Lancaster County Comprehensive Youth Services Plan

July 1, 2025 – June 30, 2030

Lancaster County Board of Commissioners
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Copy of this plan can be found at http://lancaster.ne.gov/hserv/juvenile/compplan.htm

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Executive Summary

Lancaster County has set goals and objectives for juvenile justice since 1998. We have implemented graduated sanctions, collected and analyzed volumes of data, and worked with numerous national technical assistance partners. Yet a disproportionate number of minority youth continue to enter they juvenile justice system; youth continue to struggle with school engagement; substance use, behavioral health and poverty continue to permeate families of the youth we serve.

In 2021, Lancaster County developed a three-year plan with five key priorities: Youth are scoring high on the NYS in the areas of low parent engagement and high leisure and recreation time; Overrepresentation of minority youth in the juvenile justice system; Youth in crisis with behavioral health needs (including trauma and drugs & alcohol); Youth with high percentage of absenteeism; Majority of youth in detention are waiting for placements; and Youth who join gangs. We discovered that oftentimes, constraints and issues made successful completion of objectives addressing these priorities challenging. However, due to the dedicated collaborative efforts of many and commitment from our funding partners, we made significant contributions towards those identified priorities.

In 2024, Lancaster County's Juvenile Detention Alternatives Initiative Collaborative convened a subcommittee to update the Comprehensive Juvenile Service plan. Based on the community's needs, the following priorities were identified to address during the next five years.

Priority One: Increase school engagement through community-based supports with the focus of reducing chronic absenteeism and increasing graduation rates.

Priority Two: Reduce risk factors and increase protective factors for youth/families to prevent further involvement in the juvenile justice system.

Priority Three: Reduce the racial and ethnic disparity of youth in the juvenile justice system.

Priority Four: Ensure access to services that influence a youth's behavioral and psychiatric well-being.

Priority Five: Prevent and decrease further involvement of youth in gangs.

Community Team

In 1980, Lancaster County formed a Justice Council to discuss and plan for adult and juvenile justice issues. Membership included department head representation from all departments within the adult and juvenile criminal justice systems. Key committees included: Juvenile Justice Review Committee (JJRC); Alcohol Advisory Committee; Alternatives to Incarceration; and Domestic Violence Coalition.

In 2000, a proposal was made to establish the Criminal Justice System as a separate department, but debate brought up questions regarding the appropriateness of juvenile and adult system issues being together. As a result, the focus of juvenile justice planning, and services remained under the Human Services Administration.

Over the next several years, those at the table addressing justice issues were expanded to include Lincoln Public Schools, mental health and substance abuse agencies, youth organizations, juvenile justice professionals, cultural centers, UNL, and elected officials. This group of advocates was known as the Juvenile Justice Review Committee (JJRC) and later renamed to be Juvenile Detentaion Alternatives Initiative Collaborative (JDAI).

Today, active teams guide and oversee the efforts of the identified priorities. They include: the Truancy Team, Runaway Committee, Reducing Racial and Ethnic Disparities (R/ED) Committee, Steering Committee and Youth Crisis Response Coalition. Each of these committees meet at least monthly to address priority goals. The JDAI Collaborative and these sub-committees will guide the community over the next 5 years (2025-2030) as we strive to meet our plan's priorities. The Lincoln/Lancaster Human Services Office serves as the backbone organization for these planning efforts.

During the February 2024 JDAI meeting, members were asked to participate in a sub-committee to work on the Lancaster County Juvenile Services Comprehensive Plan. The individuals listed on the next page volunteered to be part of this process. A survey was sent out to all collaborative members to assist in identifying priorities.

Over 80% of the planning subcommittee met on May 10, July 31, September 16, and November 12. On November 27, the Youth Advisory Council met to define their priorities. The R/ED Committee met on December 6 to finalize objectives and action steps in the plan. The final plan was sent to the committee on December 10 for feedback. The County Board approved the plan on December 17.

Planning meetings consisted of a review of the current year plan, review of community data elements, and prioritizing goals and strategies for the next 5 years. Data presentations were completed by Dr. Richard Weiner (research analyst on contract to analyze juvenile justice data for Lancaster County), Lori Siebel - Community Health Endowment, Lt. Jeff Sorensen - Lincoln Police Department, Chris Reid - County Attorney's Office, Ryan Zabawa – Lincoln Public Schools, and Lesley Ahrens – Human Services. Highlights from the data were incorporated into the survey, sent to the collaborative at large to assist in the formation of priorities, strategies, and action steps.

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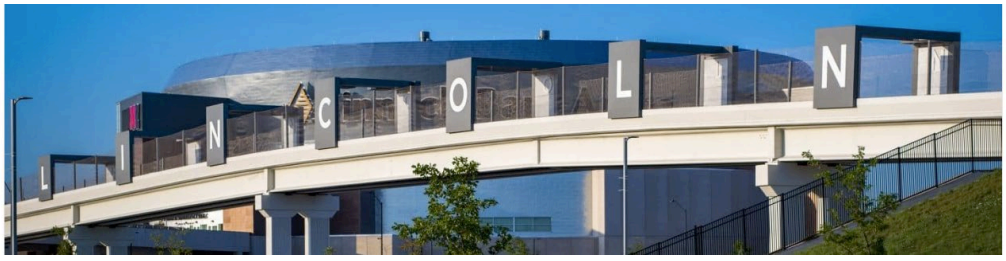
Community Description

Lancaster County is made up of 22 cities, towns and villages in Southeast Nebraska, and comprises the state's second largest metropolitan area, with a population of 322,608 of which 291,008 residents live in the Lincoln, the State's Capital. Lincoln is also home to Memorial Stadium, where Nebraska football games are played. Approximately 90,000 people per game attend these football games on a regular basis.

Lincoln is home to several museums and a zoo. With the addition of Pinnacle Bank Arena to our community, we've seen a steady growth in the downtown area. Pinnacle Bank Arena hosts over 125 events per year which brings in over 700,000 people annually. The Lied Center is a venue for national tours of Broadway productions, concert music, and guest lectures. Lincoln has 2 shopping malls and several plazas. Lancaster County has 5 different lakes for boating and/or camping. It is also home to Star City Shores and several city pools.

Lancaster County has several transportation routes that run through the County. These include Highway 77 North and South, Highway 2, 'O' Street and Interstate 80 East and West. Interstate 80 is one of the two most heavily traveled transcontinental highways in the United States. The Interstate is linked to about three-quarters of the estimated $2.8 billion that travelers spent last year in Nebraska. On an average non-summer day, more than 15,000 vehicles drive on Interstate 80. In the summer, the daily average surges to more than 20,000 (Nebraska Department of Roads). Interstate 80 is also one of the most commonly used routes to transport illegal drugs (Nebraska State Patrol).



The City of Lincoln also has a bus system with 18 different bus routes. These routes incorporate most of the city. The buses run from 6 a.m. to 9 p.m. Monday through Saturday. The city offers low-income, month-long bus passes for people in need.

Lincoln's population has grown 10% since 2010 with adults aged 65 and older being the fastest growing age group (44% compared to an average of 7% (2020 United State Census)). In 2019, newcomers to Lincoln had moved from other places in Nebraska (3.9%), other places in the United States outside Nebraska (2.8%), and other places in the world outside the United States (0.7%). Lancaster County had a natural growth rate of 0.35% compared to Nebraska's at 0.24% and the US at 0.09% (The natural growth rate of a community is determined by subtracting the death rate from the birth rate) (Lincoln Vital Signs 2022).

Since 2015, almost half (43%) of newcomers to Lincoln have been young adults between 18 and 24 years of age, on average. The proportion of newcomers of color has gradually increased in recent years. Asian (1% increase from 2015 to 2020) and Black or African American (2.7% increase from 2015 to 2020) groups have seen the largest increase of newcomers to Lincoln (Lincoln Vital Signs 2022).

While the majority (79%) of Lincoln's population identifies as White, Lincoln has become more ethnically and racially diverse over the past decade. From 2010 to 2019, the number of people of color has increased by 22% while the White-non-Hispanic population has decreased 6%. Over the last decade, Lincoln's Latino/a or Hispanic population has almost doubled from 13,729 persons to 22,339 persons. Lincoln's children (younger than 18 years of age) are more ethnically and racially diverse (32% of Lincoln's children are children of color) than the adult population (18% of Lincoln's adult population are people of color). Figure 1 below illustrates the juvenile population in Lancaster County:

Gender & Ethnicity	Total Population of Lancaster County		Gender & Ethnicity	Total Juvenile (10-17) Population of Lancaster County	
Male	163625	50.4%	Male	17233	51.4%
Female	161131	49.6%	Female	16263	48.6%
White, non-Hispanic	263377	81.1%	White, non-Hispanic	24804	74.1%
Black, non-Hispanic	16862	5.2%	Black, non-Hispanic	2694	8.0%
American Indian, non-Hispanic	2110	0.6%	American Indian, non-Hispanic	240	0.7%
Asian, non-Hispanic	16172	5.0%	Asian, non-Hispanic	1633	4.9%
Hispanic	26235	8.1%	Hispanic	4125	12.3%
Total Population	324756	100.0%	Total Population	33496	100.0%

Figure 1: Lancaster County Population – ***Office of Juvenile Justice and Delinquency Prevention, October 2022***

Lincoln Public Schools (LPS) has 12 middle schools and 8 high schools. There are 4 alternative schools for students who have difficulty learning in a regular setting. There are approximately 25 private schools. Four school districts are located outside of the Lincoln metropolitan area. English Language Learners represent 6.62% of the student population. Almost half (46.6%) of students are on free/reduced lunch (https://news.lps.org/2022-2023-annual-report-for-lincoln-public-schools/#).

The average attendance rate at LPS is 91.75%. For the 2020-21 school year, the LPS high school graduation rate was 81%, and Nebraska's graduation rate was 88%. Significant disparities in graduation rates exist by race/ethnicity and income. 71% of students who identify as Latino/a or Hispanic, 63% of students who identify as Black or African American, and 55% of students who identify as American Indian or Alaska Native graduated from LPS in the 2020-21 school year. Only 68% of students who receive free/reduced lunch graduated (Lincoln Vital Signs 2022).

The median household income in Lincoln was $67,628 in 2021. The gap between Lincoln's mean and median income has increased over the past decade. Because very high incomes inflate the mean, an increase in the mean-median gap indicates an increase in the gap between low-income and high-income earners. Lincoln's mean income has been on average $16,461 higher than Lincoln's median income over the past decade. The gap between the mean and the median income has ranged from 25% to 37% of the median income between 2010 and 2019 (Lincoln Vital Signs 2022).

In Lincoln the Regional price parities (RPPs) (price indexes that measure price level differences of goods and services (cost of living) for the average consumer) was 94% of the United States average. In other words, goods and services costed 6% less than they did on average in the United States. However, Lincoln's per capita income was 89% of the United States average meaning the per capita income in Lincoln was 11% lower than the average per capita income in the United States (Lincoln Vital Signs 2022).

Lincoln's unemployment rate is 2.40%, which mirrors Nebraska unemployment rate and is lower than the United States unemployment rate (4.10%). Lincoln has a higher percentage of families with all parents in the workforce than the national average. In Lincoln, 77% of children under 6 years of age had all parents in the workforce in 2019. This is 9% higher than the United States average of 68% in 2019. Childcare costs have significantly increased from 2019 to 2021. In 2021, center-based childcare for children younger than school age was 25% more expensive than resident tuition and fees at the University of Nebraska–Lincoln. The overall average annual cost of childcare in 2019 was $7,519 compared to $9,127 in 2021. This is a 21% increase in childcare costs over two years (Lincoln Vital Signs 2022).

In Lincoln in 2019, 12% (32,564 persons) lived in households falling below the poverty threshold. The rate of poverty among Black or African Americans are 25% and remains one of the higher rates of poverty among major races/ethnicities in Lincoln. The rate of poverty among Latino/a or Hispanics is 20%. Rates of poverty for Whites have held steady at about 12% since 2010 and have been the lowest of all races/ethnicities. Foreign-born persons who live in Lincoln and entered the United States after 2010 have a higher poverty rate of 33% (Lincoln Vital Signs 2022).

The number of adults in Lincoln who have a post-secondary degree has increased over the last decade. Over half of the adults in Lincoln (53%) have a post-secondary degree, which is an 8% increase from 2010. 93% of Lincoln's adults had a high school diploma or higher compared to 91% of Nebraska's adults and 89% of the adults in the United States. 15% of Lincoln's adults had a graduate or professional degree compared to 13% of Nebraska's adults and 11% of the adults in the United States (Lincoln Vital Signs 2022).

Lincoln is home to several post-secondary educational institutions. The largest is the University of Nebraska–Lincoln. Attendance for this college alone was 23,992 in 2024. There is one trade school. There are five colleges and universities with satellite locations in Lincoln. With these colleges, Lancaster County residents have the opportunity to attend college in their home area. In 2019, 60% of persons in Lincoln 18 to 24 years of age were enrolled in college or graduate school. These colleges also have a positive financial impact on the community as well as an endless number of student volunteers for agencies to utilize (Lincoln Vital Signs 2022).

However, with these colleges there comes a considerable amount of underage drinking, parties, and crimes associated with them. There are over 100 liquor licenses within a one-mile radius of the UNL campus. Nebraska ranks in the top 20% of states in underage and binge drinking. In 2020, suicide was the 12th leading cause of death for all ages in the United States. Suicide is the 8th leading cause of death in Lancaster County with an average of 35 suicides per year.

Youth marijuana use is lower in Lancaster County than the United States. In 2019, 16% of students in Lancaster County reported 30-day marijuana use, compared to 22% of students in the United States. Incidents requiring a police response that also involved alcohol and/or drugs have decreased. In 2021, 12% of all police incident reports involved alcohol and/or drugs (3,950), compared to 17% of police incident reports involving alcohol and/or drugs in 2016 (Lincoln Vital Signs 2022).

Lancaster County has an excellent reputation and history of working collaboratively, and services for youth are clearly a priority. Over the past twenty years, all the major governmental and child-serving agencies have joined forces to focus on juvenile issues. The Juvenile Detention Alternatives Initiative Collaborative (JDAI) and its' task forces are excellent examples of such collaboration.

Priority Areas

1. *Increase school engagement through community-based supports with the focus of reducing chronic absenteeism and increasing graduation rates.*

2. *Reduce risk factors and increase protective factors for youth/families to prevent further involvement in the juvenile justice system.*

3. *Reduce the racial and ethnic disparity of youth in the juvenile justice system.*

4. *Ensure access to services that influence a youth's behavioral and psychiatric well-being.*

5. *Prevent and decrease further involvement of youth in gangs.*

Please note: Priorities are NOT numbered by importance

Priority One: *Increase school engagement through community-based supports with the focus of reducing chronic absenteeism and increasing graduation rates.*

Decreasing truancy is a priority from the current year's plan. The tasks of the Truancy Team are to identify intervention and prevention strategies to address the problems surrounding at-risk youth and provide a means of intervening with these youth prior to them becoming involved with the juvenile justice system. The team reviews policies on how to better support at-risk youth, gathers and analyzes data, evaluates the current system, identifies system gaps, reviews information on access and availability of services, and explores ways to provide education regarding existing resources.

During the current plan year, the committee specifically accomplished the following:

- ✓ Truancy Diversion Program has been expanded to all middle schools;
- ✓ School Refusal Assessment is used for all youth:
- ✓ Middle schools use a restorative approach;
- ✓ High schools moved to a more incentive based structure; and
- ✓ Standardization and training around the Collaborative Plan.

Figure 2 below depicts the number of youths enrolled in Lincoln Public Schools:

LPS Student Population	2021-22 LPS Middle and High School	2021-22 Middle School	2021-22 High School	2022-23 LPS Middle and High School	2022-23 Middle School	2022-23 High School	2023-24 LPS Middle and High School	2023-24 Middle School	2023-24 High School
White	**14060**	5826	8234	**13943**	5804	8139	**13767**	5693	8074
African American	**1514**	652	862	**1591**	690	901	**1614**	681	933
Asian	**996**	392	604	**1028**	413	615	**1011**	425	586
Hispanic	**3405**	1457	1948	**3496**	1447	2049	**3617**	1429	2188
Native American	**154**	50	104	**150**	64	86	**138**	55	83
Two or More	**1993**	918	1075	**1998**	895	1103	**2014**	873	1141
ELL	**782**	261	521	**880**	279	601	**1002**	321	681
Free/Reduced Lunch	**9230**	4023	5207	**10064**	4535	5529	**10602**	4559	6043
All Students	**22142**	9302	12840	**22224**	9319	12905	**22178**	9162	13016

Figure 2: LPS Student Population - ***Safe and Successful Kids Interlocal Board, October 2024***

A key indicator for school engagement is the graduation rate. The graduation rate for LPS illustrates disparities. 63% of students who identify as Black or African American graduated from LPS in the 2021-22 school year, which is 13.7% lower than the overall LPS student population. 40.0% of students who identify as American Indian or Alaska Native graduated from LPS in the 2020-21 school year, which is 42.3% lower than the overall LPS student population. About 87.0% of students identified as Asian or White graduated from LPS in the 2021-22 school year, which is about 5% higher than the graduation rate for the overall LPS student population (Lincoln Vital Signs 2022).

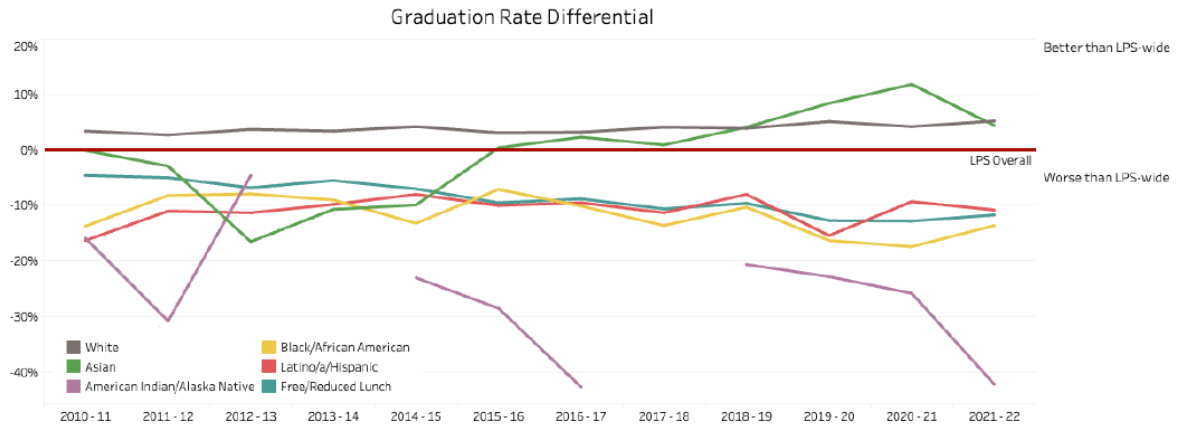


Figure 3: Graduation Rate Differential – *Lincoln Vital Signs 2022*

Attendance remains an issue in Lancaster County. In fact, the attendance rate has decreased since the last plan was written.

SCHOOL YEAR	K-12 FALL MEMBERSHIP COUNT	AVERAGE DAILY ATTENDANCE	AVERAGE DAILY MEMBERSHIP	ATTENDANCE RATE
2014-2015	37,495	35,809.9	37,731.8	94.9
2015-2016	38,460	36,580.6	38,584.2	94.8
2016-2017	39,354	37,106.5	39,233.8	94.6
2017-2018	40,086	37,625.9	39,968.4	94.1
2018-2019	40,295	37,683.1	40,033.4	94.1
2019-2020	40,503	38,590.1	40,414.1	95.5
2020-2021	39,890	37,082.1	39,768.7	93.2
2021-2022	40,015	36,517.0	39,889.0	91.5
2022-2023	39,957	36,601.7	39,859.4	91.8
2023-2024	39,771	36,793.8	39,982.7	92.0

Figure 4: Lincoln Public Schools

Another way to illustrate the attendance rate is to look at the those not in attendance or those absent. Figure 5 illustrates the number of youth broken down by race who are chronically absent.

Absenteeism[3]	N	American Indian/Alaskan Native	Asian/Native Hawaiian Pacific Islander	Black	Hispanic	Multiple Races/ Other	Unspecified/ Missing	White
Enrolled	54,595	310, 0.6%	2,453, 4.5%	3,264, 6.0%	7,345, 13.5%	4,183, 7.6%	0, 0%	37,040, 67.8%
Chronically Absent	11,412	138, 1.2%	294, 2.6%	1,193, 10.5%	2,370, 20.8%	1,334, 11.7%	20, 0.2%	6,063, 53.2%

Figure 5: Chronically Absent – *Juvenile Justice Institute 2020*

In Nebraska, “excessive absence” is defined as 20 or more absences in one school year. The number of referrals where the school has requested a filing from the County Attorney’s Office are broken down by years in Figure 6 below:

Truancy	
July 1, 2021 - June 30, 2022	54
July 1, 2022 - June 30, 2023	52
July 1, 2023 - June 30, 2024	81

Figure 6: Truancy Filings – *Lancaster County Attorney’s Office*

In 2011, truancy diversion was implemented to prevent these youth from entering out of the formal justice system. The high school track has a school social worker involved in the program with the facilitation of a bimonthly court model. The middle school truancy model is coordinated through juvenile diversion in partnership with The Mediation Center. This program is focused on the principles of restorative justice, where a truancy circle is facilitated to develop the case plan with the family.

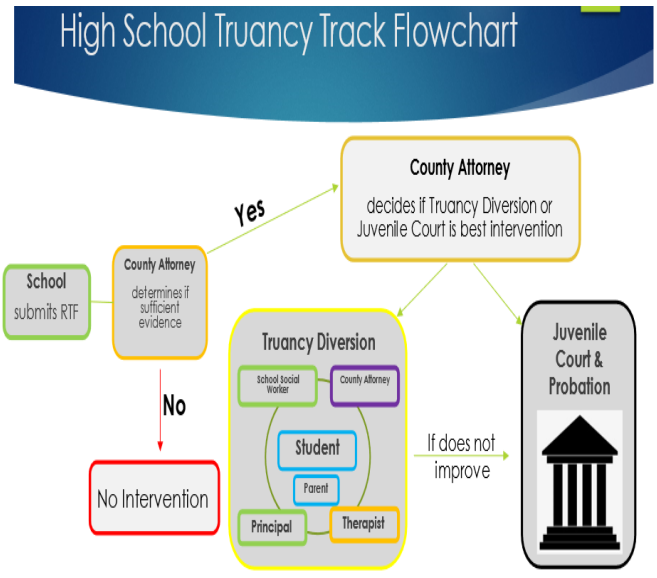


Figure 7: High School Truancy Flowchart

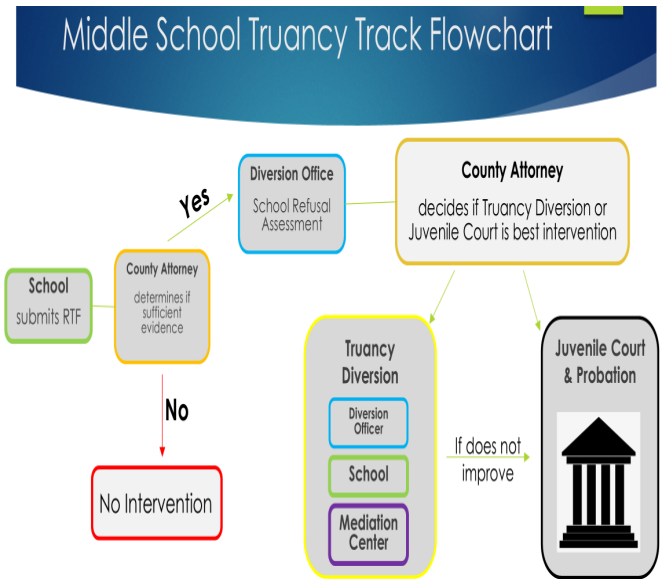


Figure 8: Middle School Truancy Flowchart

Lancaster County continues to collaborate with Lincoln Public Schools to address truancy and motivate students to reengage them in school. The numbers in Figure 9 represent the number of middle and high school youth referred to truancy diversion.

Year	Middle School Enrollments	High School Enrollments
2017	n/a	120
2018	n/a	72
2019	n/a	163
2020	n/a	72 (Covid)
2021	45	141
2022	49	206
2023	49	125
2024	34	118

Figure 9: Truancy Diversion Referrals – *Human Services and LPS*

Every youth who is referred to truancy diversion completes a School Refusal Assessment. Figure 10 contains information depicting why youth are truant from school.

	2020-21	2021-22	2022-23	2023-24	Totals
Mental Health	39	38	41	50	168 (50.8%)
Routine/Structure at home/Sleep schedule	38	34	33	44	149 (45%)
Illness/Medical	6	35	32	26	99 (30%)
Peer Issues	16	29	26	26	97 (29.3%)
Transportation	13	13	32	28	86 (26%)
Relationship with School	17	13	14	17	61 (18.4%)
Recent Death/Trauma	14	19	14	17	64 (19.3%)
Other	7	3	5	7	22 (6.6%)
Remote Learning	34	0	0	0	34 (10.3%)
Homeless	7	1	5	10	23 (7%)
Too far behind in work/not understand work	0	9	7	10	26 (7.9%)
Recent Domestic Violence	2	3	8	3	16 (4.8%)

Figure 10: School Refusal Assessment Outcomes – *Human Services*

While truancy cases are some of the more challenging cases to work with in the juvenile justice system, the truancy program is keeping youth out of the formal system.

