

**learning
community**
DOUGLAS
SARPY

Stronger communities. Brighter futures.

2024-2025 EVALUATION REPORT





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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.

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.

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) family engagement is critical for a child's success in school, 3) students' early childhood outcomes predict later school success, and 4) coaching adds value to the classroom.

IMPORTANCE OF QUALITY CLASSROOMS

Quality early childhood programs have been linked to immediate, positive developmental outcomes, as well as long-term, positive academic performance (Bustamante et al., 2023; Burchinal, Vandergrift, Pianta & Mashburn, 2010; Barnett, 2008). Research shows that all children benefit from high-quality preschool, with low-income children and English learners benefiting the most (Yoshiwaka, et al., 2013). High teacher involvement, rigor, and exposure to academic content in preschool were linked to children's school readiness (Pianta et al., 2020).

COACHING SUPPORTS EFFECTIVE INSTRUCTIONAL PRACTICES

Coaching teachers in instructional practices has proven to be an effective and feasible professional development method for improving teacher instruction. Meta-analysis indicates that coaching early childhood educators creates positive effects on teacher knowledge and instructional competencies and students' language and literacy, social-emotional development, and academic skills (Yang et al., 2022). Successful coaching combines the methods of observation, feedback, goal setting, and reflection (Elek & Page, 2018). Responsiveness, comfort level, and support are critical aspects of the coaching-teacher relationship (Taylor et al., 2022).

FAMILY ENGAGEMENT IN EDUCATION IS CRITICAL FOR STUDENT SUCCESS

Family engagement with their children and their schools is a key element for student school success (Jeynes, 2022). Partnerships between home and school are especially important for children who are socially and economically disadvantaged (Lang, Jeon & Tebben, 2023). Positive goal-directed relationships between families and program staff are key to engagement and children's school readiness (HHS/ACF/OHS/NCPFCE, 2018).

PRESCHOOL CHILD OUTCOMES PREDICT LATER SCHOOL SUCCESS

School readiness is an essential concern for students entering the educational system. Preparation to perform in an educational setting is a significant benefit for students, especially those who are from diverse backgrounds, with a greater number of risk factors. These students typically have poorer school performance compared to their economically advantaged counterparts (Shonkoff & Phillips, 2000). Students who are enrolled earlier and for a longer duration demonstrate better short- and long-term results (Barnett, 2008). Studies of the longer-term effects of preschool programs found that investments in elementary schools influence the strength of ongoing preschool effects. Researchers have found that the level of challenge provided by kindergarten teachers matters for later outcomes (Johnson & Jackson, 2017).

SCHOOL DISTRICT INITIATIVES

The Learning Community supported programs in nine school districts in 2024-2025. Districts customize programs to meet specific needs, but all can benefit from sharing their successes and lessons learned.

JUMPSTART TO KINDERGARTEN provides targeted students from one district the opportunity to experience a school setting. Most students have little or no experience in classroom environments.

EXTENDED LEARNING provides additional direct instruction for children to prevent summer learning loss and improve their chances of success. Extended Learning programs were supported in four districts and with one community agency.

INSTRUCTIONAL COACHING allows teachers in six districts the opportunity to work with a district-level coach to reflect on teaching strategies and enhance instructional practices.

LEARNING COMMUNITY 2.0 INITIATIVES

During the 2024–2025 school year, Learning Community funds were distributed to **eleven school districts** and **two community agencies**. Initiatives expanded supports in the following areas:

- Attendance (3)
- College/career readiness (2)
- Early childhood education (3)
- Early literacy intervention (3)
- Extended learning (1)
- Family engagement (1)
- High school completion (1)
- Instructional coaching/intervention staff (6)
- Jump Start to Kindergarten (1)

Because many programs did not receive funds until late 2024 or early 2025, the evaluation focused primarily on **implementation and baseline information**, rather than outcomes.

FUNDED INITIATIVES

COLLEGE & CAREER / HIGH SCHOOL COMPLETION

- **Avenue Scholars.** Three-year grant to expand the number of metro-area high schools served.
- **D2 Center.** One-year grant to increase high school completion among students without diplomas. This grant was renewed in the spring of 2025.

EARLY CHILDHOOD EDUCATION

- **Bellevue Public Schools.** Five-year grant to expand early childhood education in collaboration with the Buffett Early Childhood Institute.
- **DC West.** Five-year grant to expand early childhood education with the Buffett Early Childhood Institute.
- **Bennington Public Schools.** Five-year grant for preschool instructional coaching and development of a behavior intervention program.

EARLY LITERACY

- **Elkhorn Public Schools.** Five-year grant to strengthen early literacy instruction across classroom, special education, and intervention teachers.
- **Millard Public Schools.** Five-year grant to improve literacy instructional practices and student outcomes.
- **Papillion-La Vista Community Schools.** Five-year grant to expand early literacy interventions.
- **Ralston Public Schools.** Five-year grant to launch a newcomers' program across six elementary schools and provide additional literacy supports.

ATTENDANCE & ENGAGEMENT

- **Gretna Public Schools.** Five-year grant to reduce chronic absenteeism through a new District Social Worker role.
- **Springfield-Platteview Schools.** Five-year grant to reduce absenteeism and expand family engagement.

SPECIAL EDUCATION & NEWCOMERS

- **Westside Community Schools.** Five-year grant to hire three Special Education Facilitators for the purpose of providing evidence-based intervention supports.
- **Ralston Public Schools.** Developing and implementing a newcomer supports program as outlined above.

EXTENDED LEARNING / STEM

- **Omaha Public Schools.** Five-year grant to expand STEM opportunities for fifth graders through a partnership with The Luminarium.

INITIATIVE PROGRESS (2024-2025)

Year 1 focused on **building capacity** rather than measuring outcomes. Most districts concentrated on hiring, professional development, and infrastructure planning for full implementation in 2025–2026.

HIRING

Districts used funds to fill key roles, despite staffing shortages:

- **Westside** hired three Special Education Facilitators.
- **Gretna** hired a District Social Worker (March 2025), who established referral processes, built community resource lists, and began staff professional development.
- Other districts reported filling funded positions but delaying program implementation until August 2025.

TRAINING & PROFESSIONAL DEVELOPMENT

Districts invested in preparing staff for new initiatives:

- **Early literacy.** LETRS training for classroom teachers; SIPPS training and materials for teachers and paraprofessionals.
- **Special education.** Facilitator training and team-based planning.
- **Preschool.** Professional development paired with coaching cycles to apply learning in classrooms.
- Some training continued into summer 2025 to prepare for fall launch.

INFRASTRUCTURE DEVELOPMENT

Districts emphasized foundation-building:

- **Bennington** expanded preschool instructional coaching and streamlined behavior intervention procedures for K–3.
- **Elkhorn** created a coalition of teachers to guide literacy implementation and identified new research-based materials.
- **Preschool programs** adopted Creative Curriculum and purchased developmental resources, paired with teacher training for rollout in 2025–2026.
- Across districts, teams reported being “in a strong position to fully launch” in the upcoming school year.

TEACHER EFFICACY & LITERACY PRACTICES

Two districts administered the **Teacher Scale for Early Literacy Instruction (TSELI)** to measure baseline teacher efficacy in reading and writing instruction.

District	N	Administration	Notes
District #1	76 teachers	January 2025	Baseline established
District #2	104 teachers	Spring 2025	Baseline established

The TSELI will be re-administered throughout the grant period to measure change in teacher confidence and instructional practices.

AVENUE SCHOLARS & D2 CENTER OUTCOMES

Programs serving older students collected both perception and outcome data:

- **Avenue Scholars.** Collected graduation and credit attainment data, along with student survey and staff interview data.
- **D2 Center.** Reported its highest number of graduating seniors (160) and the largest number earning one or more D2C elective credits.

SUMMARY & NEXT STEPS

In 2024–2025, Learning Community initiatives successfully:

- **Hired staff** critical to program launch.
- **Trained educators** through targeted professional development.
- **Developed infrastructure** including new curricula, coaching models, and attendance support systems.

Districts and agencies have built the foundation for **full program implementation** in 2025–2026, when measurable student outcomes (literacy growth, reduced absenteeism, graduation rates, etc.) are expected to emerge.

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, 2023). Based on community needs, each Learning Community Center developed a comprehensive program to address the opportunity gap for children and families based on the unique characteristics of each community and their needs.



EVALUATION

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 2012) was conducted to monitor the implementation of the Learning Community programs and assess progress towards identified program outcomes. Data were provided back to programs in a variety of formats as part of a continuous improvement process to provide feedback on current programming and status and to inform future practice. Based upon the evaluation questions, multiple methods were used to describe and measure the quality of implementation, nature of programming, and outcomes demonstrated by the programs funded by the Learning Community (LC). The findings reflect the collective experiences of the child and family through participation in the program as well as other factors (e.g., school district efforts, other community services, and family support). The overarching evaluation questions were:

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

DEMOGRAPHICS. Who accessed and participated in the program or intervention? Are programs serving the intended populations?

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

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

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

INTERPRETING THE RESULTS

How do you know if a strategy is effective?

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).

Qualitative data provide more detailed insight as to how the program is working and outcomes from key informants' perspectives. It should be noted that none of these programs occur in isolation—they are either also connected to other community resources and agencies and/or the school districts in which the families reside. Causal inferences should not be made with the data.



Intensive Early Childhood Partnership



KEY FINDINGS

INTENSIVE EARLY CHILDHOOD PARTNERSHIP

1 Classrooms served a high percentage of students receiving special education services.

Over 30% of students had an Individualized Education Plan (IEP). While less than 2023-24, it is still higher than the state average.

2 Students were instructed in high quality early childhood classrooms.

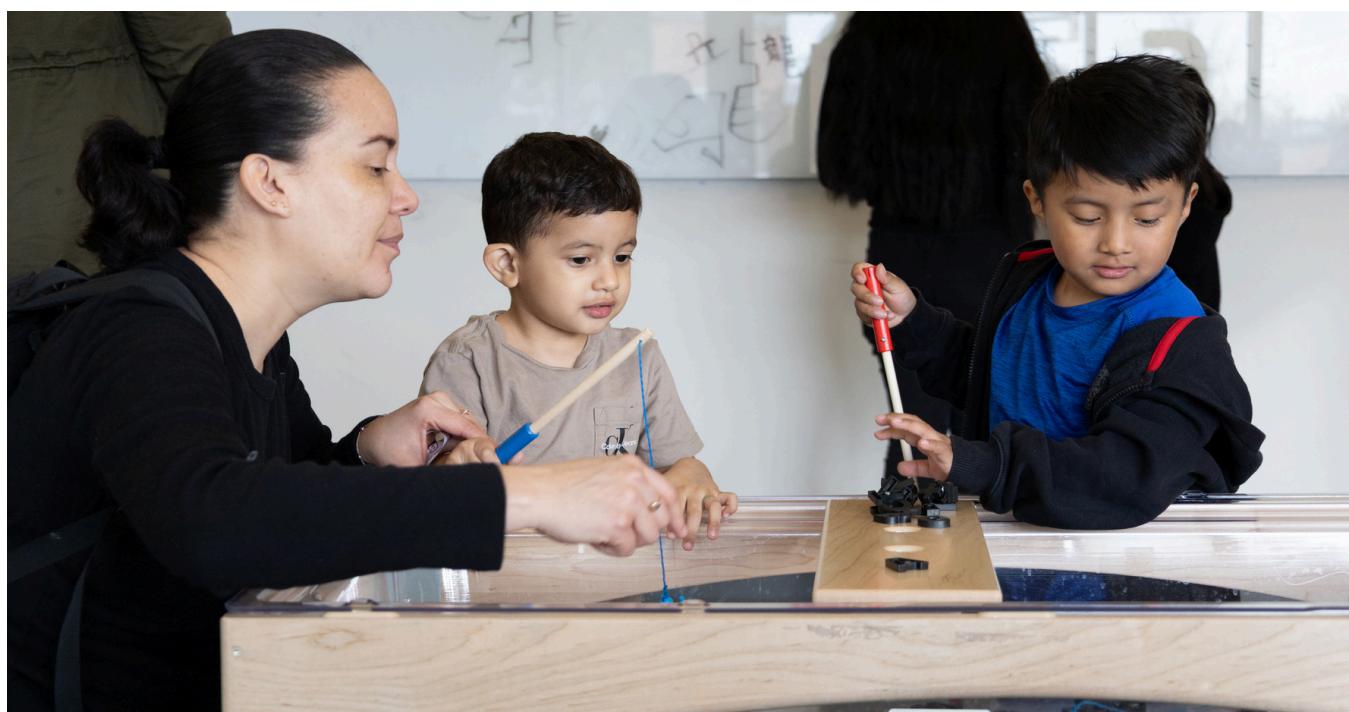
Consistent with 2023-2024, CLASS observation scores are in the top 10% of all Head Start classrooms.

3 Students demonstrated significant growth in their social, emotional, and behavioral skills. Executive function (EF) skills were solidly in the average range.

Girls demonstrated more skills than boys at both fall and spring time points on the teacher rating scale but there were no significant gender differences in EF scores.

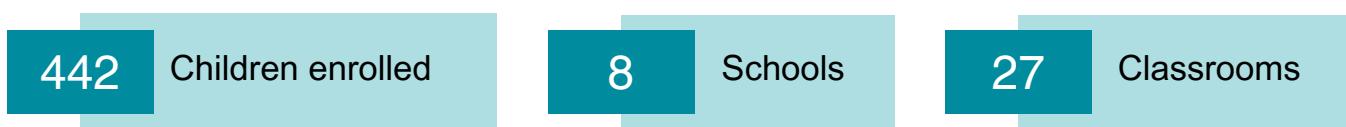
4 Pre-literacy and school readiness skills continue to be an opportunity for growth.

Scores continue to be in the low average to below average range indicating a potential need for increased instructional time and attention in these areas.



Who We Served

Intensive Early Childhood Partnership



The expanded IEC partnership supported classrooms at the following schools:

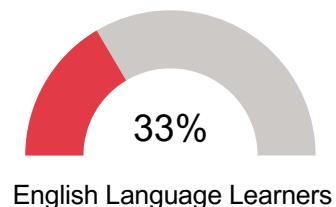
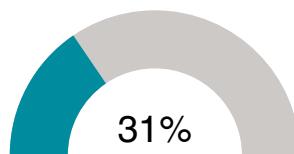


CHILD DEMOGRAPHICS

RACE



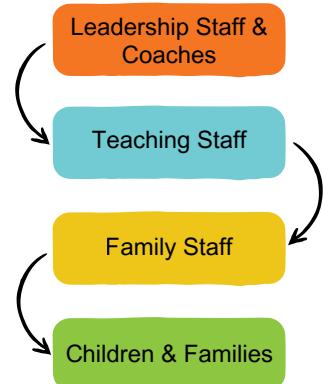
GENDER



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. The program was expanded to include Lothrop Magnet and Franklin in 2015, followed by Minne Lusa and Skinner in 2018. The program grew again for the 2024-2025 school year to include classrooms at Castelar and Spring Lake. The IEC partnership supported students in 27 classrooms during the 2024-2025 reporting period.



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

REFLECTIVE COACHING. Instructional coaches provided reflective consultation to the teaching staff both inside and outside of the classroom. They employed a coaching approach, known as Teaching Strategies: Coaching to Fidelity, adopted by Omaha Public Schools. Coaching tools used in one-on-one sessions with teachers included recording lessons, taking pictures, and reviewing student data and classroom interactions. Instructional coaches worked to build teacher confidence, increase their active problem-solving skills, and attain goals set during reflective sessions. Sessions with educators were guided by the TS Fidelity Tool and FAN (Facilitating Attuned Interactions) model of reflective practice.

Coaching Success

“My teams have transitioned from surviving to thriving. They see everyday as a new opportunity to teach something new, and learn something new themselves! There is excitement not only when the students learn or show skills, but there is excitement when we get a new kiddo placed in our rooms!”

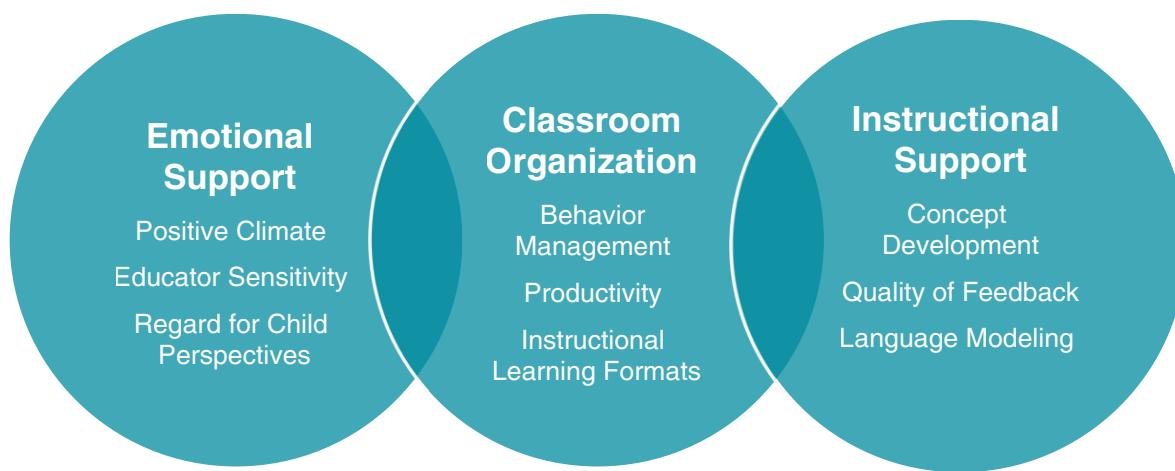
PROFESSIONAL DEVELOPMENT. The teaching teams benefitted from additional professional development (PD) throughout the school year. PD topics for the year included progress monitoring for language and literacy, oral language as a foundation for early literacy, building language through play, navigating autism, and supporting dual language learners. Two family engagement teams also benefited from focused coaching support. The PD component was required for teachers at Kellom and Conestoga and elective for teachers at the expanded schools.

PROGRAM OUTCOMES

QUALITY INSTRUCTIONAL PRACTICES

METHOD. The Classroom Assessment Scoring System™ (CLASS) was used to evaluate the quality of 26 intensive early childhood preschool classrooms. 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. Classrooms were observed in fall 2024 and spring 2025.

