaching, and/or Program Management.

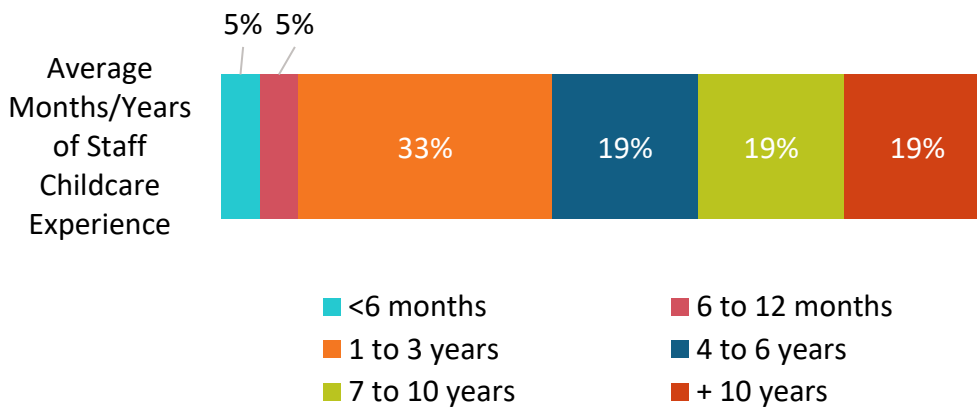
**Majority of Owners/Directors have attended at least some college**



n=23

The majority of programs (52%) have been operating in their current location for more than 10 years, and 75% of owners/directors reported planning on staying in business for at least 7 more years.

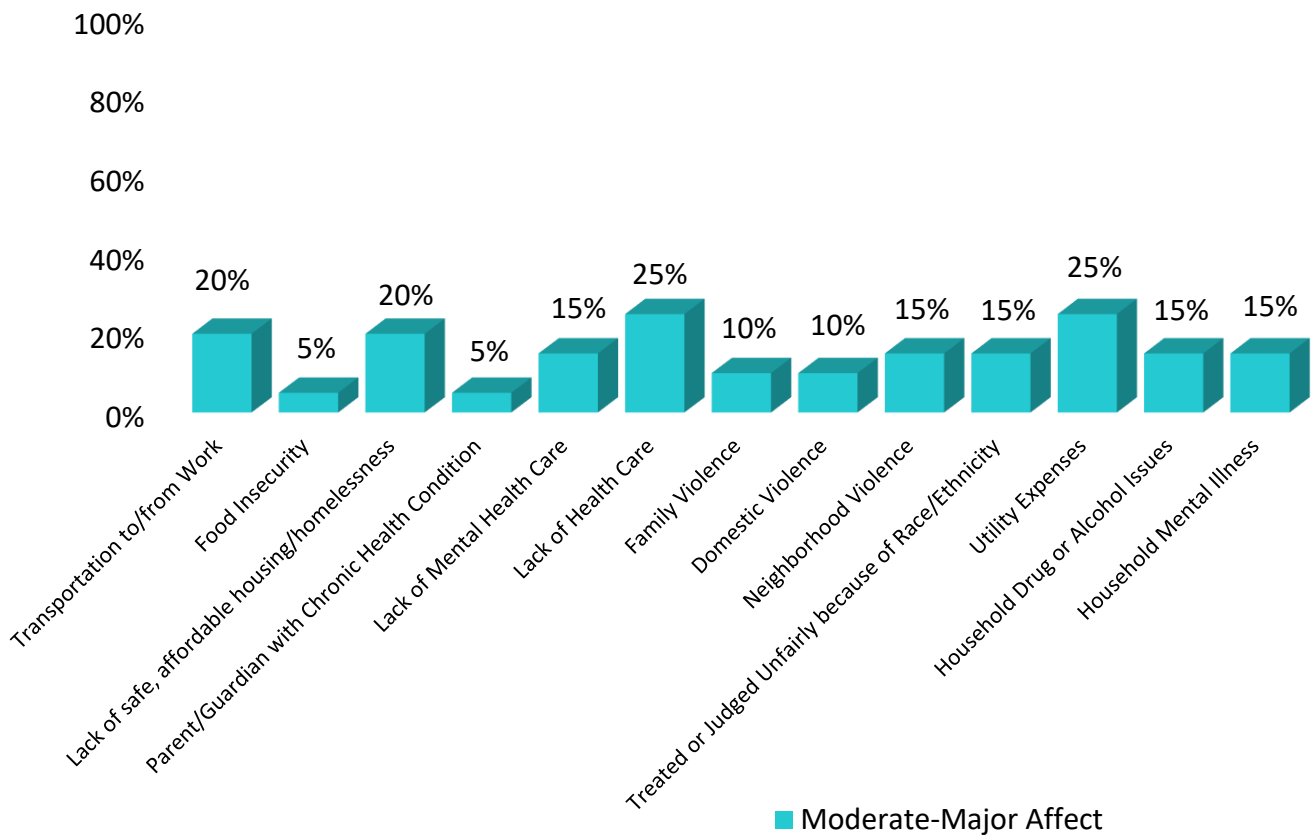
**Over 50% of staff had 4+ years of childcare experience**



**Staff/Caregivers.** Programs reported employing an average of 10 staff/caregivers (min=4, max=38) and having 3 vacancies (min=0, max=10). Participants reported being able to fill vacancies within 3-6 months, but a quarter of programs reported that filling staff vacancies may take more than 7 months.

Participants reported their staff and caregivers face a number of challenges that may create additional stress. The greatest challenges faced by caregivers and staff are difficulty covering utility expenses and lack of healthcare.

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



**Staff Strengths.** Participants were asked to discuss the strengths their staff bring to their programs. The majority of participants reported that their staff really love the children in their care and are hardworking. Many reported that staff were caring, trustworthy, and had a strong work ethic. In addition, participants reported they have a lot of experience and knowledge when it comes to working with young children.

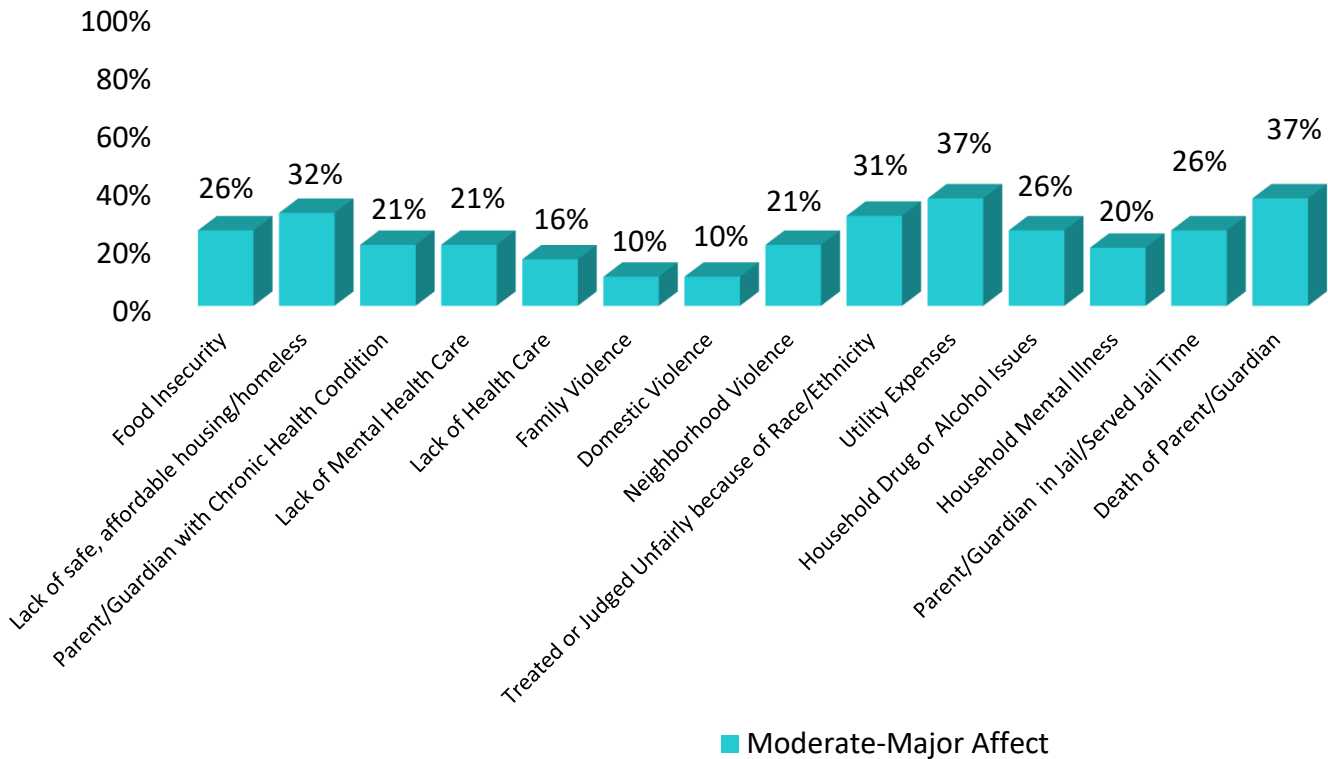
*“They are dedicated to the needs of our children—nurturing and loving. They have been flexible and resilient through these unprecedented times.”*

Program Owner/Director reflects on strengths of childcare staff

**Children and Families.** Participants reported having an average of 55 children enrolled in their programs (min=10, max=150). A few programs (n=7) reported having a waitlist with an average of 9 children waiting for childcare placements. Nearly half of all programs (43%) reported turning away children needing placement due to a lack of available spots. Half of all participants reported the pandemic has moderately (23%) to majorly (27%) affected children’s challenging behaviors. A small percentage (14%) of providers indicated they have access to family support and mental health resources to support children with challenging behaviors or needs.

Participants reported that children and families in their care may experience a number of challenges that may influence children’s behavior. Similar to caregivers and staff, the greatest challenge faced by families is difficulty covering utility expenses.

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



## Racial Discrimination & Socialization

**Discrimination.** Participants reported about their experiences with discrimination, as well as racial discrimination and socialization for the children in their program via an adapted version of the Everyday Discrimination Scale (Williams et al., 1997). Nine questions ask how often in the past year in one’s day-to-day life various incidents may have happened, for example, *receiving poorer service than other people at restaurants or stores, being treated with less courtesy than other people, or having been called names or insulted*. The responses are Never (0), Less than once a year (1), A few times a year (2), A few times a month (3), At least once a week (4), and Almost everyday (5). Perceived discrimination has been found to be related to stress and negative physical and mental health outcomes (Paradies et al., 2015).

Participants who responded to the everyday discrimination questions with “a few times a year” or higher indicated the main reasons for these experiences are: race (54%), age (25%), gender (21%), physical appearance (12%), and religion (4%).



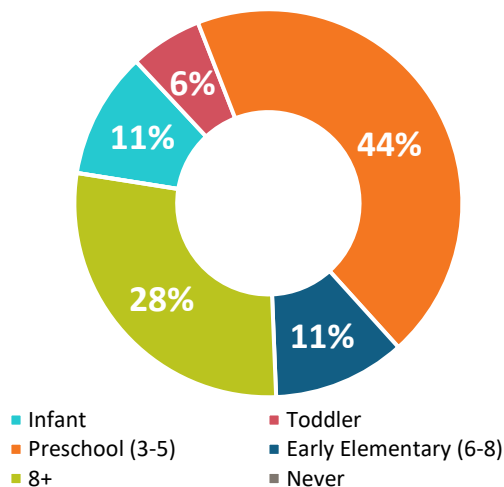
## Director/Owner Experiences of Everyday Discrimination

### How often do the following things happen to you—

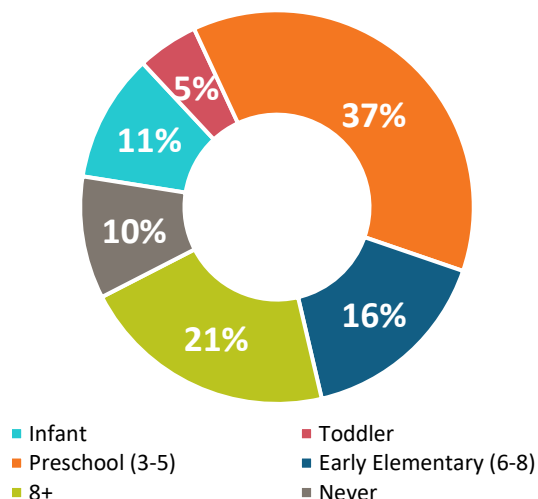
	Never	<1 time a year	A few times a year	A few times a month	At least once a week	Almost everyday
You are treated with less courtesy than other people are.	17%	-	46%	8%	17%	-
You are treated with less respect than other people are.	19%	9%	43%	9%	14%	5%
You receive poorer service than other people at restaurants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

Participants were also asked about when parents and teachers/childcare providers should begin talking about racial discrimination with young children. For both parents (83%) and teacher/childcare providers (74%), the participants reported that the age at which discrimination and racism should begin being discussed is preschool age and older.

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



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



**Socialization.** Participants were asked how often they provided opportunities, either via activities, discussions, or celebrations, which emphasize the importance of children’s race/ethnicity. Most often, participants read children’s books about history or traditions and encouraged children to learn about the history or traditions of their race/ethnicity.