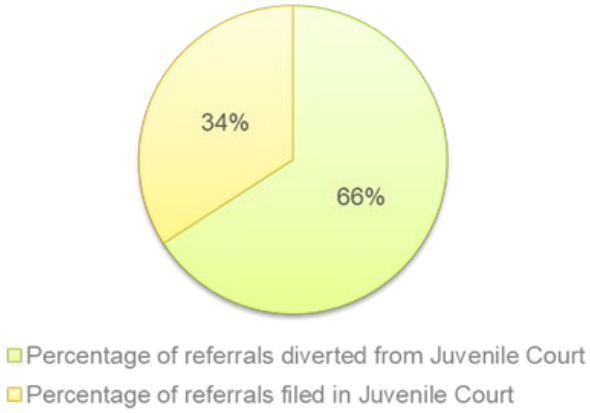


Figure 11: Truancy Diversion Outcomes – *County Attorney's Office*

In addition to the truancy diversion program, many other community-based programs also address truancy. The HUB Back on Track program is available at Lincoln High School for youth struggling in school. Family Service provides behavioral health supports to youth inside the schools. Lighthouse has an alternative to suspension school program for youth. The Malone Center has an Educational Advocate to support the family. The Asian Community and Cultural Center works with families to help them get to school and be successful while there. OMNI provides therapeutic supports for youth and families struggling. Theses are just a few of the many programs Lancaster County utilizes to address truancy.

Even with the effectiveness of the program, racial disparities continue to permeate the referrals to these programs. Figures 12 and 13 below illustrate the disproportionate numbers referred for truancies.

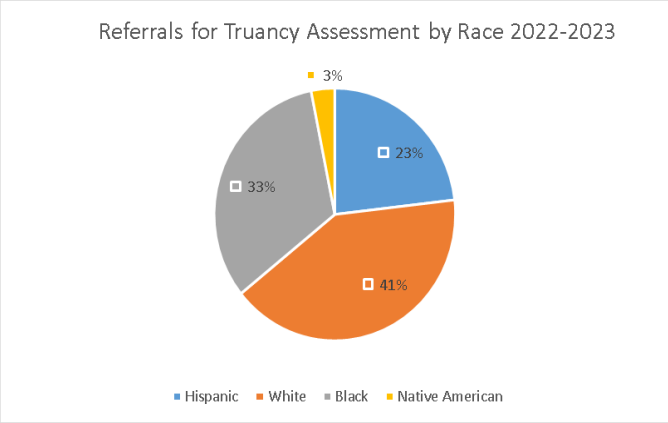


Figure 12: Referrals by Race – *Human Services*

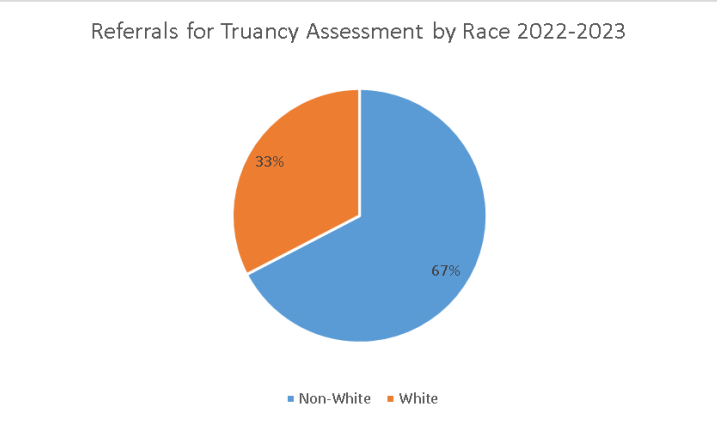


Figure 13: Referrals by Combined Race – *Human Services*

In order for youth to be succefully engaged in school, their basic needs must be met at home. This involves mobilizing community resrouces to provide wraparound support for families. School engagement is a multifaceted approach. Partnering with the schools to problem-solve, provide support, and advocate for students is the key to successful school engagement.

Priority One: Increase school engagement through community-based supports with the focus of reducing chronic absenteeism and increasing graduatio rates.					
Strategies/Objectives	Action Steps	Responsible Party	Timeline	Resources Needed	Expected Results
Decrease truancy through a combined effort with the schools, families, law enforcement, and service providers	Evaluate truancy diversion programs and possibility of expanding the program	County Attorney, LPS, Human Services	June 30, 2026	Funding for data analysts and program personnel	Improved attendance, performance, and school attachment Decreased truancy filings and less truancy adjudications
	Hold quarterly meetings with LPS site-based administrations to collaborate on needs of the school/students	JDAI Collaborative Partners & LPS	August 31, 2026	System coordination & collaboration	Consistent delivery of services
	Continued evaluation & review of truancy referrals that all "steps" have been completed thoroughly	Human Services, LPS, County Attorney	Ongoing	System coordination & collaboration	Improved attendance, performance, and school attachment Decreased truancy filings and less truancy adjudications
Create a supportive environment for youth to engage and thrive in school	Develop a network of lived expertise, peer support engagement to empower students and caregivers	JDAI Collaborative Partners & LPS	August 31, 2027	Collaboration & funding	Continuum of care for homeless youth in Lincoln
		LPS	August 31, 2027	Funding	

	Explore expansion of Transition Program through LPS				Improved attendance, performance, and school attachment
Organize & mobilize community to address barriers	Create innovative community collaboration to address transportation	United Way & JDAI Collaborative Partners	August 1, 2026	Funding	Improved attendance
	Ensure all services are available in multiple languages	Cultural Centers	Ongoing	Funding	Consistent delivery of services
	Expand early childcare opportunities for families where youth are missing school to watch siblings	United Way, LPS & Lincoln Littles	Ongoing	Funding	Improved attendance, performance, and school attachment

Priority Two: *Reduce risk factors and increase protective factors for youth/families to prevent further involvement in the juvenile justice system.*

Figures 14, 15 and 16 illustrate a multi-year trend in arrests, court filings and juvenile detention.

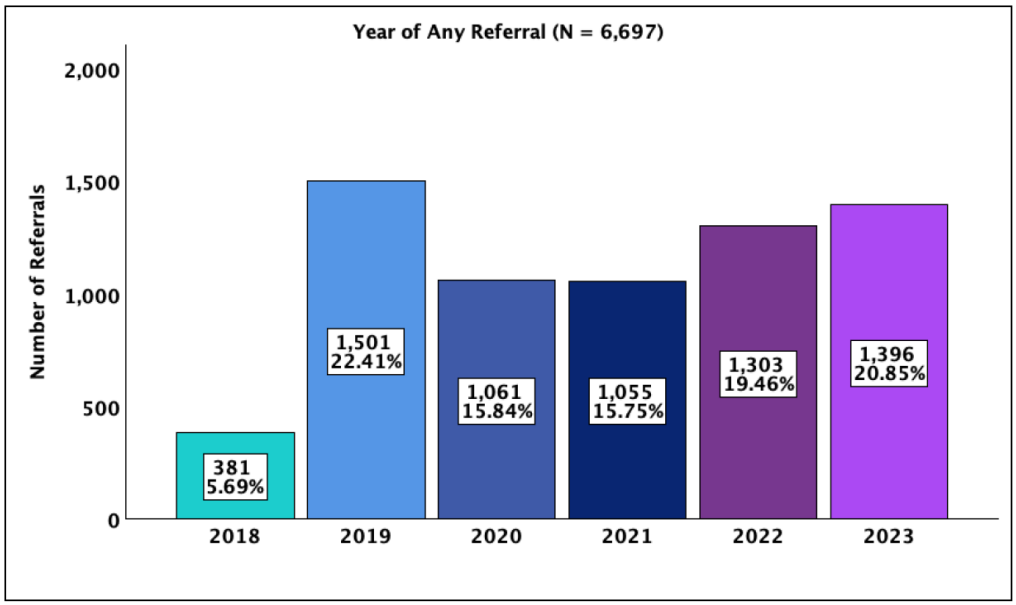
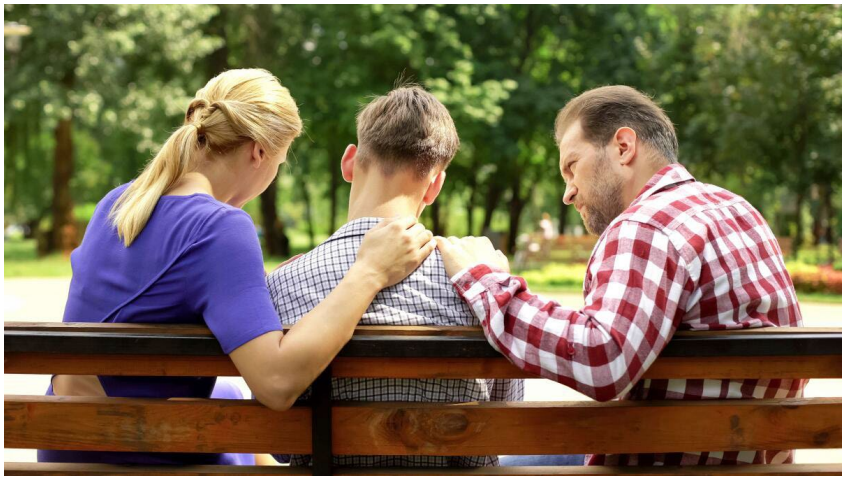


Figure 14: Juvenile Law Enforcement Referrals – ***University of Nebraska – Lincoln***

Law Violation	Cases filed	Felonies	Misdemeanors	Infractions	Not classified
July 1, 2021 - June 30, 2022	558	132	396	2	28
July 1, 2022 - June 30, 2023	606	156	406	3	41
July 1, 2023 - June 30, 2024	557	123	367	12	55

Figure 15: Juvenile Law Violations Filed in Juvenile Court – ***Human Services***



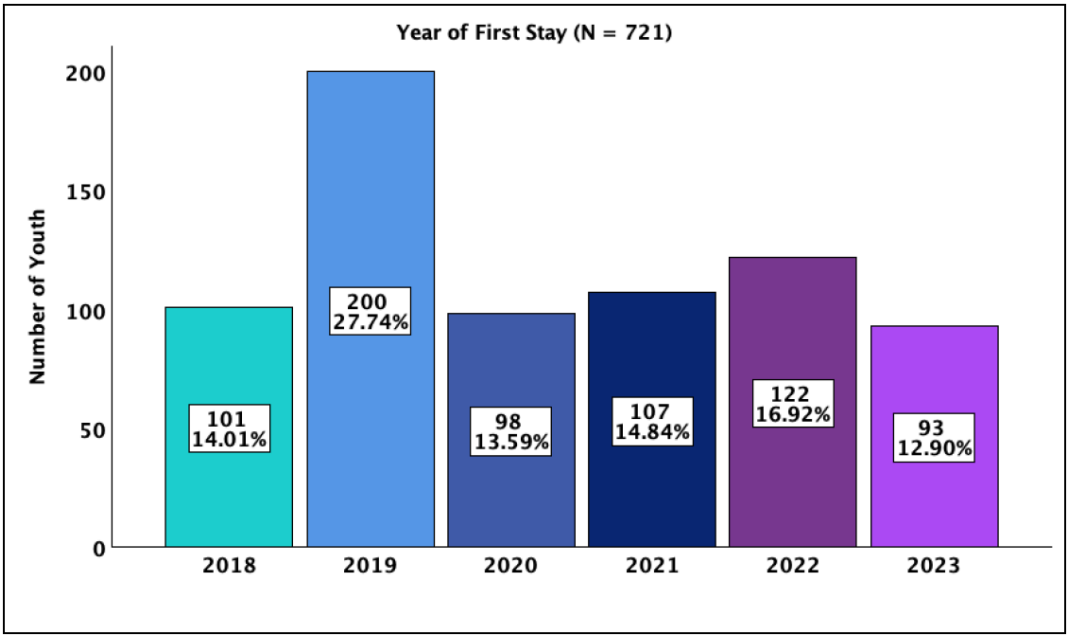


Figure 16: Juvenile Detention Stays – ***University of Nebraska –Lincoln***

Lancaster County has made tremendous strides in diverting youth out of the juvenile justice system. Through a myriad of prevention services, to school-based diversion, an early assessment process, multiple diversion opportunities (truancy diversion and intensive diversion), and a graduated sanction approach for youth who would otherwise be in detention, Lancaster County is keeping our youth out of the formal system.

Law enforcement referrals occurring in the schools that are classified as a disturbing the peace or assault and did not cause bodily harm or were not gang related are screened for eligibility of a pre-diversion program called Project RESTORE. This program, created in partnership with Georgetown University, aims to deter youth from entering the formal system. Built on the principles of Restorative Justice, Project RESTORE often involves a dialogue between the youth and victim. If the youth successfully completes the program, they are still eligible for regular diversion if they were to receive another law violation. Figure 17 below shows the success rate of youth on RESTORE.

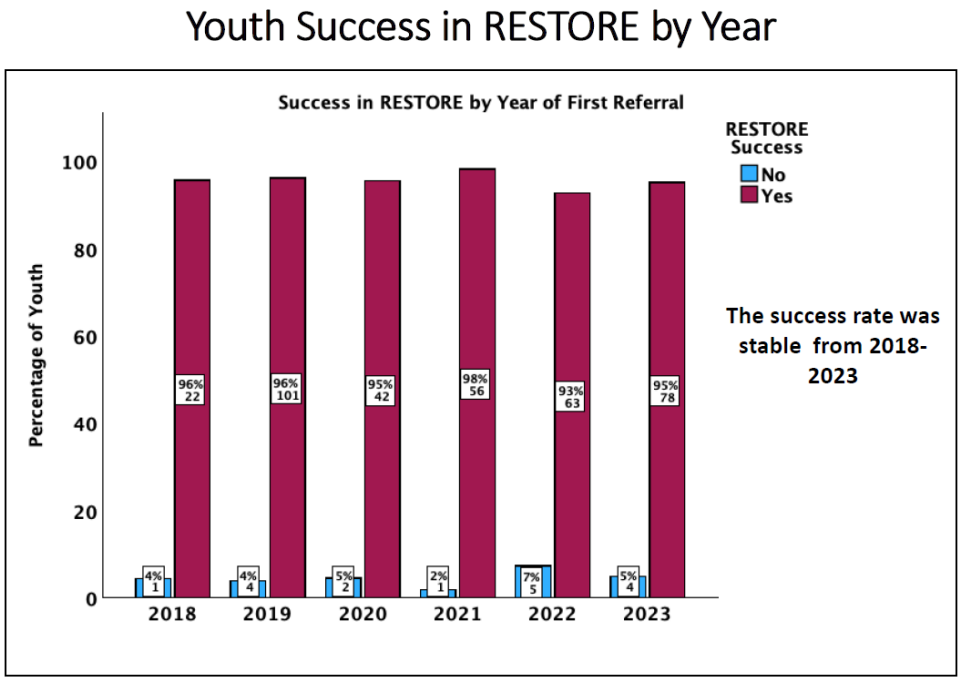


Figure 17: RESTORE Success Rate – *University of Nebraska - Lincoln*

Lancaster County has an Early Assessment Process for youth who receive diversion eligible law enforcement referrals. This process involves administering the Nebraska Youth Screen through separate interviews with both the youth and their family/guardian. The interview is summarized and sent to the County Attorney's Office, along with a recommendation on how to proceed with the case. Figure 18 is a breakdown of the Assessment recommendations over the course of a year.

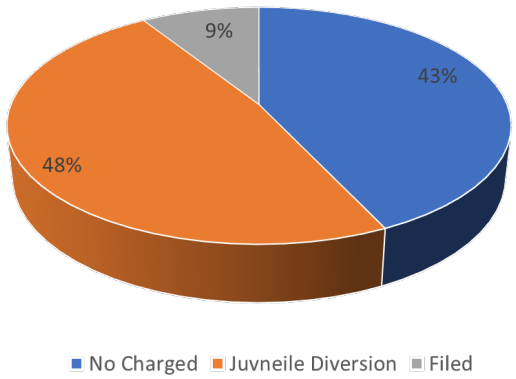


Figure 18: Nebraska Youth Screen Recommendations – *Human Services*

The Nebraska Youth Screen, completed during the Assessment Process, is used to develop a case plan with the family. A portion of the case plan includes partnerships with community organizations to address identified high-risk domains. Some of these partners include: The Bay, Malone Center, El Centro de las Américas, Lighthouse, Big Brothers Big Sisters, Visionary Youth, Asian Community and Cultural Center, OMNI, and Families Inspiring Families. Based on the evaluations completed by the Juvenile Justice Institute, most of these community-based programs were rated as Promising – Effective (see Appendix for specific ratings). These programs directly contribute to the overall success rate of diversion as illustrated in Figures 19 and 20 below.

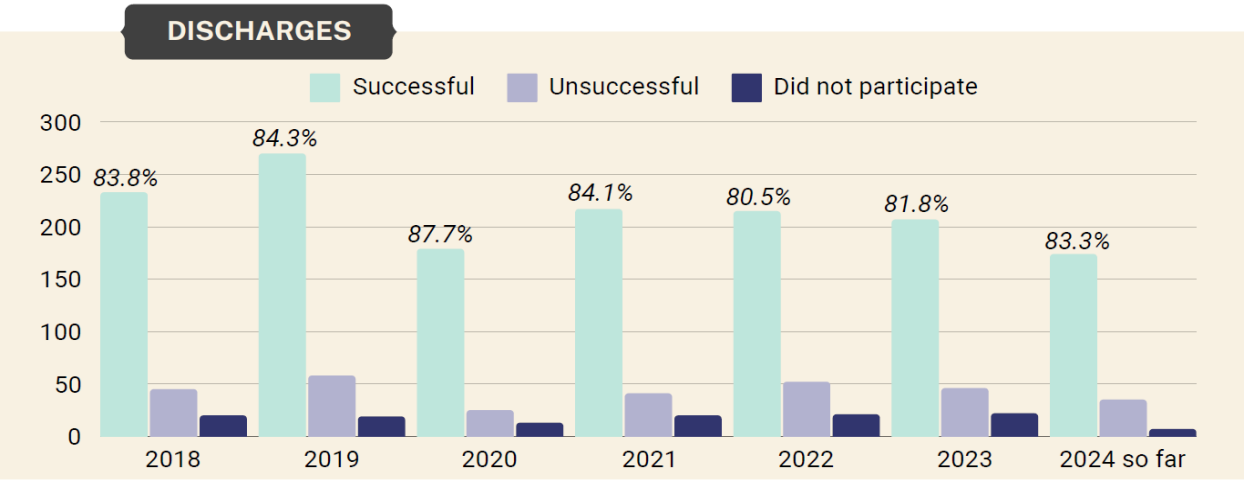


Figure 19: Juvenile Diversion Discharges – *Human Services*

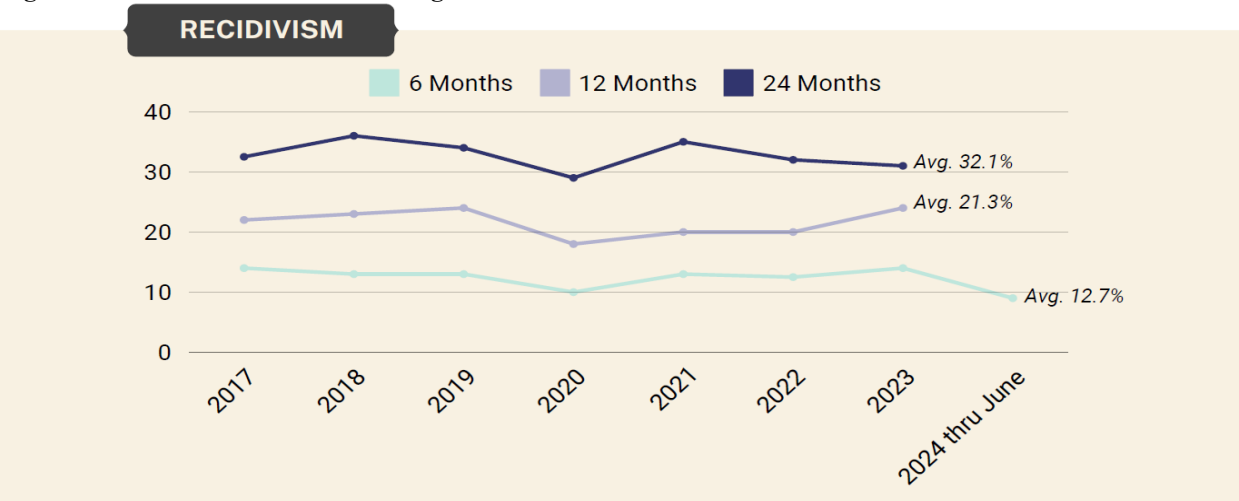


Figure 20: Juvenile Diversion Recidivism – Human Services

While there is significant work on the front end of the system to divert youth, a graduated sanctions approach is used when youth are presented at our detention center. Lancaster County has a detention center that costs over $450 per day. For staff-secure facilities in our neighboring county, the rate is about $250 per day. However, we recognize the true costs of detention far exceed any monetary costs.

Lancaster County has a Pre-Adjudication Community Service (PACS) program for supervising youth while on electronic monitor or home detention in lieu of going to the actual detention center. This program is also available for youth pending adult court charges. PACS partners with community partners for day reporting and monitoring services. Figure 21 below illustrates the success of PACS.

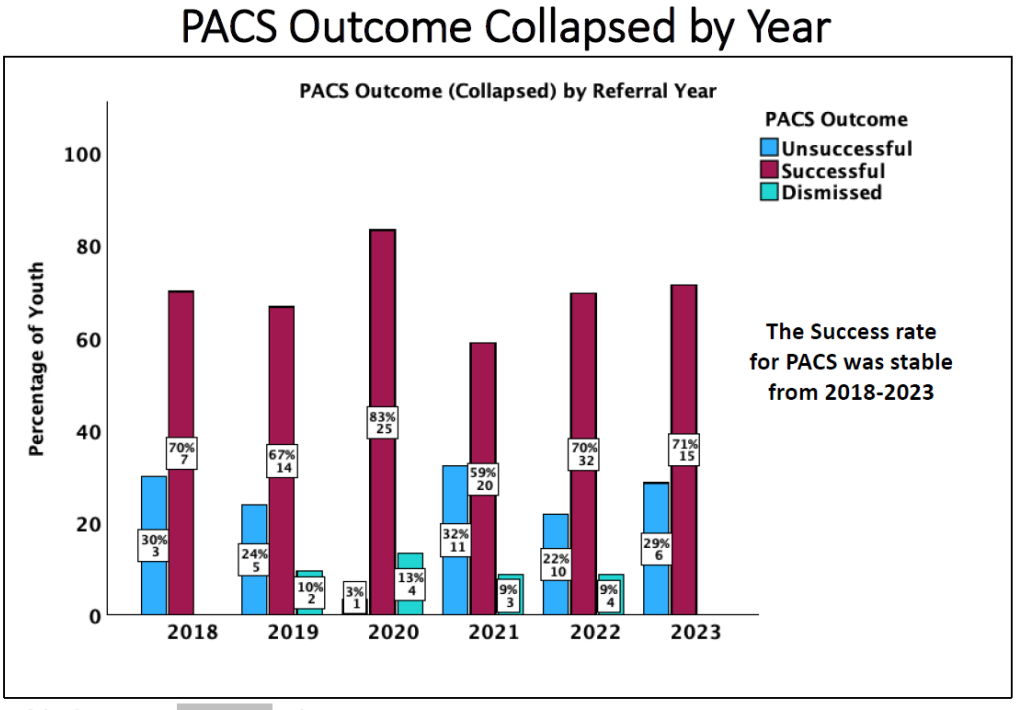
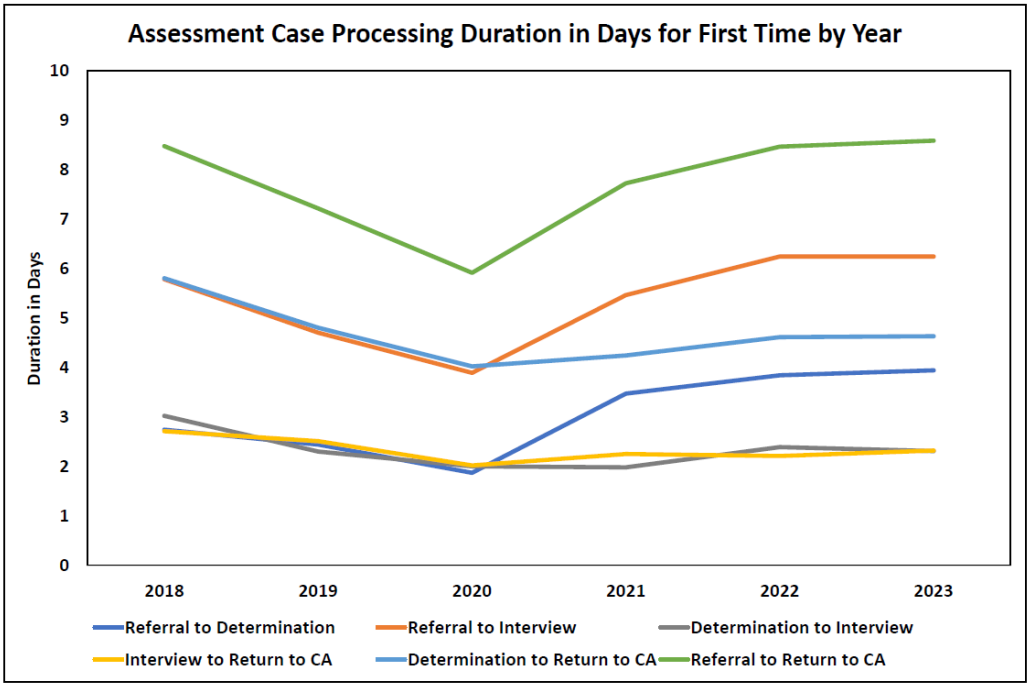


Figure 21: PACS Outcome – ***University of Nebraska - Lincoln***

Even with the success of community-based diversion program, there are still areas in the juvenile justice system and within our community that need improvement. Research on adolescent brain development demonstrates that to effectively impact behavior, restorative measures need to be swift and directly connected to the youth's risk factors. Lancaster County system partners are dedicated to prioritizing youth with first time offenses. However, in recent years, the time it takes to process these cases has been elongated.