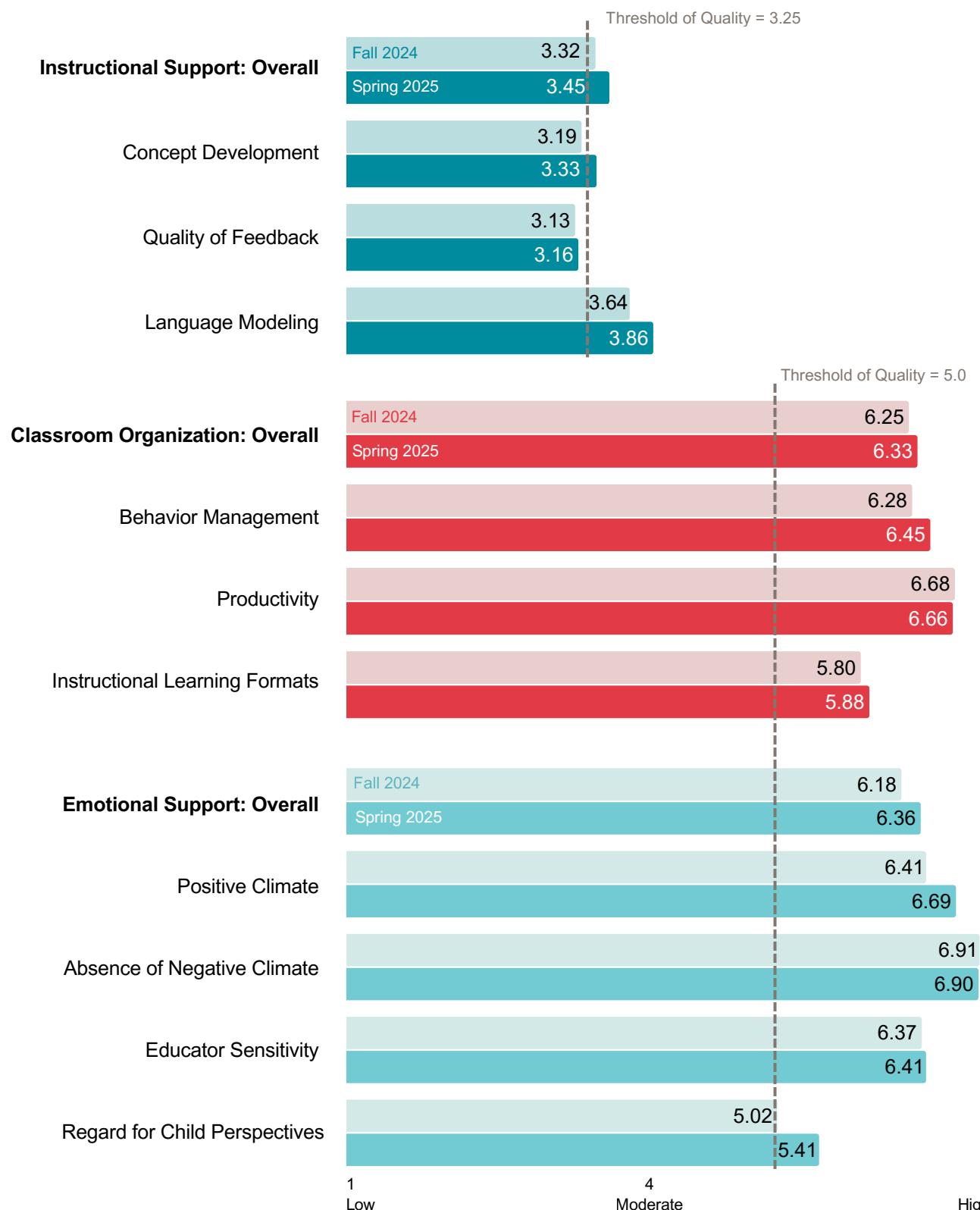
CLASS™ has three domains: Emotional Support, Classroom Organization, and Instructional Support. Classrooms are rated on a one-to-seven scale, with one to two indicating low ratings and six to seven indicating high ratings. Nationally, Instructional Support tends to be the domain with the most opportunity for improvement as it challenges teachers to effectively extend language, model advanced language, and promote higher-order thinking skills. Research indicates CLASS ratings for Emotional Support and Classroom Organization of 5 or higher and Instructional Support ratings of 3.25 or higher are the minimum threshold necessary to impact student achievement (Burchinal et al., 2010). Preschoolers with teachers who scored higher than average in classroom quality tested higher in language, math, and executive function, indicating that teacher behavior is associated with increased student outcomes (Araujo et al., 2016). In classrooms with consistently high levels of Instructional Support, preschoolers showed significant gains in literacy and language skills compared to those with low-quality Instructional Support (Cash et al., 2019).



FINDINGS. The scores for the preschool classrooms exceeded research-reported thresholds necessary to influence student achievement. The following figure provides the overall scores for each domain and the dimension scores that are related to each overall score. On average, classrooms met the threshold of quality across all three domains. Almost all of the dimensions met the threshold to impact student achievement by spring 2025. Classroom Organization and Emotional Support were in the high-quality range during both observation periods. Instructional Support was in the moderate range. In the spring, IEC CLASS scores were in the top 10% of Head Start Classrooms (U.S. Department of Health and Human Services, 2020) in the Emotional Support and Classroom Organization domains.

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

Instructional Learning Formats improved the most from 2023-2024. n=26



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). In recent years, the important contributions of executive functioning to school readiness have been highlighted (Benson et al., 2013; Koruco, Litkowski & Schmitt, 2020; Meixner & Laubrock, 2024). Researchers correlate a relationship between executive functioning and a preschooler's ability to learn in the classroom (Devlin et al., 2024; Ruffini et al., 2024).

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 299 students assessed.

EXECUTIVE FUNCTIONING SKILLS

The Minnesota Executive Function 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 digital assessment, administered by external evaluators, was completed with 64 children from two schools.

VOCABULARY SKILLS

Peabody Picture Vocabulary Test, 5th Edition (PPVT-5):

The PPVT-5 measures students' vocabulary skills. The PPVT-5, administered by external evaluators, was completed at all six schools with a total of 160 students assessed.

SCHOOL READINESS SKILLS

Bracken School Readiness Assessment (BSRA):

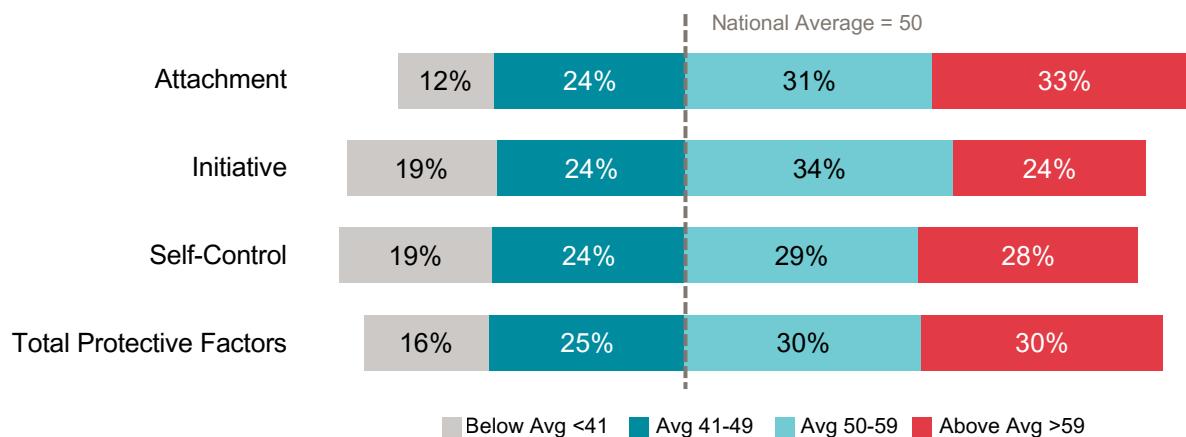
The BSRA measures the academic readiness skills of young students in the areas of colors, letters, numbers/counting, sizes, comparisons, and shapes. BSRA, administered by external evaluators, was completed at four schools with a total of 337 students assessed.

FINDINGS

Social-emotional

Descriptive analyses were conducted on DECA scores to determine the percentage of students who met the program goal of scores equal to or greater than 50. The majority of students scored within the average to above-average range across all areas of the social-emotional measures: Attachment (88%), Initiative (81%), Self-Control (81%), and Total Protective Factors (84%).

OVERALL, MORE THAN HALF OF THE STUDENTS SCORED AT OR ABOVE THE PROGRAM GOAL OF 50 ACROSS ALL AREAS IN SPRING. n=299

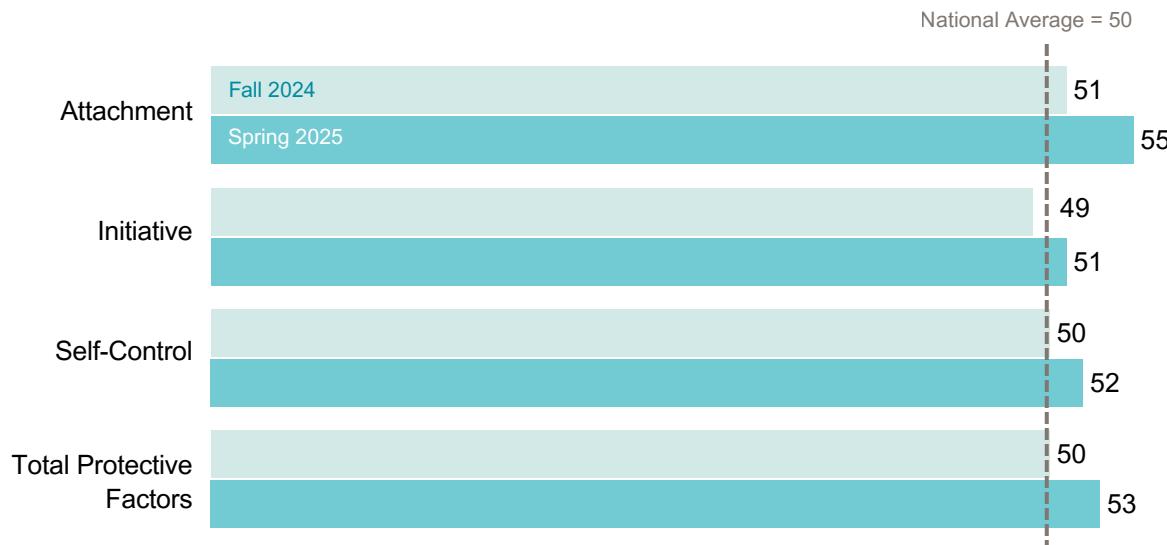


The social-emotional tool also measures behavioral concerns such as having temper tantrums, short attention span, and easily becoming upset. In spring, 28% of the students scored in the “concern” range, indicating child behaviors that were outside what is typical for three-to-five-year-old children.

A 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 program goal across all areas. n=222



Paired t-test analyses were used to assess changes from fall to spring. In the matched sample (n=222), social-emotional skills increased significantly for Attachment, Initiative, Self-Control, and Total Protective Factors. There was no statistically significant change from fall to spring for Behavioral Concerns.

- **Attachment:** Fall (m=51.0), Spring (54.6); p<0.001
- **Initiative:** Fall (m=48.5), Spring (51.3); p<0.001
- **Self-control:** Fall (m=50.0), Spring (51.6); p<0.001
- **Total protective factors:** Fall (m=49.8), Spring (52.9); p<0.001
- **Behavior Concerns:** Fall (m=52.0), Spring (52.3); p=0.449

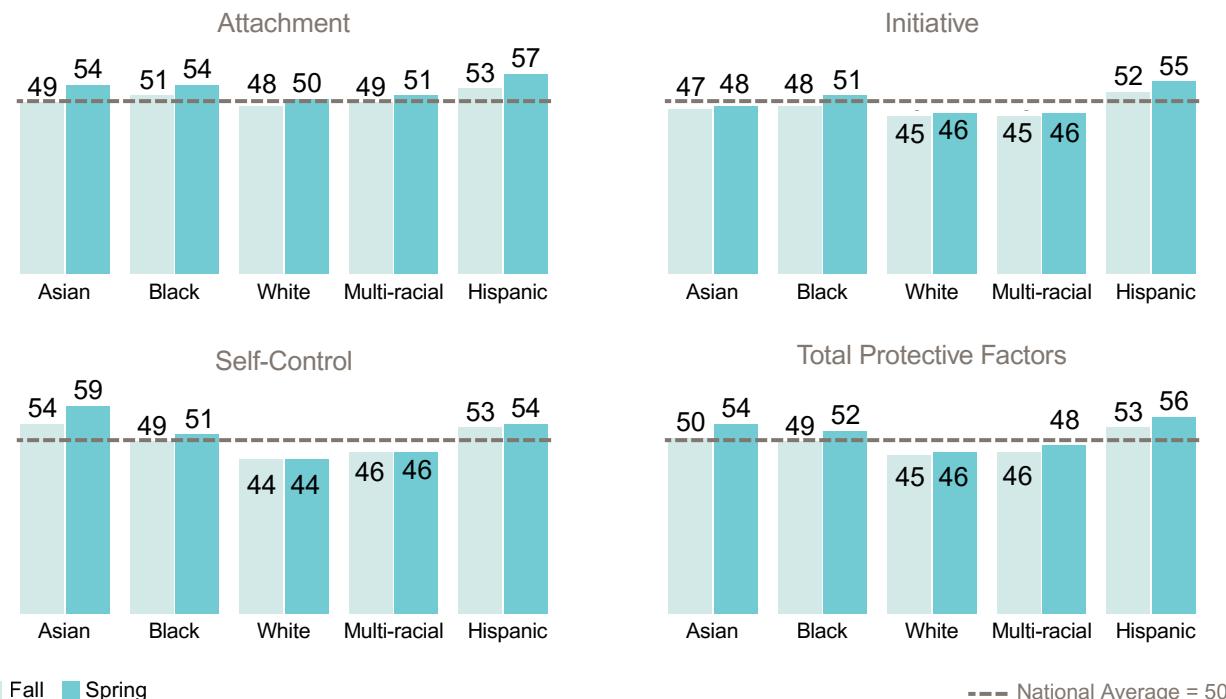
Did social-emotional scores vary by demographic subgroups?

GENDER. Of interest was whether there were any gender differences in students' social-emotional outcomes in spring. There were statistically significant differences across all domains. Girls demonstrated higher social-emotional skills in Attachment, Initiative, Self-Control, and Total Protective Factors, and boys had higher scores on Behavioral Concerns.

- **Attachment:** Girls (m=57.0), Boys (m=52.3); p=0.001
- **Initiative:** Girls (m=54.2), Boys (m=49.0); p=0.001
- **Self-control:** Girls (m=54.8), Boys (m=49.0); p<0.001
- **Total protective factors:** Girls (m=56.1), Boys (m=50.2); p<0.001
- **Behavior concerns:** Girls (m=49.4), Boys (m=54.7); p<0.001

RACE. Analyses examined whether there were any variations in students' social-emotional skills by race/ethnicity. Across all groups, students improved their social-emotional skills from fall to spring.

SOCIAL-EMOTIONAL SKILLS INCREASED FOR ALL RACIAL GROUPS FROM FALL TO SPRING. n=222



IEP STATUS. Students receiving special education services make up nearly 31% of the students in the IEC classrooms. Analyses examined if there were any differences in students' social-emotional outcomes in spring by IEP status. There were statistically significant differences across all domains where students without IEPs demonstrated higher social-emotional skills in Attachment, Initiative, Self-Control, and Total Protective Factors, and lower scores on Behavioral Concerns.

- **Attachment:** No IEP ($m=57.7$), IEP($m=49.7$); $p<0.001$.
- **Initiative:** No IEP ($m=55.9$), IEP ($m=44.9$); $p<0.001$.
- **Self-control:** No IEP ($m=55.4$), IEP ($m=46.0$); $p<0.001$.
- **Total protective factors:** No IEP ($m=57.4$), IEP ($m=46.4$); $p<0.001$.
- **Behavior concerns:** No IEP ($m=49.2$), IEP ($m=56.8$); $p<0.001$.

Additionally, paired t-tests were conducted to assess changes from fall to spring among IEP students. In the matched sample ($n=93$), social-emotional skills increased significantly for Attachment, Initiative, Self-Control, and Total Protective Factors. There was no statistically significant change from fall to spring for Behavioral Concerns.

- **Attachment:** Fall ($m=45.8$), Spring (50.2); $p<0.001$
- **Initiative:** Fall ($m=42.7$), Spring (45.0); $p<0.001$
- **Self-control:** Fall ($m=44.2$), Spring (46.2); $p=0.005$
- **Total protective factors:** Fall ($m=43.4$), Spring (46.7); $p<0.001$
- **Behavior Concerns:** Fall ($m=56.0$), Spring (56.8); $p=0.197$

ON AVERAGE, SOCIAL-EMOTIONAL SKILLS IN CHILDREN RECEIVING SPECIAL EDUCATION SERVICES INCREASED FROM FALL TO SPRING. $n=93$

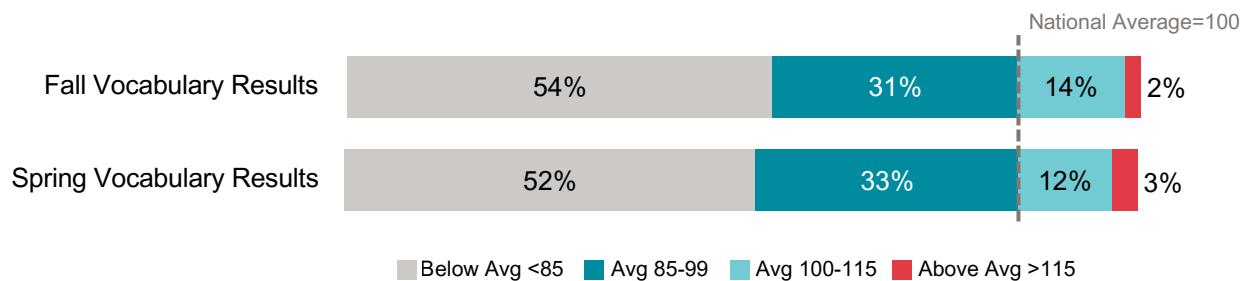


Vocabulary

Descriptive analyses found that 48% of the students scored within the average to above-average range in vocabulary outcomes in the spring.

BY SPRING, 15% OF STUDENTS SCORED AT OR ABOVE THE NATIONAL AVERAGE.

A little over half of the students scored in the below-average range. n=160



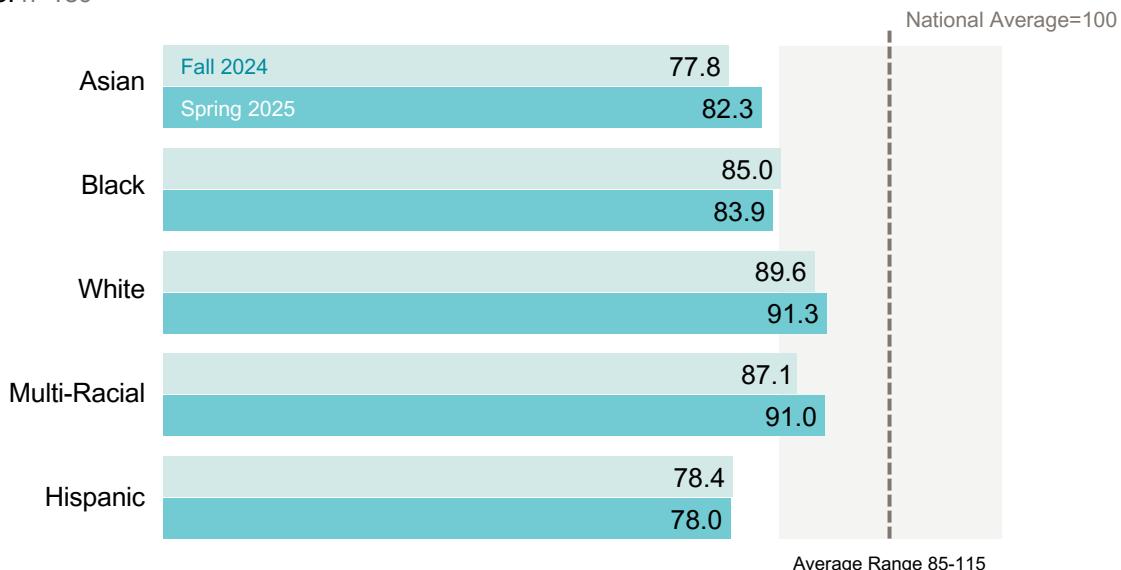
Paired t-tests assessed changes from fall to spring. In the matched sample (n=154), vocabulary skills increased from fall ($m=84.1$) to spring ($m=85.0$), but the increase was not statistically significant ($p=0.257$).