How often in the past year have you...						
	NA	0	1	2-3	4-5	>6
Celebrated cultural holidays and traditions of the children's racial or ethnic group	11%	17%	-	33%	11%	28%
Talked to children about important people or events in the history of their racial group	10%	21%	-	16%	10%	42%
Taken children to places or events that reflect their racial or ethnic heritage	5%	21%	10%	21%	21%	21%
Read children books about their history or traditions	6%	-	6%	11%	28%	50%
Read children books that have characters that look like them	5%	-	-	16%	16%	63%
Encouraged children to learn about the history or traditions of their race/ethnicity	-	6%	-	25%	19%	50%

Similarly, participants were asked how important it is for parents to provide opportunities, either via activities, discussions, or celebrations, which emphasize the importance of children's race/ethnicity. A small percentage of participants remained neutral in the agreement of racial social socialization importance, but the majority strongly agreed to agreed that it is important for parents to provide opportunities to celebrate and expand knowledge about their race/ethnicity.

	Strongly Agree	Agree	Neutral
It is important that parents celebrate cultural holidays and traditions of the child's race or ethnic group	45%	40%	15%
It is important that parents take children to places or events that reflect their racial or ethnic heritage	55%	30%	15%
It is important that parents read their children books about their history or traditions	55%	30%	15%
It is important that parents encourage their children to learn about the history or traditions of their race/ethnicity	55%	25%	20%
It is important that parents talk to children about important people or events in the history of their racial group	45%	40%	15%
It is important that parents read their children books that have characters that look like them	55%	35%	10%

Finally, participants were asked about what they wished others knew about their program and their staff. Participants reported a range of comments which centered on kindness, love for children, and diversity.

### *What do you wish others knew about your program?*

- *We are very diverse*
- *Ability to work with challenging behaviors*
- *Quality of service*
- *Program is thriving and we love serving families in our community*
- *Unique. We are international, not just black*
- *We all enjoy working with children*
- *No matter what, your child will LEARN and be LOVED here*
- *Our family unit*
- *We are a fun group*
- *We have a Youth Entrepreneur Practice Program*
- *We love what we do*
- *We are kind and gentle*
- *We love all races and ages of children*

## RECOMMENDATIONS

The overall recommendation was to increase the leadership opportunities for North Omaha childcare directors to guide support and training for the North Omaha childcare community. Expanding on training and support that is specific to community needs and driven by the childcare community could increase provider buy-in and lead to a stronger North Omaha childcare network. The North Omaha childcare community has an awareness of what their community needs and is poised to take leadership roles in their community with support from the Learning Community. Providing opportunities to directors/owners to guide trainings will allow for training topics to be tailored to the needs of the community and centered on the goals and values of the North Omaha childcare community members.







# Family Learning

learning  
community  
center  
OF SOUTH OMAHA



# Learning Community Center of South Omaha

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

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

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

## EDUCATION FOR PARENTS OF YOUNG CHILDREN

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

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

**GED:** In partnership with MCC, the program offers GED classes, and a bilingual ESL instructor provides support 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.

## SAMPLE PARENT CLASSES AND WORKSHOPS



- Circle of Security® (Project Harmony)
- Pyramid Model for Parents (Child Saving Institute)
- Digital Literacy 101 (Metro Community College)
- Mind in the Making on executive functioning (ESU #3 Trainer)
- Cooking Matters® (Whispering Roots)
- Love and Logic® (program staff)

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

**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 MCC. Parents learn workforce readiness skills such as resume-building, interview skills, and job search methods and receive certificates in customer service, workforce ethics proficiency, and the National Career Readiness Certificate. A Career Skills Coach also offers individual career coaching or assistance connecting to continued education.

**Digital Literacy:** Due to COVID-19 and thanks to generous private donors, each parent enrolled in the program is loaned a computer. Since 2020, digital literacy has been added into all English for Parents classes. Parents in the program have become proficient in using Zoom, email, search engines, and gained skills such as using a mouse, copying and pasting, and typing. Additionally, MCC offers computer certificates to parents who take onsite courses that include the following topics: Basic Computer Skills, Internet Basics, Using Email, and Windows.

## EARLY CHILDHOOD EDUCATION

While parents attend classes, the Learning Community Center of South Omaha offers year-round learning activities for young children, from newborn to age five. The primary focus is on building social, emotional, and executive functioning skills as well as cognitive concepts to support school readiness.

The program partners with many organizations, including Farm to School (The Big Garden), Story Time (Omaha Public Library), and performing arts sessions (Opera Omaha).

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



system. The program also encourages families to enroll children who qualify in early childhood programs through Omaha Public Schools.

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

### **INTERACTIVE PARENT/CHILD ACTIVITIES**

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

## **DEMOGRAPHICS**

In 2021-2022, the Family Learning Program served 308 parents and 767 children (494 target students) birth to age 6. Of the families attending the Family Learning Program, 78% used onsite childcare to attend programming, and 94% reported their students qualified for free-reduced lunch.

## **OUTCOMES QUALITY OF PROGRAMMING**

**METHOD.** Multiple tools were used to measure growth, assess the perceptions of the participants, and demonstrate program quality. The evaluation is both summative and developmental in nature. The tools selected for the evaluation provided outcome information to the management team and informed the program team about what was working and what needed improvement.

**FOCUS GROUP RESULTS.** Multiple focus groups were conducted in 2021-2022 to allow participants the opportunity to relay their experiences with the program, share success stories, and provide input on possible improvements to the program. Questions were broad in nature and asked about the participants' overall experience with the program, satisfaction levels with multiple facets of the program (e.g., navigators, parenting classes, resources, and English classes), and ideas for improvements to the program. Focus groups were conducted with participants including those in the GED cohorts. A separate focus group was held for Learning Community Center of South Omaha program team members.

**FOCUS GROUPS.** In the spring of 2022, a series of seven focus groups were conducted with adults enrolled in the ESL classes at the Learning Community of South Omaha. Participants who attended the focus groups had been enrolled in the program for a minimum of six months. There were approximately 55 participants who attended. Focus group questions centered on participants' experiences with the center over the past year. Below are the summarized results of those discussions.

**Participants continue to express overall satisfaction with the English Language classes.**

Many participants noted an increase in confidence when speaking English with members of the community compared to what they had previously. One participant shared, *“I feel very satisfied and comfortable. Before, I could not understand anything. I only understood when people asked for my name. If I went to the grocery store and they asked me things, I would freeze up and not say anything. Now I feel better...When someone talks to me or asks me a question, I understand.”* Other participants compared the experience to English classes they had taken at other locations, and they preferred the style of teaching the Learning Community has to offer. The method of taking an exam and placing adults into classes according to their language ability has fostered a comfortable atmosphere within classes. Some participants expressed concern over teacher turnover during the past year. Participants spoke about developing an attachment to teachers, which makes it difficult when teachers leave. Several people agreed they liked the teaching style of reading, writing, and listening in English. A few participants discussed teachers who required them to participate, and since their level of English was still emerging, they did not feel comfortable participating.

**Parents had high regard for the parenting workshops offered.** One participant summarized, *“I took various parenting workshops, e.g., Love and Logic, Cooking Matters, and Prime Time. We learned a lot. We learned how to develop our children and how to understand them a little better. We need all this information. Many times, we don’t understand a lot of things, like the development of our children. We don’t know how they are affected. All of the programs informed us a little more.”*

Circle of Security was most commonly referenced among participants. Parents shared they had learned new ways to raise their children other than traditional methods of parenting. Previously used strategies, such as yelling or reacting to situations, were replaced with improved communication and adapting to the personalities of their children. Parents also indicated they had learned techniques for dealing with stress and noted an increase in patience with their children.



Participants mentioned additional parent and child courses. For Bridge to Success, one parent stated, *“I liked it a lot because my child has problems reading. He struggled with reading fluency. I was worried as a mother. When I went to Bridge to Success, I was able to get support for my child’s needs. They also gave us a tour of the university. I loved it. My child was motivated. They showed us everything there.”*

Prime Time was another course that motivated parent and child reading. Some participants were pleased with their new ability to read with their children in English and Spanish. Others observed an increased motivation by their children to read, e.g., *“At Prime Time, my child started gaining an interest in reading books. Now she likes getting new books and creates drawings connected to the books.”*

A few participants mentioned the challenge of some workshops being led by an English-dominant speaker. Some classes provided an interpreter, however, the participants believed they were not

retaining information with the interpreter, and there was a decreased amount of participation with the instructor in those situations. Additionally, some dissatisfaction was noted with the Workforce program. Participants identified the barrier of only English instruction, which caused difficulty in understanding the information being shared. It should be noted that one participant appreciated learning how to deal with customers in a friendly way through the Workforce program.

Regarding the area of technology, participants continue to use the computer skills they have gained through the program, e.g., *“Thanks to the classes that we are receiving and the computers they have let us borrow, I have learned a lot.”* Participants have learned how to receive and send emails and to use programs such as Excel, Word, and PowerPoint. They were also taught how to work securely on the computer and to recognize viruses. Many participants mentioned the ability to help their children with assignments on their tablets from school. Others identified the trend of school districts treating inclement weather days as remote learning days. Because of their ability to use the computer, parents can now assist their children during remote learning days.

**Parent communication with school continues to improve.** With their newfound computer skills, parents can email their child’s teacher with questions they have about their children. Conferences are also a time when parents feel more confident in communicating with teachers. One participant shared about an assignment from her ESL instructor to email her child’s teacher before conferences and to explain that she was learning English and would like to ask some questions. The letter motivated the parent and strengthened her ability to learn English. School teachers were asked to sign the letters, which were then shown to the ESL instructors for a prize.

**Parents reported a high level of satisfaction with the childcare services.** A major service offered at the center is the onsite childcare for young children to attend while their parents are in class. Parents appreciate the high level of communication from early childhood teachers and enjoy receiving positive notes when their children are doing well. Parents shared stories of children who are benefitting from increased socialization and academic skills, e.g., *“My daughter used to cry all the time, for the first three weeks. Now she is doing great. She is speaking more words in Spanish and some in English. She loves coloring books, and she is learning the ABC’s. Also, she is learning to write her name and her sister’s name and reading books. She is always asking when it is time to go to school. She loves coming to the childcare.”* Another participant added, *“My child did not like to be around other children. Now he likes to come to school, and he always asks me, ‘When will we go to my little school?’ He is very happy here.”*

**Educational Navigators continue to act as a strong support system for participants and their families.** While participants shared complimentary adjectives to describe their Educational Navigators (e.g., helpful, friendly, caring, trustworthy, dependable, motivating, cheerful, and comfortable), a new method of outreach was identified. A common theme was the need for participants to receive evaluation for young children with unidentified disabilities. Several participants shared stories of Educational Navigators helping refer them to services, such as Speech and Language, to receive assistance in a school setting. Others spoke of Educational Navigators helping register their children for PreK.

Additionally, Educational Navigators are helping parents deal with behaviors of their children in the home, e.g., *“I have had the same navigator since I began at the center. She helped me so*



*much with my children. Because before, my children were so little, and they would fight with their toys, and I was stressed with them. I talked with my navigator. She explained to me how I could help my children how to stop fighting and how to share toys and read books here at home. I see changes in my children. They know how to share, and they love to read books and draw. It has helped me so much.”*

A few participants voiced frustration with resources that they had been given from the Educational Navigators. Parents stated that Educational Navigators were always willing to share resources with them; however, the connections provided sometimes did not respond to or return their calls.

**The most common area where families continue to remain affected by the pandemic is through financial strain, citing the loss of work during the pandemic and the rising prices of gas and food.**

A few mentioned the continued stress of avoiding visiting family and limiting where they go. Participants expressed hope that things are improving, e.g., *“At the beginning, I was very stressed during the pandemic. My kids wanted to play outside, and they could not. Now it is better because we use masks, and we are protected.”* Also, *“Two years ago, everything was unclear. But the center continued offering activities for our children to keep them busy...Now we are learning to live with the pandemic.”*

The majority of participants requested more time at the center. This was suggested in a variety of ways: through more hours, more days, evenings, or weekends. A few participants believe they do not retain what they are learning in the amount of time that they attend. Others expressed satisfaction with the current times offered, noting that some participants have jobs that would make it challenging to attend more than what is required.

Another suggestion was to add more opportunities to practice conversational English weekly. Other small suggestions included offering beverages during classes and improving the internet connection onsite.

Suggestions for future classes were given in the following areas: finance, nutrition, exercise, business entrepreneurship, and computer.

In closing, the English Language Learner participants expressed high satisfaction with the classes they are attending at the Learning Community of South Omaha. They rely on the support from their Educational Navigators, and the enjoyment of the instructional classes leads to a desire to attend the center more frequently. Participants continue to see an increase of confidence in their young children and in their personal ability to speak English, e.g., *“It has been excellent for me. When I came, I did not, in fact know any English. Now I feel more confident talking to people in English. Even though I do not understand all of it, I already feel confident. I am no longer afraid of not understanding. Before, I did not even try.”*





## LCCSO STAFF FOCUS GROUPS OUTCOMES

In the early summer of 2022, two focus groups were conducted with staff at the Learning Community of South Omaha (LCCSO). A total of 13 participants attended, with the majority being either Navigators or Teachers. Over half of the participants have been with the LCCSO for 12 months or less.