Note 1. Referral date is the date sent to assessment.
Note 2. Determination date is the date of determining whether to perform an assessment or drop the case because family contact was not made or the CA requested the case be returned.

Figure 22: Assessment Case Processing Time – *University of Nebraska - Lincoln*

Not only do system partners need to collaborate for our youth and families, but community partners also need to work together to address poverty issues that are permeating our families. Numerous studies have shown the impact poverty has on health, well-being, and overall social connectivity. Additionally, poverty has a disparate impact on juvenile justice involvement. Below is a chart depicting law enforcement referrals in middle and high schools.

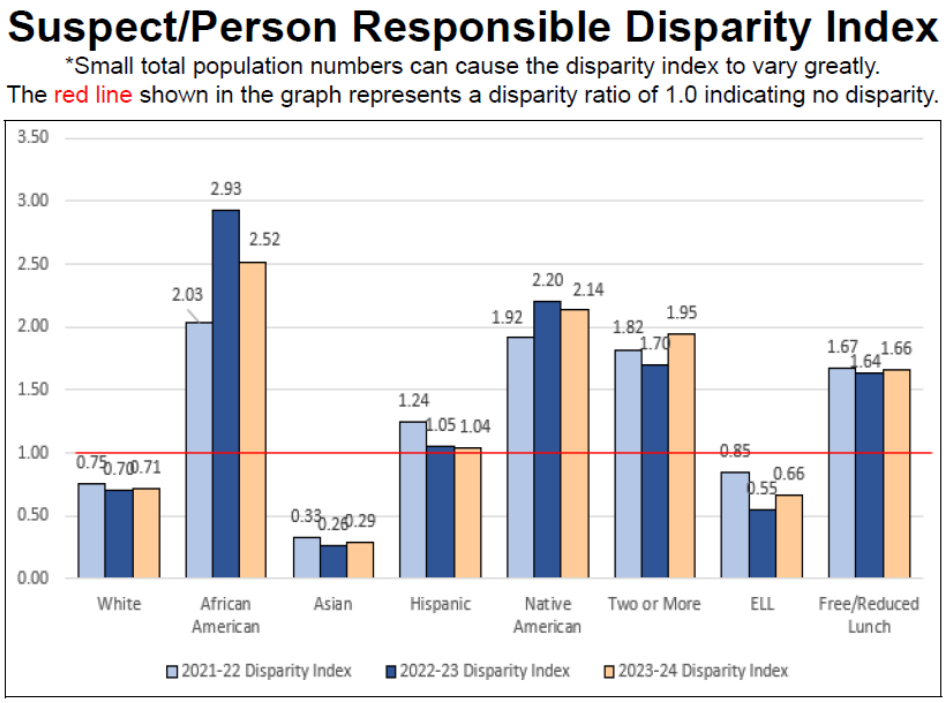
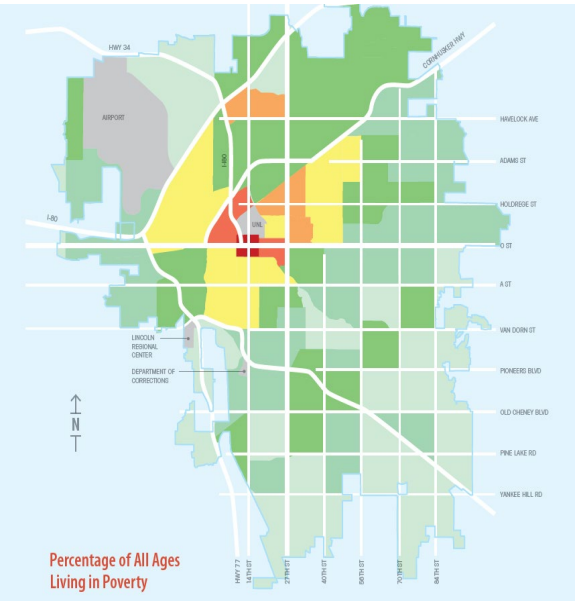


Figure 23: Suspect/Person Responsible Disparities - *Safe and Successful Kids Interlocal Board, October 2024*

The red line in Figure 23 illustrates what an equal system would look like. Anything below the red line shows less youth in that category are receiving law enforcement referrals into the juvenile justice system. Those above the line show youth in that category are referred at a higher rate. As mentioned above, youth receiving free/reduced lunch are receiving more law enforcement referrals (School Resource Officer Program, School Perception, and Discipline Data Reports 2024).

This same illustration can be seen in the two charts below. The first chart is the areas of poverty in our community. The darker the color the higher the poverty rate. The second chart is the area of town diversion referrals are generated. It is evident from these two charts that diversion referrals are coming from areas of town with the most poverty.



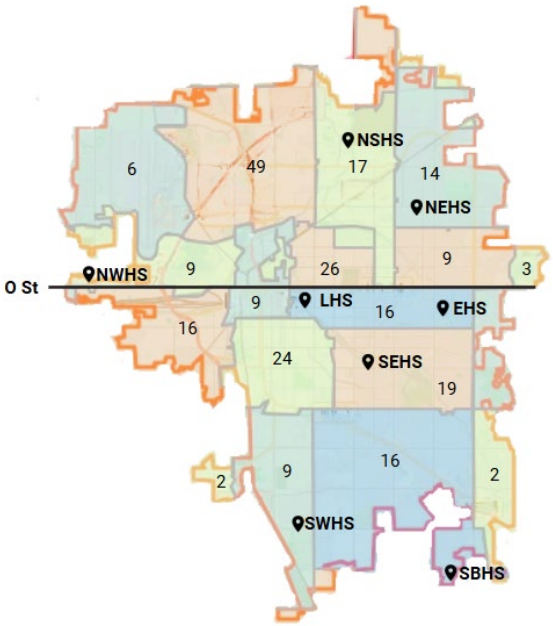


Figure 24: Place Matters 2023 – *Community Health Endowment*

Figure 25: Juvenile Diversion Referrals 2023 – *Human Services*

In addition to youth living in poverty, our youth are also engaging in high-risk behavior at a rate higher than the rest of the state. In the Youth Risk and Protective Factor Survey, twelfth grade youth in Lancaster County reported using cigarettes, alcohol, and prescription medication at a rate over 10% higher than youth in the rest of the state (Juvenile Justice Institute 2024). For the last fiscal year, youth cited for law enforcement referrals screened highest on the NYS in the areas Leisure/Recreation, Education/Employment, and Family Circumstance/Parenting.

1,069 cases	Combined 2022 & 2023 -			Combined 2022 & 2023 (%)		
Score	0	1	2	0	1	2
3. Family Circumstance/Parenting	604	200	265	56.5%	18.7%	24.8%
4. Education/Employment	263	536	270	24.6%	50.1%	25.3%
5. Peer Relationships	374	640	85	35.0%	59.9%	8.0%
6. Substance Use	687	282	100	64.3%	26.4%	9.4%
7. Leisure/Recreation	361	321	387	33.8%	30.0%	36.2%
8. Personality/Behavior	338	494	237	31.6%	46.2%	22.2%
9. Attitudes/Orientation	483	483	103	45.2%	45.2%	9.6%
Mean Score	388.75	369.625	181.125	36.4%	47.10%	41.90%

Figure 26: NYS Scores – *Human Services*

The community needs to collectively conduct system mapping to identify how effective services can be wrapped around families to prevent them from entering our juvenile justice system. Through the recently developed Youth Advisory Council, we will gain valuable insight and allow youth with lived expertise to help inform the system on best practices for youth. We also need to ensure the services we provide families are quality based and research informed. While the Juvenile Justice Institute provides general information concerning programs funded through CBA, we need more specific and meaningful data for all our programs. Quality programs involve ensuring program staff are properly trained in service delivery. Training for community providers on culturally specific, trauma, and research informed practices is essential to ensuring the success of our families.

Priority Two: Reduce risk factors and increase protective factors for youth/families to prevent further involvement in the juvenile justice system.					
Strategies/Objectives	Action Steps	Responsible Party	Timeline	Resources Needed	Expected Results
Identify a coordinated level of response for community partners	Support relationships that build community trust with the law enforcement	Justice Stakeholders & Community Partners	Ongoing	Collaboration & Funding	Promote community safety
	Partner with job training and trade industries to advance economic mobility in our youth and families	Community Providers	June 30, 2026	Programs & Funding	Individualized programming & supports
	Ensure parents are a part of the process	Justice Stakeholders & Community Partners	Ongoing	Training	Successful completion of program
Engage system partners through educational trainings	Work with family organizations and the Youth Advisory Council to ensure all justice related materials are easy to understand	Justice Stakeholders & Community Partners	December 31, 2026	Collaboration	Parental & youth engagement
	Provide systemwide training on generational trauma and research informed practices	Justice Stakeholders & Community Partners	June 30, 2026	Funding	Parental & youth engagement

System map and evaluate programs to ensure effectiveness	Garner input from the Youth Advisory Council concerning programming	Community Providers	December 31, 2026	Collaboration	Youth engagement
	Programs receive meaningful feedback concerning effectiveness of programming	Collaborative & Quality Assurance Coordinator	March 31, 2027	Collaboration & funding	Effective Programing
	Establish measure for prevention	Collaborative & Quality Assurance Coordinator	March 31, 2027	Collaboration & funding	Effective Programing
	Create effective avenue for marketing resources to families	Youth Advisory Council & Families Inspiring Families	December 31, 2026	Collaboration & funding	Parental & youth engagement
	Survey community providers to assess how program addresses risk and protective factors	Quality Assurance Coordinator	December 31, 2025	Collaboration & funding	Effective Programing
Continue and expand on prevention and diversion opportunities	Infuse restorative practices in programming	The Mediation Center	Ongoing	Collaboration & funding	Reduced recidivism
	Provide and promote diversion and graduated sanctions activities for all youth	JDAI Collaborative	Ongoing	Collaboration & funding	Reduced recidivism

Priority Three: *Reduce the racial and ethnic disparity of youth in the juvenile justice system.*

Reducing the disproportionate minority contact in the juvenile justice system is a priority from the current year's plan. Lancaster County is fortunate to have an active Reducing Racial and Ethnic Disparities (R/ED) Committee that meets regularly, reviews juvenile justice data, and takes direct action to meet this priority. Representatives from Lancaster County participated in the Advancing Racial Justice and Equity in Youth Legal Systems Certificate Program at Georgetown University on two separate occasions. Lancaster County is also a Juvenile Detention Alternatives Initiative (JDAI) Site.

To address disproportionality in our system, it is essential to examine the totality of disparate impact outside of the immediate justice system. The map of the City of Lincoln, taken from Place Matters, illustrates how minority populations are usually residing in areas with higher poverty (and often higher crime).

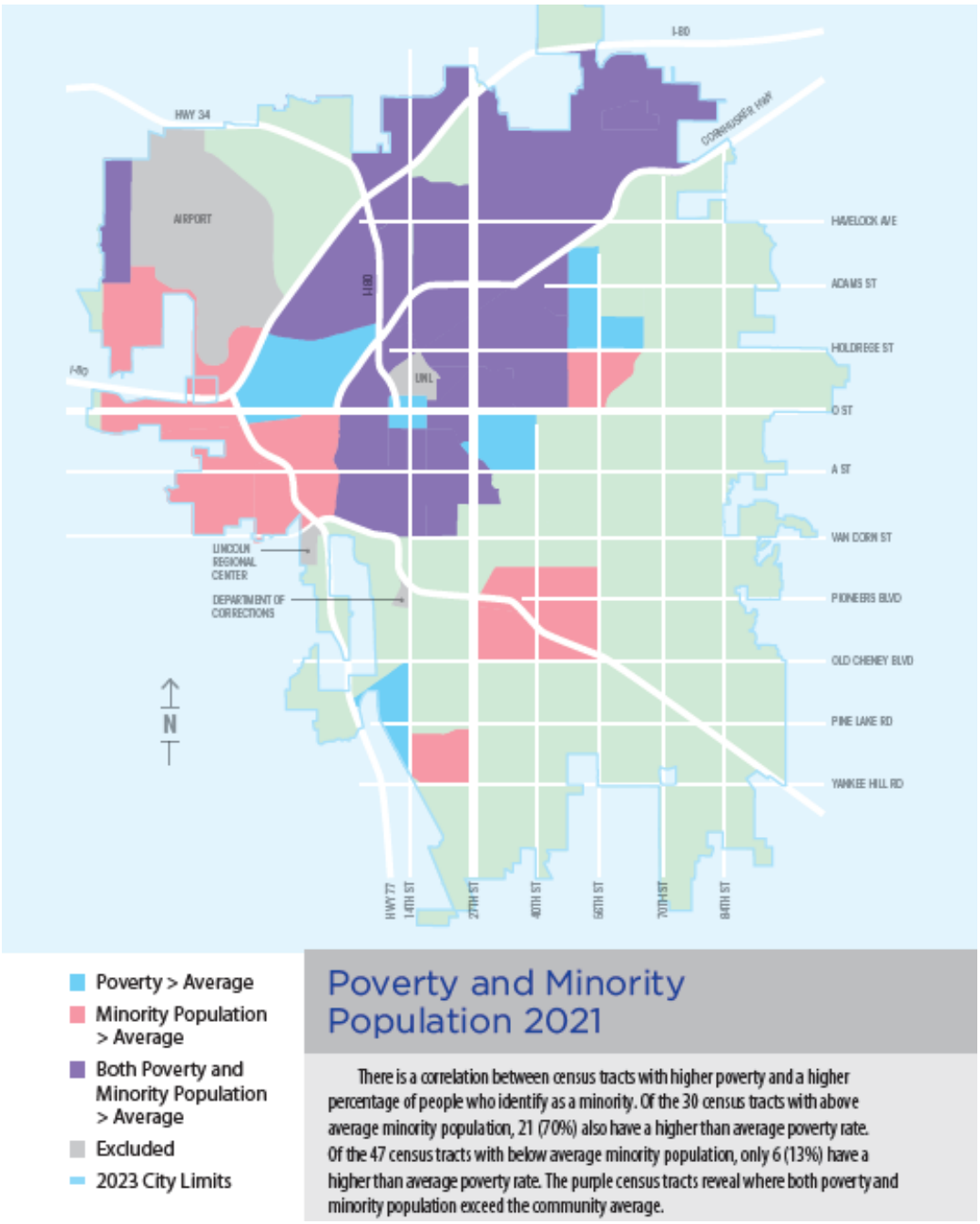


Figure 27: Poverty & Minority Population – ***Place Matters 2023 Community Health Endowment***

Lincoln is fortunate to have one school district that builds on consistencies across all schools. School is often the cornerstone of a youth's life, as they spend much of their day there and form many peer relationships in that environment. Schools are often a microcosm of the community they serve. Unfortunately, this means the disparities existing in the

community carry over to the schools. Figures 28-31 illustrate the suspensions and expulsions of both middle and high schools.

Middle School

Percent of Yearly Out-of-School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	2%	2%	17%	19%	0%	48%	13%
2015-2016	1%	1%	15%	20%	0%	50%	12%
2016-2017	3%	1%	15%	21%	0%	48%	13%
2017-2018	1%	1%	16%	20%	0%	49%	13%
2018-2019	1%	1%	13%	18%	0%	54%	14%
2019-2020	0%	1%	15%	20%	0%	46%	17%
2020-2021	1%	1%	14%	18%	0%	49%	17%
2021-2022	1%	2%	17%	21%	0%	44%	15%
2022-2023	1%	2%	19%	19%	0%	44%	15%
2023-2024	1%	1%	17%	18%	0%	47%	15%
Overall % of 23-24 Student Population	1%	5%	8%	16%	0%	62%	10%

Figure 28: *Safe and Successful Kids Interlocal Board, October 2024*

High School

Percent of Yearly Out-of-School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	3%	1%	14%	17%	0%	53%	11%
2015-2016	2%	2%	15%	16%	0%	51%	14%
2016-2017	3%	1%	16%	16%	0%	51%	13%
2017-2018	2%	1%	16%	16%	0%	52%	14%
2018-2019	2%	1%	16%	17%	0%	51%	12%
2019-2020	2%	2%	15%	18%	0%	50%	13%
2020-2021	2%	2%	14%	19%	0%	48%	16%
2021-2022	2%	1%	17%	19%	0%	48%	14%
2022-2023	1%	1%	17%	22%	0%	43%	15%
2023-2024	2%	1%	17%	19%	0%	45%	17%
Overall % of 23-24 Student Population	1%	4%	7%	17%	0%	62%	9%

Figure 29: *Safe and Successful Kids Interlocal Board, October 24*

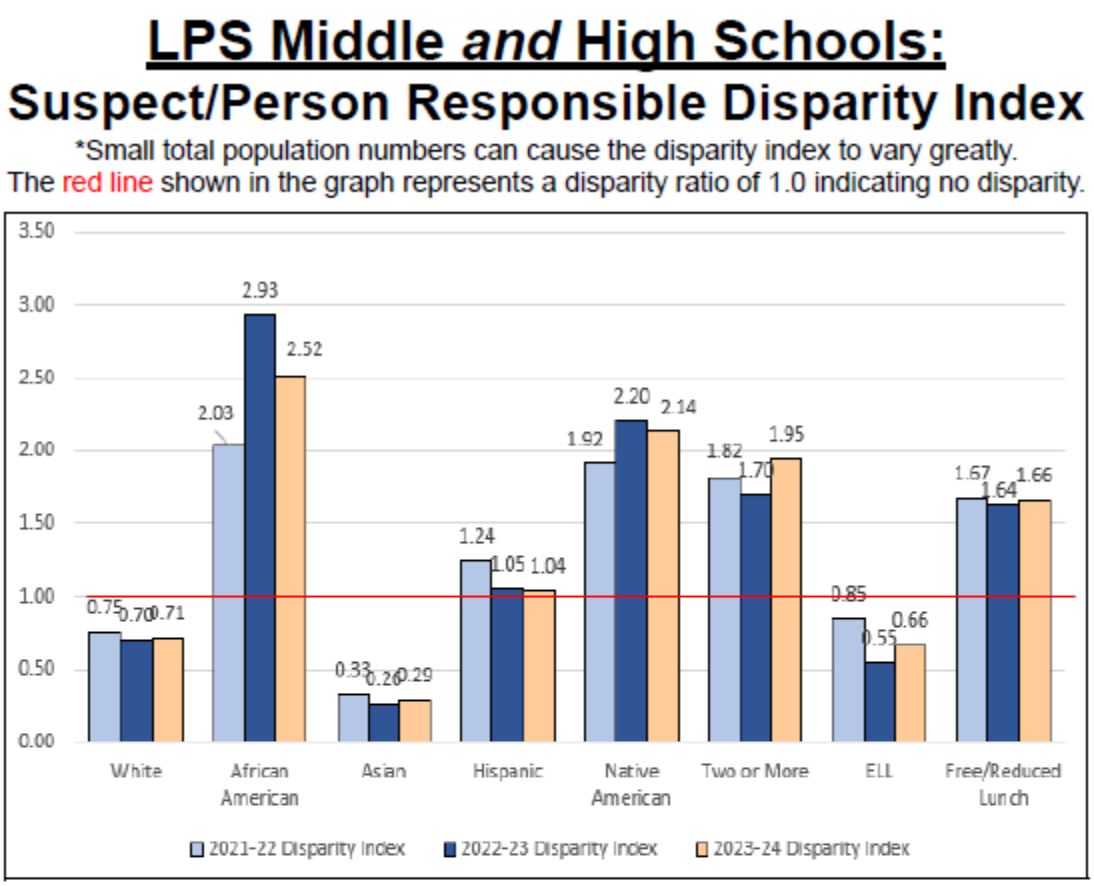
Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	6%	0%	17%	31%	0%	29%	17%
2015-2016	1%	1%	12%	36%	0%	41%	8%
2016-2017	5%	3%	17%	33%	0%	33%	8%
2017-2018	6%	0%	15%	27%	0%	40%	11%
2018-2019	4%	2%	20%	16%	0%	43%	16%
2019-2020	0%	4%	28%	24%	0%	36%	8%
2020-2021	0%	0%	16%	21%	0%	47%	16%
2021-2022	5%	0%	16%	26%	0%	33%	21%
2022-2023	0%	0%	14%	34%	0%	31%	21%
2023-2024	2%	2%	20%	29%	0%	36%	13%
Overall % of 23-24 Student Population	1%	5%	8%	16%	0%	62%	10%

Figure 30: *Safe and Successful Kids Interlocal Board, October 2024*

Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific	White	Two or More Races
2014-2015	5%	1%	18%	24%	0%	47%	5%
2015-2016	4%	3%	15%	20%	0%	39%	18%
2016-2017	4%	0%	22%	16%	0%	46%	12%
2017-2018	0%	0%	21%	14%	0%	49%	15%
2018-2019	1%	3%	9%	28%	0%	44%	15%
2019-2020	0%	0%	12%	24%	0%	49%	15%
2020-2021	0%	6%	19%	19%	0%	56%	0%
2021-2022	0%	2%	12%	26%	0%	46%	14%
2022-2023	2%	0%	23%	31%	0%	29%	15%
2023-2024	4%	1%	22%	22%	0%	32%	18%
Overall % of 23-24 Student Population	1%	4%	7%	17%	0%	62%	9%

Figure 31: *Safe and Successful Kids Interlocal Board, October 24*

The disproportionalities found in suspension and expulsions are similar to police referrals. Figure 32 below shows the person responsible disparity index for both middle and high schools.



Middle and High School Suspect/Person Responsible Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	286	0.75	327	0.7	265	0.71
African American	83	2.03	155	2.93	110	2.52
Asian	9	0.33	9	0.26	8	0.29
Hispanic	114	1.24	122	1.05	102	1.04
Native American	8	1.92	11	2.2	8	2.14
Two or More	98	1.82	113	1.7	106	1.95
ELL	18	0.85	16	0.55	18	0.66
Free/Reduced Lunch	417	1.67	549	1.64	477	1.66

Figure 32: Suspect/Person Responsible Disparities - *Safe and Successful Kids Interlocal Board, October 2024*

Once in the system, the disproportionalities continue for each system point. The table on the next page is taken from the Juvenile Justice Institute (2022).

Racial and Ethnic Distribution of System Points

System Point	N	American Indian/ Alaskan Native	Asian/ Native Hawaiian Pacific Islander	Black	Hispanic	Non-Hispanic	Multiple Races/ Other	Unspecified/ Missing	White
2020 Census Number of Youth by Race/Ethnicity	83,961	492	3,922	4,471	10,797	-	4,971	0	59,308
Percent of Youth by Race/ Ethnicity	-	0.6%	4.7%	5.3%	12.9%	-	5.9%	0%	70.6%
Law Enforcement Contact/ Cited	2,419	0, 0%	86, 3.6%	208, 8.6%	284, 11.7%	-	0, 0%	107, 4.4%	1,733, 71.7%
Youth Referred to Diversion (CY 2022)	368	8, 2.2%	1, 0.3%	119, 32.3%	21, 5.7%	-	1, 0.3%	26, 7.1%	192, 52.1%
Filed in Juvenile Court	544	17, 3.1%	11, 2.0%	174, 32.0%	88, 16.2%	-	0, 0%	26, 4.8%	228, 41.9%
Filed in Adult Court	9	1, 11.1%	0, 0%	1, 11.1%	3, 33.4%	-	1, 11.1%	2, 22.2%	1, 11.1%
Adult Transfer	3	0, 0%	0, 0%	1, 33.3%	2, 66.7%	-	0, 0%	0, 0%	0, 0%
Youth Placed on Probation[4]	353	23, 6.5%	10, 2.8%	104, 29.5%	-	-	31, 8.8%	0, 0%	185, 52.4%
Hispanic/non-Hispanic					97, 27.5%	256, 72.5%			
Satisfactory Release	185	14, 7.6%	4, 2.1%	42, 22.7%	-	-	14, 7.6%	0, 0%	111, 60.0%
Hispanic/non-Hispanic					47, 25.4%	138, 74.6%			
Motions to Revoke	170	17, 10.0%	4, 2.4%	44, 25.8%	-	-	9, 5.3%	0, 0%	96, 56.5%
Hispanic/non-Hispanic					45, 26.5%	125, 73.5%			
Probation Revoked	8	1, 12.5%	0, 0%	3, 37.5%	-	-	0, 0%	0, 0%	4, 50.0%
Hispanic/non-Hispanic					0, 0%	8, 100%			
Youth Booked into Detention	177	13, 7.3%	6, 3.4%	84, 47.5%	-	-	0, 0%	4, 2.3%	70, 39.5%
Hispanic/non-Hispanic					20, 11.3%	157, 88.7%			

Sources: Court and probation data (2022) came from the Nebraska Judicial Branch Juvenile Justice Annual Statistic Report, https://nebraskalegislature.gov/FloorDocs/108/PDF/Agencies/Supreme_Court/567_20230718-094145.pdf; Law enforcement citations, diversion, and detention booking data (2022) came from the Nebraska Crime Commission Juvenile Court Reports, https://ncc.nebraska.gov/data-and-reports.[5]

Figure 33: ***Juvenile Justice Institute 2022***

Figure 34 is information collected by Lancaster County Human Services depicting the impact of race as youth move through the juvenile justice system. As you can see below, the deeper youth penetrate the system, the more minority youth are present.