Did vocabulary scores vary by demographic subgroups?

GENDER. An independent sample t-test was used to examine whether there were any gender differences in students' vocabulary outcomes in the spring. While girls ($m=86.0$) demonstrated higher vocabulary skills than boys ($m=82.9$), the difference was not statistically significant ($p=0.208$).

RACE/ETHNICITY. Scores were analyzed to determine if there were any differences between student vocabulary scores over time based on race and/or ethnicity. There was an increase in scores for Asian, White, and Multi-racial student groups from fall to spring. Scores for Hispanic students remained the same, and there was a slight decrease in scores for Black students. Across all racial and ethnic groups, scores were in the below-average to low-average range.

ON AVERAGE, VOCABULARY SCORES INCREASED FOR ASIAN, WHITE, AND MULTI-RACIAL STUDENT GROUPS. n=159



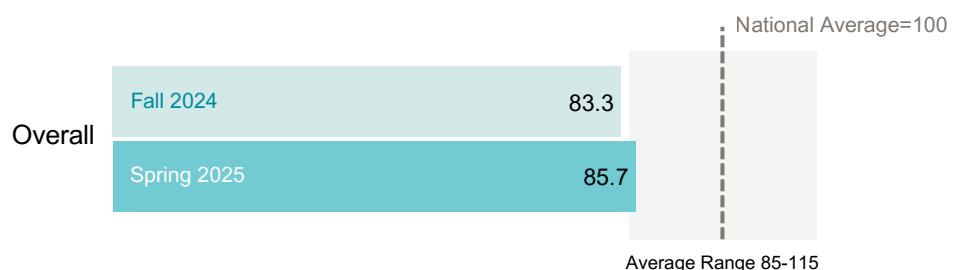
IEP STATUS. Student outcomes were analyzed to determine if there were any differences in students' vocabulary skills in spring by IEP status. Non-IEP students ($m=87.2$) demonstrated higher vocabulary skills than IEP students ($m=78.1$), and the difference was statistically significant ($p<0.001$).

Paired t-tests assessed changes from fall to spring among IEP students. In the matched sample ($n=47$), vocabulary scores increased from fall ($m=77.7$) to spring ($m=79$). However, the growth was not statistically significant ($p=0.226$).

School Readiness Skills

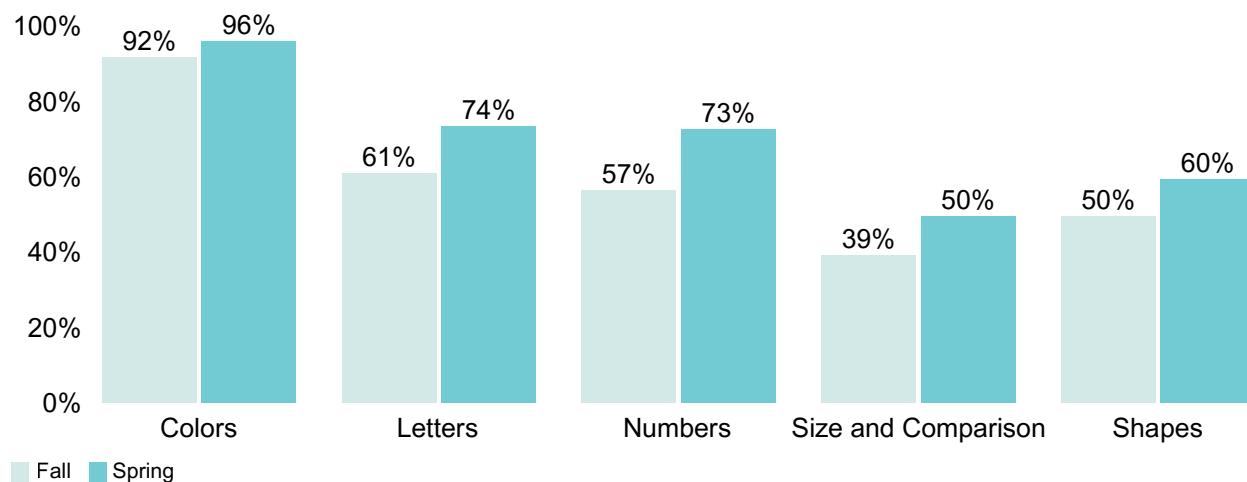
Overall, there was an increase in school readiness skills from fall ($m=83.3$) to spring ($m=85.7$), and this growth was statistically significant ($p<0.001$) for the matched sample ($n=318$). By spring, mean scores were within the average range of 85-115 and below the national average of 100.

STUDENTS' SCHOOL READINESS SKILLS SHOWED A SMALL INCREASE FROM FALL TO SPRING. $n=318$



Scores were examined to determine changes in mastery within the five Bracken subtests—Colors, Letters, Numbers, Size and Comparison, and Shapes—from fall to spring. There was an increase in mastery across all subtests, with the largest growth in Numbers (+16% points) and the smallest growth in Colors (+4.2% points). The Size and Comparison subtest, which assesses higher-order cognitive skills, showed the lowest percentage of mastery.

THE PERCENTAGE OF MASTERY INCREASED IN EACH SUBTEST. $n=318$

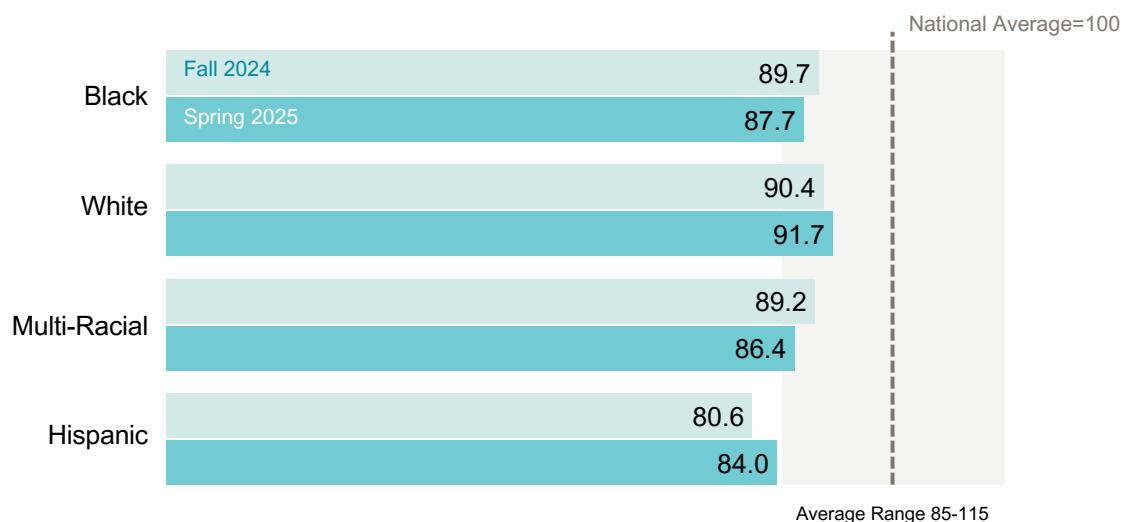


Did school readiness scores vary by demographic subgroups?

GENDER. Spring school readiness outcomes were analyzed by gender. While girls ($m=86.9$) demonstrated higher vocabulary skills than boys ($m=84.0$), the difference was not statistically significant ($p=0.115$).

RACE/ETHNICITY. Of interest was whether there were any differences between student school readiness scores over time based on race and/or ethnicity. Only racial groups with at least 10 students are reported in the chart. Most racial/ethnic groups showed an increase in school readiness skills from fall to spring, except Black students. Across all racial and ethnic groups, scores were in the below average to low average range.

ON AVERAGE, SCHOOL READINESS SKILLS INCREASED FOR WHITE, MULTI-RACIAL, AND HISPANIC STUDENTS. $n=329$



IEP STATUS. Lastly, students' school readiness scores were examined to determine whether there were differences by IEP status. Non-IEP students ($m=86.6$) demonstrated higher school readiness skills than IEP students ($m=80.6$) and the difference was statistically significant ($p<0.008$).

Paired t-tests assessed changes from fall to spring among IEP students. In the matched sample ($n=59$), there was a slight decrease in school readiness scores from fall ($m=82.2$) to spring ($m=81.6$); however, the change was not statistically significant ($p=0.524$).

Executive Functioning Skills

Overall, there was a slight decrease in executive functioning skills from fall ($m=94.6$) to spring ($m=93.2$). However, this drop was not statistically significant ($p=0.197$) for the matched sample ($n=58$).

STUDENTS' EXECUTIVE FUNCTIONS SKILLS SHOWED A SMALL DECREASE FROM FALL TO SPRING. $n=58$



Did executive functioning scores vary by demographic subgroups

GENDER. Of interest was whether there were any gender differences in students' executive functioning skills in the spring. While girls ($m=93.8$) demonstrated higher skills than boys ($m=92.5$), the difference was not statistically significant ($p=0.579$).

IEP STATUS. Spring Minnesota Executive Function Scale (MEFS) data was examined to determine if there were differences in executive functioning skills based on IEP status. Non-IEP students ($m=95.3$) demonstrated higher executive functioning skills than IEP students ($m=89.0$), and the difference was statistically significant ($p=0.008$).

Paired t-tests assessed changes from fall to spring among IEP students. In the matched sample ($n=19$), there was a slight decrease in executive functioning scores from fall ($m=92.7$) to spring ($m=89.5$); however, the drop was not statistically significant ($p=0.056$).

**learning
community
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OF NORTH OMAHA**

Early Childhood and Family Engagement



2024-2025

KEY FINDINGS

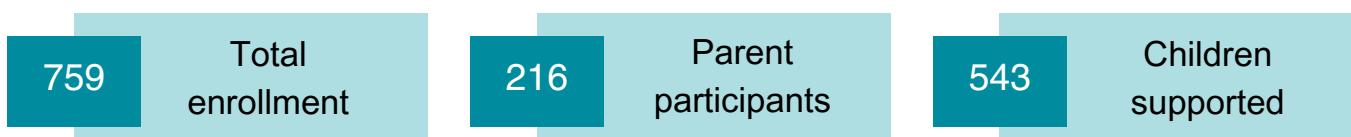
PARENT UNIVERSITY

- 1 Families served in the center face multiple obstacles to success.**
Over 90% received some type of governmental assistance and 62% have a household income of less than \$35,000.
- 2 Parents participated in Parent University offerings at high rates.**
Nearly 90 parents participated in ESL classes while PACT time events averaged 115 participants per event.
- 3 Adult programming led to gains in English language skills for both listening and reading.**
Parents also indicated lower levels of parent stress.
- 4 Children in the center demonstrated improvement in social-emotional skills. A continued opportunity for growth is in language/pre-literacy skills.**

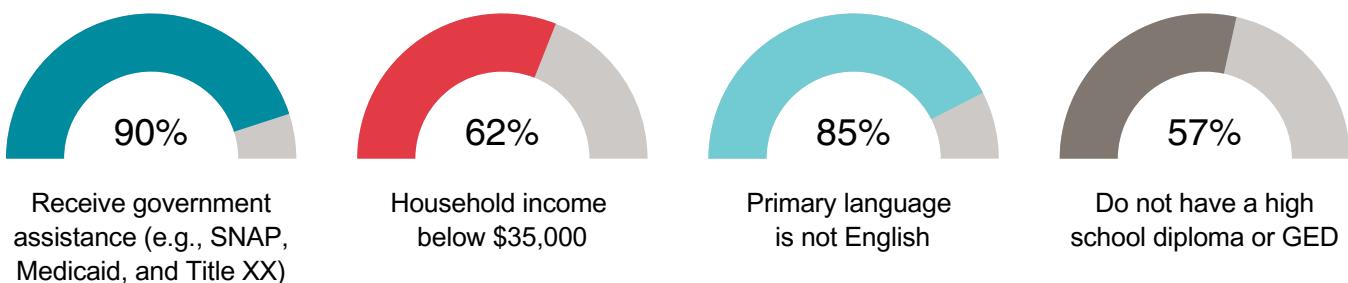


Who We Served

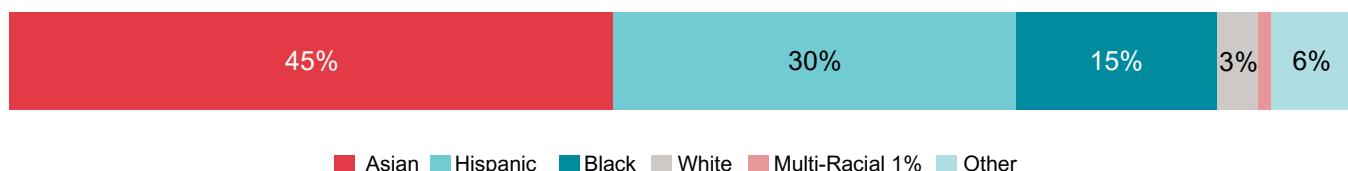
Parent University



PARENT PARTICIPANTS



RACE



12

Families reported 12 different primary languages. The most common primary languages were Karen (40%), Spanish (33%), English (15%), Q'anjob'al (3%), and Arabic (3%).

65

Number of parent participants who needed childcare at LCCNO (30%). Six additional participants reported previously using childcare at the center.

CHILD PARTICIPANTS



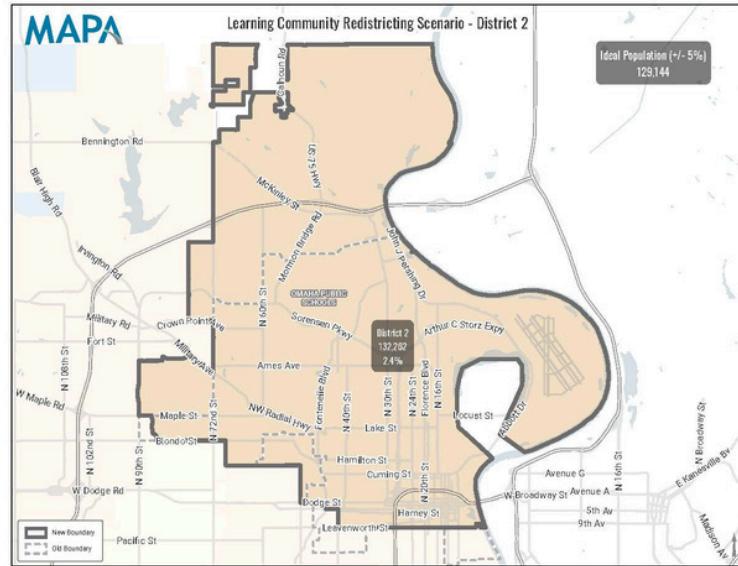
* Percentages are based on participants who reported data for this category. Students not yet in elementary school do not have an official English Language Learner status.

Parent University

STRATEGY IMPLEMENTATION



Parent University is a comprehensive, two-generational family engagement program based on research and best practices that began in February 2015 at the Learning Community Center of North Omaha. The program aims to collaborate with school districts and community organizations to improve educational outcomes for children and families in poverty. Parent University provides individualized and center-based supports and services to families with a child four years or younger who reside in North Omaha, Learning Community Catchment Area Sub 2.



PROGRAM STRUCTURE

During the 2023-2024 evaluation period, Parent University underwent significant changes. These included restructuring the overall operation of the program, adopting the National Center for Family Literacy (NCFL) model to enhance the 2GEN approach, and increasing community partnerships with local, state, and national organizations to promote best practices. Additionally, Parent University focused on strengthening relationships with schools to better support children and families. The program continued to implement this restructured model in the 2024-2025 evaluation period.

The **Operations Team** ensures that families and stakeholders feel welcome. It focuses on running programs efficiently and removing barriers to participation.

The **Family Team** provides holistic support for all families within the program and ensures that coaching and services help parents better support their children.

The **Education Team** focuses on delivering high-quality educational offerings at LCCNO, including parenting information and child development strategies.

The four components of family literacy in the NCFL model are Adult Education, Child Education, Parent Time, and Parent and Child Together Time (PACT).

ADULT EDUCATION. Parent University focuses on supporting parenting adults in achieving their own goals related to adult basic education, workforce and language skills, children's growth and development, financial literacy, and health and wellness. The program incorporates adult education into its programming by offering courses on English language learning, General Education Diploma (GED), and workforce development, which provide parents with the foundational skills necessary to improve their employment prospects and support their children's educational journeys.

Parent University's adult education programs are linked to children's growth and development, emphasizing the interconnectedness of family well-being. In 2024-2025, the program offered classes on child development, effective parenting strategies, and the importance of early childhood education. Topics such as Common Sense Parenting, Mind in the Making, Circle of Security, Growing Great Families, and Thriving Sisters focused on enhancing parents' skills in nurturing and guiding their children.

Outside of the classroom, adult learning continued with the coaching support of the Educational Navigators (EN). Each family in the program spent time with a navigator to create long-term and short-term goals to support the family. ENs checked in with parents monthly to ensure they were working toward their goals and connected them to resources and support.

CHILD EDUCATION. As families come to Parent University, young children are also engaged in meaningful learning throughout the year. From infancy to age five, children take part in experiences that help them grow socially, emotionally, and cognitively, giving them the confidence and skills needed to thrive as they begin school. Along with planning and implementing learning opportunities at LCCNO, the child learning team collaborated closely with Educational Navigators to create a consistent bridge between home and classroom. This communication ensured that parents were informed about lesson plans, supported learning at home, and shared insights from their child's experiences at home. Together, the teams worked to strengthen the overall learning environment for each child.

PARENT TIME. Parent Time offers parenting adults the chance to learn together, fostering their own growth and development. Parent University provided various classes and opportunities for parents to learn together, aligning with the 2GEN and NCFL models. Examples for 2024-2025 included:

The **Whispering Roots Culinary Training** offered a hands-on, chef-led workshop where participants developed kitchen safety, nutrition, and food preparation skills.

Fitness opportunities such as TKO/5 Kickboxing and G3 Fitness & Training promoted physical activity, self-confidence, stress relief, and overall health improvement.

Circle of Security courses helped parents better understand their children's emotional needs, recognize behavioral cues, and foster secure bonds.

Growing Great Kids workshops provided parents with tools to develop family routines, set goals, and support children's resiliency and emotional intelligence.

By bringing parents together to learn and share experiences, Parent Time created a supportive community where parents could empower one another. Through shared learning experiences, parents developed stronger support networks, gained new perspectives, and acquired practical skills that directly benefited their families. Parent Time promoted a sense of community and shared responsibility among parents, through which parents learned from the collective strength and wisdom within their community, fostering a culture of mutual support and continuous learning.



PARENT AND CHILD TOGETHER TIME (PACT). Parent University's PACT is multigenerational programming, where parenting adults actively engage in learning alongside their children. By participating in educational activities together, families build stronger connections, improve communication, and create a supportive home environment that encourages lifelong learning. This approach aligns with the 2GEN model, which emphasizes addressing the needs of both children and their parents to break the cycle of poverty and achieve lasting family success. When children see their parents actively engaged in learning, they are more likely to develop positive attitudes toward education and be motivated to pursue their own academic goals. The shared learning experience helps parents better understand their children's educational challenges and successes, allowing them to provide more effective support and guidance.