Staff shared multiple strengths of LCCSO. Several mentioned their team is strong and collaborative with one another. They also mentioned having many opportunities to grow and learn new things within their role in order to improve themselves. Another strength of LCCSO is the focus on the whole family. The programs offered work toward removing barriers and making it more accessible for families to receive education and assistance. The navigator team works toward building relationships with the parents and placing a focus on their goals.

In general, staff feel supported in their roles at LCCSO. Two staff mentioned feeling supported by their weekly one-on-one meetings with their supervisors. Several staff also mentioned that the team meetings have been helpful for sharing information and making sure everyone knows what is going on in the program, as well as providing support for one another. One participant did note a discrepancy between the positions of Community Navigators and Educational Navigators. One of the Educational Navigators felt like they have less flexibility. Another Navigator mentioned that they do not always have access to materials due to not having enough money or the amount of time it takes to be approved.

When asked what challenges staff are facing in their roles at LCCSO, several were shared, along with suggestions for ways to improve. Challenges around salary and gas prices due to the increase in cost of living were brought up. Suggestions included having cars available for Navigators to use for their home visits, providing more transportation to bring parents to and from the center, and an increase in salary. Other challenges centered around the childcare that is provided. At this time, they need more employees and support to care for the children. If participants have older children, they are unable to participate during the summer as they do not have childcare available for the older children. One staff shared the suggestion of offering more staff training related to working with children with disabilities or other diagnoses because, at times, the children's behaviors can be difficult to manage.

A few challenges for families were also shared. Although LCCSO offers a wide variety of opportunities, some participants feel overwhelmed because they do not wish to participate in all areas. Another struggle for families is that they want to participate; however, the morning classes fill up quickly, and they are unable to attend classes in the evenings. To support the families, one participant suggested getting more direct feedback from families because what LCCSO is offering might not impact all of the different cultures represented.

The changes that have been most beneficial to the program center mainly around staffing. The increase in the number of Navigators has helped staff have time to gain more connections and provide additional support to their families. Several staff also noted the benefit of hiring the practicum students at the center who are getting their degrees in social work. One of the Navigators that was hired speaks Q'anjob'al, thus supporting families from Guatemala who also speak this language.

Staff shared many successes in their roles at LCCSO. Multiple staff mentioned the opportunity to grow within the organization, as well as having opportunities for professional growth through trainings and skill building. Staff who were also going to school felt they had support and flexibility to continue their education while still being able to work.

Staff also shared a multitude of success stories that they have witnessed with children and families. One participant was very closed off and did not like getting help, but after coming to the center, she became comfortable being around others and asking for help. She graduated from ESL and is now enrolled at MCC. Many participants were assisted with applying for employment and are now working at One World or at LCCSO.

In the preschool, one teacher had set a goal of helping the children learn to write their names. They compared the children’s first writings and drawings to those later in the semester and were able to see how they improved over time. In another classroom, the teacher began using sign language with a child who has autism, thus increasing the child’s ability to express themselves. Another teacher shared that they see children gain many new skills before leaving to go to kindergarten.

Other shared successes with families revolved around their skill-building. One participant was working on Prime Time reading with her Navigator. With time, she incorporated daily reading at home, and her child went up a reading level at school. The child is now reading in both English and Spanish. A parent of a child with autism has been eager to learn about the developmental stages of her child. Other parents have learned to read and write in English.

Another participant has poured herself into studying and learning how to read. *“On Mother’s Day, the kids came around and celebrated with their moms. Her child ran straight to the bookshelf and pointed out the book, and said, ‘My mom reads this book.’ She’s obviously modeling some very positive behavior, and her kid is seeing it.”*

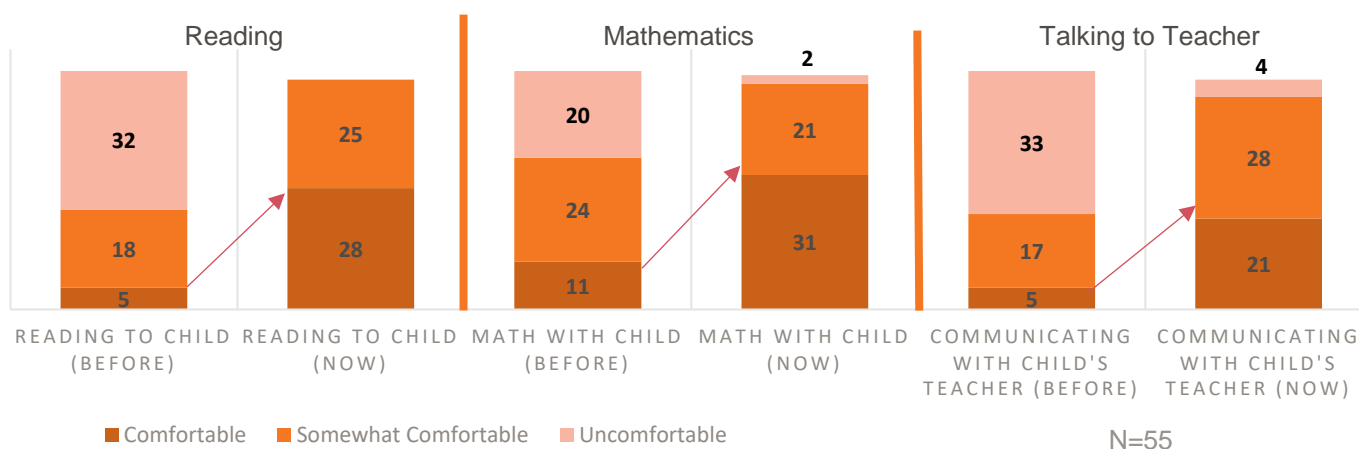


## FAMILY ENGAGEMENT OUTCOMES SCHOOL ENGAGEMENT RESULTS

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 after participating in the program. A total of 55 parents completed the items.

The current results are consistent with the past six 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.

### PROGRAMMING INCREASES PARENT ENGAGEMENT ACROSS ALL EDUCATIONAL ACTIVITIES. PARENTS REPORT INCREASED LEVELS OF CONFIDENCE.



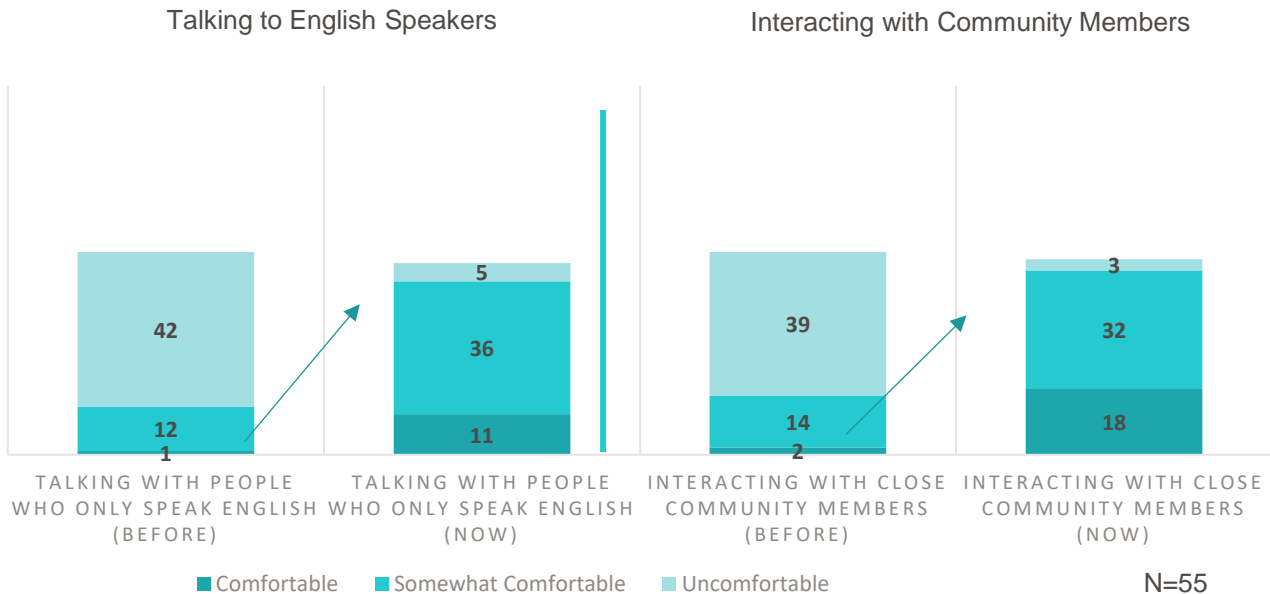
The percentage of participants feeling comfortable reading to their child increased from 9% to 51% (+42% increase) and from 20% to 56% (+ 36% increase) for engaging in math activities. Additionally, parents reported feeling more comfortable communicating with their child’s teacher and the school, from 9% comfortable to 38% comfortable (+29% increase).

Participants were asked about their engagement both with English-only speakers and within the community as a way to assess social capital. In both scenarios, participants indicated increased levels of feeling comfortable. The percentage of participants who felt comfortable talking with people who only speak English increased from 2% to 20%, while the percentage of participants who felt uncomfortable interacting with community members decreased from 71% to 5%, a dramatic decrease of 66%.

The pattern of responses is consistent with those reported in the previous six 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. Additionally, participants are satisfied with the program components (i.e., English classes, English teachers, and navigators), with less than 1% of participants indicating they were unsatisfied.

These data are supported by the qualitative feedback provided by participants in the focus groups.

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



**Suggestions for Future Programming**

As part of all focus groups, participants provided suggestions on all aspects of the programming: English classes, Educational Navigators, parenting, activities, online classes, home visiting practices, and challenges. Suggestions for future classes were also offered by the participants. Data from the focus groups will be shared with the team at LCCSO for future programming purposes.

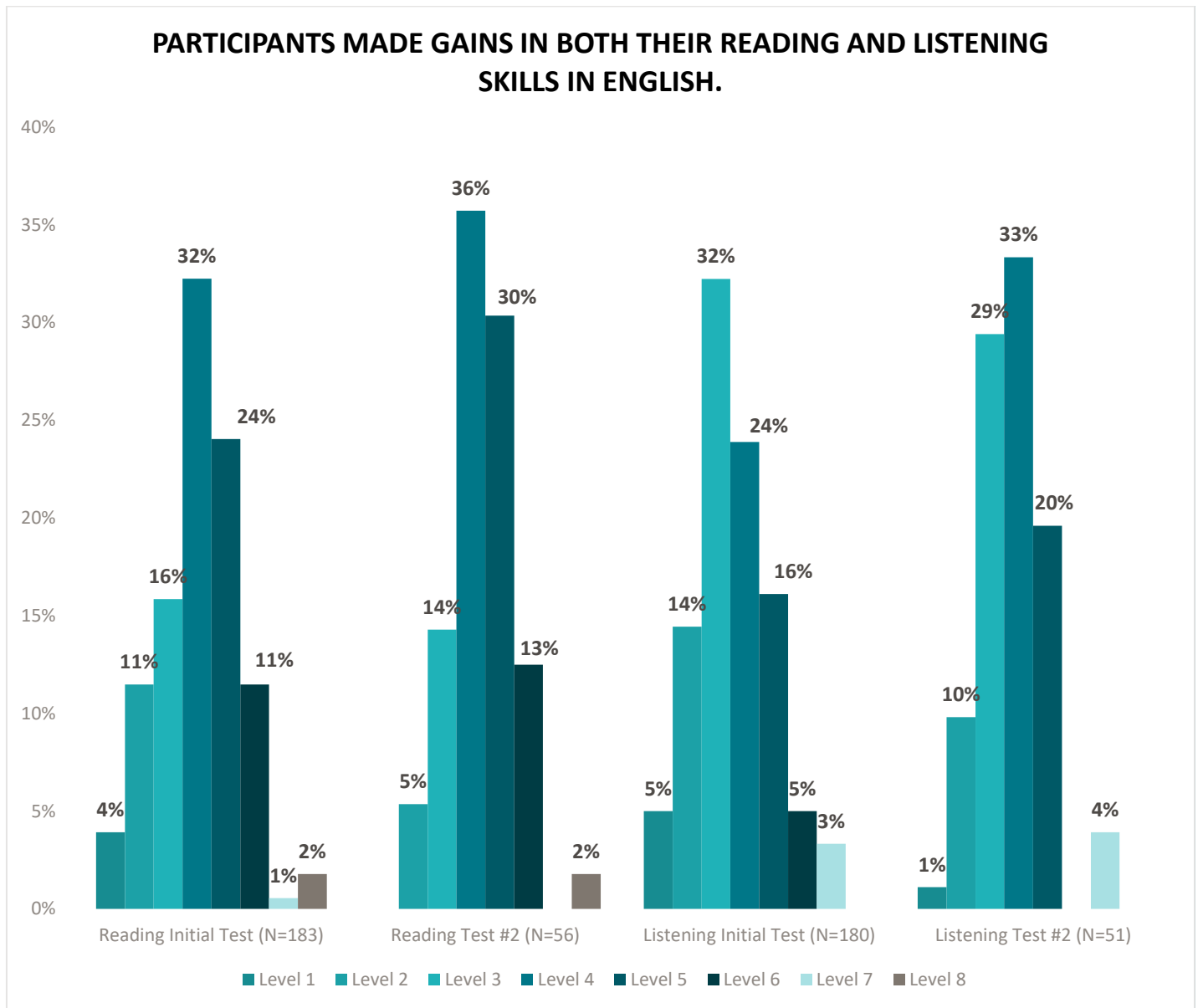
**PARENT EDUCATIONAL OUTCOMES  
ENGLISH LANGUAGE ACQUISITION**

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

**ENGLISH LANGUAGE ASSESSMENT RESULTS**

**FINDINGS.** A paired-samples t-test (N=56) found no significant change in mean standard scores from test time #1 to test #2 for neither reading nor for listening. However, by their

second assessment, 76% were at a Level 4 (Low Intermediate ESL) or higher for Reading and 57% for Listening. Zero participants remained at Level 1 for Reading by testing point #2.