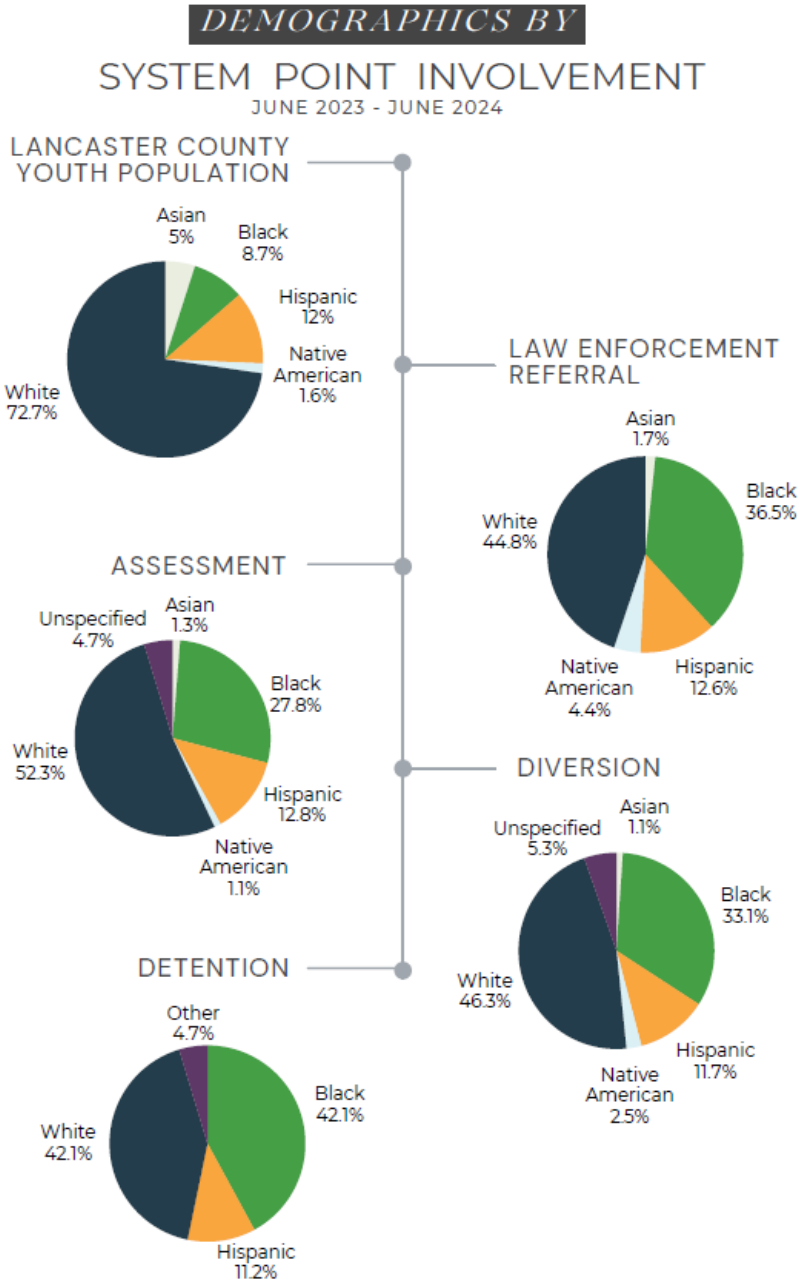


Figure 34: System Point Involvement – *Human Services*

Figure 35 illustrates the Relative Rate Index for all system points in the juvenile justice system. For a fair and equitable system, they should all equal one. Anything over one, illustrates an overrepresentation of minority youth in that system point.

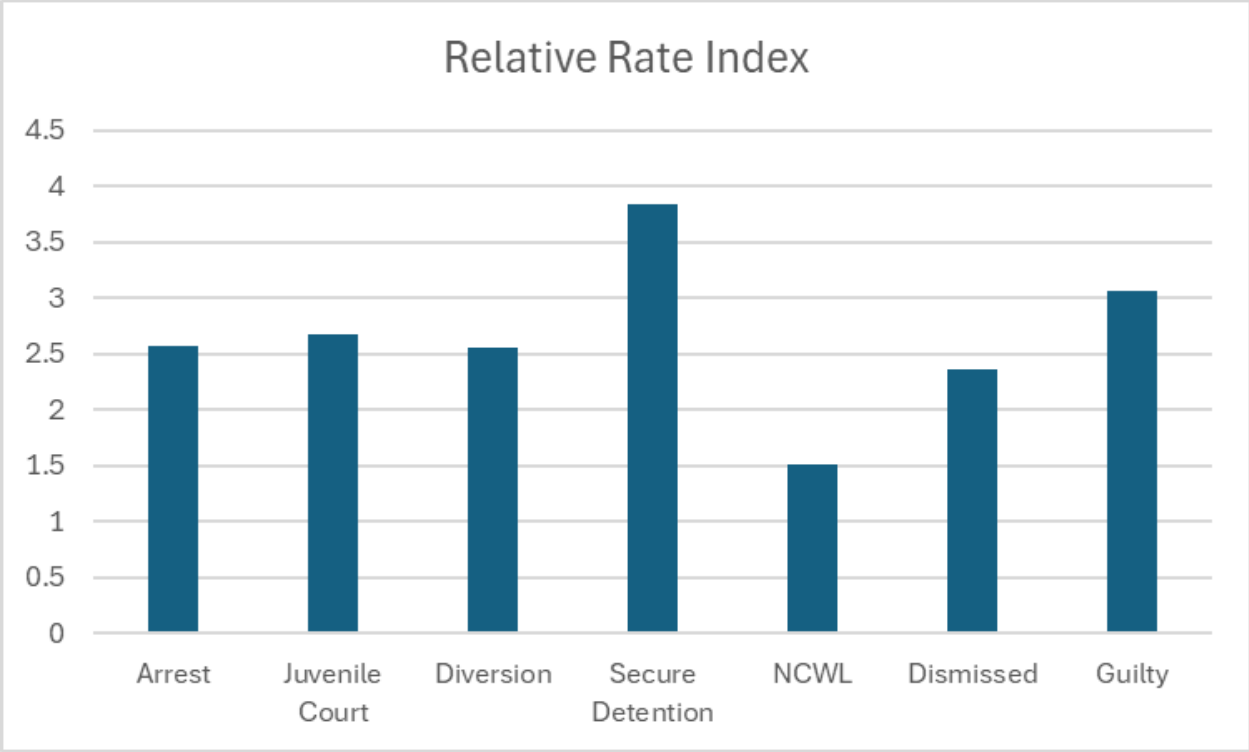


Figure 35: Relative Rate Index 2022 – *Human Services*

Lancaster County has implemented several programs, while partnering with several cultural leaders, community-based organizations, and a multitude of different national experts. Reducing racial and ethnic disparities has always been a priority in our community. However, as shown above, we continue to have disparities.

Lancaster County needs a way to actively engage parents from different cultural backgrounds. Cross-training is essential for system stakeholders and parents to ensure awareness of available services and identify the needs of our families. Additionally, there should be shared messaging and a streamlined approach for the services available through our culturally based programs.

Behavioral health providers need to be from the same cultural as our families. While we have little control over recruitment and retention, we can provide culturally relevant training for providers. We can also assist by ensuring all services are provided in linguistically appropriate languages. Additionally, messaging regarding the normalcy of seeking assistance for behavioral health concerns needs to be targeted to populations who may be hesitant about seeking assistance.

Law enforcement referrals continue to be generated from the schools. There should be a continuous partnership between the schools and law enforcement, to ensure ongoing communication and collaboration for school-based referrals. Restorative approaches, training, and preventative efforts should be consistently implemented to reduce the overrepresentation of minority youth in school-based assaults and disturbances.

Priority Three: Reduce the racial and ethnic disparity of youth in the juvenile justice system.					
Strategies/Objectives	Action Steps	Responsible Party	Timeline	Resources Needed	Expected Results
Work with parents, guardians, and/or trusted adults to meaningfully engage them	Focus Groups/Events	Families Inspiring Families, Cultural Leaders, LPS	Ongoing	Collaboration & funding	Better understanding of parental needs and/or issues Information sharing
	Parent education, supports, wraparound services, incentives for participation	Stakeholders	Ongoing	Collaboration & funding	Increased parent engagement
	Training for service providers on how to engage parents	Stakeholders	December 31, 2027	Collaboration & funding	Increased parent engagement
Provide culturally appropriate and accessible behavioral health services	Cultural training	Stakeholders	December 31, 2027	Collaboration	Culturally appropriate services
	Messaging around behavioral health services	LPS, Stakeholders	June 30, 2026	Collaboration & funding	More people accessing services
	Interpretation	Cultural Leaders	Ongoing	Funding	Accessible services
Enhance exposure and referral system for cultural programs	Cultural relevant questions on intake	Stakeholders & Human Services	June 30, 2026	Collaboration	Streamlined referral process
	Common vocabulary/consistent referral process	Stakeholders & Human Services	June 30, 2027	Collaboration	Streamline referral process

	Specific outcomes for programs	Quality Assurance Coordinator	June 30, 2026	Funding	Effective programming
	Establish reliable transportation to get youth to and from centers	Stakeholders	December 31, 2026	Coordination & funding	Higher youth participation in programs
	Marketing in multiple languages	Cultural Leaders	December 31, 2025	Coordination & funding	Higher youth participation in programs
	Educational opportunities on services available	Stakeholders	December 31, 2025	Coordination	Higher youth participation in programs
Collaborate with LPS for results-based interventions	Training/professional development (teachers and law enforcement) concerning responding to incidents and impact on youth Review policies that could ostracize Uniform policy/rubric concerning when police are called to the schools Review and share data to illustrate impact	Lincoln Police Department, LPS, Youth Advisory Council, Cultural Leaders, Families Inspiring Families, and County Attorney	June 30, 2026	Coordination	Less youth entering the juvenile justice system at the point of arrest Less youth being referred to law enforcement from the schools Schools work with students on redirecting undesirable behavior

Priority Four: *Ensure access to services that influence a youth's behavioral and psychiatric well-being.*

Lancaster County has been actively addressing the behavioral and psychiatric well-being of youth. Lancaster County received $1,000,000 of federal funding for system level partnership in the development of a Family Resource Center. In addition, Lancaster County invested $6 million of ARPA funding for a building dedicated to programming, with the Division of Behavioral Health committing another $1.4 million for the service provision. The goal is to provide a safe and supportive location to partner with youth and families who are struggling and need connections to behavioral health services and community resources, ultimately helping them move from crisis to stability.

The Youth and Family Crisis Center, known as SquareOne, provides intervention opportunities for: preventing and diverting youth from child welfare and the juvenile justice system through a single point of contact; identifying underlying issues contributing to the concerning behavior; and partnering with youth and families to access individualized services and resources within our community through a neutral resource site. This Center is designed to serve families who have youth under the age of 19 living in the home and who are experiencing a behavioral health crisis.

The facility serves as a single point of contact, integrating prevention and early intervention services and supports through a centralized and coordinated point of contact for youth who are struggling at home, in the community, or at school, and who are at-risk of systems involvement. Services include crisis behavioral health screening, stabilization and support; integrated case management through utilization of peer support and family navigators; referrals to existing support services within the community; access to basic

needs and concrete supports during a crisis; and limited crisis respite beds. These services will be available 24 hours a day, 7 days a week, beginning in Fall of 2025.

National reports show Lincoln in the top 25% of healthiest cities (2023 Healthiest Cities in America). However, other data reports cause concern for our youth. Lincoln has a goal of 80% of children/youth (grades 4-8) pass the PACER. However, only 27.1% of census tracts achieved that goal in the 2018-19 school year. This trend worsened following the COVID pandemic, with only 16.9% of census tracts achieving the 80% goal in the 2022-2023 school year (Summary Report Youth Fitness, Sports, and Opportunity – Lincoln, NE – CHE 2023).

As a response to these outcomes, Community Health Endowment conducted surveys to Lincoln Public School (LPS) coaches to explore the barriers for participation in sports. Online surveys were distributed to head, assistant, and volunteer high school coaches in LPS. The response rate was 44% (n=145). Additionally, personal interviews were conducted with 13 local youth sports leaders. Figure 36 presents the findings of this survey, which are differentiated between Title I and Non-Title I Schools (Summary Report Youth Fitness, Sports, and Opportunity – Lincoln, NE – CHE 2023).

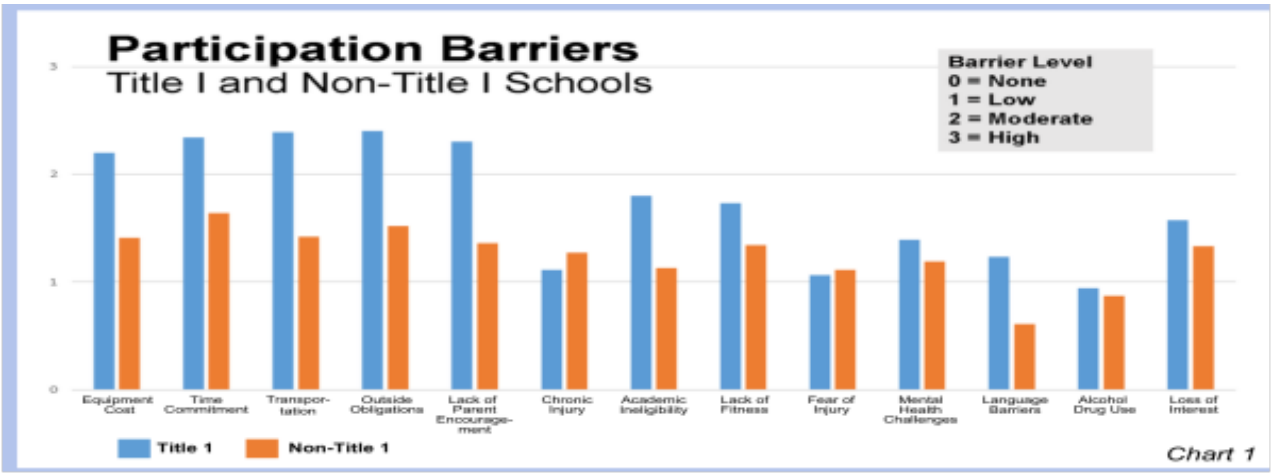


Figure 36: Participation Barriers – ***Youth Fitness, Sports, & Opportunity, Community Health Endowment 2023***

The most frequently identified and notable trend in high school sports was the growing influence of club sports in determining who is making the high school sports rosters. Coaches from Title I schools viewed this trend as a barrier to low-income students, citing the cost or perception that club sports are a “pre-requisite” for high school sports participation (Lincoln Vital Signs 2022).

Access to services is vital for a thriving community. Like many communities nationwide, access to service is often determined by factors such as your neighborhood, income level, and language access. The maps from the Community Health Endowment illustrate that youth with the lowest PACER scores were also neighborhoods with some of the highest poverty levels.

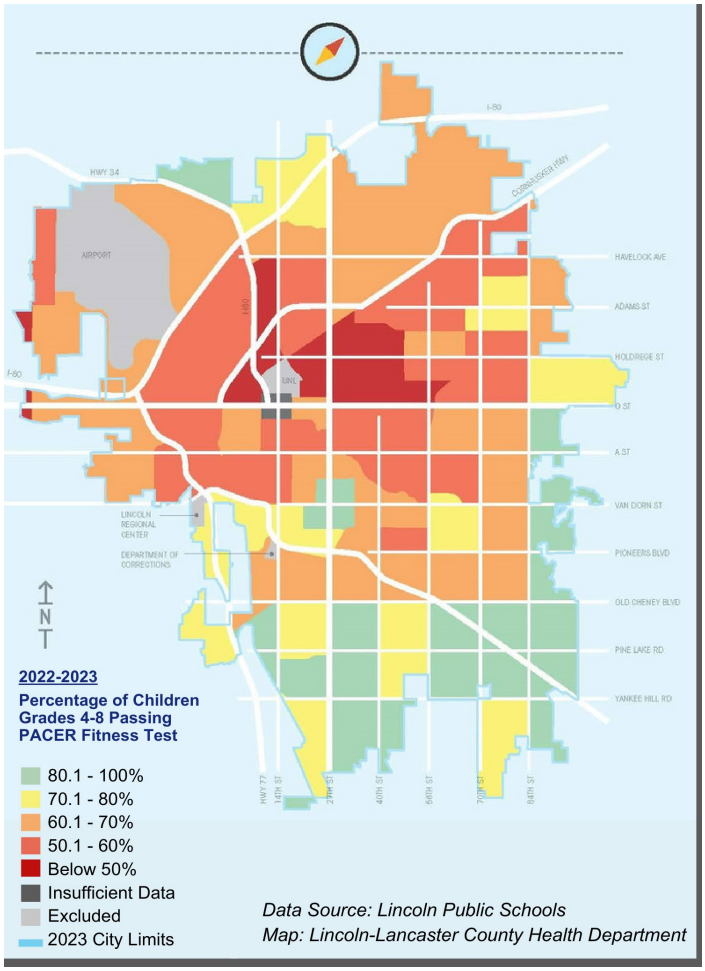


Figure 37: Pacer – *Youth Fitness, Sports, & Opportunity, Community Health Endowment 2023*

Figure 38: Place Matters, Community Health Endowment 2023

While physical health is vital in the behavioral health of our youth, their mental health needs are also a growing concern. The number of investigations involving mental health needs has increased 36% since 2012. Figure 39 illustrates the number of behavioral health calls law enforcement responded to just this year.

2024	Completed Suicides	Suicide Attempts	Mental Health Investigations	MHI w/EPC	Total
January	0	6	39	0	45
February	0	8	47	0	55
March	0	3	37	0	40
April	0	10	65	0	75
May	0	5	44	0	49
June	0	5	23	0	28
July	1	7	42	0	50
August	0	4	34	1	39
September	0	7	52	0	59
October	1	7	45	0	53
Total	**2**	**62**	**428**	**1**	**493**

Figure 39: Mental Health Investigations - *LPD*

Despite the development of the new Youth and Family Crisis Center (SquareOne), there remains a shortage of behavioral health services in our community. Adjudicated youth often remain in detention for days, months, or, in some cases, years, waiting for a placement that offers therapeutic supports. While probation contracts with behavioral health providers in Omaha, these resources are very limited. In some cases, youth are sent out of state as a last resort for placement.

The planning team also recognized that not all well-being services need to be

delivered by licensed mental health professionals. Some services can address the whole person, while others can focus on physical health, which contributes to overall mental health. Being creative with the service approach can aid in engagement with the overall service.

Priority Four: Ensure access to services that influence a youth's behavioral and psychiatric well-being.					
Strategies/Objectives	Action Steps	Responsible Party	Timeline	Resources Needed	Expected Results
Engage parents through connections to basic needs	Inventory providers for transportation options	United Way	September 30, 2025	Collaboration	More accessible services
	Compile a list of transportation services/options to review with families	United Way	September 30, 2025	Collaboration	More accessible services
	Create a Central Navigator to assist families in getting needs met.	United Way & Human Services	December 31, 2025	Collaboration	Youth and family's needs met
Ensure services are equitable and culturally specific	Develop cultural trainings for providers	Cultural Leaders	December 31, 2025	Collaboration & Funding	Culturally appropriate services
	Establish peer support and culturally appropriate education for mental health supports for families	Cultural Leaders & Human Services	June 30, 2026	Collaboration & Funding	Family engagement
	Create a coordinated response team for culturally specific cases	Cultural Leaders & Stakeholders	March 31, 2025	Collaboration	Family engagement Successful youth and families
Build therapeutic and non-therapeutic supports that increase wellbeing	Develop a systemwide assessment tool	Human Services	December 31, 2025	Collaboration	Streamlined approach for families
		Human Services	June 30, 2025	Collaboration	

	Survey providers for existing assessments Provide MHFA and WRAP training for providers Create a network of peer support specialists	Region V Region V & Human Services	June 30, 2025 March 31, 2026	Collaboration Collaboration & funding	Streamlined approach for families Quality services for youth and families Family Engagement

Priority Five: *Prevent and decrease further involvement of youth in gangs.*

Operation Tipping Point (OTP) has over 20 dedicated community partners, Lincoln Public Schools, as well as justice stakeholders all dedicated to helping youth who are at risk of gang affiliation stay out of gangs. The program is supported by two Gang Outreach Specialists who are located within the Lincoln Police Department Gang Unit.

Key indicators of gang activity and violent crimes include gang membership, gang-related violence, narcotics sales, and movement of gangs from Omaha to Lincoln. In 2022, LPD tracked 1,346 gang members, a slight increase from 1,339 gang members in 2021. Also in 2022, LPD investigated 32 weapons-related gang incidents, 85 narcotics-related gang incidents, and 214 assault-related gang incidents. Gang-related auto theft has more than doubled from 2021, with LPD seeing 62 incidents in 2022 compared to 27 incidents in 2021.

Recently many community agencies have united to address the uptick of gang membership and violence in our community. We believe that Lincoln is at a tipping point with gangs and gang-related violence. The University of Nebraska's Center on Children, Families, and the Law Department conducted a study of the most common risk factors impacting youth in Lincoln's middle schools that put them at a higher risk for gang activity. These risk factors were identified and categorized into five specific domains: Individual, Family, School, Peer Group, and Community.

To reduce the number of gangs infiltrating our youth and families, community-based programs, similar to El Centro de las Américas, should be expanded to all schools and neighborhoods. Providing youth with positive avenues and a sense of belonging in their communities, we will reduce the number of youth in gangs.

Priority Five: Prevent and decrease further involvement of youth in gangs.					
Strategies/Objectives	Action Steps	Responsible Party	Time Line	Resources Needed	Expected Results
Collaborative closed loop referral process between LPD, LPS, and community agencies to identify risks and supportive services	Develop a common referral for OTP Establish a coordinated response once youth are identified	Gang prevention Comm Gang prevention comm	June 30, 2025 December 31, 2025	Coordination Coordination	Streamlined approach for services Streamlined approach for services
Establish a public awareness campaign	Education around how to identify gang involvement for community partners and providers Education on how to help youth stay out of and/or leave a gang	Operation Tipping Point Gang Prevention Committee	June 30, 2026 December 31, 2025	Collaboration & funding Collaboration & funding	Less youth in gangs Less youth in gangs
Create a system to identify culturally appropriate, therapeutic and peer support to address risk factors and develop protective factors	Create network of peers with lived expertise to provide peer mentorship opportunities Identify research-based programming to prevent youth from joining gangs. Research and create programs that assist with emotional regulation	Gang Prevention Committee UNL & Gang Prevention Committee UNL & Gang Prevention Committee	September 30, 2026 December 31, 2027 December 31, 2027	Collaboration Funding Funding	Youth will be connected to their community through positive pro-social activities Less youth joining gangs Less youth joining gangs

Appendix

A. Comprehensive Youth Services Plan Checklist
B. Approval Letter/Minutes from County Board
C. Lincoln Vital Signs Report 2022
D. Youth Sports Report 2023
E. Lancaster County Juvenile Diversion 2023
F. Lancaster County Juvenile Justice Institute Reports
G. Lancaster County 2020-2022 Programs Summary
H. Place Matters 2023
I. 2023 2024 School Resource Officer Annual Review

Comprehensive Youth Services Plan Checklist

Each county shall develop a Comprehensive Youth Services Plan (Community Plan). Plans may be developed by individual counties, multiple counties, federally or state-recognized Indian tribes, or by any combination of the three. Plans must be submitted to the Nebraska Commission on Law Enforcement and Criminal Justice and must be updated no less than every five years.

Pursuant to Neb. Rev. Stats. §43-3504, §43-3505, and §43-2404.01, and Title 75, Chapter 1, 005.02, these are the elements that must be included in a Community Plan.

Community Team Members (§43-3505):

Juvenile justice system stakeholder representation, including but not limited to:

Stakeholder Representation:	Name(s):
☒ Courts	Judge Reggie Ryder and Chris Reid
☒ Law enforcement	Assistant Chief Jason Stille
☒ Community service providers	See pages 7-10
☒ Schools	Andrea Phillips
☒ Detention or shelter care	Chad Chapman & Chelsea Wittgren
☒ County elected and administrative officials	Commissioners Amundson & Schulte
☒ Probation officials	Bev Hoagland
☒ Health and human services representatives	Colby Holz
☒ State officials or agency representatives	n/a
☐ Similar committee or group of individuals	n/a
☐ Other	
Page number(s) in the plan: 5-10	

Plan Components

1. Data (43-2404.01)		
Notes:		
☒	Data is relevant to juvenile and family issues	
☒	Includes an examination of racial and ethnic disparities	
Page number(s) in the plan: 11-16, 18-24, 27-35, 38-45, 49-52, 55		
2. Identification of the County Risk Factors (43-3504)		
Notes:		
☒	Risk factors for delinquency that exist in the county or counties	
☒	Services needed to address risk factors	
Page number(s) in the plan: 27-35, 38-39, 52		
3. Identification of juvenile services available within the county or counties, including, but not limited to (§43-3504):		
Notes:		
☒	Programs for assessment and evaluation	
☒	The prevention of delinquent behavior	
☒	Diversion	
☒	Detention	
☒	Shelter care	
☒	Intensive juvenile probation services	
☒	Restitution	
☒	Family support services	
☒	Community centers for the care and treatment of juveniles in need of services	
☐	Other:	
Page number(s) in the plan: 18, 20-23, 25, 28-31, 35, 38-40, 50, 54-56		

4. Identification of Services in close proximity of the county or counties that may be utilized if community-based programs are not available within the county or counties (§43-3504):		
Notes:		
Page number(s) in the plan: 31		
5. Identification of juvenile detention or alternatives to detention the county primarily uses (§43-3504):		
Notes:		
☒	Juvenile Detention programs, services, facilities, and providers	
☒	Alternative to detention programs, services, facilities, providers	
☒	Costs associated with use of such programs, services, facilities, and providers	
Page number(s) in the plan: 27-35		
6. Identify needed community-based programs not available within, or in close proximity to, the county or counites.		
Notes:		
Page number(s) in the plan: 52		

Coordination Plan and Priorities

The coordination plan must include an enhancement, development, and expansion plan of community services within the county, counties, or region to help prevent delinquency by providing intervention services when behavior that leads to delinquency is first exhibited.