Parent University offered monthly Family Play Day and Family Play Night events where parents and children were encouraged to learn and play together. Through these events, parents gained valuable insight into their children's experiences in childcare and the ways learning extends from the classroom to the home. PU also offered monthly family engagement activities that encouraged parents to play and learn alongside their children. Events in 2024-2025 included:

A **movie night** that explored social-emotional learning.

A **Halloween Boo Bash** that promoted literacy and safety.

A **Harvest Fest** that taught the science behind agriculture and harvest.

A **family picnic** that helped parents learn to play with their kids outside.

Events averaged more than 115 participants, offering families opportunities to bond in fun and educational settings. In addition to themed events, participants attended regular Storytime sessions.

EDUCATIONAL AND SOCIAL ASSISTANCE NAVIGATION

Parent University employs Educational Navigators who build meaningful relationships with families and act as trusted advocates. Each parent is paired with a navigator who provides monthly visits to support connections with schools, share strategies for child development, and strengthen learning at home. Home visitation by Educational Navigators played a crucial role in supporting parents with Parent and Child Together Time (PACT). At home visits, navigators addressed barriers to family stability and provided ongoing coaching to help parents engage with their children's development at home. To meet the needs of Parent University's diverse community, LCCNO has been intentional in hiring bilingual staff who reflect the languages and cultures of the families it serves. Navigators use the research-based Growing Great Kids® curriculum to guide individualized goal setting and coaching. In addition, they help families access community resources and supports—ranging from food assistance and health services to housing stability—while fostering a welcoming and inclusive environment for all.

Social Assistance Navigators (SAN) support families experiencing crisis or facing challenging social or economic needs. The SAN connects parent participants with various community resources, including pantries, mental health services and homeless shelters.



COMMUNITY PARTNERSHIPS

Beyond internal programmatic growth, Parent University continues to build partnerships within the community to enhance its ability to support families and children. These collaborations provide comprehensive and holistic support to participants by leveraging the strengths and resources of each partner organization. Working with local schools, such as those in the Omaha Public Schools district, allows Parent University to reach more families that can benefit from its programs. As part of its integration efforts, Parent University aligns its educational initiatives with school curricula. Partnerships with organizations like Metropolitan Community College, Heartland Workers Center, and Heartland Workforce Solutions expand capacity to offer ESL, workforce development and GED classes.

Partnership examples in the 2024-2025 reporting period include:

NEBRASKA GROWING READERS

Distributed more than 4,000 books, fostering a love of reading and improving literacy among children and parents.

OMAHA BETTER BIRTH

All parents in the program received **free access to diapers** and informational classes for expectant mothers.

OMAHA CONSERVATORY OF MUSIC

Provided **music education opportunities** for participating children through the String Sprouts program.

PARENTING PRACTICES

COMMON SENSE PARENTING

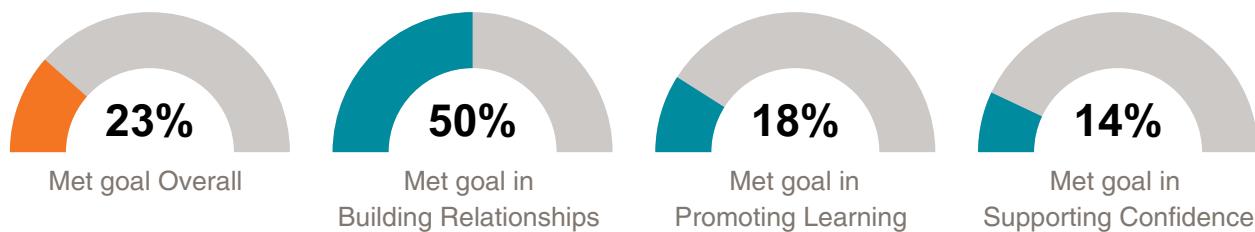
METHOD. Parent University presented three Common Sense Parenting cafe series consisting of three three-hour sessions. Two series were offered for Karen-speaking parents and one series was offered for English- and Spanish-speaking parents. Topics covered included staying calm, teaching self control, correcting problem behaviors, and preventative teaching. CSP participants were asked to rate their experience using a five-point scale (1=lowest score to 5=highest score) and to share the most important thing they learned. Twenty-nine participants provided feedback.

FINDINGS. Through the CSP cafe series, Parent University served 29 parents and 64 children. On average, parent participants gave high ratings in all areas: overall experience ($m=4.2$), helpfulness of the materials ($m=4.3$), and ease of following the presentation ($m=4.5$). Participant takeaways included the need to stay calm in stressful situations, the impact of praising positive behavior, and the importance of managing technology and spending time with one's children.

PARENT-CHILD INTERACTION

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

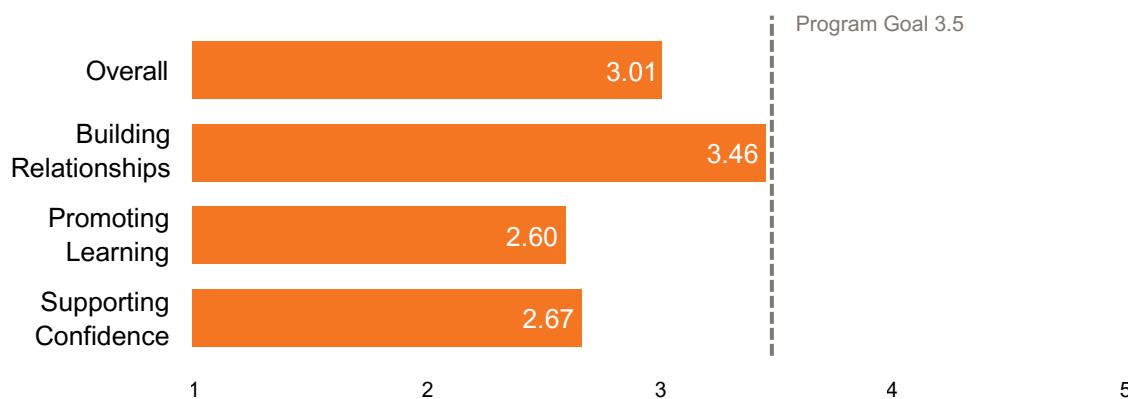
FINDINGS. A total of 22 families enrolled in Parent University had the parent-child interaction assessment during the 2024-2025 reporting period. All families completed the assessment once, so pre-post analysis was not conducted. Half of parents met the program goal in Building Relationships during their latest assessment (50%).



The following graph shows average KIPS results for Parent University families in 2024-2025.

AVERAGE KIPS SCORES FELL BELOW THE PROGRAM GOAL ALL CATEGORIES.

On average, parents approached the goal in Building Relationships. n=19



PARENT EDUCATIONAL OUTCOMES

COURSE PARTICIPATION

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

# of Activities	Parent University Participants*	Children*	Total Served*
26	1269	1319	2588

* Duplicated count

Workshops with high attendance by enrolled PU participants included Circle of Security Parenting and CSP cafes (169 participants), Growing Great Kids (130 participants), G3 Fitness & Training (109 participants), TKO/5 Kickboxing (85 participants), and Financial Literacy (77 participants).

How did Parent University benefit parents' own education?

Parent University offers English as a Second Language (ESL) and General Educational Diploma (GED) courses. In the 2024-2025 program year, Metropolitan Community College facilitated ESL and GED classes using their ESL and GED instructors to come to the North Omaha site and teach Parent University participants. A total of 93 parents participated in one of these two options. Eighty-seven parents participated in ESL classes and received an average of 107.89 hours of instruction. Six participants received GED instruction and took the ABEL assessment of math and reading skills. Two students (33%) gained at least one level in mathematics and/or reading. Students earned an average of 89.25 course hours.

PARENT FOCUS GROUPS

FINDINGS. The following is a summary of focus group findings conducted at Learning Community Center of North Omaha in the spring of 2025. Focus groups explored participants' experiences with Parent University as an organization, English language classes, parenting workshops, on-site childcare, classes for children, and relationships with Educational Navigators. Three in-person focus groups were conducted with 11 participants.

Participants were satisfied with the ESL classes and reported that the teacher was well-prepared. They reported that the ESL teacher was flexible with expectations, used visuals, helped them learn how to read and write unfamiliar words, and supported their learning with expressions and gestures that expanded their understanding. Some participants shared that the teacher was understanding and flexible when they had to miss class to care for sick children.

“[The teacher] truly cares for us and makes it easy to understand his lectures.”

Parent University participation has improved participants' communication with children's schools. Respondents said they feel more comfortable and confident about speaking with their children's teachers. Participants also shared that the knowledge they had gained improved their ability to help their children with homework. Some participants reported that working to improve their education makes them feel like role models and encourages their children to focus on school.

“This has helped me at my child's parent-teacher conferences, especially when there is no interpreter available. I can do them on my own a bit more.”

Parent University courses and workshops benefited participants in multiple areas.

Participants shared their positive experiences with additional programs, such as Circle of Security-Parenting, kickboxing, technology classes, and the trauma workshop. Benefits included feeling better prepared to keep their children safe online, opportunities to talk through and heal from past trauma, and tools for communicating with their children. Other topics parents were interested in learning about included art, sewing, and information and support for parents of children with developmental delays. Participants also asked for additional opportunities to learn CPR/First Aid and technology skills.

Feedback about childcare at the center was mixed.

Six of the 11 participants reported using childcare at Parent University. Some participants shared that their children are more comfortable interacting with peers, talk more, and gain new knowledge from their time in childcare. One participant appreciated that children were separated by age, while another said that their children didn't want to attend because they were in different age groups and could not be together. A suggestion for improvement was to improve the level of supervision in classrooms.

Participants typically reported feeling comfortable with their Educational Navigators.

Respondents described their navigators as responsive, flexible, and approachable. Some participants shared about the support they'd received in accessing community resources, such as children's medical clinics and learning the processes for paying bills. Participants noted challenges in building and maintaining relationships when navigator assignments change. Some participants asked that navigators provide more information, resources, and guidance that could support families where children have special needs such as autism or speech delays.

"I am very happy with my navigator. There is good communication with her."

ENGLISH LANGUAGE ACQUISITION

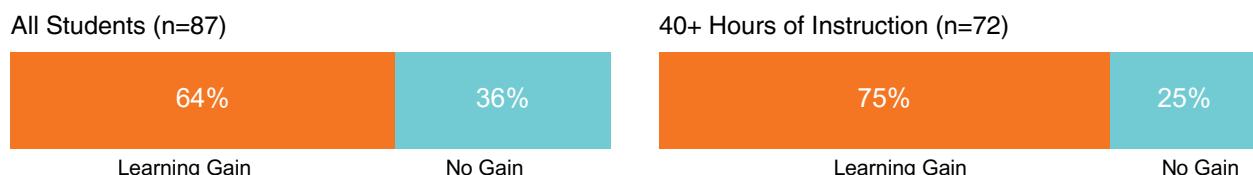
METHOD. English language skills for listening and reading were assessed using the CASAS®. CASAS® was used for multiple reasons; 1) CASAS® is the nationally recognized assessment for English Learners; 2) It is aligned with the English curriculum used at the center; 3) It provides information that informs classroom instruction; and 4) Participants can easily transition to the GED subtests using the same format. Metropolitan Community College administered this online assessment.

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

FINDINGS. In the ESL courses, 87 students had the CASAS® assessment. Reading and listening skills ranged from beginning literacy to high intermediate skills. Fifty-six students gained at least one level in reading and/or listening.

MORE THAN HALF OF STUDENTS GAINED AT LEAST ONE LEVEL IN READING AND/OR LISTENING.

Most students who received at least 40 hours of instruction demonstrated gains in reading and/or listening.



CHILD OUTCOMES

In the 2024-2025 program year, the evaluation of student outcomes for the children whose parents are enrolled in Parent University includes three strategies. **English language development** and **social-emotional outcomes** are measured through parent-completed assessments for children ages four months to five years of age. **Pre-K outcomes** are measured through in-person assessments completed by MMI evaluators and teacher-completed surveys in the IEC preschool programs.

METHOD. Parent University families were invited to complete assessments of their children's language development and social-emotional skills in the spring of 2025. The following tools were used:

ENGLISH LANGUAGE DEVELOPMENT SKILLS

Developmental Assessment of Young Children – 2nd Edition (DAYC-2): The assessment measures children's English language receptive and expressive language skills. Parents completed DAYC-2 for children aged 16 months to 5 years whose home language is English or who are in an English-based childcare environment.

SOCIAL-EMOTIONAL SKILLS

Devereux Early Childhood Assessment (DECA): Parents of children aged 4 months to 5 years 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.

FINDINGS

English Language Skills

Parents completed the DAYC-2 for 79 children in the spring of 2025. The assessment is normed on a diverse cross-section of children, particularly in terms of socioeconomic status. Descriptive analyses found that 42% of the children were in the average range in receptive language, and 25% were in the average range in expressive language. Fifty-four percent of the children scored in the below-average range in receptive language, and 73% of children scored in the below-average range for expressive language, which indicates that higher percentages than the normed sample are at the below-average level. In a typical distribution, approximately 15% of the children would score in the below-average range.

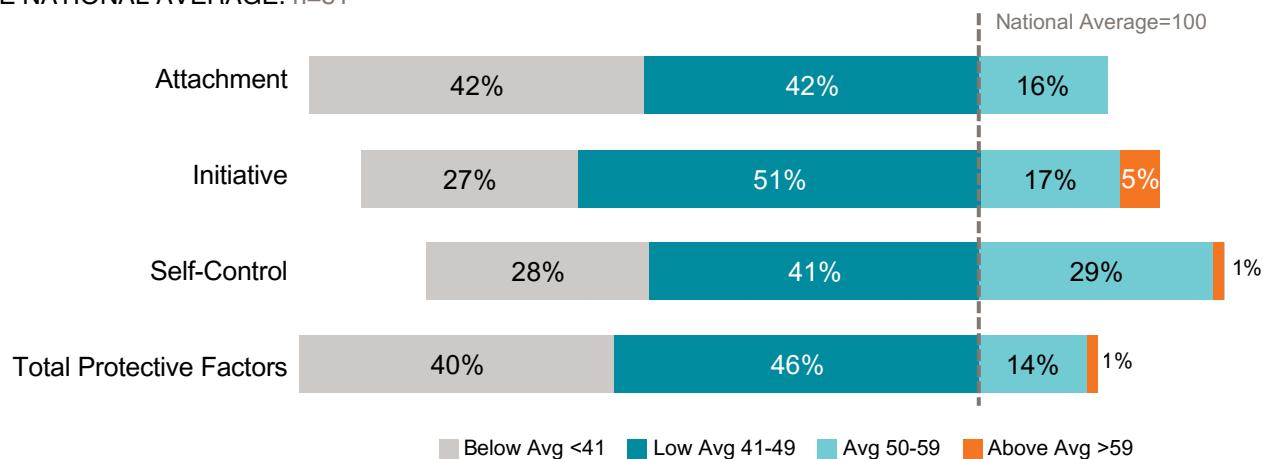
42% OF THE CHILDREN HAD RECEPTIVE LANGUAGE SKILLS IN THE AVERAGE RANGE. n=79



Social-Emotional

Parents whose primary language was English or Spanish completed a survey about their children's social-emotional skills, with a total of 81 completed. The descriptive analyses found that most children scored within the low-average to above-average range for all areas of the DECA: initiative (73%), self-control (72%), total protective factors (61%), and attachment (58%).

STUDENTS SHOWED THE GREATEST STRENGTH IN SELF-CONTROL WITH 30% MEETING OR EXCEEDING THE NATIONAL AVERAGE. n=81



The fact that most of the children scored in the average range or above across all areas is promising. However, children scored in the below-average range at a rate about two to three times higher than the normed sample. In the area of attachment, 42% scored in the below-average range, and in total protective factors, 40% scored in the below-average range. In the normed sample 15% scored in the below-average range.

For children ages 3 to 5, DECA also measures behavioral concerns such as having temper tantrums, having a short attention span, and becoming upset easily. At the time of the assessment, 45% of the children scored in the "concern" range, indicating behaviors that were outside what is typical for preschool-aged children.

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Family Learning



2024-2025

KEY FINDINGS

1

The number of participants was the highest it has been since the inception of the center.

Over 1300 parents and student participated in programming.

2

Expansion of programming and outside partners has led to increased community impact.

The center reported 38 outside partnerships. One partnership (NCFF) will help to increase access and quality of early childhood care in South Omaha.

3

The adult learning program produced positive outcomes.

Adult participants demonstrated gains in English, GED levels, and parenting practices.

4

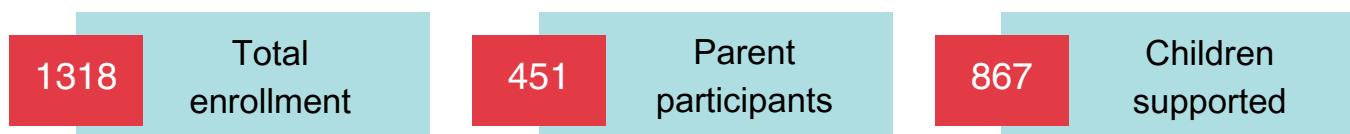
Children had executive function skills in the range predictive of later school success.

Children's scores were close to the national average at both time points. Students with average executive function skills demonstrate higher levels of school readiness.

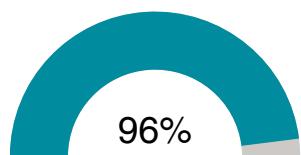


Who We Served

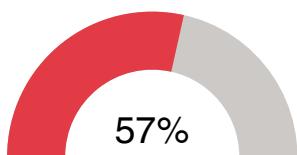
Learning Community Center of South Omaha



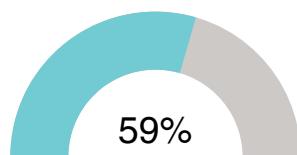
PARENT PARTICIPANTS



Primary language is not English



Do not have a high school diploma or GED



Household income below \$35,000

7

Families reported 7 different primary languages: Spanish (74%), Q'anjob'al (17%), English (4%), K'iche' (2%), Mam (1%), Tarasco (1%), and Purepecha (<1%).

364

Number of parent participants who needed childcare at LCCSO (81%). Nineteen additional participants reported previously using childcare at the center (4%).

CHILD PARTICIPANTS

550

Number of participating children ages birth to 8 in 2024-2025 (63%).

286

Number of children ages birth to five who attended the Child Learning program in 2024-2025. In addition, 60 school-age children attended.



* Percentages are based on participants who reported data for this category.

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 is offered classes or programming an average of seven hours per week during the academic school year and throughout the summer. Programming is offered on weekdays in the morning, afternoon, and evening at the center located in the heart of South Omaha. Weekday morning and occasional evening classes are also offered out of Bancroft Elementary School through an agreement with Omaha Public Schools. Families can 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 AND CAREGIVERS OF YOUNG CHILDREN

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

English for Parents: As parents learn English as a second language (ESL), 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. Parents who enroll in English for Parents classes have a wide variety of past educational experiences; however, an increasing number of parents are starting classes with little formal education and lower literacy rates.

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

Along with ESL or GED, parent participants receive:

Parenting Classes and Workshops: Parenting classes and family-focused workshops strengthen and support parents, who are the first and most important teachers for their children. Parents learn practical strategies to support child development and education. Program staff and community organizations provide a wide variety of offerings, including Circle of Security®, Love and Logic®, domestic violence prevention, financial literacy, and nutritious cooking. All workshops teach skills and techniques to foster learning and wellbeing at home.