The levels of the CASAS® indicate an increasing level of skills and comfort in being able to listen, understand, and read English. For example, at ESL Level 2, a participant understands basic greetings, simple phrases, and simple questions but may require the speaker to speak slowly and repeat the items. A person at this level would have difficulty with any direct communication, even when simplified. At ESL Level 4, participants can understand simple everyday conversations and have basic routine social interactions. They can follow simple directions and are recognizing new words and phrases. Upon reaching ESL Level 5, a participant understands common vocabulary across familiar subjects. At this point, the person can find information in text, follow simple written directions, and understand the language of basic computer applications. ESL Level 6 is considered graduation from the program.



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

## PARENTING PRACTICES

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

**PARENT-CHILD INTERACTION RESULTS FINDINGS.** The KIPS™ measures parenting behaviors across three areas: Building Relationships, Promoting Learning, and Supporting Confidence, based on a videotape of a parent playing with his or her child. Scores are based on a 5-point scale, with 5 being high-quality. A program goal is scores of 3.5 or above. Scores for the parents participating at LCCSO are included in the Shared Outcomes section of the report.

## WORKFORCE DEVELOPMENT

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

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

1. Customer Service (14)
2. National Career Readiness (11)
3. Work Ethics Proficiency (17)
4. Career Skills Consultations (8)
5. North Star Computer Readiness Certifications (232)

Additionally, 43 participants enrolled in two GED cohorts in partnership with MCC. **Of those participants, four earned their GED.** Sixty-five percent of cohort 1 and 23.5% of cohort two demonstrated measurable skills gains (3-4 grade level increase). OneWorld now employs eight former students who completed the workforce development courses.

## SOCIAL ASSISTANCE NAVIGATOR

**METHOD.** Data were collected from parents who received additional services and resources through the Social Assistance Navigator (SAN). Data were collected from families pre- and post-services on selected measures and on their goals.

### Simple Referrals:

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

### Complex Referrals:

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

**FINDINGS.** There were **204 families referred to participate in services with the Social Assistance Navigator.** Of those families, 156 were simple referrals, 27 were complex referrals, and 21 had preventive assessments. Simple referrals are those in which families may need short-term assistance, such as help with paperwork and referrals to other resources (e.g., food bank, energy assistance, etc.). **Of the simple referrals, 79% were discharged successfully.**

Complex referrals are those requiring longer engagement, and additional support, and involve goal setting with families. Service plans were developed with families who chose to engage in establishing goals. By the end of the year, of the families enrolled, **52% were able to close their case successfully, while 22% were still in progress,** and 19% disengaged in services. The remaining families (7%) deferred engaging with the navigator.



# STUDENT OUTCOMES

## PARENTS IN LCCSO: CHILDREN'S SOCIAL-EMOTIONAL, EXECUTIVE FUNCTIONING, AND ACADEMIC SKILLS

**METHOD.** Families were invited to participate in assessments of their children's executive functioning and academic skills in the spring of 2022. The following tools were used:

### EXECUTIVE FUNCTIONING SKILLS

**THE MINNESOTA EXECUTIVE FUNCTIONING SCALE (MEFS).** Executive functioning is defined as a student's ability to control impulses that then enable them to plan, initiate, and complete activities needed for learning. This online assessment was administered in English or Spanish by an evaluator from MMI. This assessment was completed with 83 children, 41 with both pre- and post-scores.

### ACADEMIC SKILLS

#### BATERÍA IV WOODCOCK-MUÑOZ.

The Bateria IV is a Spanish-language assessment that measures cognitive abilities, achievement, and comparative oral language abilities. Four subscales were utilized in the evaluation: Test 1 Identificación de letras y palabras (Letter-Word Identification), Test 2 Problemas aplicados (Applied Problems), Test 4 Comprensión de textos (Passage Comprehension), Test 5 Cálculo (Calculation). This assessment was administered in Spanish by an evaluator from MMI on children ages 3 and 4 years old. This assessment was completed with 32 children.

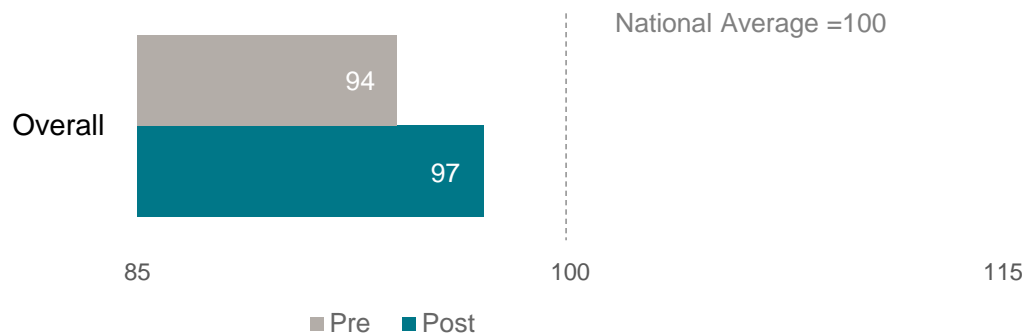
In order to assess the academic outcomes of the school-age children whose parents participated in programming at LCCSO, the MAP® Growth™ was used. The NWEA-MAP® Growth™ assessment provides data on student academic growth in the areas of Reading and Math and monitors change over time. **The results are reported in the Shared Program Outcomes section in this report.**

## FINDINGS

### Executive Functioning.

Eighty-three children were assessed, with 41 children having both pre- and post-assessments. The descriptive analyses found that 85% of the children demonstrated average executive functioning skills at the pre-test, with 25% scoring SS100 or above. Post-testing indicated 98% were in the average range, with 30% scoring SS100 or above. Average scores were 94.12 (pre) and 97.39 (post). The national average is a score of 100. A paired samples t-test analysis indicated a statistically significant increase from pre to post,  $t(40) = 2.262$ ,  $p = .015$  with an effect size of .35, indicating a moderate effect.

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



**Academic Skills**

Thirty-two children had math and reading assessments. Scores indicated average skills for Math Concepts and Applications. The other subscales are all in the below-average range.

**FOR THE 2ND YEAR, STUDENTS SCORED THE HIGHEST IN MATH CONCEPTS AND APPLICATIONS.**  
 Mean scores were below the national average. n=32



**Nebraska Student-Centered Assessment System (NSCAS)**

For this section, percent proficient is reported on students in grades 3<sup>rd</sup>-6<sup>th</sup> (n=76). For the NSCAS English Language Arts (ELA), 28% scored in the proficient range while 29% were in the proficient range for NSCAS Mathematics. The statewide proficiency average is 47% of ELA and 46% for mathematics (Nebraska Education Profile, 2022).



## ATTENDANCE OUTCOMES

**School Attendance** data was collected on school-age students (K-5) of parents participating in the LCCSO program. For those students with parents attending programming **57% missed fewer than 10 days of school**. In 2021-2022, COVID-19 still affected student attendance. These data are not able to be disaggregated into COVID-19 related absences.

## 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 Family Navigators and English teachers to use in their interactions with families and students. Student data from the executive function and achievement assessments were shared both with program staff and with families.

## SUMMARY

Families view the center as a necessary resource within the community and value the services and opportunities provided. The center has a lengthy history of meeting parents where they are and providing the supports, education and workforce opportunities needed to build positive two-generation outcomes.







# Shared Outcomes Across Learning Community Programs

# Shared Outcomes across Learning Community Programs

## 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 2021-2022, 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 147 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 (52%) or Hispanic (36%). A majority of the students were native English speakers (56%) followed by English Language Learners (ELL) (36%) and Exited ELL students (8%). The students ranged across Grades PK through Grade 5, with the majority of the students in Grades K through 3 (78%).

**LEARNING COMMUNITY CENTER OF SOUTH OMAHA.** Data was received on students whose parents were participating in LCCSO. There were slightly fewer females (46%) than males (54%). The primary race/ethnicity represented were students who were Hispanic (99%). A majority of the students were English Language Learners (ELL) (63%) and Exited ELL students (29%). 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 PK through 10 with the majority being PK-5 (86%). Student outcomes will be reported on Grades K-5 (n=128).



**SCHOOLS IN THE INTENSIVE EARLY CHILDHOOD PARTNERSHIP.** Data was received on 679 students whose parents were participating in schools participating in the IEC partnership. There were fewer females (41%) than males (59%). The primary race/ethnicity represented were students who were Black (52%), followed by Hispanic (19%) and Asian (11%). A majority of the students were native English speakers (89%), followed by English Language Learners (ELL) (11%). The students were enrolled in Head Start, PreK, Kindergarten and Grade 1, with the majority of the students in PreK (50%). Academic outcomes are only reported on students in grades K-1 (n=173).

## 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 charts below summarize the Reading and Math percentile rank quartiles for each of the three Learning Community programs for fall and spring.

## Student Projected Growth to Observed Growth Comparisons

**PERCENTAGE THAT MET GROWTH GOAL.** In addition to monitoring a student's achievement status, it is equally important to assess a student's growth in skills. NWEA-MAP® calculates a projected growth score that allow schools to compare to the students' observed growth. **Programs did not vary in the greatly in the percentage of students meeting their growth goals in reading with the range being from 30-33% or mathematics with the percentages of those meeting their projected growth goal ranging from 33-37%.**



## NWEA-MAP® Reading Fall and Spring Scores

### Percentage of students in each quartile

Reading	Below 16 <sup>th</sup> percentile		16 <sup>th</sup> - 49 <sup>th</sup> percentile		50 <sup>th</sup> - 83 <sup>rd</sup> percentile		84 <sup>th</sup> and above percentile	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b>IEC K-1</b>	28%	41%	45%	31%	21%	18%	6%	9%
<b>Growth Goal Outcome</b>	<b>For IEC students with both Fall and Spring scores (n=167), 32% met their projected growth goal.</b>							
<b>Parent University (K-5)</b>	29%	37%	51%	42%	17%	19%	3%	2%
<b>Growth Goal Outcome</b>	<b>For Parent University students with both Fall and Spring scores (n=113), 33% met their projected growth goal.</b>							
<b>LCCSO (K-5)</b>	27%	34%	40%	36%	28%	26%	6%	3%
<b>Growth Goal Outcome</b>	<b>For LCCSO students with both Fall and Spring scores (n=122), 30% met their projected growth goal.</b>							

## NWEA-MAP® Math Fall and Spring Scores

### Percentage of students in each quartile

Math percentiles	Below 16 <sup>th</sup> percentile		16 <sup>th</sup> - 49 <sup>th</sup> percentile		50 <sup>th</sup> - 83 <sup>rd</sup> percentile		84 <sup>th</sup> and above percentile	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b>IEC</b>	32%	39%	39%	32%	24%	24%	6%	5%
<b>Growth Goal Outcome</b>	<b>For IEC students with both Fall and Spring scores (n=168), 35% met their projected growth goal.</b>							
<b>Parent University</b>	32%	38%	42%	39%	22%	22%	5%	2%
<b>Growth Goal Outcome</b>	<b>For Parent University students with both Fall and Spring scores (n=112), 33% met their projected growth goal.</b>							
<b>LCCSO</b>	22%	30%	38%	39%	34%	24%	6%	6%
<b>Growth Goal Outcome</b>	<b>For LCCSO students with both Fall and Spring scores (n=122), 37% met their projected growth goal.</b>							

The NWEA-MAP® data for 2021-2022 should be examined through the context of returning to a different school landscape due to the pandemic and viewed as new baseline to compare to the upcoming years' data. More students scored below the 16<sup>th</sup> percentile in the spring than in the fall indicating they did not keep pace with other students from the fall to spring. This is also evidenced by the fact that fewer than 40% of students met their projected growth goals.

## 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). COVID-19 continued to impact school attendance during the 2021-2022 school year. **Students with parents attending LCCSO had the highest rate of attendance with 57% of students missing 10 days or fewer** compared to 46% of K-5 students with parents participating in Parent University and 37% of K-1 students attending an IEC school.

## PARENTING: RESULTS ACROSS LEARNING COMMUNITY PROGRAMS

### 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 and Family Liaisons 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 2021-2022, 129 parents enrolled across the two programs had at least two KIPS evaluations.