1. Coordination Plan: Enhancement, development, and expansion plan of community services, including, but not limited to (§43-3504):		
Notes:		
☒	Alternative schools	
☒	School truancy programs	
☒	Volunteer programs	
☒	Family preservation and counseling	
☒	Drug and alcohol counseling	
☒	Diversion programs	
☒	Parents Anonymous	
☒	Delinquency prevention efforts and system improvement efforts designed to reduce the disproportionate number of youth members of minority groups who come into contact with the youth justice system.	
Page number(s) in the plan: 18-56		
2. Priorities: Identify community priorities that includes defining a problem, or set of problems, that affects juveniles at risk or those already involved in the criminal justice system (Title 75, Chapter 1, 005.02);		
Notes:		
Page number(s) in the plan: 25-56		
3. Strategies: Identify Implementation Strategies (§43-2404.01)		
Notes:		
☒	Identify policies and practices that are research-based or standardized and reliable and are implemented with fidelity and which have been researched and demonstrate positive outcomes.	
☒	Identify clear implementation strategies that are S.M.A.R.T.	
☒	Identify how the impact of the program or service will be measured.	
Page number(s) in the plan: 25-56		

The plan shall be submitted to the Nebraska Commission on Law Enforcement and Criminal Justice.
Following or in conjunction with the development of a comprehensive youth services plan, each county may develop regional service plans and establish regional juvenile services boards when appropriate. The regional service plan shall be submitted to the Nebraska Commission on Law Enforcement and Criminal Justice.

LANCASTER COUNTY BOARD OF COMMISSIONERS

Roma Amundson Sean Flowerday Matt Schulte Rick Vest Christa Yoakum

David A. Derbin, *Chief Administrative Officer* Kristy Bauer, *Deputy Chief Administrative Officer*

On December 17, 2024 the Lancaster County Board of Commissioners received and approved the Lancaster County Comprehensive Juvenile Services Plan for the period covering July 1, 2025 through June 30, 2030.

Board Chair Sean Flowerday

12/17/2024
Date

Lancaster County Board of Commissioners
Sean Flowerday
Christa Yoakum
Matt Schulte
Roma Amundson
Rick Vest

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Lincoln Vital Signs

2022 Report

Be Informed. Get Involved.

University of Nebraska | Public Policy Center

Lincoln Vital Signs

VERSION 1.3

Prepared By

University of Nebraska | Public Policy Center

The University of Nebraska Public Policy Center is a university-wide, multidisciplinary research and outreach center committed to addressing complex issues by linking academic research, stakeholder opinions, and practical experience through innovative and creative solutions.

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Executive Summary

Since 2014, **Lincoln Vital Signs**, authored by the University of Nebraska Public Policy Center, has been a community-wide data resource. The 2022 Lincoln Vital Signs report is sponsored by Lincoln's and Nebraska's largest public and private charitable organizations. Lincoln Vital Signs 2022 continues the tradition of providing credible, reliable information about Lincoln, compared to its recent past and to other communities in the United States. Data from the report are used by organizations and individuals to inform decisions, spark connections, and spur collaboration. You can view the report, along with new interactive graphs, at **lincolnvitalsigns.org**.

Lincoln Vital Signs presents data in chapters covering: Community Profile, Economy & Workforce, Basic Needs, Education, Health, and Safety & Security.

In 2022, Lincoln Vital Signs finds:

1. **Lincoln continues to thrive in several areas.**
2. **Some areas of weakness persist.**
3. **Population trends will shape future need for services and initiatives.**

The opportunities and challenges identified in past Lincoln Vital Signs reports led to the creation of Prosper Lincoln (prosperlincoln.org), promoting collective impact action in: Early Childhood, Innovative Workforce, Affordable Housing, Strong Neighborhoods, and Civic Investments.

Learn more at **lincolnvitalsigns.org**

About the Report

Lincoln Vital Signs

Be informed. Get Involved.

Lincoln Vital Signs 2022 presents over 100 charts, graphs, and maps to illustrate trends in our community. When looked at holistically, the data suggest areas of improvement and continued challenges.

The 2022 Lincoln Vital Signs Report Finds:

1. **Lincoln continues to thrive in several areas.**

   Lincoln has consistently done well in several areas. Overall, our population is well-educated and engaged in work. Lincoln's unemployment rate is consistently one of the lowest in the nation. Our crime rates are also lower than other comparably sized cities. Diversity is increasing, particularly among school-age children. We continue to see declines in the rates of poverty, homelessness, and food insecurity.

2. **Some areas of weakness persist.**

   While Lincoln is doing well in some areas, weaknesses remain. Income adjusted for cost of living continues to trail the nation, and this gap is increasing. Gaps also persist between people of color and the white non-Hispanic population in the areas of educational attainment, employment, and income. There are neighborhoods in Lincoln experiencing a combination of extreme poverty and poor health; these neighborhoods also tend to have higher concentrations of children.

3. **Population trends will shape future need for services and initiatives.**

   Lincoln's 65 and over population is growing at least four times faster than any other age group. This will drive a demand for services and initiatives targeting the needs of this population. As Lincoln's population ages, however, population growth is being driven mostly by migration to the city from other areas of Nebraska and the United States. Half of those moving to Lincoln are 18 to 24 years of age.

Learn more at **lincolnvitalsigns.org**

Prosper Lincoln

Lincoln Vital Signs: Helping Lincoln Prosper

Lincoln Vital Signs helped Lincoln become aware of our opportunities and challenges and led to a community-wide agenda-setting process, Prosper Lincoln (prosperlincoln.org). Thousands of people were involved in setting the initial community agenda focusing on Early Childhood, Employment Skills, and Innovation.

The results of the initial Prosper Lincoln community agenda (2017-2019) were impressive, including: hundreds of new high-quality early childhood placements; $600,000 raised to support access to early childhood programs for low-income families; local companies mobilizing to support access to high-quality early childhood care for young families; hundreds of businesses connecting with public agencies to recruit employees; thousands of university and high school students connecting to internships and careers offered by local employers; and businesses implementing new practices to remove barriers and recruit valued employees.

From 2020-2024, Prosper Lincoln is deepening and broadening of the work with five areas of focus:

1. **Early Childhood - All children will have access to high-quality early childhood care and education** leading to a more available workforce today and a smarter workforce tomorrow.
2. **Innovative Workplace - People will have careers and employers retain skilled talent in a culture of innovation** to fuel economic success for businesses and lift workers out of poverty.
3. **Affordable Housing - All residents will live in affordable housing** leading to healthier and more stable families.
4. **Strong Neighborhoods - Neighborhoods will thrive through investments in people and places** creating robust and attractive places for residents to live.
5. **Civic Investment - Major new civic investments will create sustainable opportunities to work, live, and play** resulting in a stronger and more vibrant city.

Be informed.
Get involved.

Lincoln Vital Signs

Community Profile

Lincoln is a growing community. In the past decade, **Lincoln's overall population has grown by more than 30,000 residents, or 10%**. Since 2010, **Lincoln's growth rate of the retirement-age population has outpaced that of the working age and younger populations**. However, the population of all age groups are growing, including children 19 and under. **Lincoln's children are dispersed throughout the city but are most heavily concentrated near downtown where poverty is most prevalent**.

Lincoln is **becoming more racially and ethnically diverse**. The number of people of color living in Lincoln has increased by 22% over the last decade, and in 2019 people of color comprised 21% of Lincoln's population. Compared to other cities across the United States, Lincoln is in the **top fifth for overall well-being**.

Population

Lincoln's population has grown 10% since 2010

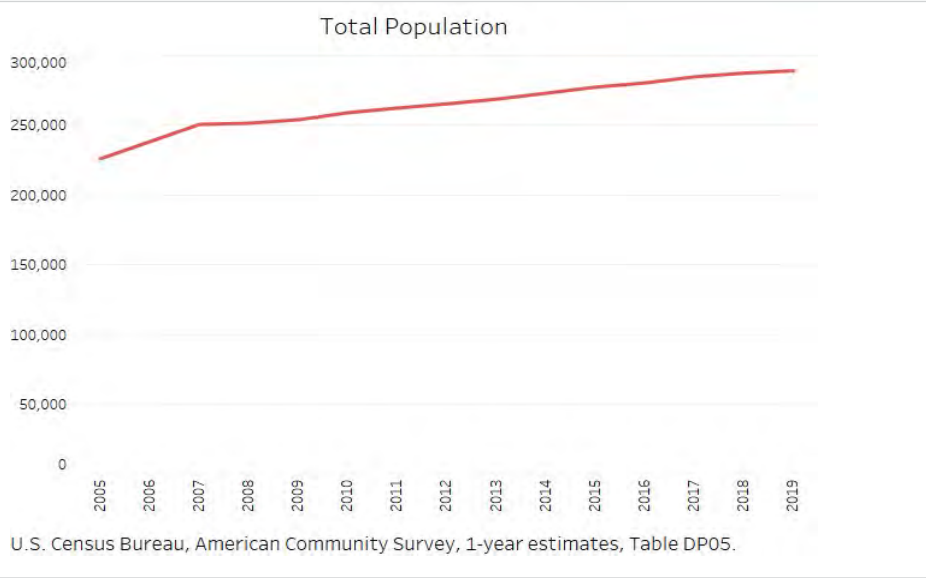


Figure 1

Similar to other urbanized communities in Nebraska, Lincoln has experienced population growth over the past decade.

- Lincoln now has more than 289,000 residents; 30,055 more since 2010.
- Lincoln's population has grown 10% since 2010.

Population Growth

Lincoln's growth rate has been low for the past decade

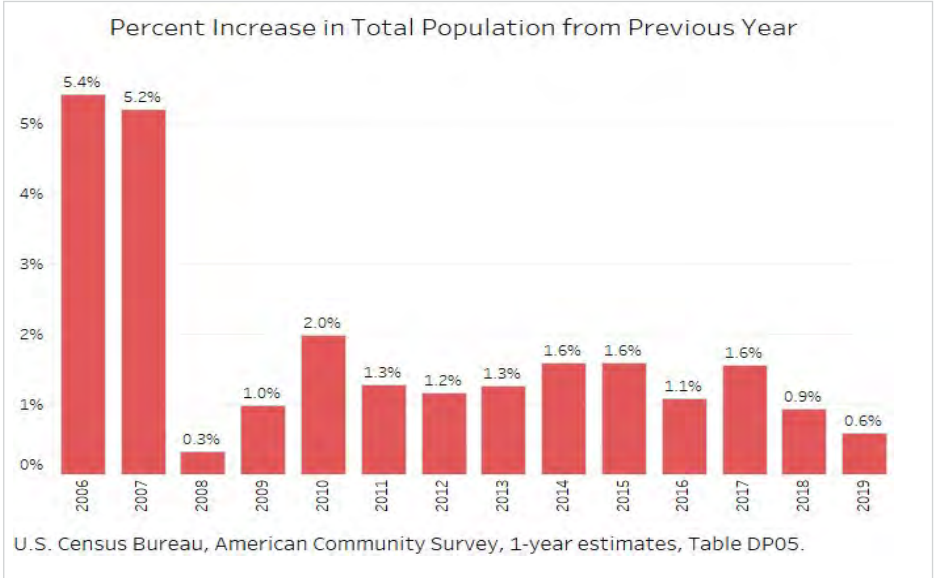


Figure 2

In 2019, Lincoln's growth rate was the lowest it's been since 2008 (0.3% in 2008 versus 0.6% in 2019).

- Since 2010, Lincoln's population has grown at a rate of 1% to 2% per year.
- From 2006 to 2007, Lincoln's growth rate was over 5% per year.

Population by Age Group

Lincoln's 65+ age group has grown the most since 2010

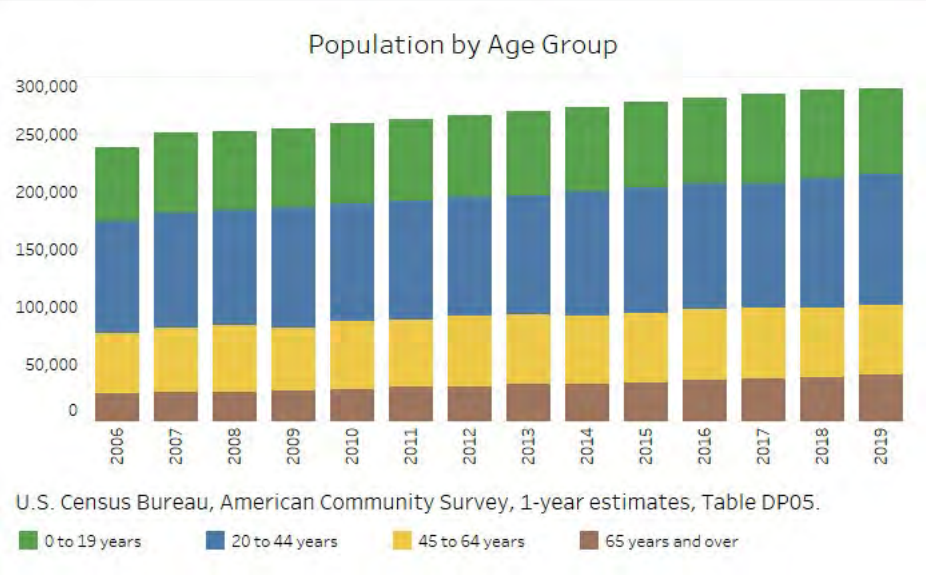


Figure 3

The population of all age groups has grown since 2010, with adults aged 65 years and older being the fastest-growing age group.

- In 2019, there were 40,044 adults aged 65 years and older living in Lincoln. That is 12,160 more adults aged 65 years and older living in Lincoln than in 2010.

Population Growth by Age Group

Lincoln's 65+ age group is growing at a faster rate than any other age groups

Population Growth by Age Group

	2010 Population	2019 Population	Percent Growth	Population Growth
0 to 19 years	69,321	74,713	7.8%	5,392
20 to 44 years	103,213	112,937	9.4%	9,724
45 to 64 years	58,623	61,402	4.7%	2,779
65 years and over	27,884	40,044	43.6%	12,160

U.S. Census Bureau, American Community Survey, 1-year estimates, Table DP05.

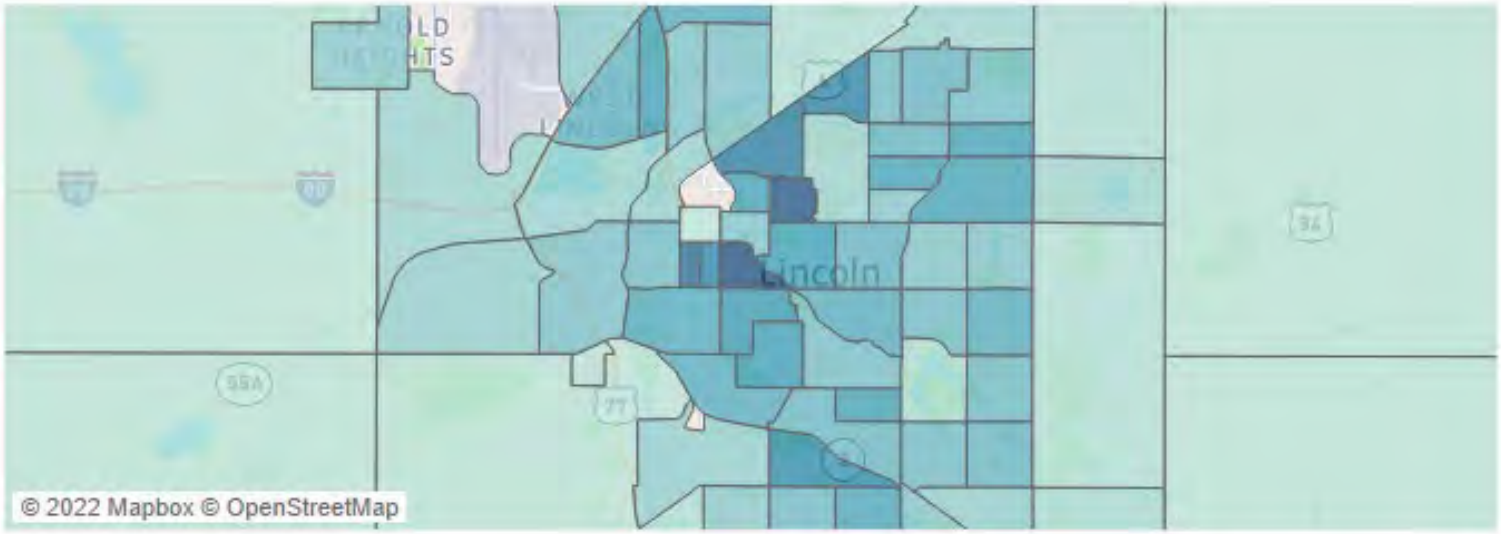
Table 1

The 65 years and older age group has experienced a higher population growth rate than any other age group.

- Since 2010, the 65 years and older age group grew by 44% compared to an average 7% growth rate for other age groups.

Concentration of Children Map

Lincoln's children are most heavily concentrated in areas with historically high poverty



U.S. Census Bureau, American Community Survey, 2020 5-year estimates, Table DP05.
U.S. Census Bureau, TIGERweb State-Based Data Files - Census Tracts - Census 2020.
Does not include Census Tracts 6, 35, 36.01, or 9832.

Children Under 18 Per Square Mile

3 — 2,583

Map 1

Lincoln's children are most heavily concentrated near downtown where poverty is most prevalent. Census Tracts 17, 8, and 20.02 have the highest concentration of children per square mile.[1]

- There are 2,583 children per square mile in Census Tract 17.
  - 35% of residents in Census Tract 17 are in poverty.[2]
- There are 2,475 children per square mile in Census Tract 8.
  - 37.6% of residents in Census Tract 8 are in poverty, just below the extreme poverty threshold of 40% or more residents in poverty.
- There are 2,110 children per square mile in Census Tract 20.02.
  - Although the poverty rate has declined over the last decade, 31% of residents in Census Tract 20.02 are in poverty.

Birth & Death Rates

Lancaster County's natural growth rate is higher than Nebraska and the U.S.

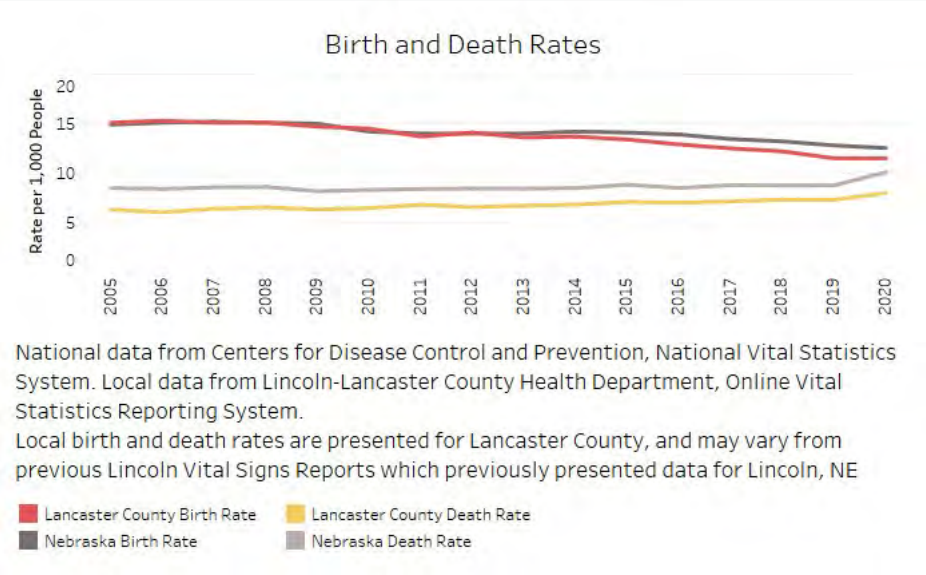


Figure 4

The natural growth rate of a community is determined by subtracting the death rate from the birth rate. Lancaster County has a higher natural growth rate than Nebraska and the U.S. in 2020.

- The Lancaster County natural growth rate was 0.35%.
- The Nebraska natural growth rate was 0.24%.
- The U.S. natural growth rate was 0.09%.

Lincoln Newcomers

Lincoln's growth is attributable to people moving to Lincoln

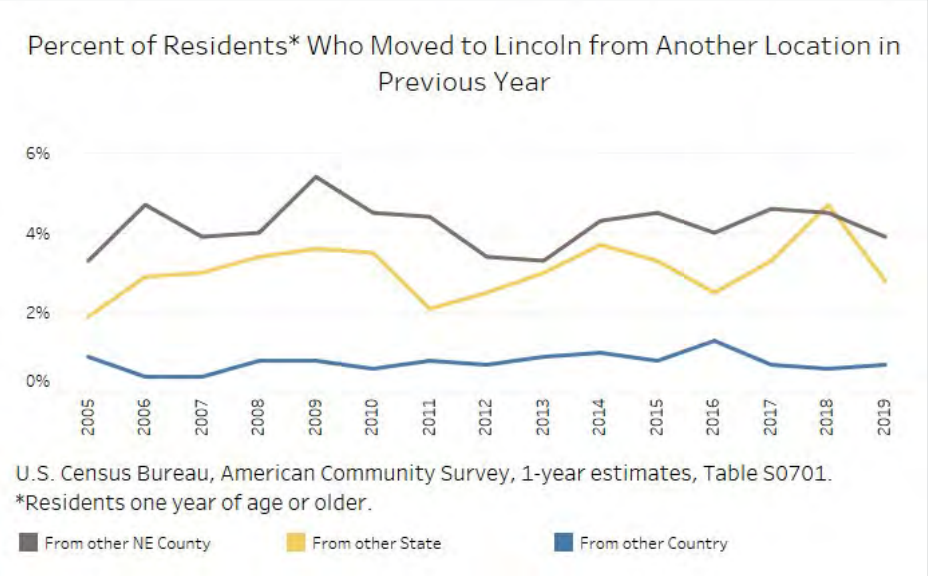


Figure 5

Over the last decade, on average, about 8% of Lincoln's population moved to the city in the previous 12 months. In 2019, newcomers to Lincoln had moved from:

- Other places in Nebraska (3.9%).
- Other places in the United States outside Nebraska (2.8%).
- Other places in the world outside the United States (0.7%).

Newcomers by Age Group

Lincoln newcomers are young

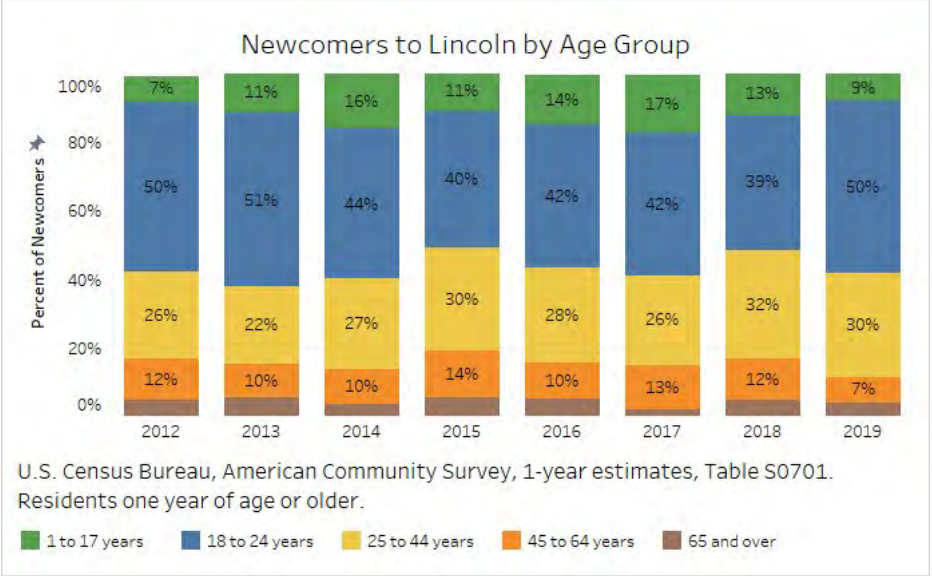


Figure 6

Since 2015, almost half (43%) of newcomers to Lincoln have been young adults between 18 and 24 years of age, on average. The influx of young people may be attributable to Lincoln's multiple post-secondary institutions.

- In 2019, 50% of Lincoln newcomers were 18 to 24 years of age.

Newcomers by Race/Ethnicity

The proportion of newcomers of color has gradually increased

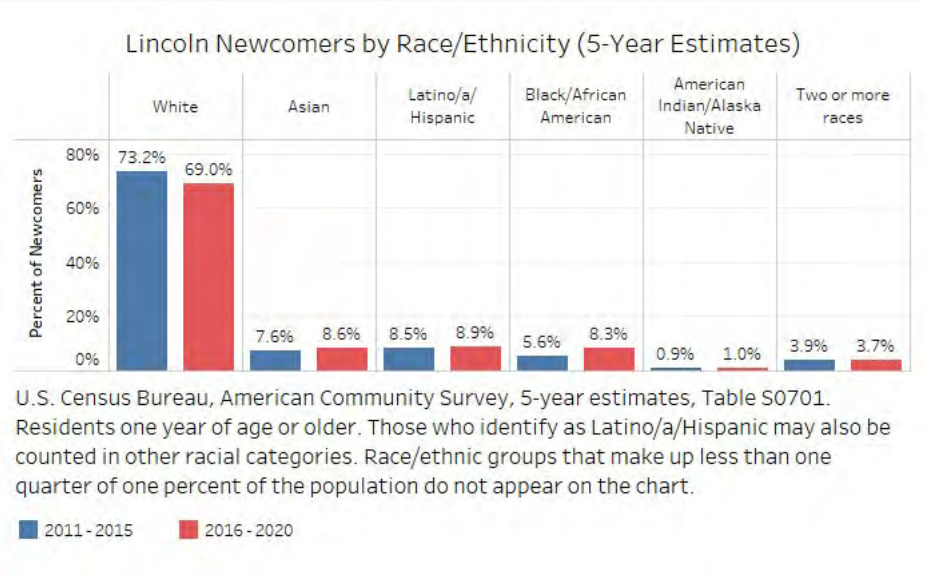


Figure 7

The proportion of newcomers of color has gradually increased in recent years. Asian and Black or African American groups have seen the largest increase of newcomers to Lincoln.

- The proportion of newcomers within Lincoln's Black or African American population has increased 2.7 percentage points from 2015 to 2020.
- The proportion of newcomers within Lincoln's Asian population has increased by 1.0 percentage point from 2015 to 2020.
- The proportion of Latino/a/Hispanic, American Indian or Alaska Native, and newcomers from two or more races remained roughly the same from 2015 to 2020.