Sample Parent Classes and Workshops	
Circle of Security® (LCCSO staff)	Community Café (The BRIDGE)
Pyramid Model for Parents (Child Saving Institute)	Cooking Matters® (Whispering Roots)
Bienvenidos Mental Health program (UNMC)	Love and Logic® (LCCSO 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 personal visits with families 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 personal visiting/parenting curriculum, Growing Great Kids®, which ensures effective individualized education and support. **Social Assistance Navigators** support families experiencing crisis or facing challenging social or economic needs. These navigators connect parent participants with various community resources, including pantries, mental health services, and homeless shelters.

# of Personal Visits by Educational Navigator	# of Parent/Child Interactions by Educational Navigator*	# of Personal Visits by Social Assistance Navigator
2135	998	277

Workforce Development: Workforce development classes are offered onsite by a Workforce Navigator, who empowers parents with the skills and resources needed to enhance their employment opportunities and achieve new career goals. The Workforce Navigator also offers individual career coaching or assistance connecting to continued education. The cases vary but include learning how to search for a job, assisting families to connect with youth programs and career pathways, creating an educational plan for those who want to continue their education, and helping participants connect to resources when they want to start a business. LCCSO families also took classes in Work Ethics through Metropolitan Community College.

*Most personal visits are in the home and some include parent/child interactions, while others are just with the parents and in other locations like the library or center.

Digital Literacy: Parents who exhibit strong engagement in the program are loaned a computer. Digital Literacy is part of the English for Parents program through the online ESL curriculum, Burlington English. Program participants who do not enter the program with these skills become proficient in using email, search engines, using a mouse, copying and pasting, and typing. A Digital Literacy Facilitator offers typing classes and computer certificates to parents who take onsite courses that include the following topics: Basic Computer Skills, Internet Basics, Using Email, Social Media, and Microsoft Office software. In 2024-2025, LCCSO participants received 206 computer certificates.

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 developing social, emotional, and executive functioning skills, as well as cognitive concepts, to support school readiness. The program partners with many organizations, including:

The Rose Theatre

Lil' Rosies

Opera Omaha

Performing arts sessions

The Big Garden

Farm to School

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.

INTERACTIVE PARENT/CHILD ACTIVITIES

Interactive parent/child activities are offered to families enrolled in the program to promote supportive and responsive parent/child relationships and interactions, which are the building blocks for healthy brain development. Interactive parent/child activities allow parents opportunities to practice new parenting strategies while learning together with their children. Examples of interactive parent/child activities include field trips, special events, or family summer camps with themes such as STEM learning, music, art, or literacy. Other partners bring enrichment programs to the center, including:

String Sprouts®

Omaha Conservatory of Music

Prime Time Family Reading Time®

Humanities Nebraska

Family Summer Camp

Water-themed in July 2024

College Prep for Families

UNO Service Learning Academy

COMMUNITY OUTREACH

Learning Community Center of South Omaha provided training and/or coaching for 60 South Omaha childcare providers in 2024-2025. A few people on the LCCSO team are State of Nebraska-certified trainers and coaches in early childhood development. Two training sessions for 31 childcare providers were held at the center on the Early Learning Guidelines. In partnership with the Nebraska Children and Families Foundation, Rooted in Relationships provided culturally relevant, bimonthly training, monthly coaching, and collaboration opportunities for 29 home- and center-based childcare providers working in the South Omaha community.

LCCSO partnered with more than 38 organizations in 2024-2025:

KIEWIT LUMINARIUM

Provided entry for **7 busloads of participants** for field trips and donated over **150 annual passes** to LCCSO families.

NEBRASKA DIAPER BANK

LCCSO distributed **more than 1320 diaper packs** over the year, which is over 5040 diapers per month.

HUMANITIES NEBRASKA

Four six-week sessions of Prime Time Family Reading were offered, and **50 families participated in programming**.

OMAHA CHILDREN'S MUSEUM

Provided **100 LCCSO families** with free annual passes.

OMAHA PERFORMING ARTS

Through the Ticket Access Program, **20 families** (80 children and parents) from the LCCSO attended **two free shows** in 2024-2025.

NEBRASKA CHILDREN AND FAMILIES FOUNDATION

Offered hundreds of **free children's books** through Cultivando Generaciones Futuras and the Nebraska Growing Readers program.



OUTCOMES

QUALITY OF PROGRAMMING

METHOD. A variety of tools were used to measure growth, assess participants' perceptions, and evaluate program quality. The evaluation serves both summative and formative purposes, as selected tools not only provide outcome results but also contribute to ongoing improvement for the team.

PARTICIPANT FOCUS GROUPS

RESULTS. Focus groups were conducted in 2024-2025 to provide participants with an opportunity to share their experiences with the program. Participants shared success stories and offered suggestions for improvement. Questions addressed their overall experience and satisfaction levels with various program components (such as navigators, parenting classes, resources, and English classes), as well as suggestions for enhancements.

Summary of ELL Focus Groups

The following is a summary of focus group findings conducted at the Learning Community of South Omaha in the spring of 2025. Focus groups explored people's experiences with English language classes, agency partnerships, parenting workshops, on-site childcare services, and relationships with Educational and Workforce Navigators. Five in-person focus groups were conducted with a total of 49 participants. Participants in the focus group met a minimum requirement of six months of enrollment in the program.

Participants expressed a mixed level of satisfaction with English language instruction.

Many participants reported satisfaction with their English classes, as well as a sense of comfort with their teachers. Teachers' engaging personalities and patience were highlighted as strengths. Suggested changes included implementing weekly reviews of new content, more opportunities to practice speaking English in class, and schedule changes (e.g., more evening opportunities).

“The teachers have patience. They help me address my doubts. The teacher can correct us, and the difficulty increases over time. They push us to improve little by little. I’m thankful for their patience.”

Parenting workshops continue to offer numerous benefits to both children and adults.

Participants reported increased confidence in their parenting, learning to see failures and mistakes as opportunities for growth, and using new knowledge to implement positive changes at home.

“These have not only helped us with our children, but how to help ourselves. To feel better about ourselves and build our self-esteem.”

The Workforce Navigator left a positive and lasting impact on participants.

Many participants who have worked with the Workforce Navigator were satisfied. Participants described the navigator as attentive, responsible, a good communicator, caring, and motivating.

“He helped me to fill out a job application. He helped me complete a resume, and now I am employed. He’s helped me find information on validating documents, finding information on GED, and careers. He’s very attentive, patient, and I feel very satisfied.”

Technology skills, specifically with participants' smartphones, have improved. Participants offered suggestions they would like to be incorporated into the center.

When participants were asked about the technology skills they had acquired at the center, they noted improvements in their ability to work with phone apps and handle basic computer tasks, along with increased awareness of cybersecurity and social media safety. Suggestions included offering different class levels, allowing participants to rank their needs and desires for a particular workshop, and offering a wider range of skills, such as iPad training so parents can support children's school work.

Participants continue to show satisfaction and appreciation for unique opportunities made possible through agency partnerships.

Participants shared their positive experiences with programs such as Prime Time Family Reading, College Prep for Families, and String Sprouts. Reported benefits included new learning for parents and children, greater motivation to read and engage in activities at home, increased interest in pursuing higher education, and the opportunity to focus their attention on their children while attending.

"They [the children] are attentive. We read, they're amazed, and we do activities together that they like. We even have time to eat. It's very nice."

"They took us to look at different universities. They are all beautiful, and it is exciting, especially with your children. Now my children are going to complete high school. One of them wants to go to Lincoln, and the other wants to stay here. It helped them get prepared and decide where they want to go."

Participants were generally satisfied with their relationships with Educational Navigators.

Several participants stated satisfaction with their relationship with educational navigators, describing them as helpful, flexible, and patient. Participants appreciated the guidance and support provided for their children, including kindergarten registration and connection to diagnostic screenings. Suggestions for home visits included navigators being more present and proactive during visits, and some participants expressed concerns about punctuality.

"My navigator gives me things to work on with my child throughout the week. My child gets excited to see our navigator."

Working with the center has improved communication with children's schools and their educational development.

A majority of participants reported that their children are better prepared to attend school and have shown an improvement in their comfort level in a classroom setting. Along with their children's increased level of comfort, participants shared that their communication skills have also improved, allowing them to communicate and interact more effectively with their children's schools and teachers.

"My son is more curious. He wants to learn and play. He loves coming. He hugs them and kisses them. I feel comfortable leaving him with them."

"The center helped me interact with my children's teacher. I didn't know any English. They walked me through how to ask even the most basic questions. They asked what I wanted to ask and showed me how to say it. They helped me relax to approach them."

Children are better prepared for school by attending child-care services at the center.

Participants recognized their children's increased socialization with peers, comfort around unfamiliar adults, and advanced school preparedness due to the center's early childhood program. Additionally, participants expressed appreciation for the high quality of communication from the teachers at the center. Some participants suggested improvements regarding children's supervision and teachers' ability to adapt while in the program.

“They've helped her define colors; to say numbers in English and Spanish, and she knows every animal in English and Spanish. I said, ‘Wow. I took that opportunity away from my other child because I didn't bring him.’ If I would've done the same with him, it would've been different. The teachers are excellent.”

Summary of GED Focus Groups

In the spring of 2025, a total of 14 GED participants from Learning Community South participated in focus groups to discuss their experiences in the class. A summary of their experiences follows.

Participants reported high satisfaction overall with the GED and parenting classes.

Participants described the GED classes as “efficient.” When asked about improvements, participants overwhelmingly expressed a desire for longer testing time, especially for writing exams. They also identified typing practice and speaking practice with volunteers as activities they would like to see available in the program. Participants reported that the parenting workshops were valuable, and multiple respondents highlighted what they'd learned about the use of consequences during the Circle of Security-Parenting course. Respondents expressed the greatest desire for workshops with economic and financial themes, as well as support for participants with children in secondary education.

Course participation improved parents' communication with their children's schools and provided access to opportunities for personal career and educational growth.

Participants reported feeling empowered through their ability to communicate with school staff without an interpreter, to understand and motivate their children, to communicate grievances, and to provide homework support in reading, writing, and math. They also shared that they felt supported by being connected with training programs that can lead to professional employment, and by working with the Workforce Navigator to identify fields of interest.

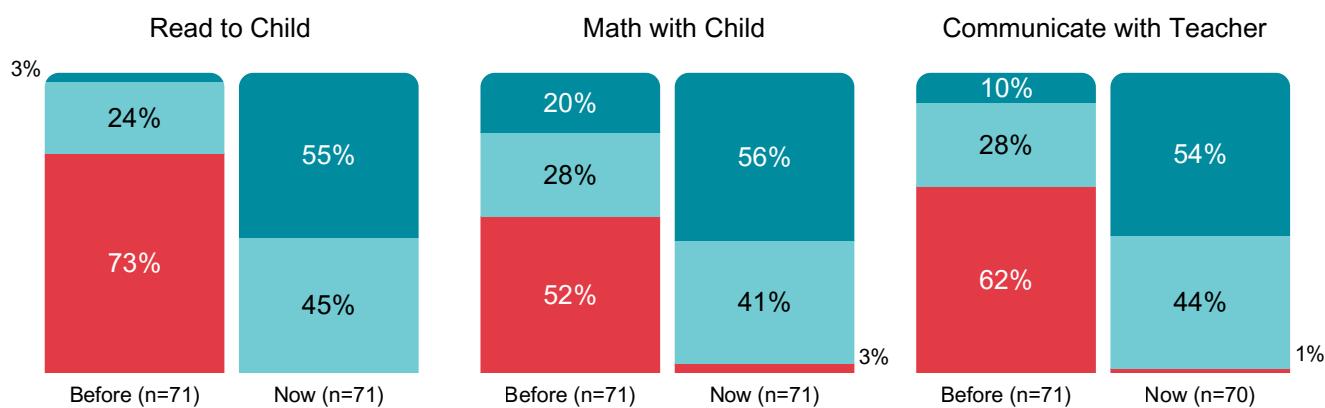
“Learning to speak English has been a great benefit. [I] previously needed an interpreter and now [I'm] able to communicate with school staff rather than asking for an interpreter.”

“Wow, we can do it! We have an opportunity here. They take care of our children, all the classes are free. It's up to us to do something.”

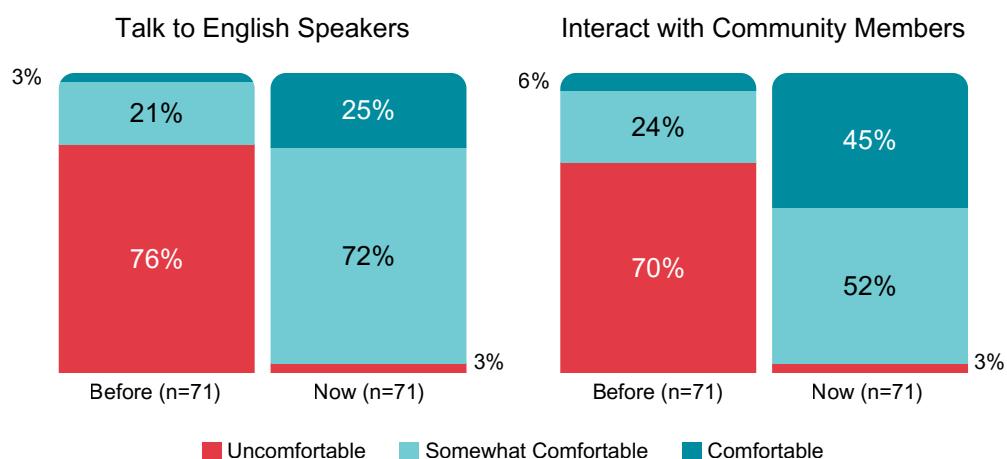
FAMILY ENGAGEMENT OUTCOMES

As part of the focus groups, parents reflected on their levels of comfort about engaging with aspects of their children's education prior to starting the program and how they compared to now after participating in the programming. A total of 71 parents participated in the groups. The current results for the 2024-2025 reporting period are consistent with several years of evaluation data. Parents feel increasingly comfortable engaging in school efforts, such as working on mathematics, reading to their child in English, and communicating with their child's teacher. The percent of participants feeling at least somewhat comfortable reading to their child increased from 27% to 100% and from 48% to 97% for math. The percentage of parents who reported feeling at least somewhat comfortable communicating with their child's teacher and the school increased from 37% to 99%.

PARENT ENGAGEMENT AND CONFIDENCE INCREASED ACROSS ALL SCHOOL AREAS.



In addition to school engagement items, participants were asked about their engagement both with English-only speakers and within the community. In both scenarios, participants indicated increased levels of feeling comfort communicating with English speakers, with more than 95% feeling at least somewhat comfortable after being the program for at least six months.



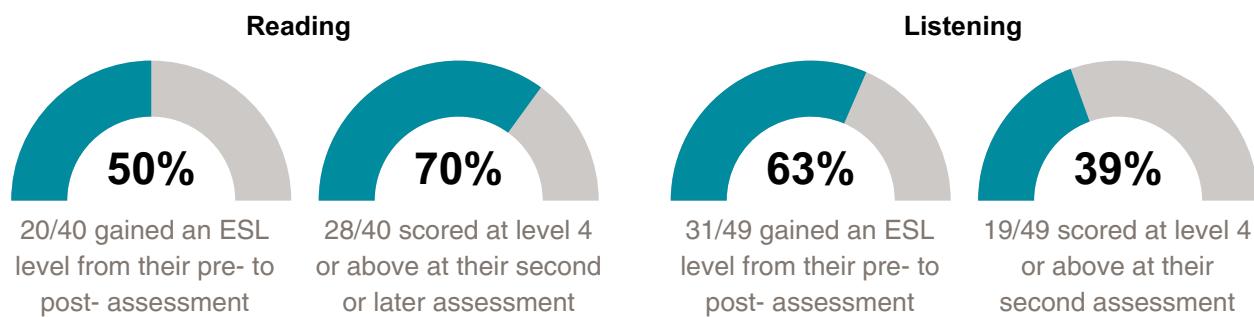
PARENT EDUCATIONAL OUTCOMES

ENGLISH LANGUAGE ACQUISITION

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

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

FINDINGS. A total of 264 participants completed CASAS® assessments in 2024-2025, with 69 participants receiving more than one administration of the same subject test. The assessment is administered after every 60-90 hours of instruction.



Paired samples t-tests revealed significant growth from pre to post test for reading [$t(39) = -7.42$, $p<0.001$] and listening [$t(48) = -7.41$, $p<0.001$]. By the 2nd assessment, the majority of participants (70%) were at Level 4 or above for Reading, while 39% were at Level 4 or above for Listening.

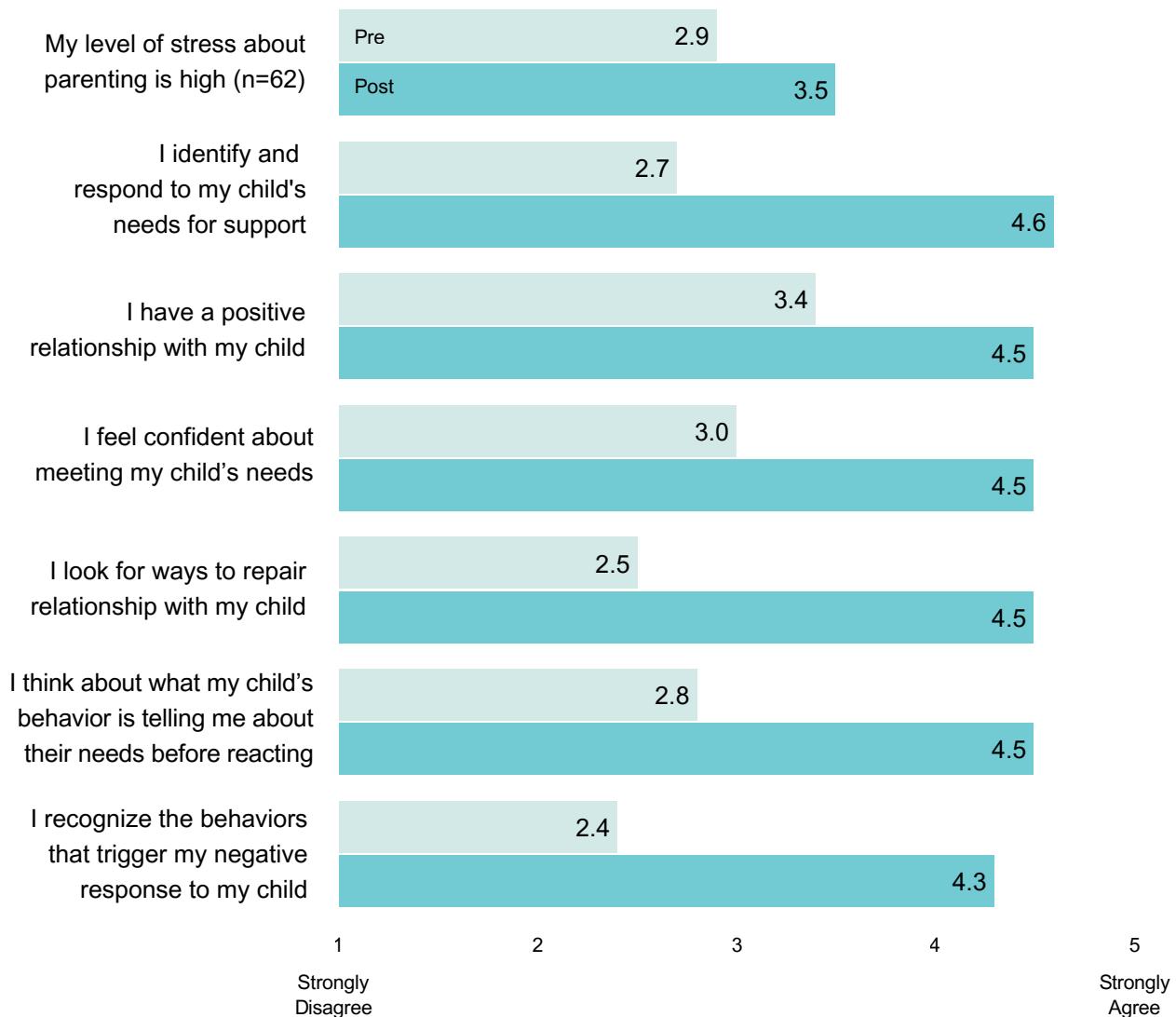
Individual reports of CASAS® results were provided to the participants and ESL teachers at the centers. Teachers used these scores to group students and inform instruction. The CASAS® is aligned with the current curriculum used so the teachers have found the information to be useful for planning instruction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

CIRCLE OF SECURITY PARENTING

METHOD. Circle of Security Parenting (COS-P) class participants were asked rate their level of stress and use of supportive parenting practices before and after class participation using a 5-point scale (1=strongly disagree to 5=strongly agree). Sixty-three participants completed the survey.