**FINDINGS.** The program and evaluation team set a score of 3.5 as the program goal. At the most recent assessment, the majority of families met the program goal in three of the four areas.

- 58% met goal Overall**
- 74% met goal in Building Relationships**
- 51% met goal in Promoting Learning**
- 27% met goal in Supporting Confidence**

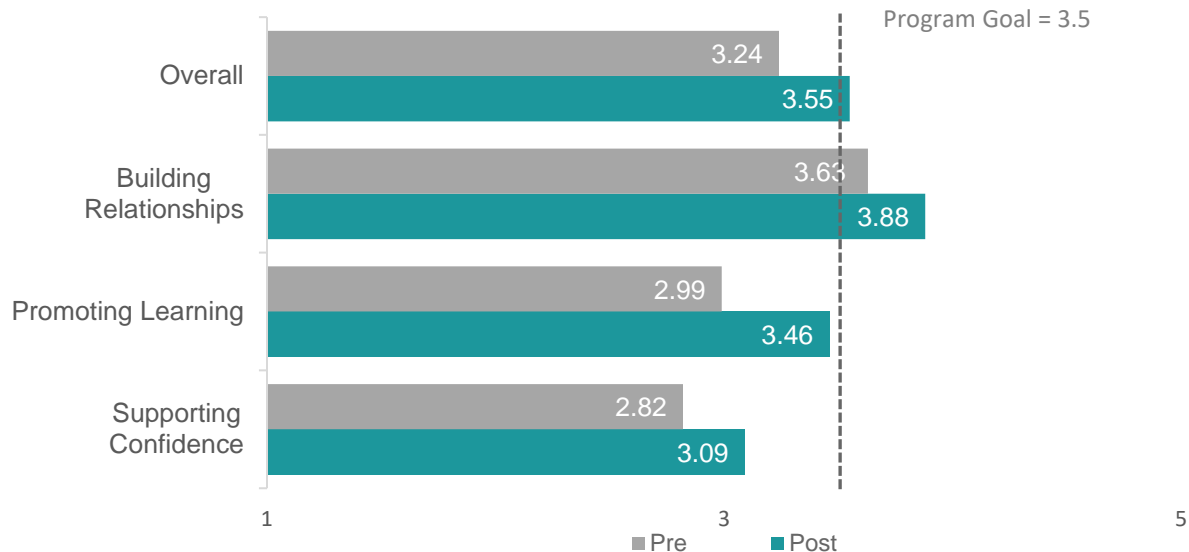




The following graph shows average KIPS scores across both programs at pre and post.

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

The most growth was in the area of Promoting Learning. n=129



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

Overall: [t (149) = -4.778;  $p < .001$ ,  $d = 0.421$ ] with the effect size suggesting medium meaningful change.

Building Relationships: [t (149) = -3.152;  $p < .01$ ,  $d = 0.277$ ] with the effect size suggesting small meaningful change.

Promoting Learning: [t (149) = -6.633;  $p < .001$ ,  $d = 0.584$ ] with the effect size suggesting medium meaningful change.

Supporting Confidence: [t (149) = -3.615;  $p < .001$ ,  $d = 0.318$ ] with the effect size suggesting small meaningful change.

## PARENT UNIVERSITY

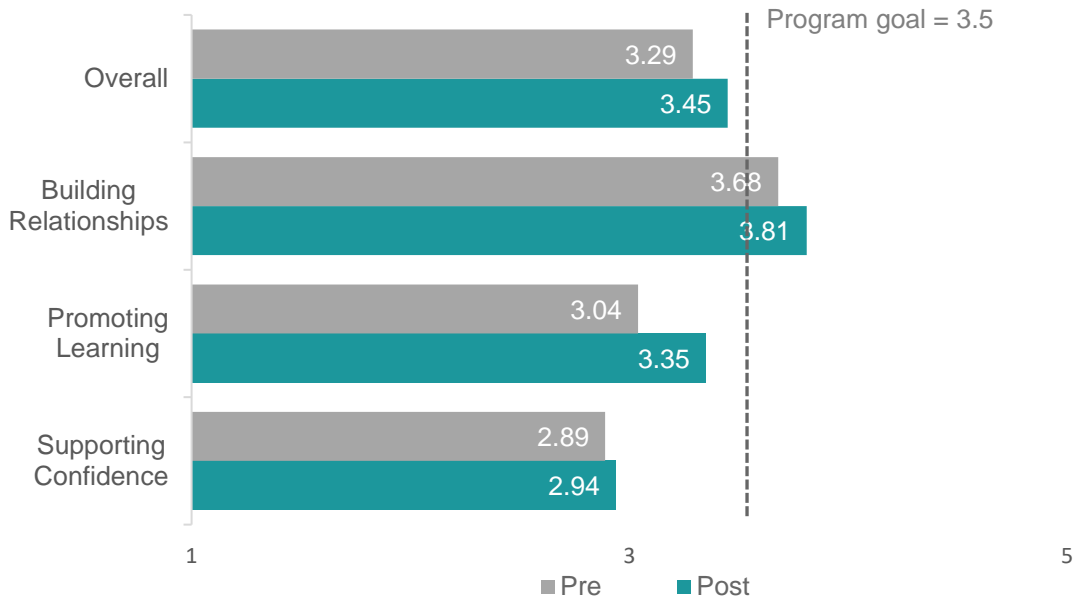
**FINDINGS.** A total of 42 families enrolled in Parent University had the parent-child interaction assessment at least two points in time. By post, the majority of parents met the program goal in Building Relationships.

- 48% met goal Overall**
- 74% met goal in Building Relationships**
- 43% met goal in Promoting Learning**
- 24% met goal in Supporting Confidence**

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

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

They nearly met the goal Overall. n=42



paired samples t-test analysis found that parents' skills increased significantly over time in the area of Promoting Learning [ $t(41) = -2.915$ ;  $p < .01$ ,  $d = 0.450$ ], with the effect size suggesting medium meaningful change. Results did not show significant change over time in the other areas.

## LCCSO

**FINDINGS.** A total of 87 families enrolled in LCCSO had the parent-child interaction assessment at least two points in time. By post, the majority of parents met the program goal in three of the four areas.

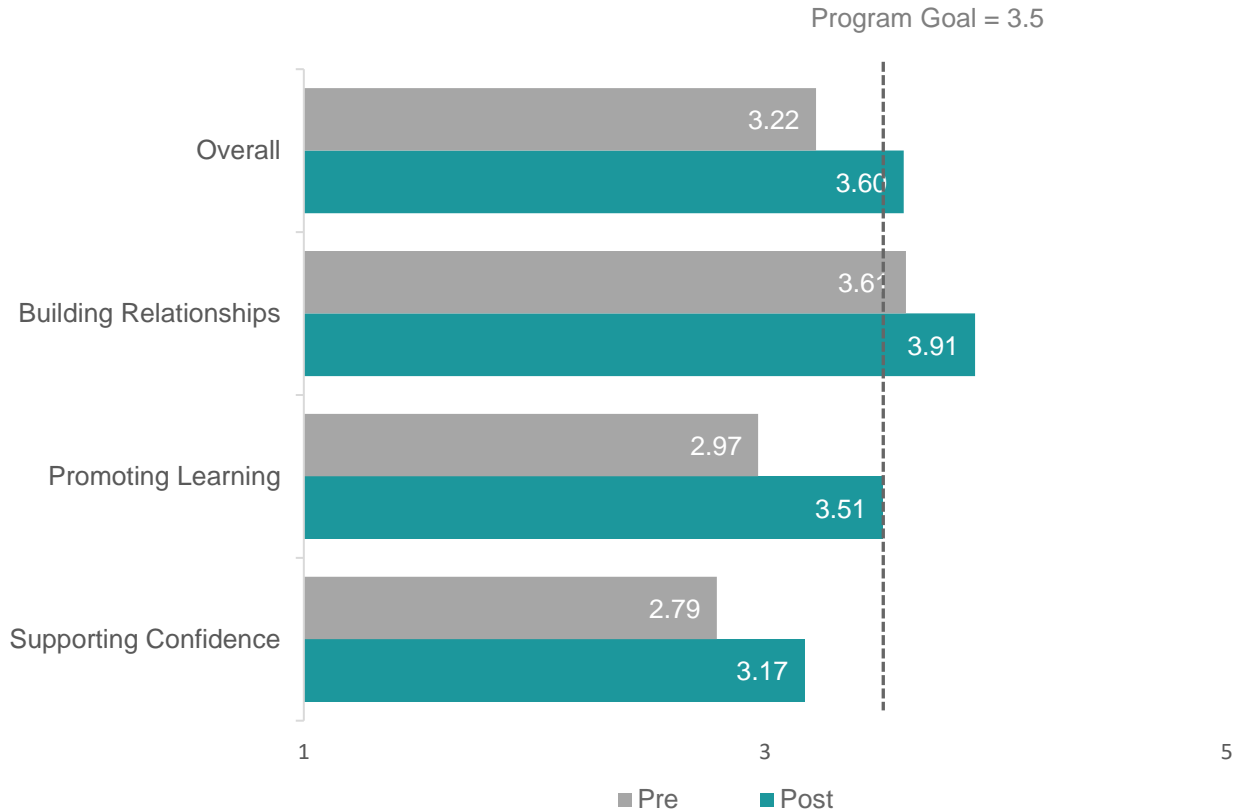
- 63% met goal Overall**
- 75% met goal in Building Relationships**
- 55% met goal in Promoting Learning**
- 29% met goal in Supporting Confidence**



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

**ON AVERAGE, LCCSO PARENTS MET THE PROGRAM GOAL IN EVERY AREA EXCEPT SUPPORTING CONFIDENCE.**

They grew the most in the area of Promoting Learning. n=87



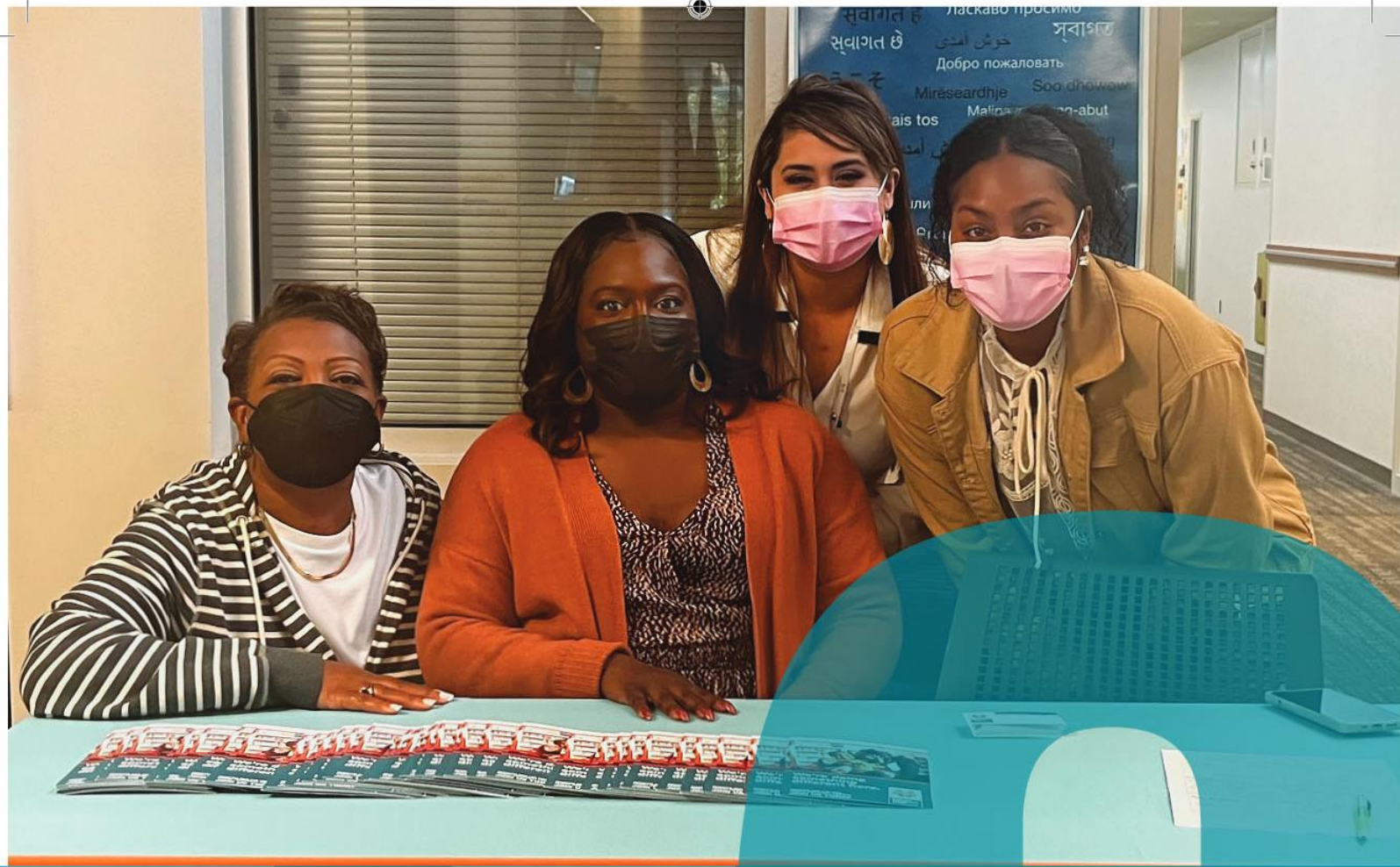
A paired samples t-test analysis found that parents' skills increased significantly over time across all subscales and overall.