Newcomer Educational Attainment

Overall, newcomers are as educated as the rest of Lincoln's population

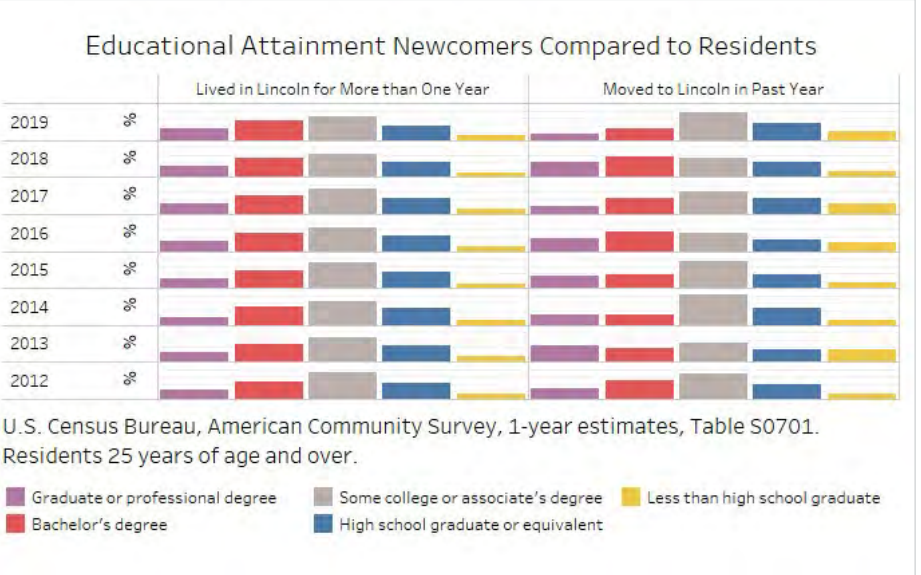


Figure 8

On average, newcomers to Lincoln have similar levels of educational attainment as the rest of Lincoln's population. Over the last five years, on average:

- 15% of newcomers and 15% of other Lincoln residents have a graduate or professional degree.
- About a quarter of newcomers (22%) and a quarter of other Lincoln residents (25%) have a bachelor's degree.
- About a third of newcomers (32%) and a third of other Lincoln residents (33%) have achieved some college or associate degree.
- About a fifth of newcomers (20%) and a fifth of other Lincoln residents (21%) have achieved at most a high school diploma or equivalency.
- 11% of newcomers and 7% of other Lincoln residents have achieved less than a high school diploma or equivalency.

Race/Ethnicity

Lincoln is becoming more diverse

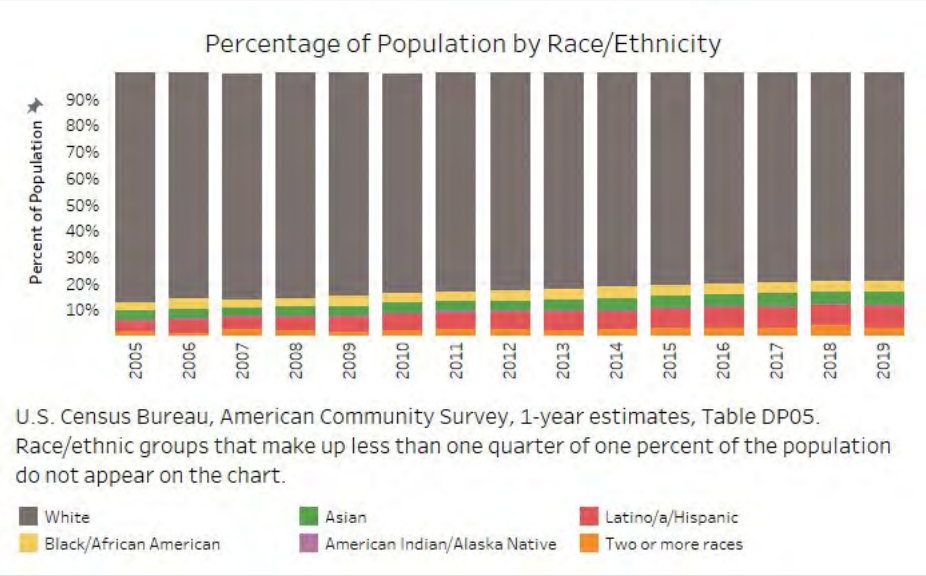


Figure 9

While the majority (79%) of Lincoln's population identifies as white, Lincoln has become more ethnically and racially diverse over the past decade.

- From 2010 to 2019, the number of people of color has increased by 22% while the White-non-Hispanic population has decreased 6%.
- Over the last decade, Lincoln's Latino/a or Hispanic population has almost doubled from 13,729 persons to 22,339 persons.

Race/Ethnicity by Age

Lincoln's children are more ethnically and racially diverse than the adult population

Race/Ethnicity by Age Group (5-Year Estimate)

	2011 - 2015		2016 - 2020	
	Younger than 18 Years	18 Years or Older	Younger than 18 Years	18 Years or Older
White	71.7%	83.9%	68.1%	82.1%
Latino/a/Hispanic	11.7%	5.5%	13.3%	6.2%
Black/African American	6.1%	3.9%	5.3%	4.0%
Asian	4.4%	4.3%	4.0%	4.8%
American Indian/Alaska Native	0.6%	0.7%	1.0%	0.6%
Two or More Races	7.9%	1.5%	11.1%	3.1%

U.S. Census Bureau, American Community Survey, 5-year estimates, Table B01001 series.
Latino/a/Hispanic category has some overlap with other categories. Groups that make up less than one quarter of one percent of the population do not appear in the table.

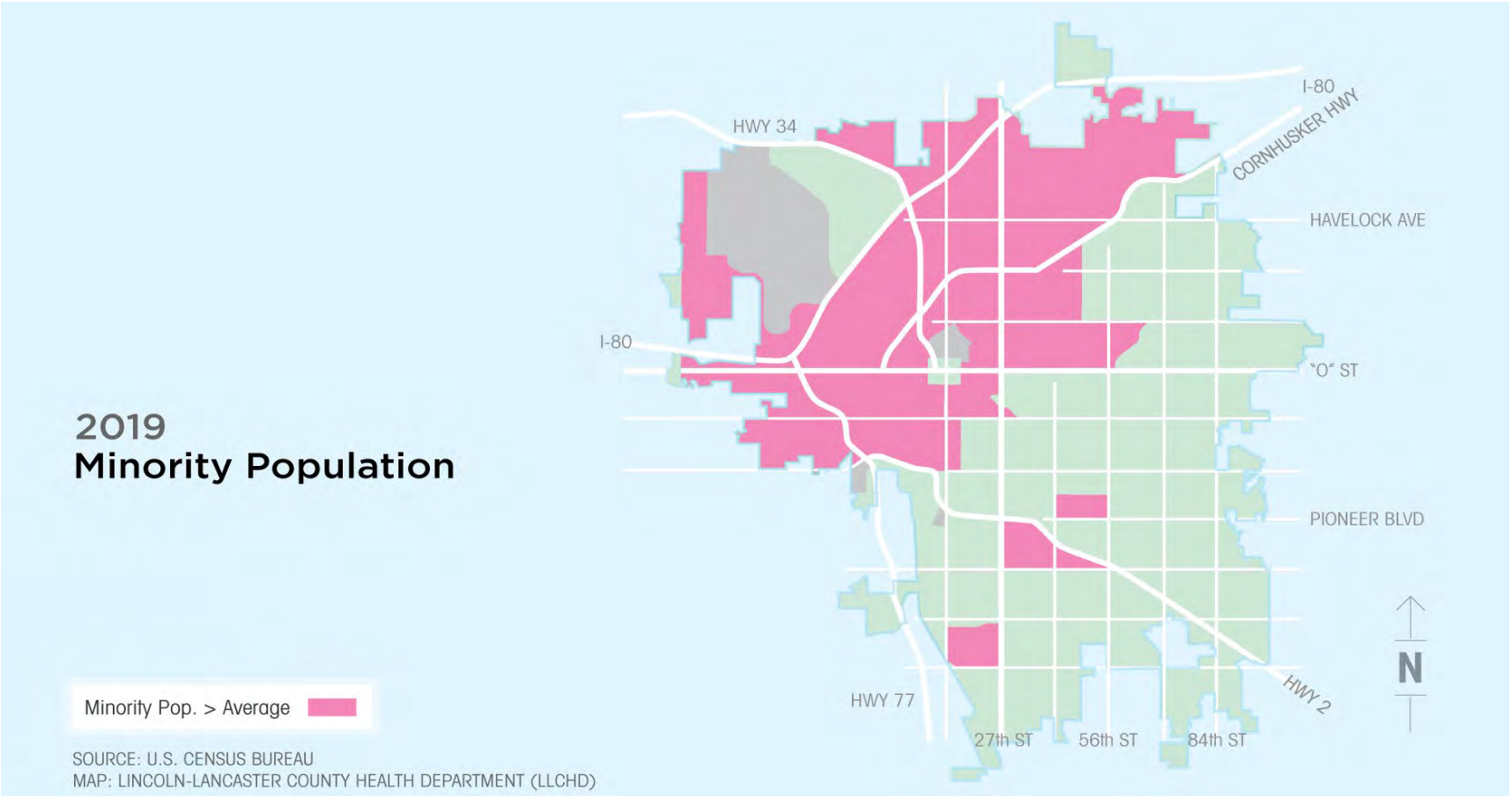
Table 2

Lincoln's children (younger than 18 years of age) are more ethnically and racially diverse than the adult population.

- 32% of Lincoln's children are children of color.
- In contrast, 18% of Lincoln's adult population were people of color.

Race/Ethnicity Map

Diversity across Lincoln varies by geography



Map 2 - Courtesy of Community Health Endowment, Place Matters Community Mapping Project. For the online interactive map of the CHE Place Matters 4.0 Maps, visit: https://www.chelincoln.org/placematters/maps.html

The Community Health Endowment of Lincoln Place Matters supplement on Poverty and Race/Ethnicity in Lincoln maps the population of people of color (Black/African American, Asian, American Indian/Alaska Native, Hispanic/Latino/a, or Some Other Race) across Lincoln. As shown on this map, the area of greatest diversity in Lincoln is roughly the northwest portion of the city. Neighborhoods in this area have a person of color population higher than the city-wide average of 19.4%.

Community Well-Being Index

Lincoln ranks in the 1st quintile of cities in the U.S. for overall well-being

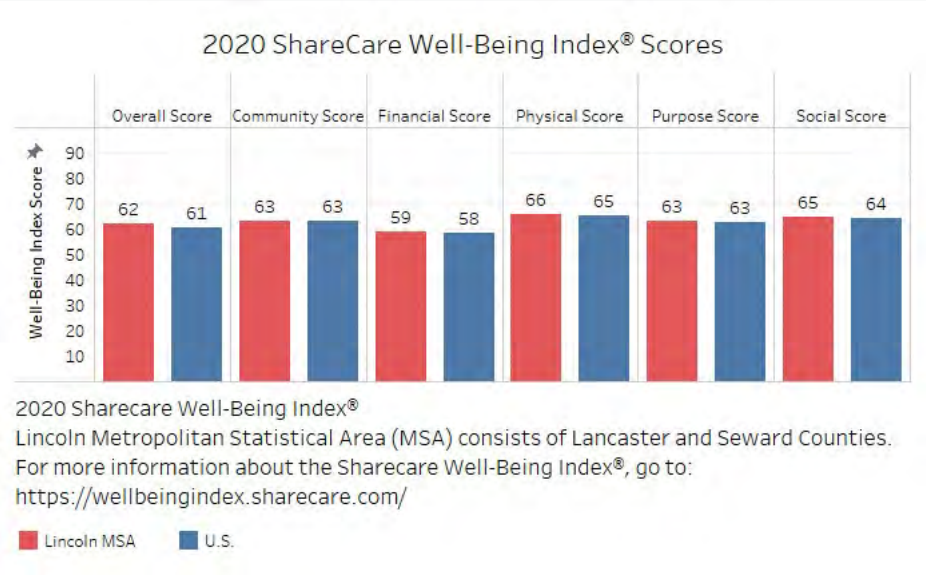


Figure 10

The Sharecare Community Well-Being Index® is based on phone surveys of people living in 383 Metropolitan Statistical Areas (MSAs).

- The Lincoln MSA (consisting of Lancaster and Seward counties) was ranked 58th of 383 MSAs in overall well-being.
- The state of Nebraska was ranked 18th in overall well-being.

Beginning with the 2020 survey, individual well-being dimensions are no longer ranked but are instead reported as a score on a 0-100 scale. These well-being dimensions include: purpose, social, financial, community, and physical. Lincoln scores very similarly to the national average in all five dimensions and has a slightly higher overall Well-Being Index Score.

Community Profile Notes

1. A census tract may have a total land area of less than one square mile. Therefore, the concentration of children per square mile may be higher than the number of children in a census tract.
2. U.S Census Bureau (2022). *Poverty status in the past 12 months, 2016-2020 American Community Survey 5-year estimates* (Table S1701) [Data set].

Economy and Workforce

Lincoln has an active and educated workforce: **high rates of workforce participation, low unemployment**, over half of **adults with post-secondary degrees**, and **high marks for quality** from local businesses. However, most Lincoln households have **not regained pre-Great Recession incomes**, even after adjusting for inflation, though Lincoln's most affluent households are thriving. **Declining or stagnant measures for entrepreneurship and STEM** jobs signal signs of weakness in Lincoln's economy. The **high percentage of children with all parents in the workforce** signals the need for high quality childcare, but costs may consume a significant proportion of a household income.

Unemployment

Lincoln's unemployment rate has increased

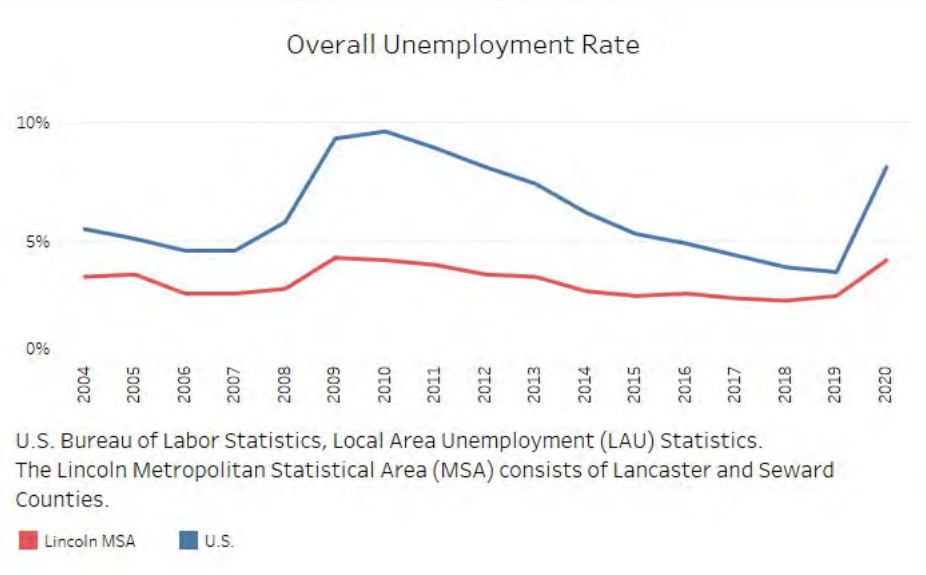


Figure 11

The unemployment rate in the U.S. and in Lincoln increased in 2020. However, Lincoln's unemployment rate continues to be lower than the U.S. rate.

- Lincoln's unemployment rate increased from 2.7% in 2019 to 4.2% in 2020.
- The U.S. unemployment rate increased from 3.7% in 2019 to 8.1% in 2020.

Unemployment by Race/Ethnicity

Unemployment rate varies by race/ethnicity

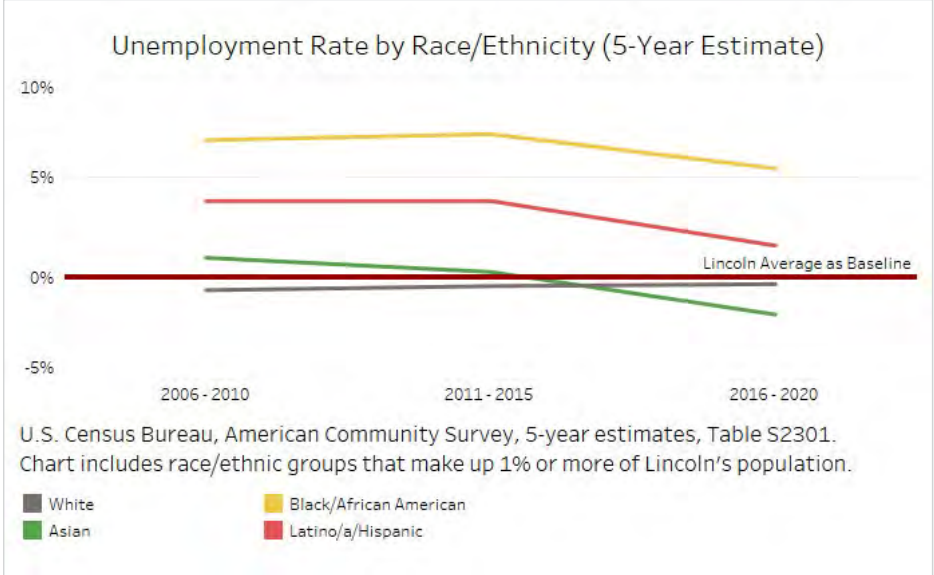


Figure 12

In 2016 to 2020, the average unemployment rate in Lincoln was 3.5%. However, unemployment rates vary by race/ethnicity.

- 8.9% of Black or African American Lincoln residents are unemployed, which is 5.4 percentage points higher than the Lincoln average. This unemployment gap has decreased by 4.5 percentage points since 2015.
- 5.1% of Latino/a or Hispanic Lincoln residents are unemployed, which is 1.6 percentage points higher than the Lincoln average. This unemployment gap has decreased by 2.2 percentage points since 2015.
- 3.2% of white Lincoln residents are unemployed, which is about the same as the Lincoln average.
- 1.7% of Asian Lincoln residents are unemployed, which is 1.8 percentage points lower than the Lincoln average. The unemployment rate for Asian residents has decreased since 2015, when it was about the same as the Lincoln average.

Workforce Participation

Workforce participation in Lincoln is high

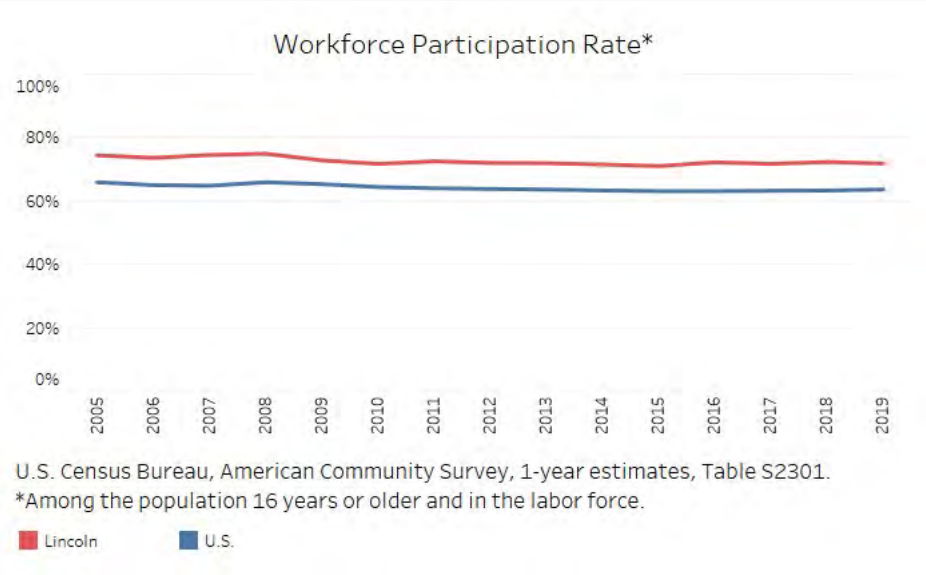


Figure 13

The workforce participation rate is the percentage of the population that is either working or actively looking for work.[1] In Lincoln, a higher percentage of persons over the age of 16 participate in the workforce than the national rate.

- The workforce participation rate in Lincoln has exceeded the national rate by an average of 8% over the last decade.
- Lincoln's workforce participation rate was 72% in 2019, while the national rate was 64%.

Figure 14
In 2016 to 2020, the average workforce participation rate of Lincoln residents 16 years and older was 71%. However, workforce participation rates vary by race/ethnicity.

- 75% of Latino/a or Hispanic residents participate in Lincoln's workforce, which is 3.5 percentage points higher than the Lincoln average.
- 71% white residents participate in Lincoln's workforce, which is about the same as the Lincoln average.
- 69% of Asian residents participate in Lincoln's workforce, which is 1.9 percentage points lower than the Lincoln average. However, this gap in workforce participation has decreased by 5.3 percentage points since 2015.
- 66% of Black or African American residents participate in Lincoln's workforce, which is 5.1 percentage points lower than the Lincoln average. This gap in workforce participation has increased by 4.5 percentage points since 2015.

Workforce Participation by Race/Ethnicity

Workforce participation varies by race/ethnicity

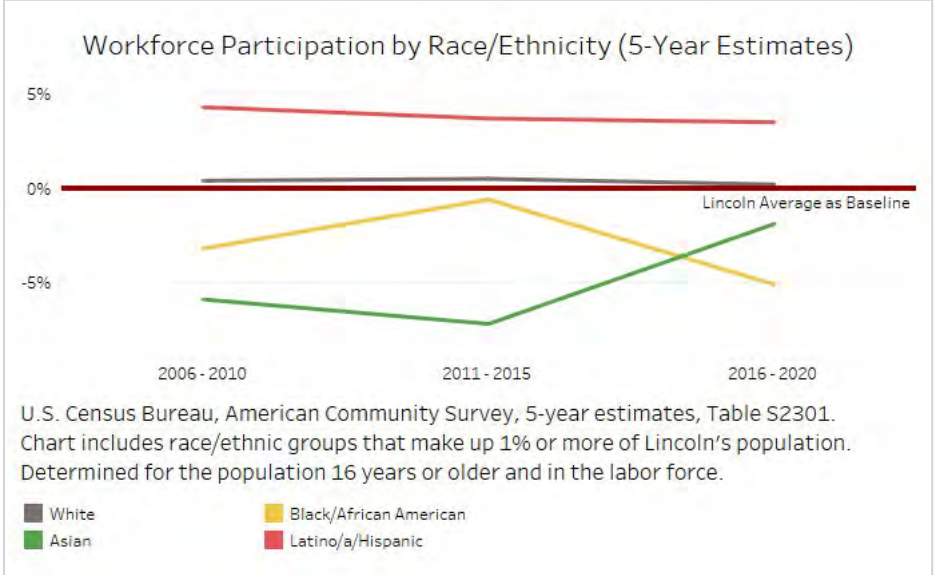


Figure 14

Parents in Workforce

Most parents work

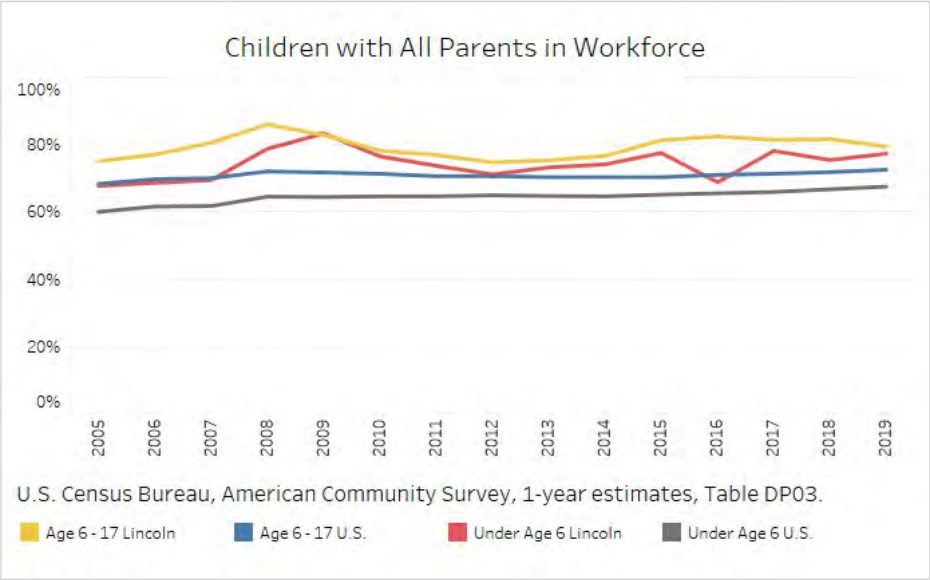


Figure 15

Lincoln has a higher percentage of families with all parents in the workforce than the national average.[2] Nebraska, along with other upper Great Plains states, regularly ranks as one of the top states for percentage of children with all parents in the workforce.

- In Lincoln, 77% of children under 6 years of age had all parents in the workforce in 2019. This is 9 percentage points higher than the U.S. average of 68% in 2019.
- In Lincoln, 79% of children aged 6 to 17 had all parents in the workforce in 2019. This is 5 percentage points higher than the U.S. average of 73% in 2019.