FINDINGS. On average, mean scores increased in all self-assessments of supportive parenting practices. The largest increases were reported for recognizing behaviors that trigger a negative response to the child (+79%), finding ways to repair the relationship after failing to respond to the child's need (+78%), and identifying and responding to the child's needs for support (+67%).

ON AVERAGE, COS-P PARTICIPANTS REPORTED HIGHER RATINGS OF THE THEIR SUPPORTIVE PARENTING PRACTICES FROM PRE TO POST. n=63



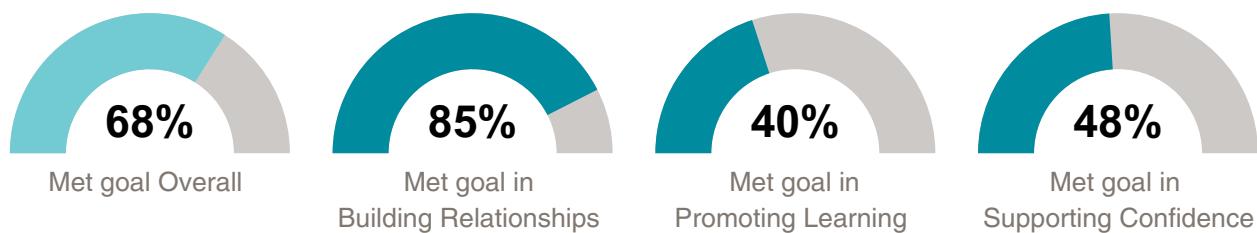
PARENTING PRACTICES

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

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

FINDINGS

A total of 94 families enrolled in LCCSO had the parent-child interaction assessment at least two points in time, with another 122 families having an initial assessment during the same period. By post, most parents met the program goal in two of the four areas.



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

ON AVERAGE, LCCSO PARENTS MET THE PROGRAM GOAL FOR KIPS OVERALL AND THE BUILDING RELATIONSHIPS SUBSCALE. n=94



The paired samples t-test analysis found that parents' skills in the subscales and overall had no statistically significant changes.

SOCIAL ASSISTANCE NAVIGATION SERVICES

METHOD. Data were collected from parents who received additional services and resources through the social assistance navigator. Pre- and post-service data collection provided information about self-sufficiency, parent stress, and families' progress toward their goals.

FINDINGS

There were **236 family referrals** made to the social assistance navigator. Of those, 213 were simple referrals and 23 were complex referrals.

Simple referrals

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

213

Simple referrals
in 2024-2025

119

Families
served

92%

Successfully
discharged

Complex Referrals

A complex referral implies that a participant has multiple needs that require addressing. For example, they may seek 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 level of support needed, 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 they want to address first. Complex referrals vary in the duration for which they remain open. In the process, SAN provides educational resources such as budgeting information and coping skills that the participant can attempt as their situation resolves.

23

Complex referrals
in 2024-2025

21

Families
served

65%

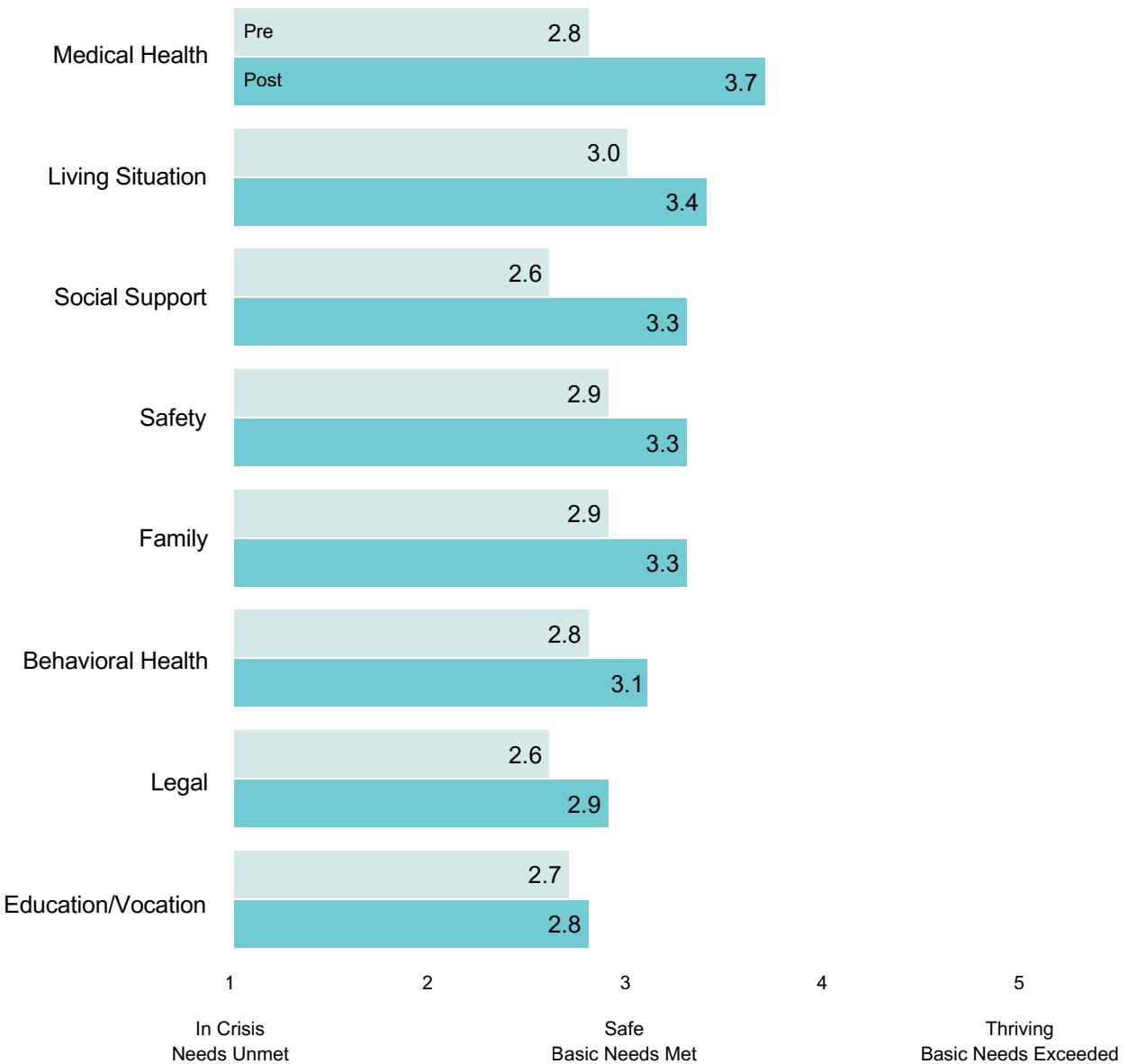
Successfully
discharged

By the end of the year, 65% of families with complex referrals had successfully closed their cases, 30% were still in progress, and 4% had declined services.

Self-Sufficiency

In 2024-2025, the SAN team impacted a total of 133 unique clients. The services in most need were often associated with financial need, such as accessing food, holiday, and utility assistance. The SAN team utilized the self-sufficiency matrix to identify any areas of risk and develop additional goals to empower families towards self-sufficiency. Forty-four families were assessed at least once using the self-sufficiency matrix, and 39 families completed pre- and post-service assessments.

ON AVERAGE, FAMILIES REPORTED INCREASED LEVELS OF SELF-SUFFICIENCY IN ALL DOMAINS. n=39

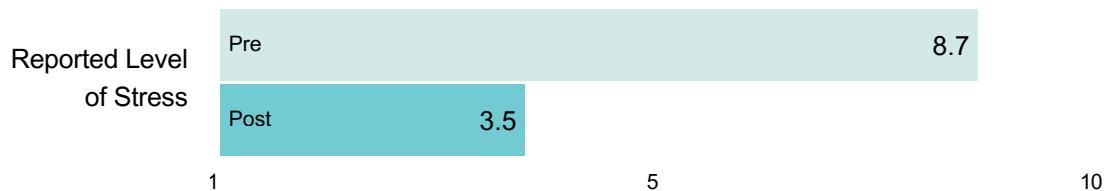


Participant Stress Level

Participants who engaged with SAN for complex cases were asked to rate their levels of stress on a scale from 1 to 10, with 10 equaling the highest level of stress. Fifteen participants rated themselves at least twice during the reporting period.

ON AVERAGE, PARTICIPANTS WITH COMPLEX REFERRALS REPORTED DECREASED LEVELS OF STRESS AFTER RECEIVING SERVICES THROUGH SOCIAL ASSISTANCE NAVIGATION.

All respondents reported that their stress level decreased. n=15



WORKFORCE DEVELOPMENT

Several work certification program opportunities were offered during the past year, with multiple participants earning certificates.

FINDINGS. Participants earned **206 certificates** through the Northstar Digital Literacy courses, including 33 earned in Basic Computer Skills, 26 in Internet Basics, and 25 in Phone and Keyboard Basics.

Additionally, 44 participants enrolled in three GED cohorts in partnership with Metro Community College. Of those participants, **three earned their GED**. Seventy-nine percent of students in cohort 1, 69% of cohort 2, and 50% of cohort 3 demonstrated measurable skills gains (3-4 grade level increase).

Success Story

The **College Prep for Families** program celebrated its ten-year anniversary as a partnership between the UNO Service Learning Academy, the UNO Teacher Education Department, and the Learning Community Center of South Omaha. This program allows teacher candidates an opportunity to practice working with families, and it also provides LCCSO families with information and experience about college. During the six-week course, families visit the library, classrooms, and dorms and eat in the cafeteria with UNO students. The teacher candidates tailor their tours to the families – for example, if a child is interested in science, they visit the science building. Below are the numbers of UNO teacher candidates and LCCSO families who have attended over the past 10 years. **Over the 10 years of the program, 613 UNO Students, 995 LCCSO Children and 429 LCCSO Parents participated in the program.**

(Please note: These numbers may be duplicated, as some families return when their children are older and some UNO students retake the class.)

STUDENT OUTCOMES

METHOD. Children of families were invited to participate in assessments of executive functioning and academic skills in the spring of 2025. The following tools were used:

ACADEMIC SKILLS

Batería IV Woodcock-Muñoz: The Batería IV is a Spanish-language assessment that measures cognitive abilities, achievement, and comparative oral language abilities. Four subscales were utilized in the evaluation: Identificación de letras y palabras (Letter-Word Identification), Problemas aplicados (Applied Problems), Comprensión de textos (Passage Comprehension), Cálculo (Calculation). In the spring of 2025, an MMI evaluator administered this assessment in Spanish to children entering Kindergarten in the fall of 2025.

EXECUTIVE FUNCTIONING SKILLS

The Minnesota Executive Function 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 in the fall of 2024 and spring of 2025.

FINDINGS

Academic Skills

Twenty children were administered Batería IV math and literacy assessments during the spring of 2025. Scores indicated average skills for one literacy assessment (SS=88.2) and one math assessment (SS=87.1).

STUDENTS SCORED THE HIGHEST IN PASSAGE COMPREHENSION.

Two areas were in the average range. n=20



Executive Functioning

A total of 112 children were assessed using the Minnesota Executive Function Scale (MEFS), with 47 children having both pre and post assessments. The descriptive analyses found that 98% of the children demonstrated average executive functioning skills. Average scores were 96.7 (pre) and 99.0 (post). The national average is a score of 100.

STUDENTS' EXECUTIVE FUNCTIONING SKILLS DEMONSTRATED IMPROVEMENT FROM PRE TO POST.
98% scored in the average range. n=47



Paired samples t-test analysis indicated the growth from pre to post was significant, $t(46) = -2.11$, $p<0.05$

ATTENDANCE OUTCOMES

School Attendance data was obtained from Omaha Public Schools for school-age students of parents participating in the LCCSO program. Those students attend 28 different schools in the district. For K-5 students with parents attending programming (n=111), **76% missed fewer than 10 days of school**. On average, K-5 students were absent 7.22 school days, and the district goal is for students to miss fewer than 10 days.



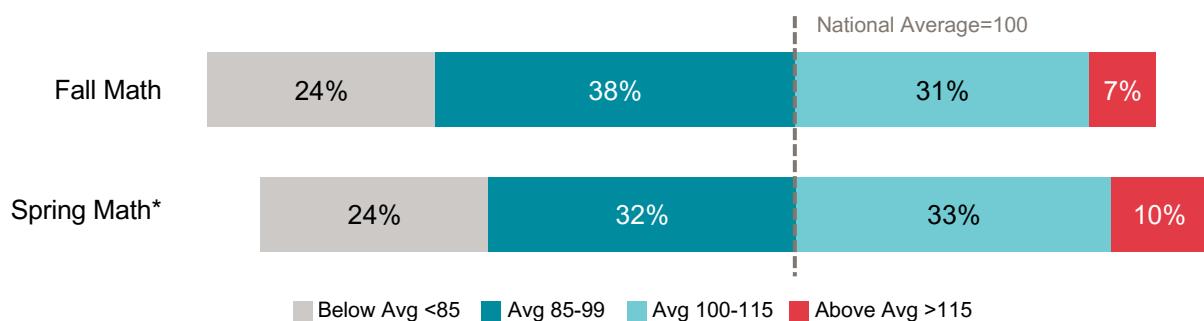
SCHOOL-AGE STUDENT OUTCOMES

Academic achievement data was obtained from Omaha Public Schools for students with parents who attended the program for at least 1 year. The NWEA-MAP® Growth™ assessment was used to assess the academic outcomes of the school-age children whose parents participated in programming at LCCSO. The assessment provides data on student academic growth in the areas of Reading and Math and monitors change over time.

For purposes of analysis, only data for grades K-5 are reported in the charts below showing NWEA-MAP® data for fall and spring.

76% OF STUDENTS SCORED IN THE AVERAGE OR ABOVE AVERAGE RANGE IN MATH IN THE SPRING.

By spring, more students scored above the national average. n=108



BY SPRING, 76% OF STUDENTS SCORED IN THE AVERAGE OR ABOVE AVERAGE RANGE FOR READING.

More students scored above the national average in the spring. n=108

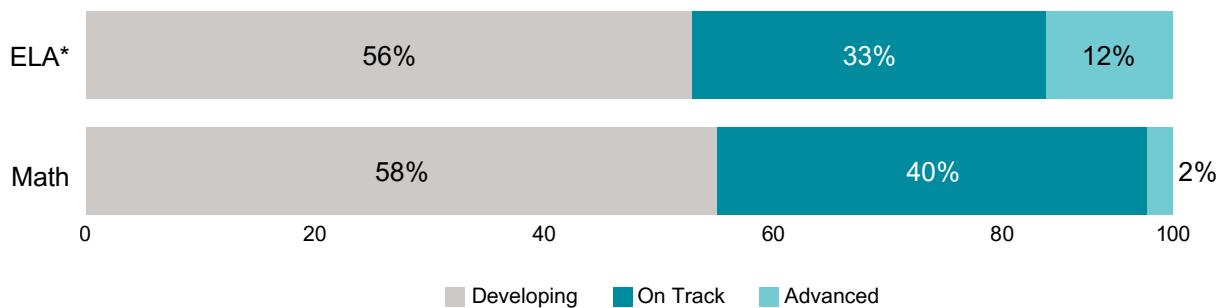


*The percentages reported for some measures equal 99% due to rounding rules.

Students' scores were similar for mathematics and ELA in the spring. The number of students in the average range was slightly higher for reading (67%) than for math (65%). More students scored in the above-average range for Math.

NSCAS proficiency levels were reported for both English Language Arts (ELA) and Mathematics for 3rd-5th grade students (n=43). More students scored in the proficient range for ELA (44%) than for math (42%). Proficiency rates for Omaha Public Schools in grades 3-5 were slightly lower, ranging from 40-42% proficient in ELA and 35-38% in mathematics. For English Learners at OPS, 3rd-5th grade students' proficiency rates ranged from 29-32% in ELA and from 27-30% in mathematics. **Students with parents in the program had higher rates of proficiency in ELA and math when compared to district overall data, as well as higher scores than students who are English Learners.**

MORE STUDENTS IN GRADES 3-5 SCORED IN THE PROFICIENT RANGE FOR ENGLISH LANGUAGE ARTS THAN FOR MATH. n=43



*The percentages reported for some measures equal 101% due to rounding rules.

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. CASAS® and KIPS™ assessments provide valuable information for the 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 with program staff and with families. Focus group reports were shared with the management team to provide additional feedback from both participants and staff. These data support program improvements and decision-making.

SUMMARY

Improvements in participant and child-level outcomes, along with participant feedback, highlight the impact of LCCSO's 2Gen approach to supporting families.

School District Initiatives

learning
community
DOUGLAS
SARPY



2024-2025

KEY FINDINGS

1

District initiatives impacted 7130 students and 454 teachers.

Eleven districts/community agencies received funds to implement programs.

2

Instructional Coaching was valued by the majority of teachers.

75% were satisfied with the coaching received and 71% reported that their instruction had improved.

3

For students attending Jump Start, parents and teachers both indicated growth in their kindergarten readiness skills.

Executive function scores increased significantly over the course of a short intervention.

4

Extended Learning programs were viewed positively by parents.

Students made gains in math and reading skills.



Who We Served

Instructional Coaching

6

Learning Community school districts were supported in 2024-2025. Each district uses a different coaching model based on its needs. Learning Community-funded Instructional Coaches impacted 454 teachers and 6,787 students. All schools funded by the Learning Community for Instructional Coaching were elementary buildings.

Bellevue Public Schools

69 Teachers impacted

1480 Students impacted

Gretna Public Schools

58 Teachers impacted

53 Students impacted

Millard Public Schools

60 Teachers impacted

1023 Students impacted

Omaha Public Schools

70 Teachers impacted

1500 Students impacted

Ralston Public Schools

116 Teachers impacted

1820 Students impacted

Westside Community Schools

81 Teachers impacted

911 Students impacted

Extended Learning

4

The Learning Community funded four Extended Learning programs (three school districts and one community agency). Programs provided interventions to 255 students.