Overall: [t (88) = -5.017;  $p < .001$ ,  $d = 0.538$ ] with the effect size suggesting medium meaningful change.

Building Relationships: [t (88) = -3.248;  $p < .01$ ,  $d = 0.348$ ] with the effect size suggesting small meaningful change.

Promoting Learning: [t (88) = -6.019;  $p < .001$ ,  $d = 0.645$ ] with the effect size suggesting large meaningful change.

Supporting Confidence: [t (88) = -4.394;  $p < .001$ ,  $d = 0.471$ ] with the effect size suggesting medium meaningful change.



# School District Initiatives



# Instructional Coaching

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

## INSTRUCTIONAL COACHING

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

## STRATEGY IMPLEMENTATION

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

**BELLEVUE PUBLIC SCHOOLS.** Bellevue Public Schools combined Diane Sweeney's and Jim Knight's coaching frameworks with Charlotte Danielson's teacher evaluation model to provide coaching across seven elementary buildings using six Instructional Coaches. Coaching cycles were used once teachers enrolled in the coaching process. Coaching activities included observations, modeling, individual student problem-solving, data analysis and utilization, teacher feedback, and guidance with new curriculum. Instructional Coaches served 107 teachers and approximately 1,896 students.

**RALSTON PUBLIC SCHOOLS.** The Instructional Coach serves all elementary schools in the district, focusing on teachers that are in their first three years of teaching. A focus on supporting teachers with classroom management, instructional practice, and onboarding of new curriculum is emphasized during collaboration. The Instructional Coach also assists with the New Teacher Mentoring Program. During 2021-2022, 20 teachers and 400 students were part of the coaching model.

**MILLARD PUBLIC SCHOOLS.** Millard Public Schools implemented Instructional Coaching at two buildings during 2021-2022. Two Instructional Coaches served 77 teachers and 833 students across two elementary buildings.

**OMAHA PUBLIC SCHOOLS.** Instructional Literacy Coaches in Omaha Public Schools focused on literacy instruction, foundational skills, comprehension, and vocabulary in kindergarten through sixth-grade classrooms. Coaches received professional development every month on best instructional practices for teaching English Language Arts. Approximately 175 teachers and 4,000 students were impacted in the 2021-2022 school year.

**WESTSIDE COMMUNITY SCHOOLS.** Cognitive coaching served as the base for the Instructional Coaching provided to four buildings in Westside. Coaches provided multiple



opportunities for K-6 staff with coaching cycles required for new teachers (those within their first three years). Coaching activities included modeling, co-teaching, planning, videotaped observations with feedback, grade-level planning, and training in large groups. Coaches also provided guidance in lesson planning and support to Professional Learning Communities at the building level. Instructional Coaching impacted eighty-two teachers and 832 students.

## DEMOGRAPHICS

In 2021-2022, approximately 461 teachers and potentially 7961 students were impacted by Learning Community funded Instructional Coaches. All of the sites funded by the Learning Community for Instructional Coaching were elementary school buildings.

## OUTCOMES

### COACH AND TEACHER FEEDBACK ON INSTRUCTIONAL COACHING

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

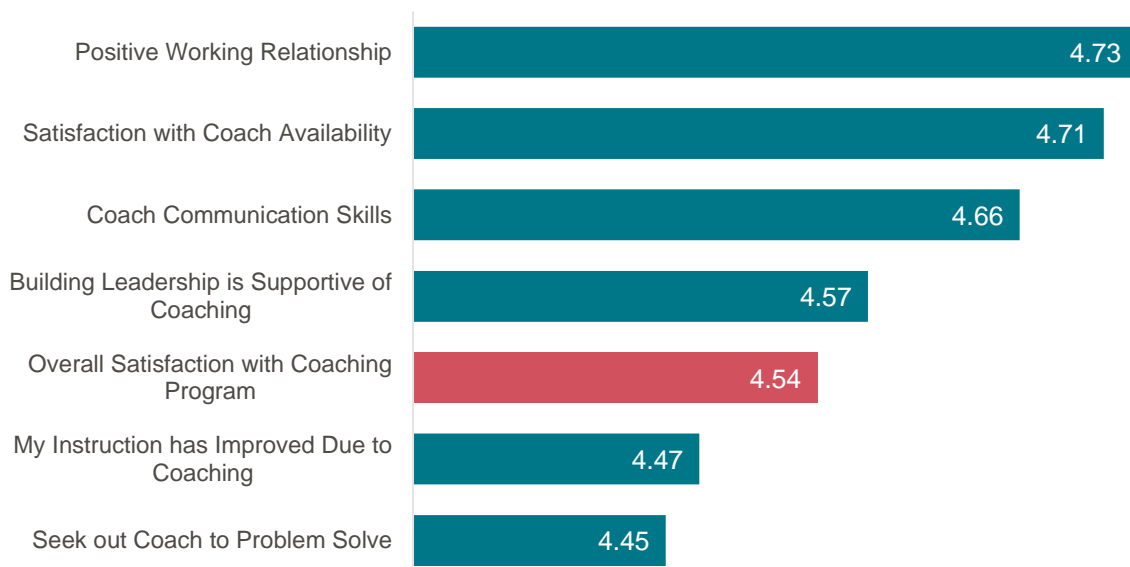
### FINDINGS

#### TEACHER SURVEY

A total of 83 teachers across five districts completed the teacher survey. As in the previous year, most teachers completing the survey had at least 10 years of experience (42%) compared to 34% with 4-10 years of teaching experience and 24% in their first three years of teaching. Seventy-three percent reported their district implementing a new curriculum in the past two years. When asked about the frequency of coaching support, 47% of teachers indicated receiving some form of coaching at least weekly during the school year. Only 2% of respondents reported never receiving coaching.

#### COACHING WAS VIEWED POSITIVELY ACROSS DISTRICT.

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



Teachers rated survey items on a 5-point scale (1=strongly disagree to 5= strongly agree). Teachers valued the relationship with their coach, felt supported by their district, and had strong overall satisfaction with the coaching program. **Overall, 89% of teachers were satisfied with the coaching program, and 90% of the teachers “somewhat or strongly agreed” that coaching had improved their instructional practices.**

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

**Rate the usefulness of each coaching strategy ...**

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

Teachers found multiple coaching strategies to be useful, with several being rated as at least “very useful” by 75% or more of the respondents. Those strategies, in order of usefulness, were Coaching/Feedback (88.75%), Small Group/Differentiated Instruction (85.9%), Modeling Lesson/Strategies (82%), Lesson Planning (81.02%), Data Analysis (78.48%), Co-Teaching (76.05%), and Professional Development (75.61%). Less helpful were observations.

Responses from the open-ended item asking about success and challenges were analyzed and produced the following themes.

**SUCSESSES**

**Teachers felt supported and viewed Instructional Coaches as a resource they could access to improve instruction.** Being flexible, knowledgeable, and personable were all traits valued by the teachers who reported that coaching had led to changes in instruction. Teachers valued multiple components of coaching, including professional development, grade-level work, and the individual relationships with the coaches. Many teachers mentioned the importance of relationships in working with the coach.

*“I felt that the time I was able to work with my coach was extremely valuable. She was a great resource throughout my first year and will continue to be a great resource and someone that I plan to communicate with more frequently in the next few years.”*

*“She has been open to getting to know how our world works and has been so helpful at aiding me in being able to meet in small groups. I have many high-needs students who require attention, and she has been there to help make sure their needs are met while I pull groups during centers time.”*

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

**Coaches were viewed as knowledgeable, approachable, and collaborative in developing ideas, problem-solving, and implementing curricula.** Coaches were noted for expertise and knowledge with curricula, individual student needs, behavior management, technology, and data utilization. Teachers mentioned specific instances of collaborating on standards, developing plans, collecting data, help with individual students, brainstorming, co-planning, and answering questions about the curriculum and assessments.

*“My writing (teaching/modeling) of writing has improved since I did a coaching cycle on writing with my Instructional Coach. I now know how to slow it down to the level my students need to create great writings with a lot of their effort involved.”*

*“One of the successes that I had with Instructional Coaching was being able to bounce ideas off of each other to find ways to support a struggling student. Some of the ideas that we came up with helped to provide other instructional techniques to help the student learn the material.”*

*“She helps me with finding a solution that works best for me and my students by observing and collecting data. Then she is able to provide constructional feedback and talk through ideas on what I can change or try out. I also like that she helps me stay data driven in my instructional choices!”*

## **CHALLENGES**

While most of the responses mentioned only successes, a few challenges were noted. Rather than a change to the coaching program, teachers noted that it would be helpful to not have several district initiatives to address at once, as that can feel overwhelming. One suggestion specific to coaching was to have a consistent plan time with the coach.

## **Instructional Coach Feedback**

Coaches provided feedback by completing a survey. A total of eleven coaches representing four districts provided feedback. Of the eleven coaches, five of them had less than four years of experience as a coach, while the remaining six had been a coach for four years or longer. Two of the coaches reported serving 20 or fewer teachers during the year, with the remaining nine serving a minimum of 21 teachers.

Coaches were asked about the effectiveness of several coaching activities. Of the activities, 7/12 were rated to be at least moderately effective, with two of the activities (Small groups/Differentiated Instruction and Data Analysis) being rated the most effective, with 100% of the coaches rating them to be “very to extremely effective.” Observations were rated to be the least effective method of coaching, consistent with the rating by the teachers.

## SUCCESSSES

Successes relayed by the coaches varied as some had success working with entire grade levels, others improved certain aspects of their coaching practices, and others reported developing relationships and working with teachers they had not previously. Nearly all of the coaches reported the importance of relationships in creating a coaching culture in a building thus underlying the importance of visibility and remaining in a building longer than one year. Additionally, coaches continued to tie success with teachers back to improved student outcomes. Below are a few examples of the success of Instructional Coaching in the schools.

*“Many of our first-grade students are typically below grade level in ELA. Upon reflection with the teachers, we determined that writing is where we would focus our coaching efforts. We implemented a 40-minute Writing Workshop daily. The students went from hating writing to loving it. They reported that they were authors and illustrators. **They went from struggling to write one sentence to writing books, paragraphs, stories, and persuasive pieces.** It was such a fun transition to witness.”*

*“This year, for professional learning in our building, we did work surrounding reading instruction. During our professional learning days, I helped organize all of the learning activities. I helped create engaging professional development for our staff to participate in.”*

*“I worked with four additional staff members who I had not worked with previously. I did a better job of reflecting with teachers at the end of a coaching cycle.”*

*“Because this is year 2 in this building, I have teachers reaching out to me that I'm not in a current cycle with to collaborate and run ideas by me. That is probably the ultimate success... **they are seeing the value in our work together, and both them and their students are reaping the benefit.**”*

*“Building relationships with teachers, so they trust me and come to me as their coach. When they feel supported, they are more likely to continue to advance as teachers.”*

*“Through planning, co-teaching, modeling, and data analysis in a 3rd-grade math class, we were able to enrich and extend students' learning during MATH Win and differentiate it to fit the students' needs, **seeing an increase in problem-solving skills, independent stamina, and overall higher math scores.**”*

# STUDENT OUTCOMES

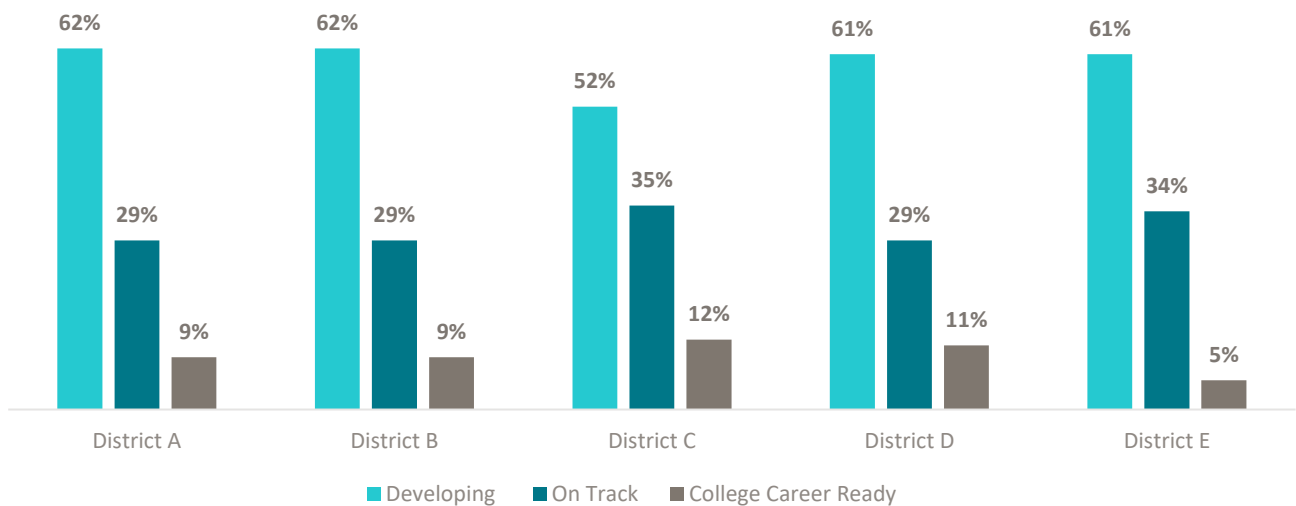
Districts submitted district-level data along with statewide assessment scores. These data reflect the growth across the year and are often more targeted to individual student learning.