Childcare Costs

Childcare costs have significantly increased

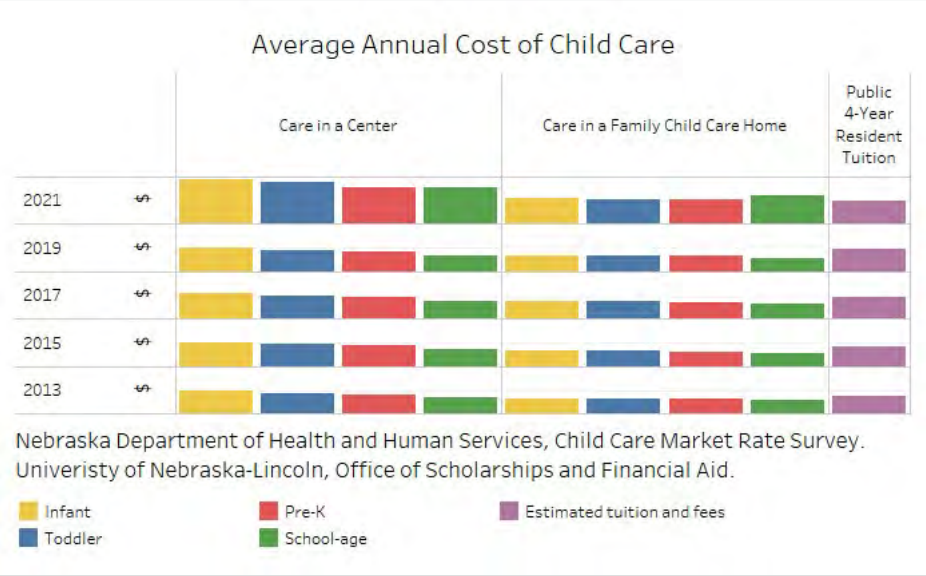


Figure 16

Childcare costs as reported by providers have significantly increased from 2019 to 2021. The cost of childcare is often a significant proportion of working parents' income, and in some cases may be a barrier to participation in the workforce.[3] In 2021, center-based child care for children younger than school age was more expensive than resident tuition and fees at the University of Nebraska–Lincoln. The annual cost of care for an infant in a childcare center was 25% more than resident tuition and fees. Despite the increase in cost, childcare workers have low wages. In 2021, the annual median income of a childcare worker in Lincoln was $22,980.[4]

- In 2021, average annual childcare costs in Lancaster County ranged from $6,901 to $12,389 depending on the age of the child and whether care was provided in a Center or Family Child Care Home.
- The overall average annual cost of childcare in 2019 was $7,519 compared to $9,127 in 2021. This is a 21% increase in childcare costs over two years.

Childcare Infant Cost

Childcare costs are a significant percentage of income for families

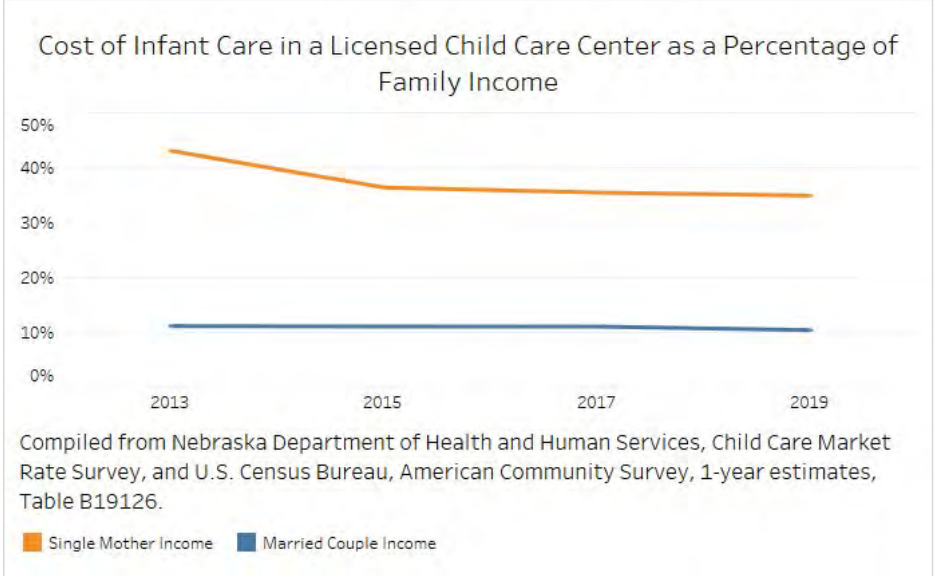


Figure 17

In 2019, the annual cost of childcare for an infant was:

- 10.4% of the median family income of a typical married couple.
- 34.9% of the median income of a typical single mother.

Cost of Living

Lincoln's cost of living and per capita income are lower than the U.S. average

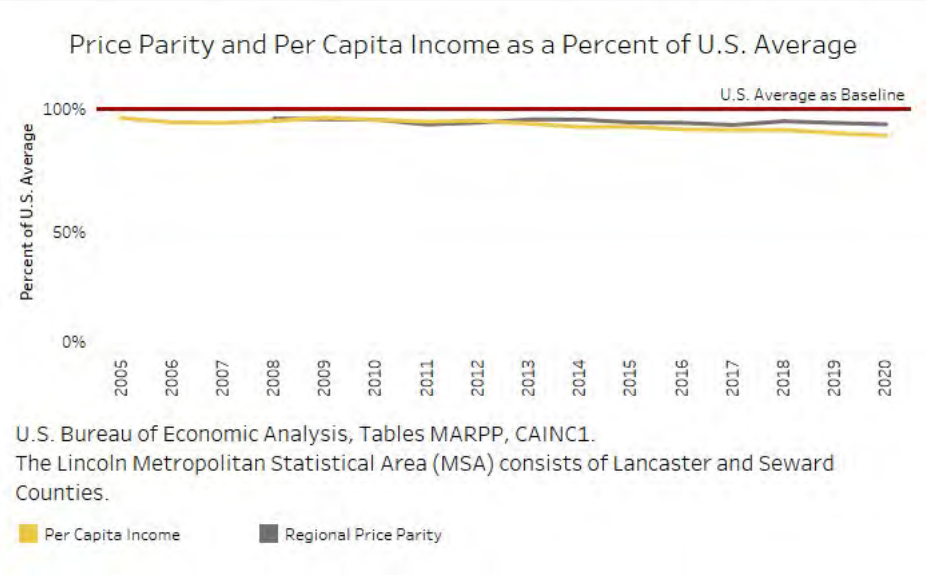


Figure 18

Regional price parities (RPPs) are price indexes that measure price level differences of goods and services (cost of living) for the average consumer between geographic regions. On average, the cost of living and per capita income in Lincoln is less than the U.S. average.

- In 2020, Lincoln's RPP was 94% of the U.S. average. In other words, goods and services costed 6% less than they did on average in the United States.
- In 2020, Lincoln's per capita income was 89% of the U.S. average. In other words, the per capita income in Lincoln was 11% lower than the average per capita income in the United States.

Per Capita Income

Lincoln's per capita income is lower than the U.S. average, even after adjusting for low cost of living

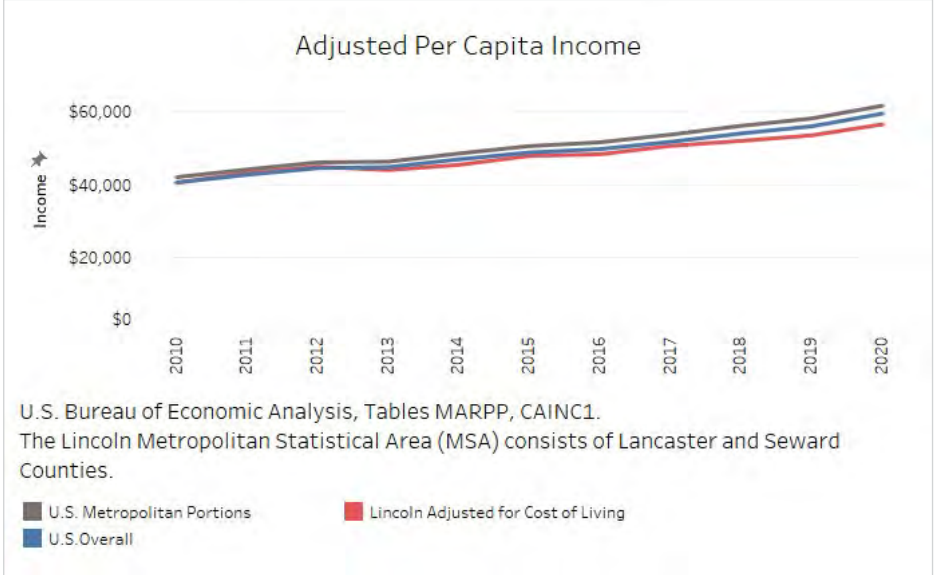


Figure 19

Adjusting per capita income by cost of living provides an indicator of relative buying power and recognizes that a dollar of income in Lincoln has more buying power than a dollar of income on average in the U.S. However, even after adjusting for cost of living, Lincoln's per capita income is still lower than the U.S. average.

- In 2020, Lincoln trailed the U.S. overall average per capita income by $2,939.
- In 2019, Lincoln trailed the U.S. metropolitan average per capita income by $5,103.

Household Income

Lincoln household incomes are comparable to pre-Great Recession level

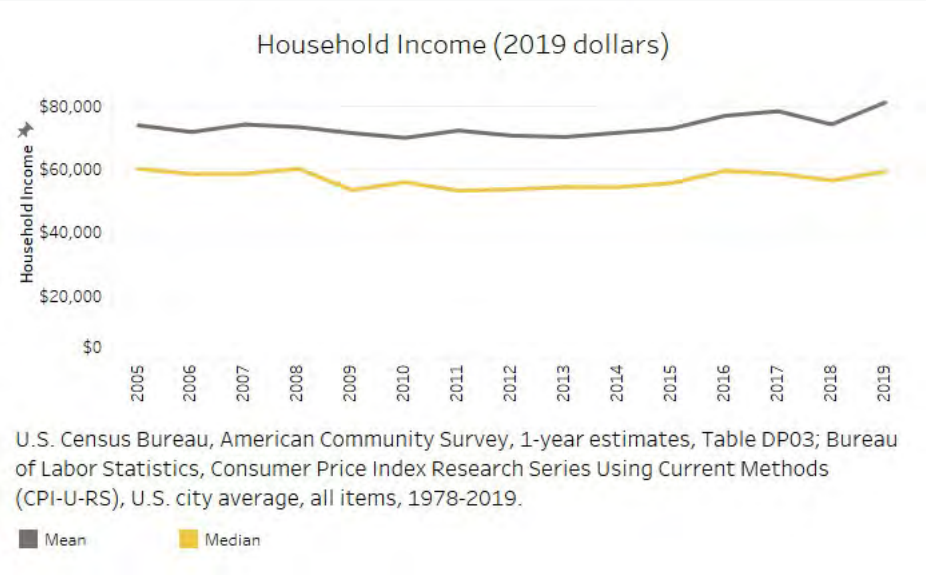


Figure 20

Lincoln's median household income, when adjusted to 2019 dollars, appears to have now recovered from 2008 and the Great Recession. Most demographers use *median* income as the preferred measure of average household income, rather than the *mean*. This is because very high incomes skew the *mean*, inflating what the income is for most households.

- In 2019, Lincoln's median household income was $59,228.
- In 2019, Lincoln's mean household income was $81,029.

Median vs. Mean Household Income

The gap between low-income and high-income earners has increased over the past decade

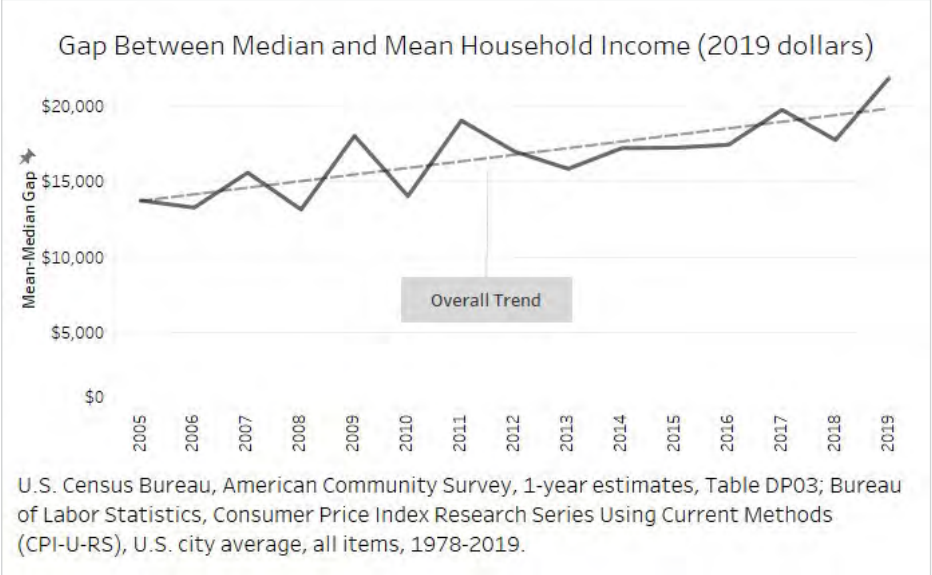


Figure 21

The gap between Lincoln's mean and median income has increased over the past decade. Because very high incomes inflate the mean, an increase in the mean-median gap indicates an increase in the gap between low-income and high-income earners.

- Lincoln's mean income has been on average $16,461 higher than Lincoln's median income over the past decade.
- The gap between the mean and the median income has ranged from 25% to 37% of the median income between 2010 and 2019.

Workforce Status & Poverty

Most persons who fall below the poverty threshold are employed or not in the labor force

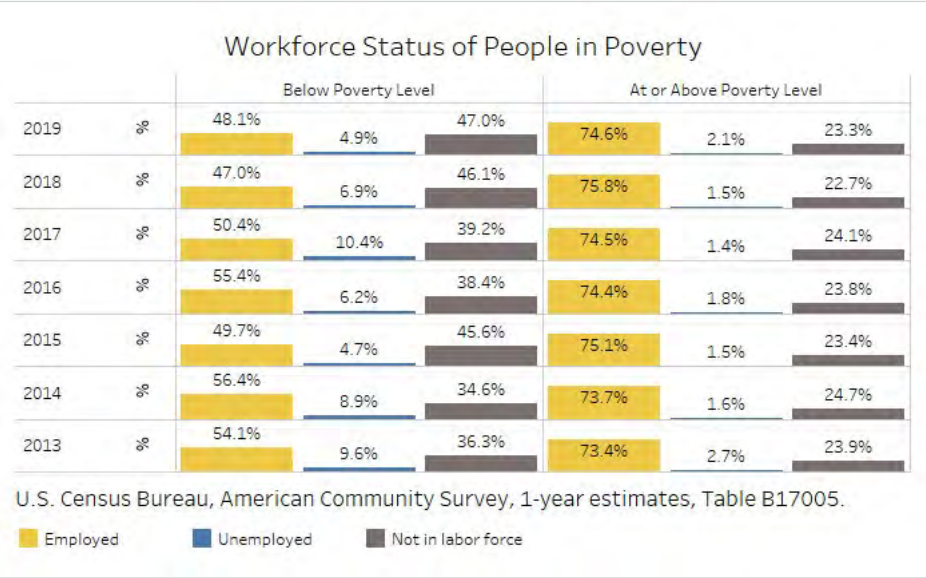


Figure 22

In Lincoln, most people aged 16 or older who fall below the poverty threshold[5] are either employed or not in the labor force.[6] Very few residents who are below the poverty threshold are unemployed.

- In 2019, 48% of people aged 16 or older who fall below the poverty threshold were employed, while 47% were not in the labor force.
- Only 5% of people aged 16 or older who fall below the poverty threshold were unemployed in Lincoln in 2019.

Employment Status & Poverty

Most people in poverty who are in the workforce are employed

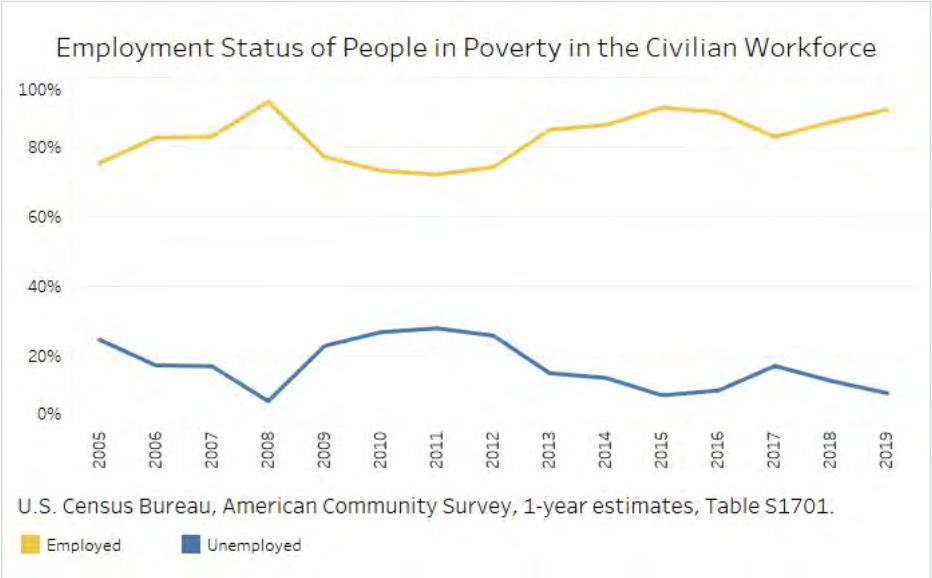


Figure 23

In Lincoln, the vast majority of people aged 16 or older in the civilian workforce[7] who fall below the poverty threshold[5] are employed.

- In 2019, 91% of those in the civilian workforce who fall below the poverty threshold were employed in Lincoln.
- In 2019, 9% of those in civilian workforce who fall below the poverty threshold were unemployed.

Work Type & Poverty

Most people in poverty worked part time or part year

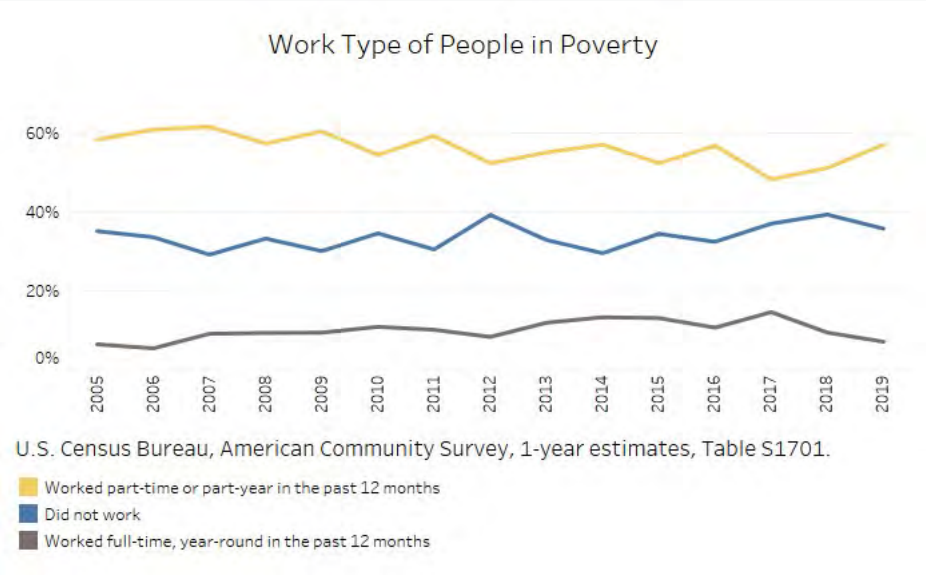


Figure 24

In Lincoln, most people aged 16 or older who fall below the poverty threshold work part time or part year.

- In 2019, 57% of people in poverty worked part time or part year.
- In 2019, 36% of people in poverty did not work.
- Only 7% of people in poverty worked full time, year round in 2019.

Mean Hours & Poverty

Mean hours worked and poverty rates are comparable to pre-Great Recession levels

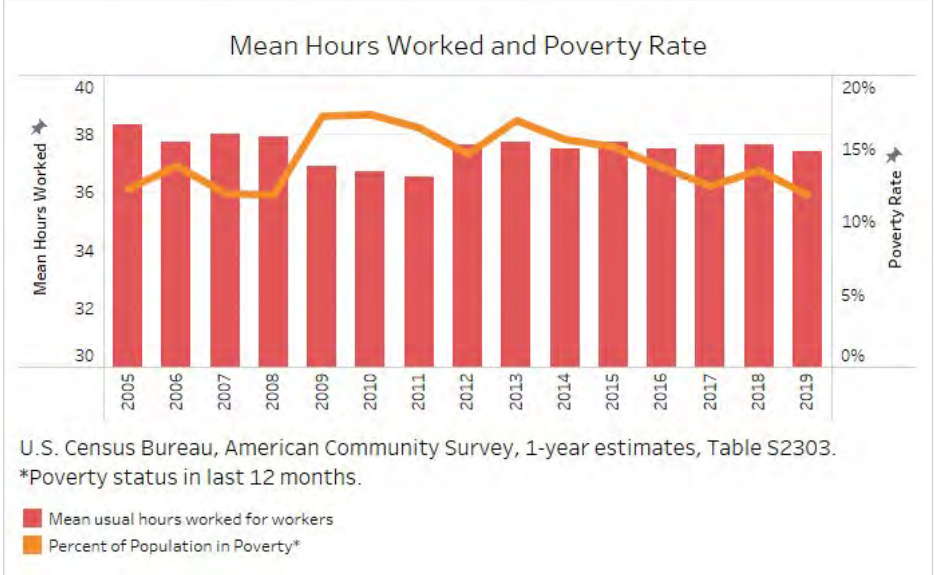


Figure 25

Poverty rates and the average number of hours worked returned to 2008 levels in 2019. Average hours worked and poverty rate are negatively correlated, meaning that typically when mean hours worked is lower the poverty rate is higher.

- In 2019, 12% of the population was in poverty in the last 12 months.
- In 2019, the mean number of hours worked for workers was 37 hours a week.

Educational Attainment

Lincoln is becoming an even more highly educated population

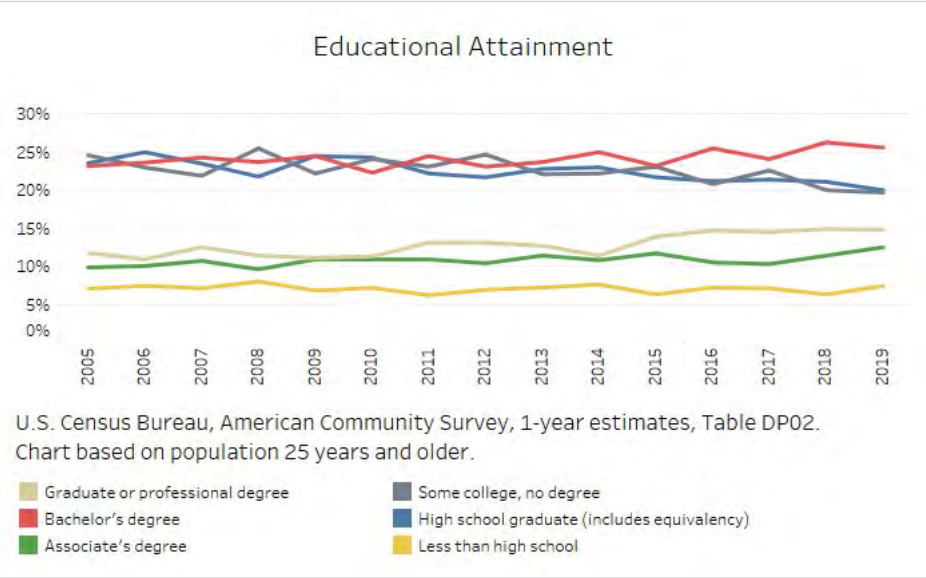


Figure 26

The number of adults in Lincoln who have a post-secondary degree has increased over the last decade. Over half of the adults in Lincoln (53%) have a post-secondary degree, which is an 8 percentage point increase from 2010. In 2019:

- 7% of Lincoln adults had achieved less than a high school diploma.
- 20% of Lincoln's adults had a high school diploma or equivalency.
- 20% of Lincoln's adults had some college, but no degree.
- 13% of Lincoln's adults had an associate degree.
- 26% of Lincoln's adults had a bachelor's degree.
- 15% of Lincoln's adults had a graduate or professional degree.

High School Diploma

Lincoln has a high percentage of adults with a high school diploma or higher

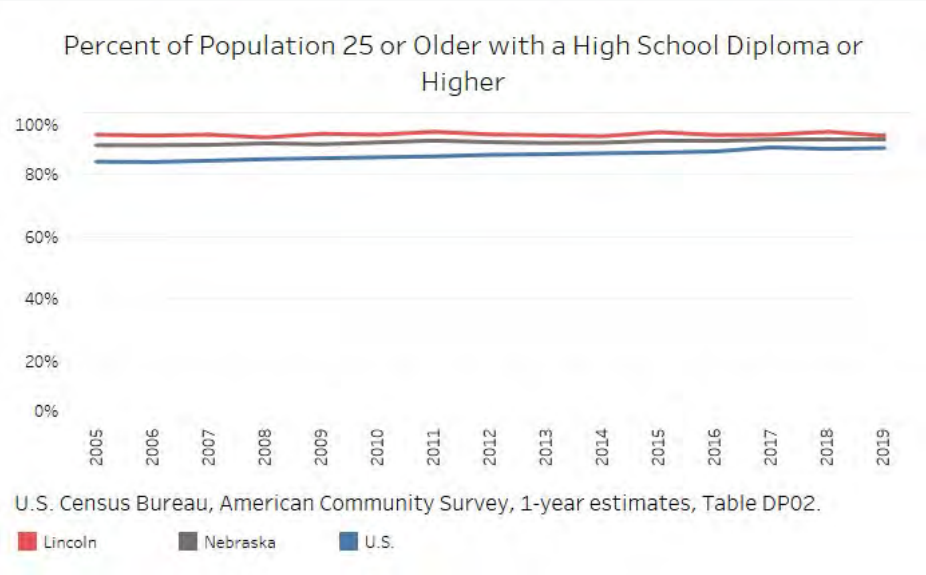


Figure 27

Lincoln has a higher percentage of adults with a high school diploma or higher than Nebraska or the U.S. Lincoln's percentage of adults who have a high school diploma or higher has been steady over the past 14 years.