DC West Community Schools

38 Students impacted

12 Days offered

K-5 Targeted grade levels

Elkhorn Public Schools

121 Students impacted

12 Days offered

1-3 Targeted grade levels

Springfield Platteview Community Schools

20 Students impacted

65 Days offered

1-3 Targeted grade levels

Completely Kids

76 Students impacted

153 Days offered

K-5 Targeted grade levels

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 is an ongoing initiative that includes six Learning Community school districts (Bellevue Public Schools, Gretna 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 a different implementation model for Instructional Coaching, some components are consistent across districts. Coaches work with teachers to provide consultation, modeling, data analysis, co-teaching, and lesson planning support. All participating 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 six elementary buildings using five instructional coaches. Coaching cycles began as teachers enrolled in the coaching process with a coach, reviewed data, and targeted key research-based strategies to implement to improve instruction. Coaching activities included leading building-level professional learning, observations, modeling, co-teaching, individual student problem solving, data analysis and utilization, teacher feedback, and guidance with the new curriculum.

GRETNNA PUBLIC SCHOOLS. During the 2024-2025 school year, Gretna Public Schools provided behavior support to teachers across the district, focusing on Kindergarten, First Grade, Second Grade, and Third Grade in three of its elementary buildings. Behavioral Facilitators provided in-classroom coaching and support. They also worked with teachers, special education teachers, and administrators to develop behavioral plans for students. Behavioral Facilitators monitored student growth towards goals throughout the school year and shared data with teachers and administrators.

MILLARD PUBLIC SCHOOLS. The district implemented instructional coaching at three buildings during the 2024–2025 school year. Two of these coaches were funded by Learning Community funds.

OMAHA PUBLIC SCHOOLS. Instructional literacy coaches collaborated with teachers to enhance instructional practices in foundational skills, comprehension, and vocabulary with the goal of increasing elementary students' literacy outcomes. The focus for 2024-2025 was implementation of Structured Literacy in K-2 classrooms. Coaches received professional learning on teaching and coaching evidence-based literacy practices.

RALSTON PUBLIC SCHOOLS. The Instructional Coach supported all elementary schools in the district, with a focus on assisting teachers in their first three years of teaching. Emphasizing classroom management, instructional practices, and onboarding new curriculum, the coach provided personalized coaching cycles tailored to individual teacher needs to positively impact student learning. These cycles included strategies such as modeling lessons, co-teaching, data collection, reflection, and collaboratively planning. Additionally, the Instructional Coach played a role in the New Teacher Mentoring Program and supported Professional Learning Communities in each building by fostering reflective practice and collaborative thinking. While the instructional coach was focused on new teachers, she also impacted all teachers through collaboration in each building.

WESTSIDE COMMUNITY SCHOOLS. Cognitive Coaching served as the foundation for the Instructional Coaching provided to two buildings in Westside Community Schools. Coaches provided multiple opportunities for K-6 staff, with coaching cycles required for new teachers (those within their first three years) and optional for all teachers. Coaching support included modeling, co-teaching, planning, videotaped observations with feedback, reflective conversations, 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.

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 six districts. Data are reported in aggregate, not by individual district.

FINDINGS

Teacher Survey

A total of 137 teachers across five districts completed the teacher survey. Most teachers completing the survey had more than 10 years of experience (64%) compared to 24% with 4-10 years of teaching experience and 12% in their first three years of teaching. When asked about the frequency of coaching support, 60% of teachers reported working with a coach at least twice per month. Teachers rated survey items on a 5-point scale (1=strongly disagree to 5= strongly agree). Teachers reported that they had positive working relationships with their coaches and that coaches communicated well. Overall, 75% of teachers were satisfied with the coaching received from their district's instructional coaches.

TEACHERS REPORTED POSITIVE WORKING RELATIONSHIPS WITH COACHES.

75% of teachers were satisfied with the coaching program at their site. n=136

My coach and I have a positive working relationship.



My coach has excellent communication skills.



My coach is available when I need to meet and/or is flexible in finding a time to meet.



Building leadership is supportive of the coaching program.



Overall, I am satisfied with the coaching program.



I seek out my coach when I need to problem-solve.



I feel my instruction has improved as a result of working with my coach.



■ Strongly Disagree ■ Somewhat Disagree ■ Neither Agree Nor Disagree ■ Somewhat Agree ■ Strongly Agree

The percentages reported for some measures equal 99% or 101% due to rounding rules.

Teachers saw their coaches as resources for problem-solving, developing strategies, and mastering new curricula

"We utilize this position in multiple capacities, including data analysis, plan development, 'hands-on' experiences, and reflective practices, which help to provide a space for growth to happen. It provides additional layers of support not only in the moment, but as a sounding board and building level support for students."

"The behavioral coach was a lifesaver for me this year. I had several students with large behaviors. The behavioral coach and I met weekly to develop and implement plans to help support these students. These students are now able to function and follow the expectations of the classroom and school and in turn has improved their academic performance as well!"

"She supports paras with ways to work with students who may be struggling with behaviors in proactive not reactive means. She works within and outside of classrooms with small groups in math and reading, while digging through data to support students needs. She works with the reading specialist to provide professional development for staff as well as provide aid with the adoption of new curriculum."

Teachers described their coaches as approachable and supportive.

"I truly appreciate the working relationship I have created with my Instructional Coach. I feel comfortable asking her any questions necessary to making me a stronger teacher."

"I love the way the instructional coaches we have had at our building are so approachable and helpful. It's comforting to know that you have someone you can go to for strategies and/or support in challenging situations."

Teachers shared challenges with instructional coaching.

Some teachers felt frustrated with the role of coaches in their districts or with the level of support they received. Teachers who discussed concerns about their districts' use of coaches felt that it would be more valuable to have the coaches apply their expertise and years of experience as classroom teachers or support specialists. Some teachers reported that their coaches were unable or unwilling to meet or were placed in administrative roles that impacted the power dynamics. Others wanted more coaches in their districts so each school could have more time for support.

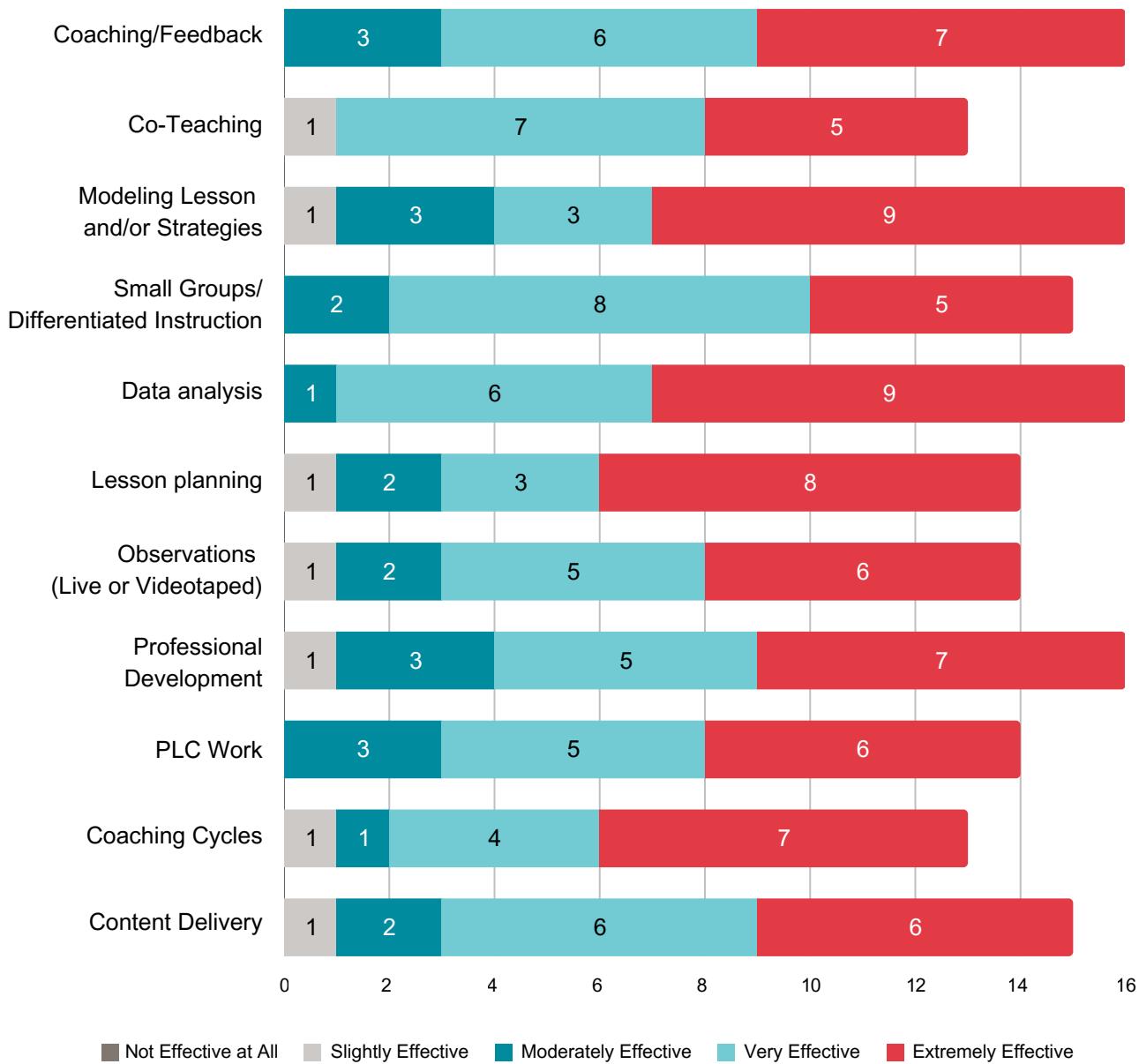
"I would like to see these coaches working directly with students. There are enough adults telling teachers what to do or to prioritize between consultants, professional development, admin. We need more adults working with students."

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

Coaching Strategy	Not at all useful	Slightly Useful	Moderately Useful	Very Useful	Extremely Useful
Coaching/Feedback	4.39%	10.53%	12.28%	28.07%	44.74%
Co-Teaching	7.58%	10.61%	19.70%	19.70%	42.42%
Data Analysis	0.85%	6.84%	15.38%	23.93%	52.99%
Lesson Planning	6.06%	9.09%	21.21%	32.32%	31.31%
Modeling Lesson and/or Strategies	7.78%	6.67%	16.67%	27.78%	41.11%
Observations (Live or Videotaped)	7.32%	8.54%	20.73%	29.27%	34.15%
Professional Development	2.56%	9.40%	16.24%	29.91%	41.88%
Small Group/Differentiated Instruction	5.56%	7.78%	16.67%	21.11%	48.89%

Instructional Coach Feedback

Sixteen coaches representing six districts provided feedback through an online survey. Of the 16 coaches, 7 had more than 4 years of experience as a coach and 8 supported more than 20 teachers in 2024-2025. Coaches were asked about the effectiveness of several coaching activities. Of the activities, four (Coaching/Feedback, Small Groups/Differentiated Instruction, Data Analysis, and PLC Work) were considered at least moderately effective by all raters.



Successes

Coaches were asked to share 2-3 success of their coaching year. Many highlighted improvements resulting from their collaboration with teachers, such as growth in organizational skills, better use of data, intentional planning, and more evidence-based strategies in the classroom. Some coaches discussed students' growth, citing improved test scores, mastered skills, and behavioral changes.

STUDENT OUTCOMES

Nebraska State Assessment Scores are reported by districts participating in the Instructional Coaching program. District averages are the average proficiency rates by grade level across the buildings in a district receiving instructional coaching. While some schools serve 6th grade, not all do. Therefore, proficiency rates are reported for 3rd-5th grades only.

DISTRICT NSCAS SCORES (3RD-5TH GRADES)

English Language Arts Percent Proficient	Grade 3		Grade 4		Grade 5	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
All Nebraska Students	59%	57%	59%	60%	57%	56%
District A	40%	41%	39%	42%	41%	40%
District B	49%	41%	47%	51%	46%	52%
District C	52%	41%	51%	57%	31%	55%
District D	74%	66%	75%	73%	74%	70%
District E	75%	72%	62%	69%	65%	54%
District F*	54%	52%	53%	51%	44%	53%

Mathematics Percent Proficient	Grade 3		Grade 4		Grade 5	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
All Nebraska Students	61%	60%	60%	61%	61%	59%
District A	38%	38%	33%	36%	36%	35%
District B	55%	56%	59%	61%	61%	62%
District C	58%	39%	44%	54%	28%	46%
District D	75%	71%	75%	71%	77%	73%
District E	66%	71%	56%	62%	59%	54%
District F*	52%	55%	58%	50%	43%	52%

* NSCAS scores were not reported by NDE for certain grade levels at some buildings within this district due to small student group size.

The statewide assessment scores in English Language Arts (ELA) increased for eight of the 18 student groups reported at the district level (44.4%) in 2024-2025, while scores decreased for 10 student groups (55.6%). Students tended to perform below the state average for ELA, as 5 of 18 student groups (27.8%) had proficiency rates that were equal to or higher than the Nebraska averages for their grade levels.

NSCAS proficiency rates in mathematics increased for ten of the 18 student groups (55.6%) from 2023-2024 to 2024-2025. Average proficiency rates decreased for seven student groups (38.9%) and maintained for one group (5.6%). Seven of the 18 student groups (38.9%) had proficiency rates equal to or higher than the statewide proficiency rates for their grade levels.

STUDENT OUTCOMES

Student data was submitted by the districts and/or programs. The districts used benchmark data from MAP, FastBridge, Acadience, or NSCAS to track student progress.

DISTRICT A. The percentage of students in the targeted grade levels who were at or above benchmark in reading increased from 75.5% in fall 2024 to 77.5% in spring 2025. The average percentile rank for reading decreased from 58 to 55.

DISTRICT B. Students, on average, demonstrated increases in reading and math from fall to spring. The average percentile rank for reading increased from 60 to 62, while math increased from 61 to 63.

DISTRICT C. Reading and math proficiency rates were monitored in 24 classrooms that received coaching during the 2024-2025 school year. Students in grades K-2 were assessed with earlyReading and earlyMath, while students in grades 3-6 were assessed with aReading and aMath. Students scoring at or above the 40th percentile were considered proficient. The percentage of students proficient in reading increased or remained the same in 9 classrooms (37.5%) from fall to spring, and the percentage of students proficient in math increased or remained the same in 13 classrooms (54.2%). NSCAS scores were reported for 16 grade 3-6 classrooms receiving coaching. The percentage of on-track or advanced students increased from fall to spring in 15 classrooms (93.8%) for ELA and 16 classrooms (100%) for Math.

DISTRICT D. The average percentile rank for math increased from 49 in fall 2024 to 50 in spring 2025, and the average percentile rank for reading was 49 in both fall and spring.

DISTRICT E. By spring testing, 48% of students in the targeted grade levels met their projected growth in reading, and 50% met their projected growth in math. The average percentile rank for reading decreased by 2 points, from a rank of 54 in fall 2024 to a rank of 52 in spring 2025. The average percentile rank for math decreased from 57 in fall 2024 to 54 in spring 2025.

DISTRICT F. Student performance, on average, increased slightly in reading from fall 2024 to spring 2025 and remained in the low-average range. The mean percentile ranks in reading were 42 in the fall and 45 in the spring.

RECOMMENDATIONS

Continue to explore potential methods to target and improve students' skill development in math, literacy, and behavior through coaching and other targeted professional development practices.

Extended Learning

STRATEGY IMPLEMENTATION

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

COMPLETELY KIDS. Students in this program were served at Field Club Elementary. Completely KIDS focused on building students' social-emotional and academic skills through a hands-on, project-based learning curriculum. In the 2024-25 school year, the program served 76 students before school and 90 students after school. Ninety percent of students were eligible for free or reduced lunch.

DC WEST COMMUNITY SCHOOLS. The summer extended learning program, consisting of 12 three-hour days, aimed to help students maintain their academic skills over summer break. Students were provided targeted instruction in the areas of ELA and mathematics. Weekly progress communication and resources were shared with families.

ELKHORN PUBLIC SCHOOLS. The district provided an extended learning program in the summer of 2025 for students who were entering first through third grade in the fall. A total of 121 students attended the program, and approximately 8% of the attendees qualified for free and reduced lunch. The district's extended learning emphasis was on literacy skills, and the students, on average, attended 10 of the 12 possible days.

SPRINGFIELD-PLATTEVIEW COMMUNITY SCHOOLS. The students verified for participation in the extended learning program received individual/small group math instruction at two elementary buildings. Students participated in weekly 1-hour intervention lessons developed through a collaborative effort between the classroom teacher and the math interventionist. The goal of the program was for at-risk students to meet grade-level math expectations by the end of the school year. The district considered students who need support at all grade levels, with a particular focus on those in the intermediate grade range. Twenty students were served in 2024-2025.

OUTCOMES

PARENT SATISFACTION

METHOD. Ninety parents completed the program satisfaction survey, which was provided to programs in both Spanish and English. Parents were asked to respond to multiple satisfaction questions using a 5-point 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 ($M=4.78$) with the extended learning programs. Parents typically rated staff as excellent ($M=4.78$) and were satisfied with program lengths and hours of operation.

PARENTS REPORTED HIGH LEVELS OF SATISFACTION WITH EXTENDED LEARNING PROGRAMS.

89% of parents feel their child will be more successful in school. n=90

I was satisfied with the program as a whole.

4.78

1

The staff were excellent (caring, reliable, skilled).

4.78

1

I was satisfied with the length of the program.

4.76

1

I was satisfied with the hours of the program.

4.74

1

My child enjoyed attending the program.

4.69

1

I am satisfied with the level of communication I had with the program.

4.68

1

I believe that my child will be more successful in school as a result of the program.

4.60

1

I was informed about my child's progress.

4.49

1

Parents were asked to share examples of areas where the program could improve and highlight positive aspects of the programming. Parents appreciated growth in their children's academic skills and confidence, and they highlighted the staff's efforts to engage students and create a positive atmosphere. Parents suggested a few improvements, such as aligning program start and release times with typical working hours, providing meals or access to food resources, and sending more frequent and more detailed communication about child progress, including strengths, weaknesses, and suggested home activities.



STUDENT OUTCOMES

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

DISTRICT A. Students, on average, increased their percentile rank from an average of 38 in the spring of 2024 to 46 in the fall of 2025. For reference, a percentile rank of 50 is equal to a standard score of 100.

DISTRICT B. About half of students met their growth goal for reading (47%), while 32% met their growth goal in math. At the post test, 65% scored in the average range or above for reading, and 70% were in or above the average range in math.

DISTRICT C. By spring testing, 100% of intervention students demonstrated growth (average growth was 14 RIT points) with 11% scoring at or above the district achievement goal.

RECOMMENDATIONS

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

"I'm truly happy to see my child growing both academically and in behavior. I'm proud of the school's strong education system and the clear, effective communication with parents. Thank you for your continued support and dedication."

"Kept my child interested and expanded her reading skills."

"Our daughter enjoyed learning in a small group. The work that was brought home showed her progress and wasn't overwhelming."