In addition, Data on state-level assessments for students was reported by individual districts for both English Language Arts (ELA) and mathematics. The Nebraska Student-Centered Assessment System (NSCAS) assessments were administered in the spring to students in grades 3-8. There are three levels of proficiency: On-Track, Developing, and College Career Ready. Overall proficiency is calculated based on those students scoring in the “On Track” and “College Career Ready” categories. The statewide proficiency percentages vary by both grade level and content area. The data below show levels of proficiency. For example, District C has 52% in the developing range, 35% on track and 12% in the college career ready range. For that sample of students, 47% are considered proficient according to the NSCAS scores and standards.



## NSCAS ENGLISH LANGUAGE ART PROFICIENCY LEVELS INDICATE VARIABILITY ACROSS DISTRICTS.

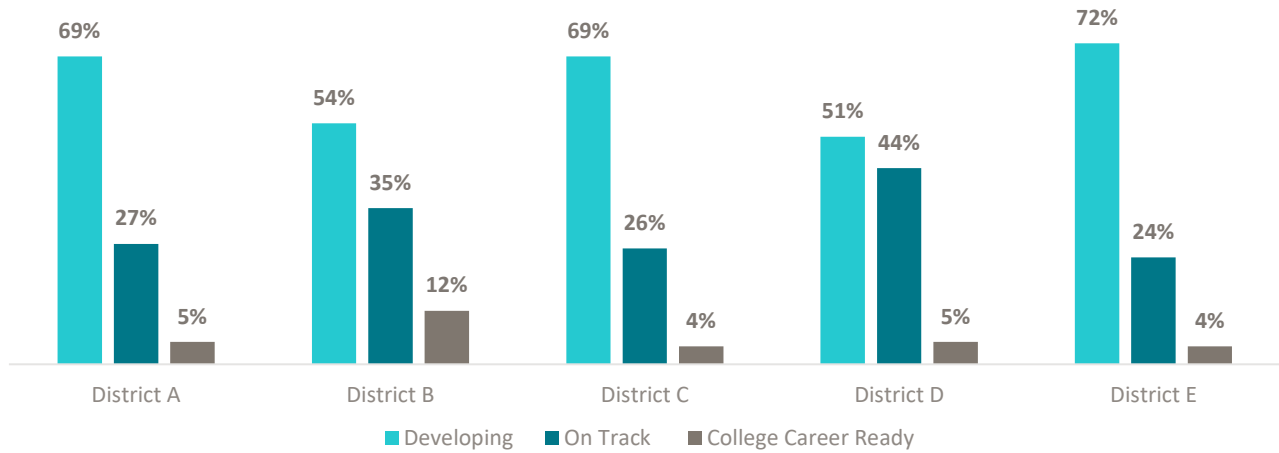
Across all participating districts, the majority of students scored in the Developing range.





**OVERALL, MORE STUDENTS SCORED BELOW PROFICIENCY ON THE NSCAS MATHEMATICS ASSESSMENT.**

The pattern of scores is consistent with the statewide percentages.



**SUMMARY**

Instructional Coaching continues to be viewed as a valued resource by teachers and coaches. Teachers continue to express appreciation for the presence of an Instructional Coach in their buildings. Coaches are instrumental in developing improved instructional practices, building confidence in teachers, and helping to improve student outcomes through teacher collaboration. Data reflecting the growth of teachers and students continues to be needed in order to best reflect the impact of coaching.



# Extended Learning

## STRATEGY IMPLEMENTATION

Extended Learning programs provide additional direct instruction for students with smaller teacher-to-student ratios and a focus on specific skills identified by spring assessments. These opportunities provide engaging interactions that can motivate young learners. Summer programming, in particular, is designed to prevent learning loss so that students are better prepared for academic success as they enter into the next school year.

**DC WEST COMMUNITY SCHOOLS.** The summer extended learning program consisted of 12 days, three hours each day. K-5 students (N=48) were provided targeted instruction in the areas of reading, writing, and math. Weekly newsletters, resources, and communication were sent home to parents about their child's progress. The goal of the program was to help students maintain their academic skills over the summer break.

**COMPLETELY KIDS.** Students in this before and after school program were served at Field Club Elementary. The strongest focus in the before-school program is on academic enrichment (successful KIDS). Completely KIDS focused on STEM (Science Technology, Engineering, and Math), IXL (website with targeted math and language arts games and activities), site word and literacy games (one day/week is completely dedicated to literacy activity reinforcement), journaling, and homework support to help the kids to finish their grade level learning on time. Seventy-seven students participated in programming with 86% participating in free and reduced lunch.

**ELKHORN PUBLIC SCHOOLS.** Jump Start to Reading provided students at-risk for reading failure two weeks of intense reading intervention during the summer with the goal of reducing summer reading loss. The program pulled from multiple curricula (Reading Street's My Sidewalks, Read Naturally, Guided Reading, and/or Guided Writing) and was taught by district teachers. The goal of the program is to reduce summer reading loss. A total of 90 1st-3<sup>rd</sup> grade students participated, with 11% participating in the free and reduced lunch program.

**SPRINGFIELD-PLATTEVIEW COMMUNITY SCHOOLS.** Students targeted for this school year program received individual/small group math instruction at two elementary buildings. Students participate one hour per week with intervention lessons that are developed as a result of a collaborative effort between the classroom teacher and the math interventionist. The goal of the program is for at-risk students to be meeting grade-level expectations in math by the end of the school year. Students in 2<sup>nd</sup> and 3<sup>rd</sup> grade were targeted for this intervention, with twenty students participating across two elementary buildings. Fifty-six percent participated in the free and reduced lunch program.

## DEMOGRAPHICS

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

## OUTCOMES PARENT SATISFACTION

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

**FINDINGS.** Parents reported high levels of overall satisfaction ( $M=4.41$ ) with the extended learning programs. Parents rated the staff as being excellent ( $M=4.62$ ) and were satisfied with the length and hours of the program. **Communication was an area showing tremendous growth from 2021 to 2022, indicating school district responsiveness to parent feedback.**

### PARENTS FELT STAFF WERE EXCELLENT.

Overall satisfaction with the program was high.



N=56

Parents were asked to provide 1-2 examples of things the program could do better and 1-2 examples of positives about the programming. Even with the improvement from 2021, the majority of comments surrounding improvement were centered around communication. Specifically, parents requested increased communication on student progress, objectives met, and activities to use at home. Other ideas for improvement included a longer program and possibilities for transportation.

Frequent comments from parents mentioned overall satisfaction with the program. They appreciated the expertise and caring nature of the teachers and believed the program(s) provided a good springboard into the next school year. Parents noted the program was engaging and their student(s) enjoyed attending.

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

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

**- Parents of Students**

## **RECOMMENDATIONS FOR EXTENDED LEARNING**

One recommendation is to expand programs demonstrating improvement for student achievement and learning. District data could inform which programs and/or targeted out-of-school time interventions are helping to prevent summer slide and those that are helping to remediate academic skills.





# Jump Start to Kindergarten

## STRATEGY IMPLEMENTATION

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

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



## DEMOGRAPHICS

In the summer of 2023, Jump Start to Kindergarten was implemented in one district. A total of 100 kindergarten students were served. The program was implemented in-person, and individual child assessments were collected. Demographic information, including eligibility for free and reduced lunch, race, ethnicity, and/or enrollment in special education services, was collected to help interpret the evaluation findings.

Jump Start to Kindergarten served ten classrooms in five schools across the participating district. The program served more males (59%) than females (41%). The majority of children served were five years of age.

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



n=100



**SOME RACIALLY AND ETHNICALLY DIVERSE STUDENTS WERE SERVED.**

There were 18% of students who were Hispanic.



## OUTCOMES

### EXECUTIVE FUNCTIONING SKILLS

#### Did the students’ executive functioning skills change over time?

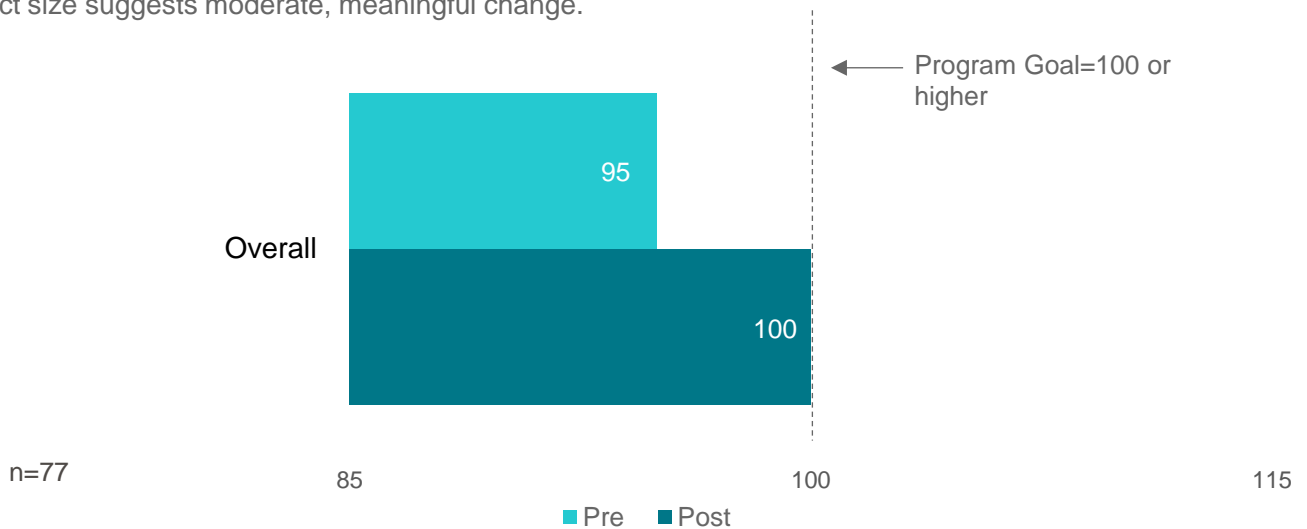
**METHOD.** In recent years the important contributions of executive functioning to school readiness have been highlighted (Blair & Razza, 2007). Executive functioning is defined as a student’s ability to control impulses that then enable them to plan, initiate, and complete activities needed for learning.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

### EXECUTIVE FUNCTIONING ASSESSMENT RESULTS

For the 2022 summer, pre-post comparisons were made using a paired-samples t-test. The results found that overall, the students made significant gains in the area of executive functioning over the course of the program [ $t(76) = -8.481; p < .001, d = 0.69$ ], suggesting moderate, meaningful change.

#### STUDENTS’ EXECUTIVE FUNCTIONING SKILLS SIGNIFICANTLY IMPROVED OVERALL.

Effect size suggests moderate, meaningful change.



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

## PARENT SATISFACTION

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

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

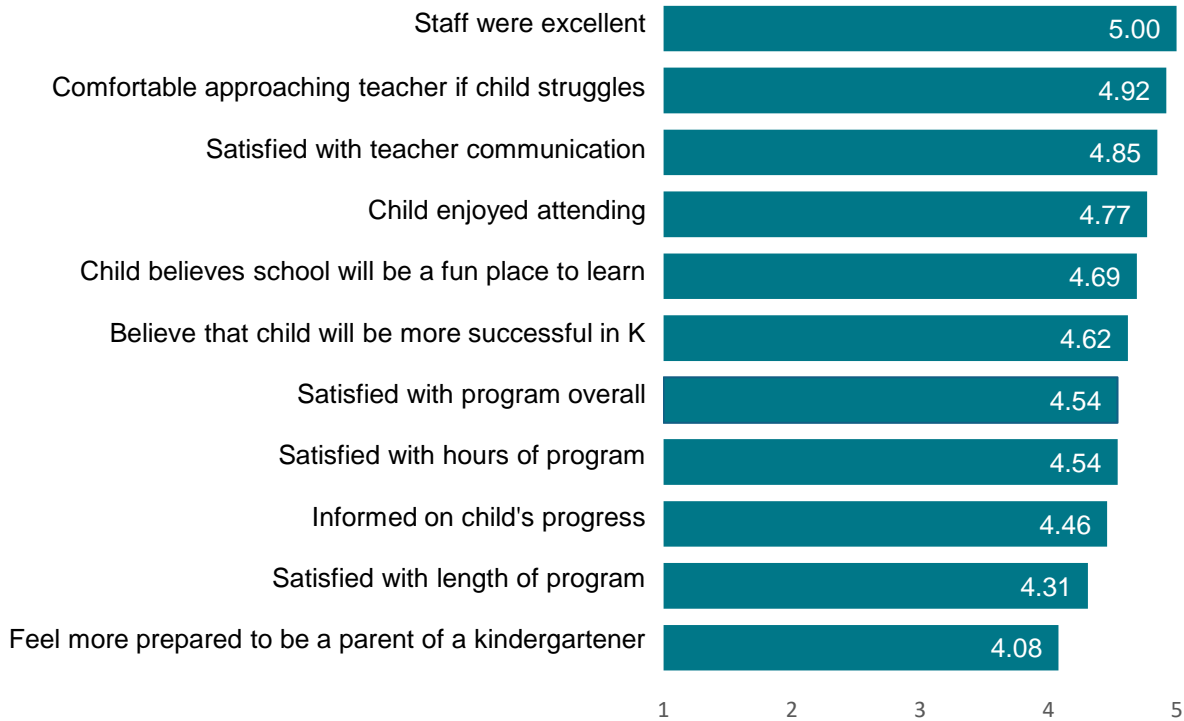


## FAMILY SATISFACTION RESULTS

Families reported high overall satisfaction in all areas, including belief that staff were excellent, teachers were approachable, and they had adequate teacher communication. They also reported high levels of satisfaction on such items as their child enjoyed attending the program, and their child believed that school will be a fun place to learn. The lowest level of satisfaction was for parents feeling more prepared to be a parent of a kindergartener (4.08).