- Parents of students

Who We Served

Jump Start to Kindergarten

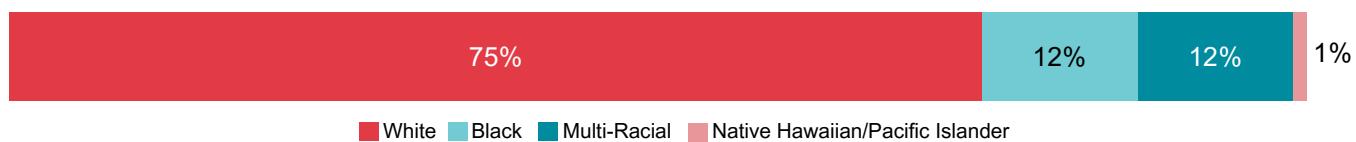
88 Children enrolled

5 Schools

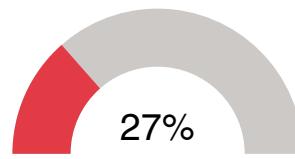
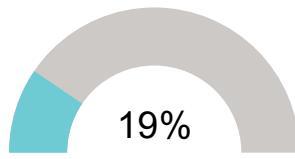
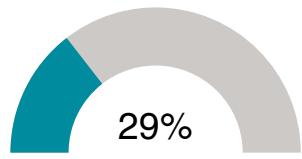
10 Classrooms

CHILD DEMOGRAPHICS

RACE



GENDER



Jump Start to Kindergarten supported classrooms at the following schools:

3 Carriage Hill Elementary



1 G Stanley Hall Elementary



2 Golden Hills Elementary

1 La Vista West Elementary

3 Parkview Heights Elementary

Jump Start to Kindergarten

STRATEGY IMPLEMENTATION

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

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

OUTCOMES

EXECUTIVE FUNCTIONING SKILLS

METHOD. In recent years, the important contributions of executive functioning to school readiness have been highlighted (Benson et al., 2013; Korucu, Litkowski & Schmitt, 2020; Meixner & Laubrock, 2024). 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 have correlated a relationship between executive functioning and a preschooler's ability to learn in the classroom (Benson et al., 2013). The Minnesota Executive Function Scale (MEFS) is an online assessment for children two and older.

RESULTS. For the 2025 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 [$t(73) = -2.276$; $p=.026$].

STUDENTS' EXECUTIVE FUNCTIONING SKILLS SIGNIFICANTLY IMPROVED OVERALL. $n=74$



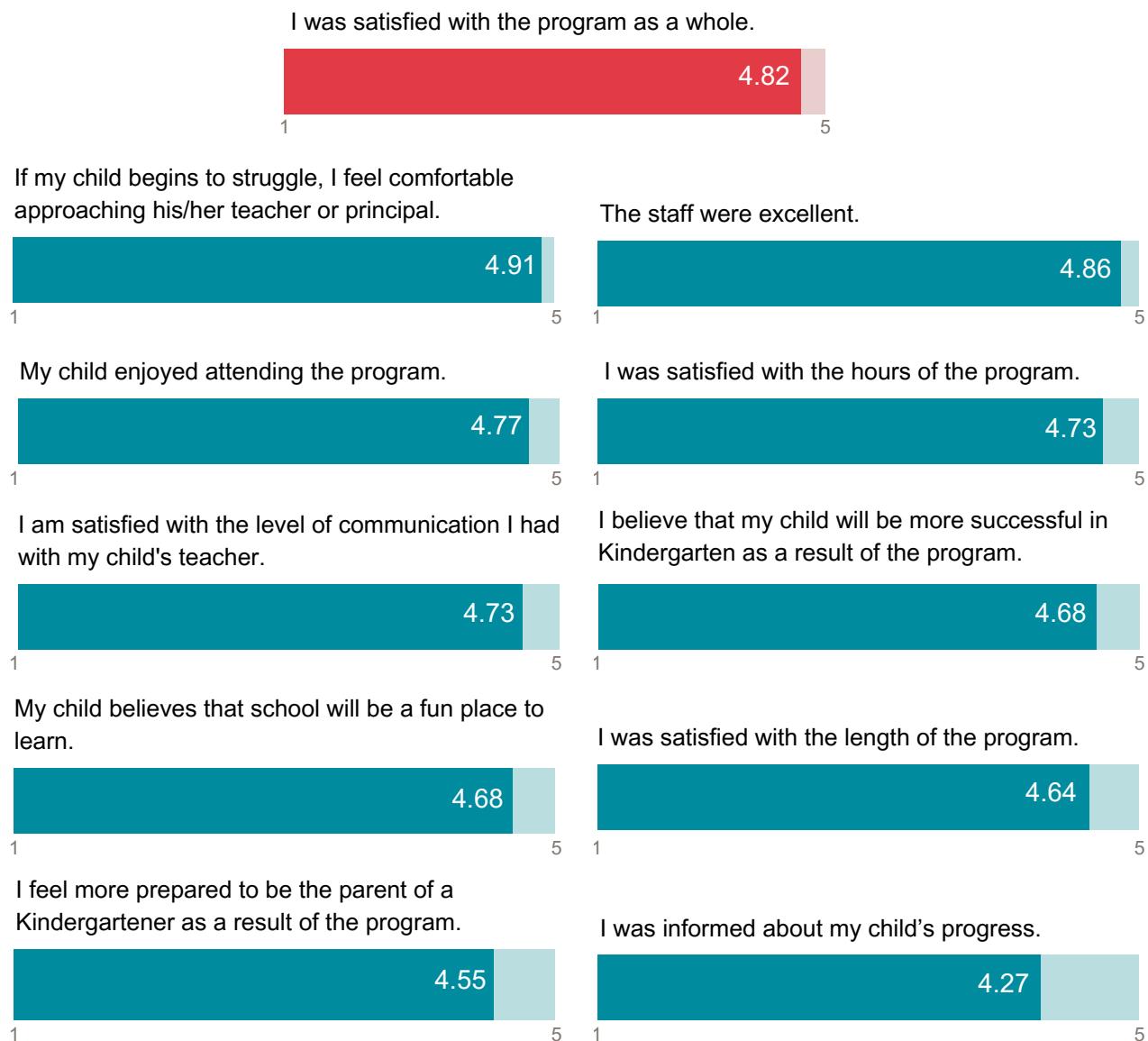
The overall mean standard scores on the MEFS increased from 96.4 to 98.2, moving them closer to the desired mean of 100. The goal each year is to move the group as close to a mean standard score of 100 or greater as possible.

PARENT SATISFACTION

METHOD. Twenty-two parents provided feedback on the value or usefulness of the Jump Start to Kindergarten Program. Parents were asked to respond to multiple satisfaction questions using a 5-point scale (1=strongly disagree to 5=strongly agree).

RESULTS. Families reported high overall satisfaction in all areas, including feeling comfortable approaching their child's teacher/principal in the future if their child begins to struggle, believing that the staff were excellent, their child enjoyed attending the program, hours of the program, and teacher communication. The lowest level of satisfaction were parents feeling more prepared to be the parent of a Kindergartener as a result of the program and parents feeling informed about child's progress.

PARENTS REPORTED HIGH LEVELS OF SATISFACTION IN ALL AREAS. n=22

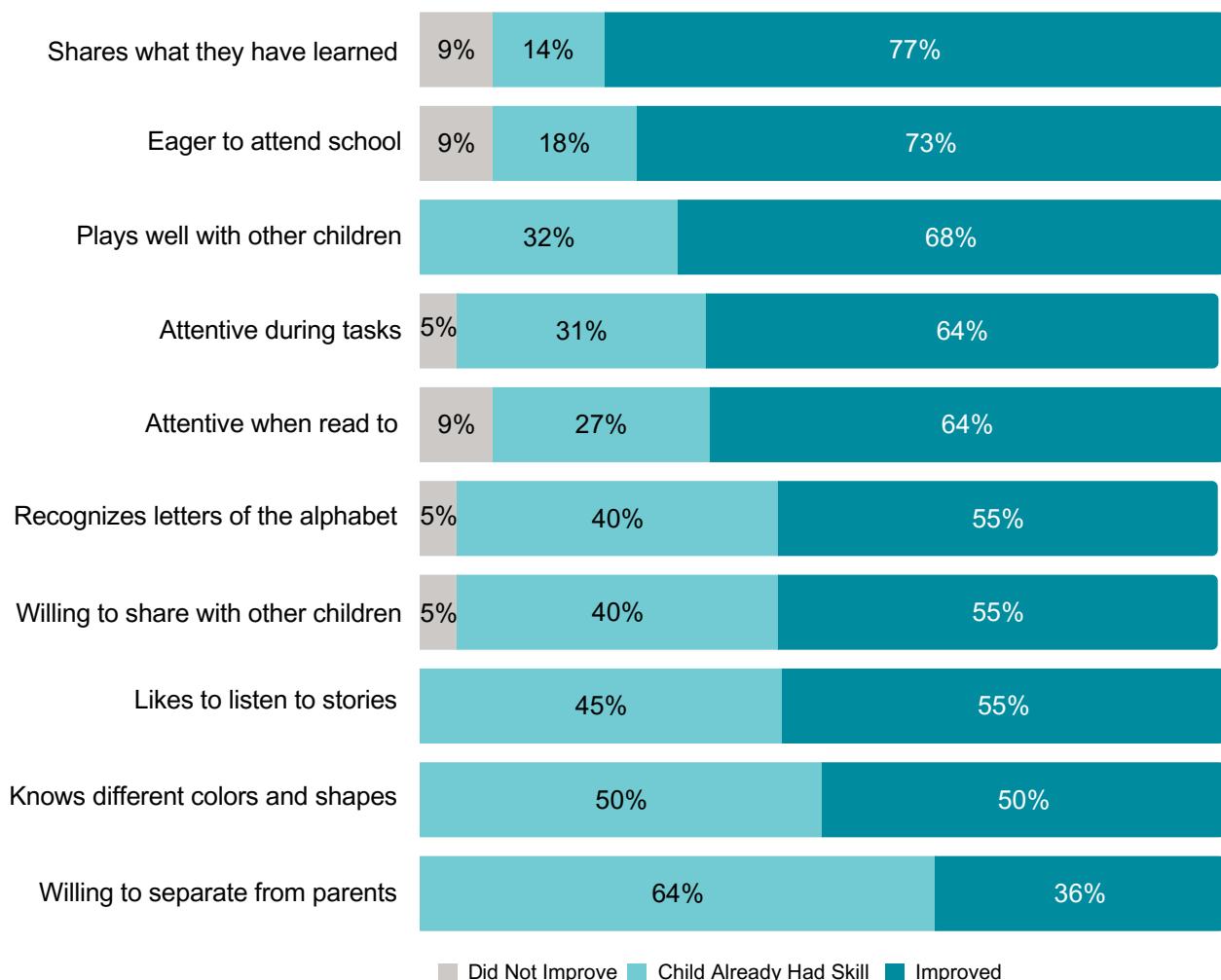


PARENT RATING OF STUDENT PROGRESS

How did parents rate their students' readiness for school?

Parents were also surveyed about their perceptions of how the program impacted their child. Half or more of respondents reported that their child improved in all areas but one. Sharing what they learned and eagerness to attend school showed the greatest improvement. Willing to separate from parents was the only areas where the majority of students already possessed the skills. Very few parents reported that their students did not show improvement after their involvement in the program.

PARENTS CONSISTENTLY REPORTED THAT THEIR CHILDREN WERE MORE WILLING TO SHARE WHAT THEY LEARNED WITH PARENTS BY THE COMPLETION OF THE JUMP START PROGRAM. n=22



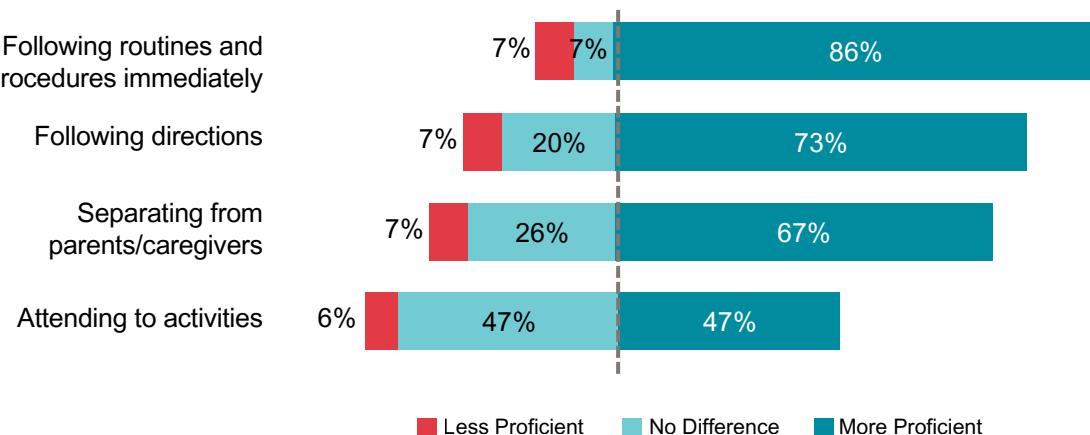
What did teachers report about students who attended the Jump Start to Kindergarten Programs?

METHOD. In the fall of 2025, all kindergarten teachers who had 2025 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 15 teachers that were surveyed, 12 taught Jump Start to Kindergarten this year.

TEACHER SURVEY RESULTS. Teachers reported high overall proficiency in all areas, including following routines and procedures right away and following directions. 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. Teachers rarely reported that students that attended the program were less proficient than their peers. Attending to activities had the highest percent of no difference (47%).

JUMP START STUDENTS WERE GENERALLY RATED MORE OR EQUALLY PROFICIENT IN ALL AREAS.

86% of teachers rated the students who attended the Jump Start to Kindergarten program as more proficient than their peers who did not attend the program in the area of following routines and procedures immediately. n=15



Learning Community Annual Report Summary

INTENSIVE EARLY CHILDHOOD EDUCATION

- 442 Pre-K students were enrolled across 8 schools.
- The majority represent diverse racial and ethnic populations (92%).
- 31% were identified for special education services.
- Classroom quality in the top 10% of Head Start programs. CLASS averages for all three domains were above the thresholds of quality.
- Over half of the students scored at the national average or above for all assessed social-emotional skills by spring. Girls demonstrated stronger social-emotional skills than boys.
- Significant improvements from fall to spring occurred for school readiness, social-emotional skills, and vocabulary. Executive functioning scores indicated a need for further improvement.

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

PARENT UNIVERSITY

- 216 parents were enrolled. Most participants represented low-income (62% had household incomes less than \$35,000) & culturally diverse populations. Families reported 12 different primary languages, and the most common primary language was Karen (40%).
- Enrolled parents had 543 children, 316 of which were birth to age 8.
- 43% of parents completed high school, and 90% of families received additional government assistance.
- 23% of parents completing the Keys to Interactive Parenting Scale (KIPS) assessment met the overall goal for parent-child interactions, and 50% met the goal for Building Relationships.
- Participants noted multiple benefits to Parent University participation, including relationships with Educational Navigators, access to courses and workshops, and greater confidence in communicating with their children's schools.
- Approximately half of the children of enrolled parents demonstrated receptive language skills in the average or above-average ranges.
- The majority of children were in or above the average range across all social-emotional areas. Initiative and self-control were areas of strength.

LEARNING COMMUNITY CENTER OF SOUTH OMAHA: FAMILY LEARNING

FAMILY LEARNING

- 339 parents were enrolled, and 270 participants needed child care at LCCSO.
- 830 total children supported, 531 of which were ages birth to 5.
- 64% reported earning less than \$35,000 annually, and 40% had a high school diploma.
- Families participated in 1851 personal visits and 884 parent/child interactions with Educational Navigators during the 2024-2025 reporting period.
- Workforce Development participants earned 215 certificates.
- 36 participants were enrolled in GED classes, with four participants earning their GED.
- 71% of participants in cohort 1 and 53% in cohort 2 made measurable GED gains.
- Participants demonstrated statistically significant gains in English listening skills.

PARENTING OUTCOMES

- Most parents met the program goals in 2 out of 4 areas on the KIPS parenting measure. Building Relationships was an area of strength.
- Parents reported increased levels of comfort in engaging with aspects of their children's education. Comfort reading to children in English was an area with notable growth.
- The social assistance navigator (SAN) assisted families with 213 simple referrals and 23 complex referrals. 92% of parents with simple referrals were successfully discharged.
- 65% of parents with complex referrals were successfully discharged. Parents who engaged with the SAN for complex cases, on average, reported a decrease of stress from 8.7 to 3.5 on a 10-point scale.

STUDENT OUTCOMES

- 76% of school-age students with parents attending the program were absent from school fewer than 10 days. K-5 students, on average, missed 7.22 school days in 2024-2025.
- 98% of students scored in the average range for executive functioning, and the average post score (99.0) was approaching the national average of 100.
- Students scored in the average range for the Passage Comprehension and Math Concepts & Application portions of the Batería.
- Over 70% of school-age students scored in the average range on the NWEA-MAP reading and mathematics assessments.

SCHOOL DISTRICT INITIATIVES

INSTRUCTIONAL COACHING

- Approximately 454 teachers and 6,787 students were served across elementary buildings in 6 districts.
- 64% of teachers had at least 10 years of experience; 12% were in their first 3 years.
- 75% of teachers were satisfied with the coaching received.
- Teachers reported that they had positive relationships with coaches and that coaches had excellent communication skills.
- 53% of teachers indicated that data analysis was an extremely useful strategy for instructional coaching.

JUMP START TO KINDERGARTEN

- 88 kindergarten-eligible students enrolled in Jump Start across 5 schools in 1 district.
- 19% of participants were English Language Learners, and 27% had an IEP.
- Parents reported high levels of satisfaction with the program. Building parents' confidence to approach their child's teacher/principal when their child begins to struggle was a strength.
- Students' executive functioning skills improved significantly from pre to post.
- Kindergarten teachers consistently reported that Jump Start students were more proficient than their peers in skills such as following routines and procedures immediately, following directions, and separating from parents/caregivers.

EXTENDED LEARNING

- 255 students were enrolled in Extended Learning.
- 3 districts and 1 community agency participated.
- Parents' overall satisfaction with the program was 4.78 on a 5-point scale. Parents reported satisfaction with staff (4.78), program length (4.78), and the level of communication (4.68). Parents reported that their children enjoyed attending (4.69).
- District MAP data indicated growth for students participating in Extended Learning.
- Some parents wanted more communication on student progress and suggestions for activities to support learning at home.

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APPENDIX A. ASSESSMENT TOOLS

Tool	Author	Purpose
Bracken School Readiness Assessment, 3rd Ed.	Bracken, B. (2007)	The Bracken School Readiness Assessment measure school readiness concepts including colors, letters, shapes and concepts and numbers.
Bateria IV Woodcock-Muñoz	Woodcock, Alvarado, Ruef, & Schrank (2017)	The Bateria IV is a Spanish-language assessment that measures cognitive, achievement and oral language abilities.
CASAS®		The CASAS® provides a measure of a participant's 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.
Keys to Interactive Parenting Scale (KIPS)	Comfort & Gordon (2008)	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.
Minnesota Executive Function Scale (MEFS)	Carlson, S.M. & Zelazo, P. (2014)	The MEFS is an digital assessment measuring student's broad executive function skills.
Peabody Picture Vocabulary Test (5th Ed.)	Dunn, D. M. (2019). Pearson	A measure of receptive vocabulary.



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