**PARENTS REPORTED HIGH LEVELS OF SATISFACTION IN ALL AREAS.**



N=13

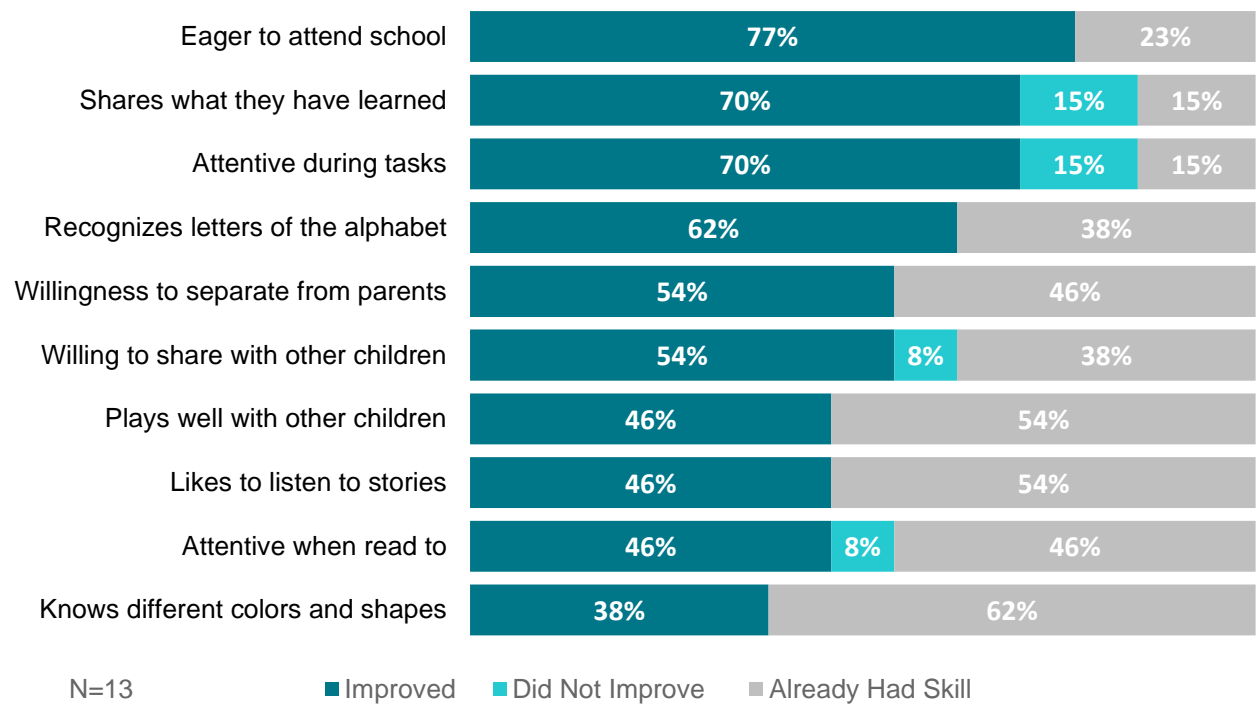
**PARENT RATING OF STUDENT PROGRESS**

**How did parents rate their students' readiness for school?**

Parents were also surveyed about their perceptions of how the program impacted their child. Over half of respondents reported that their child improved in the following areas: eagerness to attend school, sharing what they learned, attentiveness during tasks, recognizes letters of the alphabet, willingness to separate from parents, and willingness to share with other children. Some areas where the majority of students already possessed the skills included: playing well with others, likes to listen to stories, and knows different colors and shapes. Attentiveness during tasks and shares what they have learned had the highest percentage of “did not improve” (15%).



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



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

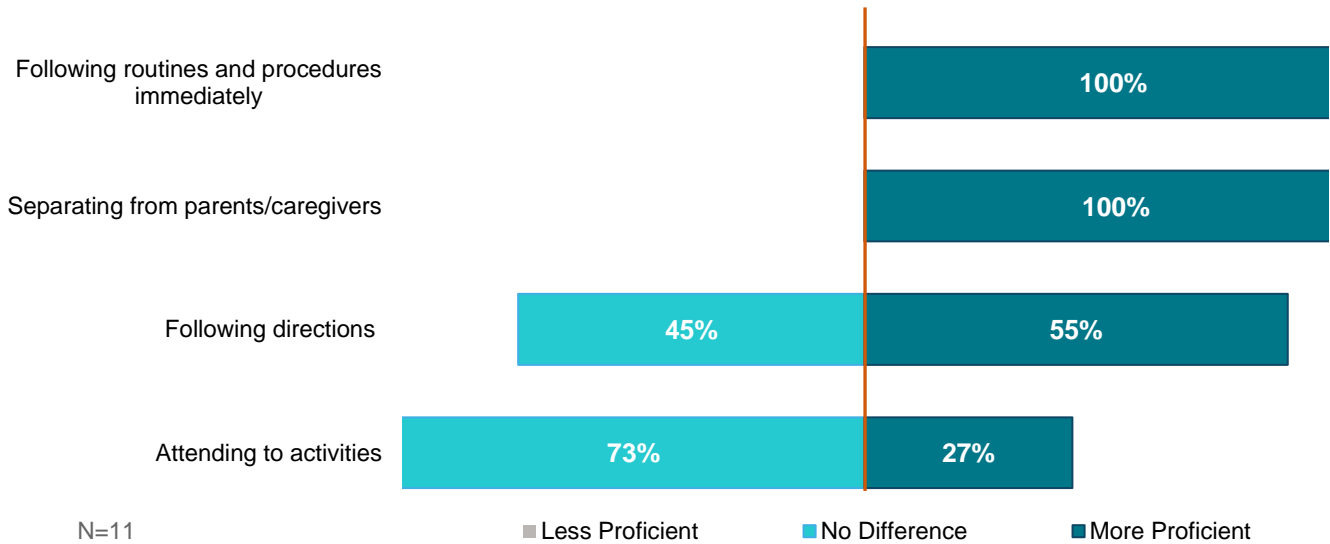
**METHOD.** In the fall of 2022, all kindergarten teachers who had 2022 Jump Start to Kindergarten students in their classroom were asked to fill out a survey about the overall level of proficiency of students who attended the Jump Start to Kindergarten program compared to those that did not. Of the 11 teachers that were surveyed, eight taught Jump Start to Kindergarten this year.

**TEACHER SURVEY RESULTS**

Teachers reported high overall proficiency in all areas, including separating from parent/caregivers and following routines and procedures right away. Teachers consistently reported that Jump Start to Kindergarten students were either more proficient, or that there was no difference in skill level, when compared to their peers who did not attend the program. No teachers reported that students that attended the program were less proficient than their peers. Attending to activities had the lowest percent of more proficient (27%).



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



# LEARNING COMMUNITY ANNUAL REPORT SUMMARY

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

### INTENSIVE EARLY CHILDHOOD EDUCATION

- 322 PreK students were enrolled
- Majority are low income & represent diverse populations
- Half of the students scored at the national average or above for social-emotional skills by spring.
- Girls outperformed boys in social-emotional and vocabulary

### PARENT UNIVERSITY

- 196 parents were enrolled with majority representing low income & culturally diverse populations
- Enrolled parents had 379 children of which 238 were within the targeted age range
- Parents participated in 15 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

### CHILD CARE DIRECTOR TRAINING

- Needs Assessment completed
- 23 participants completed the assessment

# LEARNING COMMUNITY CENTER OF SOUTH OMAHA

## FAMILY LEARNING

- 308 families were enrolled
- 494 0–8-year-old children; 767 total children
- Two generation programming yielded positive effects for Workforce Development with 282 certificates being earned
- 4 participants earned their GED
- 43 participants were enrolled in GED classes
- For the seventh year in a row, parents reported increased levels of school and community engagement
- Participants demonstrated gains in English reading and listening skills

## PARENTING OUTCOMES

- 63% of parents met the overall program goal in parent-child interactions
- Significant improvements were seen from pre to post across all areas on parent-child interaction measure
- 204 families were referred to the social assistance navigator, 156 were simple referrals and 27 were complex
- 79% of parents were able to successfully close their simple cases with the social assistance navigator; 52% of complex referrals closed successfully

## STUDENT OUTCOMES

- 57% of students missed fewer than 10 days
- Students showed significant growth from pre to post in executive function skills
- 85% of students were in the average range for executive functioning by post test
- 37% of students met their NWEA-MAP™ mathematics projected growth goal

## SCHOOL DISTRICT INITIATIVES

### INSTRUCTIONAL COACHING

- Approximately 461 teachers, and potentially 7961 students were served across 5 districts
- 81% of coaches had at least 4 years of coaching experience
- 90% of teachers reported that their instruction improved due to coaching
- Instructional coaches were viewed a valuable resource in improving instructional practices and student outcomes
- Students' NSCAS scores indicated growth is needed for both English Language Arts and mathematics

### JUMP START

- 100 kindergarten eligible students enrolled in Jump Start across one district
- 53% represented low-income households and 18% were ELL
- Parents (100%) were satisfied with the programs
- Students' executive functioning skills improved significantly from pre to post
- Kindergarten teachers consistently reported JS students had skills equal to or more proficient than peers not attending the program

### EXTENDED LEARNING

- 235 students were enrolled in Extended Learning
- 4 districts and 1 community agency participated
- Parents were highly satisfied with the program
- Overall satisfaction with the program was 4.41 on a 5-point scale
- Parents believed the program would be an academic benefit to students



# References & Appendix



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## APPENDIX A. ASSESSMENT TOOLS

Tool	Author	Purpose
Bracken School Readiness Assessment, 3 <sup>rd</sup> Ed.	Bracken, B. (2007)	The Bracken School Readiness Assessment measure school readiness concepts including colors, letters, shapes and concepts and numbers.
Bateria IV Woodcock-Munoz	Woodcock, Alvarado, Ruef, & Schrank (2017)	The Bateria IV is a Spanish-language assessment that measures cognitive, achievement and oral language abilities.
CASAS <sup>®</sup>		THE CASAS <sup>®</sup> provides a measure of a participants English language skills in reading and listening.
Circle of Security Parenting Survey	Jackson, B. (2014)  Unpublished	This survey completed by parents evaluates three areas including parenting strategies, parent-child relationships, and parenting stress. It is based on a 5-point Likert scale.
Devereux Early Childhood Assessment (DECA), Second Edition	LeBuffe, P. & Naglieri, J. (2012).	The DECA assesses young children’s social-emotional protective factors, specifically evaluating, initiative, attachment, behavior concerns, and self-control.
FRIENDS Protective Factors Survey (PFS)	FRIENDS National Resource Center for Community Based Child Abuse Prevention (2011)	The PFS is a broad measure of family well-being that examines five factors including: family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment. It is scored on a 7-point Likert scale.
Kaufman Test of Educational Achievement – 3 <sup>rd</sup> Edition (KTEA-3)	Kaufman, A.S. & Kaufman, N.L. (2014)	The KTEA-3 measure academic skills for ages 4 50 25 years.
Minnesota Executive Function Scale (MEFS)	Carlson, S.M. & Zelazo, P. (2014)	The MEFS is a digital assessment measuring student’s broad executive function skills.
Parenting Children and Adolescents Scale (PARCA)	Hair, E., Anderson, K., Garrett, S., Kinukawa, A., Lippman, I., & Michelson, E. 2005	This is a parent completed assessment that evaluates three areas including: supporting good behavior, setting limits and being proactive in their parenting. It is based on a 7-point Likert scale.
Parenting Stress Scale (PSS)	Berry and Jones (1995)  Unpublished	The PSS is completed by the parent to assess parental stress. It is based on a 5-point Likert scale with higher scores reflecting greater stress.
Peabody Picture Vocabulary Test-IV	Dunn, L. M., & Dunn, D. M. 2007 Pearson	A measure of receptive vocabulary.
Strengths and Difficulties Questionnaire	Goodman et al., 2000	The SDQ is 25 item parent assessment on a child’s behavioral strengths and difficulties.

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