- In 2019, 93% of Lincoln's adults had a high school diploma or higher compared to 91% of Nebraska's adults and 89% of the adults in the United States.

Graduate/Professional Degree

Lincoln has a high percentage of adults with a graduate or professional degree

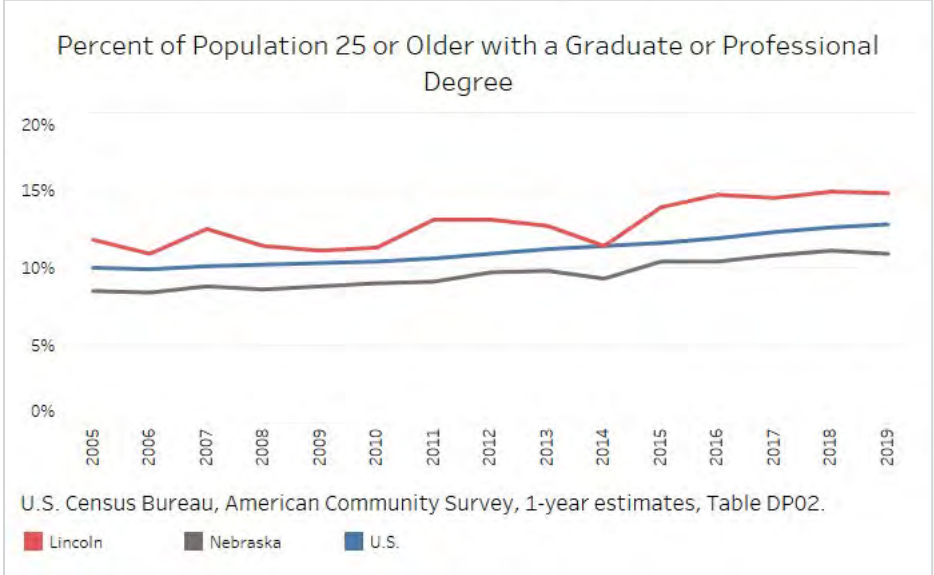


Figure 28

Lincoln has a higher percentage of adults with a graduate or professional degree than Nebraska or the U.S. Lincoln's percentage of adults with a graduate or professional degree has gradually increased over the last decade.

- In 2019, 15% of Lincoln's adults had a graduate or professional degree compared to 13% of Nebraska's adults and 11% of the adults in the United States.
- The percentage of adults in Lincoln with a graduate or professional degree had increased by 3.5 percentage points from 2010 to 2019.

Unemployment Rate by Education

Unemployment is low across the educational attainment spectrum

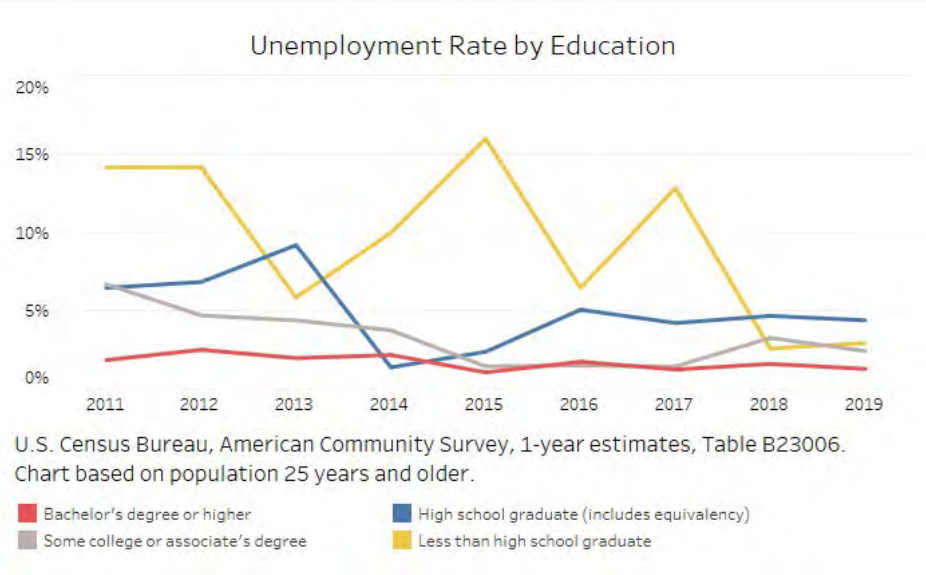


Figure 29

The unemployment rate among those of all levels educational attainment is low. However, the unemployment rate does vary by educational attainment.

- Persons with bachelor's degrees or higher have the lowest unemployment rate among educational attainment categories. In 2019, 1.3% of persons with bachelor's degrees or higher in Lincoln were unemployed.
- In 2019, persons with less than a high school diploma had a lower unemployment rate (3.0%) than those who have attained a high school degree (4.4%).

Median Earnings by Education

Adults with higher education earn more income

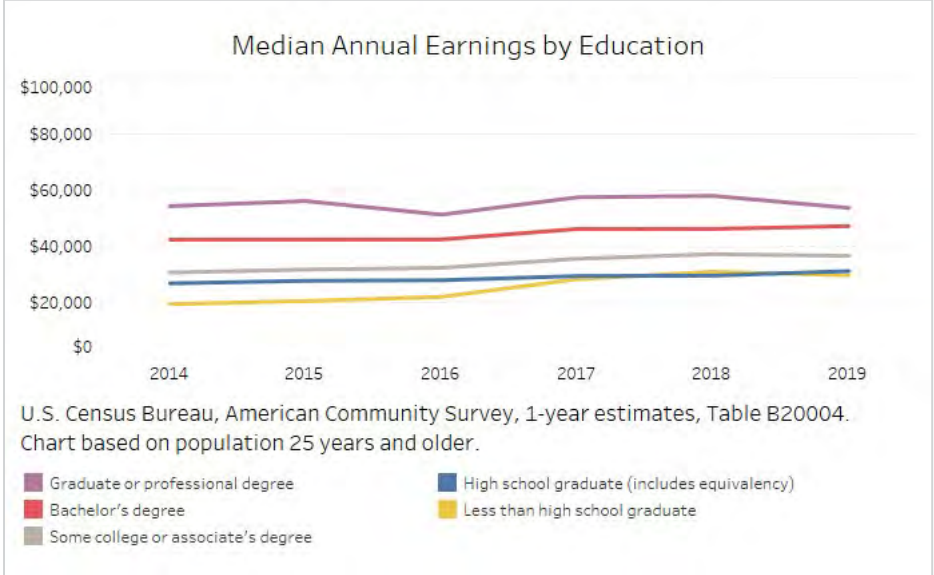


Figure 30

In general, Lincoln adults with higher educational attainment have higher earnings. It is notable that wages for adults with less than a high school diploma have increased since 2016 and are more comparable to wages for adults with a high school diploma. In 2019:

- The median annual earnings for Lincoln adults with a graduate or professional degree was $53,604 while the median annual earnings for those with a bachelor's degree was $47,119.
- The median annual earnings for Lincoln adults with some college or associate degree was $36,536.
- The median annual earnings for Lincoln adults with a high school diploma was only $31,132, while the median annual earnings for those with less than a high school diploma was $29,629.

Projected Employment Growth

Nationally, jobs requiring a master's degree will grow in demand over 2019-2029

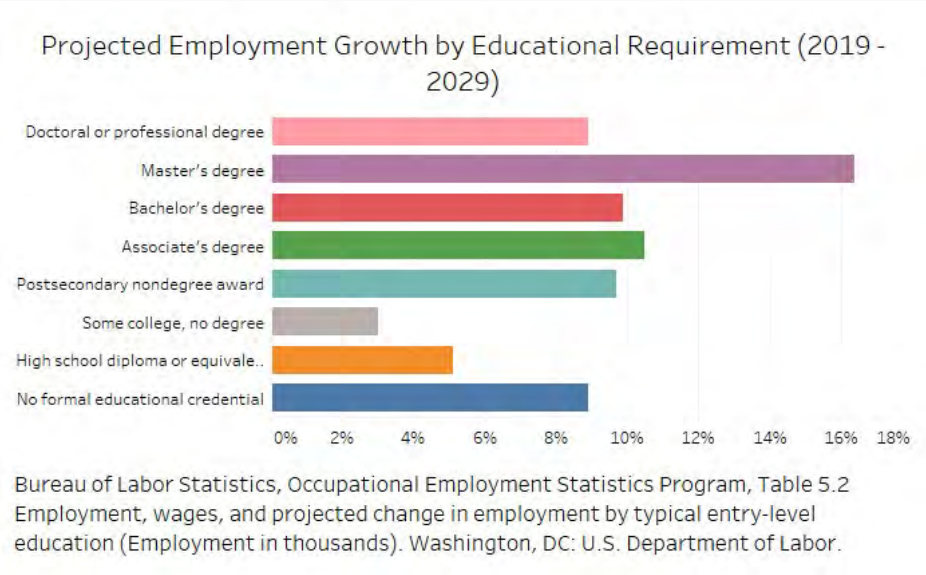


Figure 31

It is difficult to know exactly what skills Lincoln residents will need to meet the demands of the future. However, jobs requiring a master's degree are expected to grow the fastest nationally.

- From 2019 to 2029, jobs requiring a master's degree are expected to grow by 13.7%.

Quality of Workforce

Employers give Lincoln's workforce high ratings

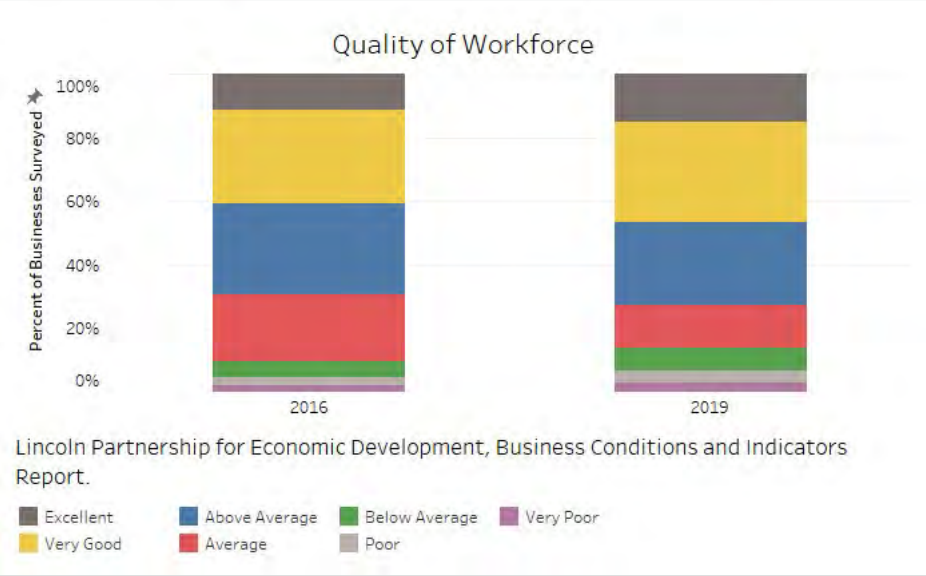


Figure 32

Lincoln's workforce receives high ratings for quality from local area businesses.

- The majority of businesses (76%) rated the quality of Lincoln's workforce as *Above Average* or higher in 2019. This has increased by 6 percentage points since 2016, when 70% of businesses rated the quality of Lincoln's workforce as *Above Average* or higher.

Availability of Skilled Workforce

Employers give the availability of skilled workers low ratings

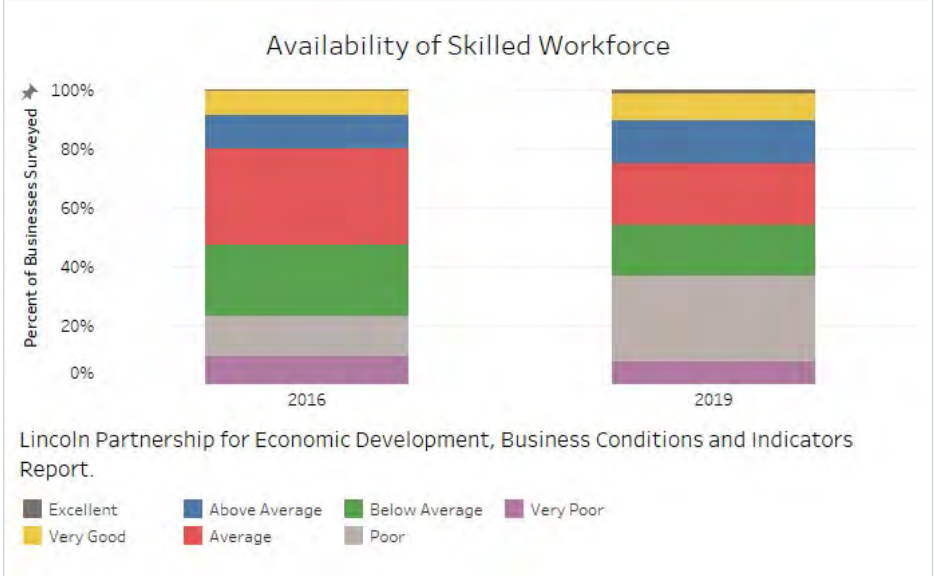


Figure 33

Lincoln businesses report some difficulty finding applicants to fill the jobs they have available.

- The majority of businesses (54%) rated the availability of skilled workforce as *Below Average* or lower in 2019. This has increased by 7 percentage points since 2016, when 47% of businesses rated the availability of skilled workforce as *Below Average* or lower.

Employment by Sector

Most persons work in private companies

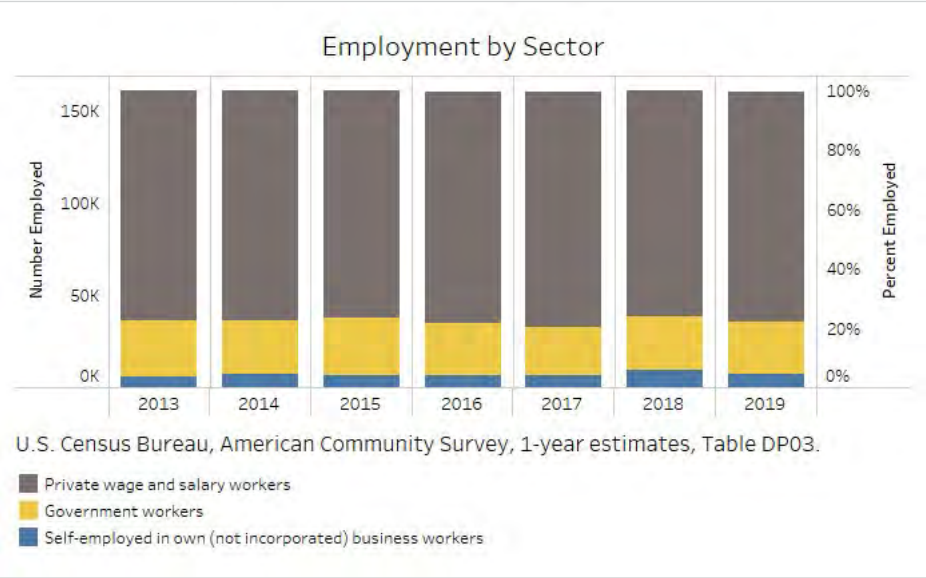


Figure 34

In Lincoln in 2019, civilian workers were employed by the following type of employer:

- 78% were private wage and salary workers.
- 17% were federal, state, or local government workers.
- 5% were self-employed in their own (not incorporated) business.

STEM Occupations

Lincoln's percentage of STEM occupations is increasing

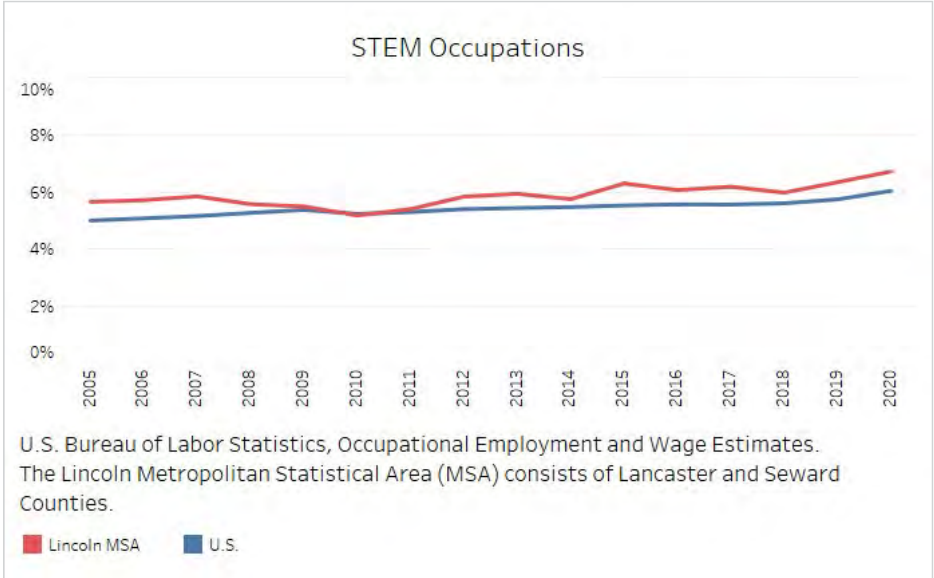


Figure 35

There is a general consensus that the United States' long-term global competitiveness will partially hinge on the supply and quality of workers in science, technology, engineering, and mathematics (STEM) fields.[8] STEM careers are important to communities because they offer high wage jobs that will result in reinvestments back into local economies.[9]

- In 2020, 6.7% of all occupations in Lincoln were classified as STEM. This was slightly higher than the 6.0% of U.S. occupations classified as STEM.
- STEM occupations had decreased during and after the recession, but have increased since 2010.

Net Job Creation

Net job creation sharply decreased in 2020

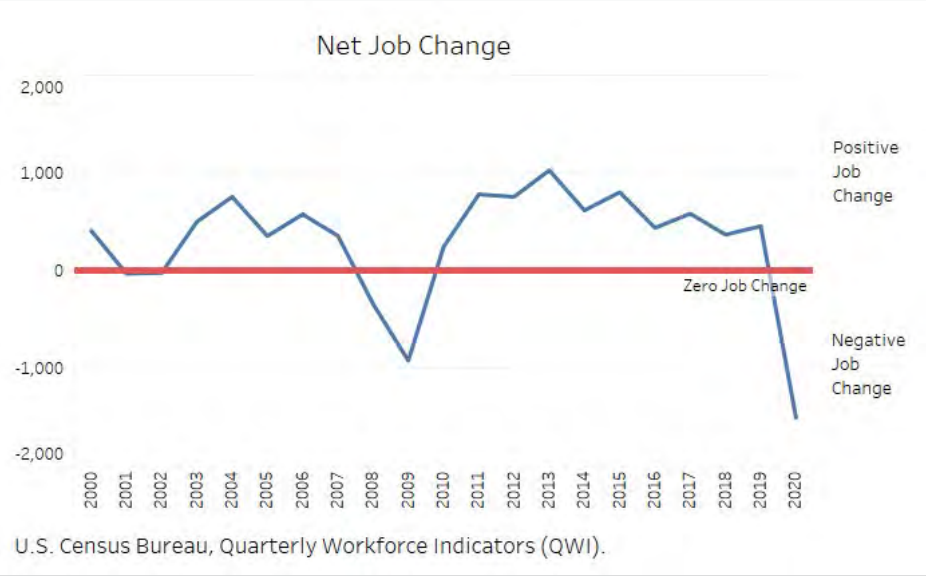


Figure 36

Lincoln, like many cities across the U.S., lost jobs due to the COVID-19 pandemic.[10]

- Lincoln lost 1,507 jobs in 2020. This is the first year Lincoln saw job loss since 2009.

Jobs Created by New Businesses

New businesses (0-5 years old) are creating jobs

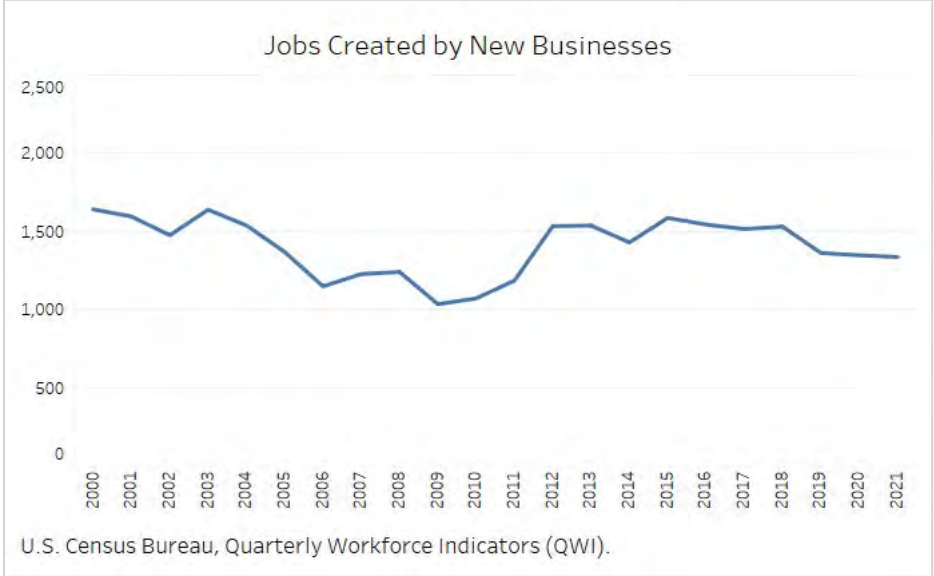


Figure 37

New businesses (0-5 years old) are creating jobs in Lincoln. Job creation by new businesses has remained relatively steady over the years, but has slightly decreased since 2018.

- In 2021, new businesses created 1,336 jobs in Lincoln. However, this is lower than in 2018 before the pandemic, when new businesses created 1,530 jobs.
- There was a 14% decrease in the number of jobs created by new businesses (aged 0-5 years) from 2012 to 2021.

Establishment Entry Rate

The establishment entry rate of new businesses has been steady over the last decade

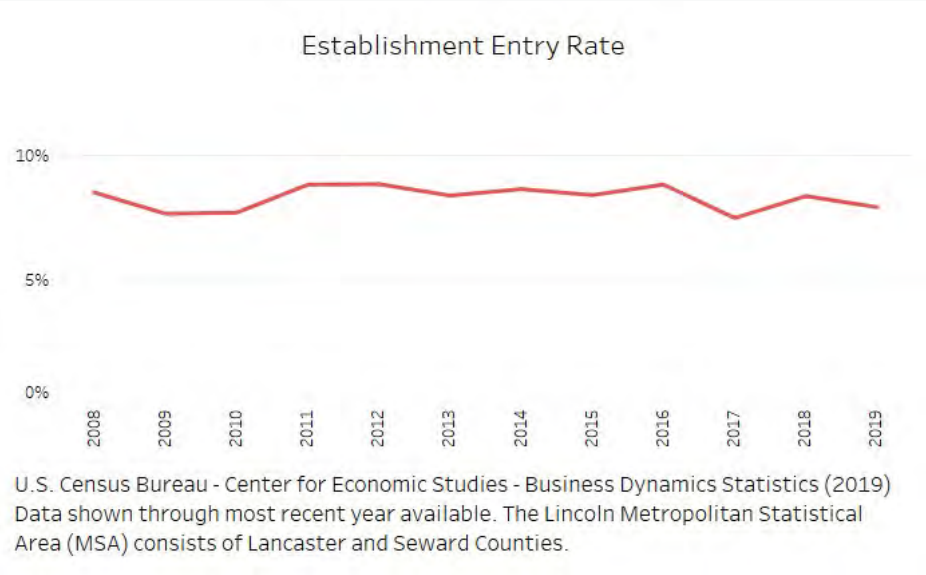


Figure 38

The establishment of new businesses (as a percentage of existing businesses) is a measure of business growth.

- The establishment entry rate in Lincoln in 2019 was 7.9%. This has dipped slightly since 2016, when the establishment entry rate was at its peak at 8.9%.

Commercial & Residential Construction

Construction has grown in the past decade

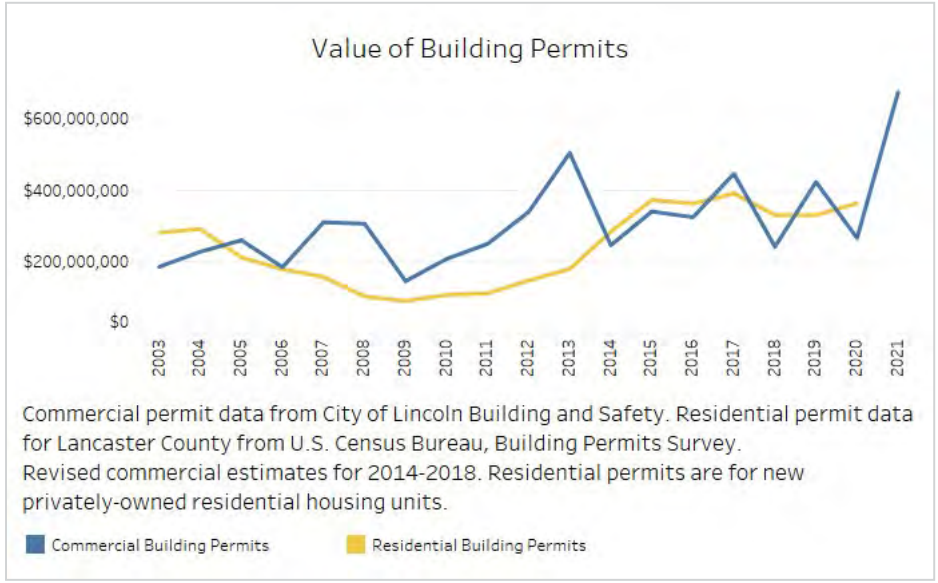


Figure 39

Lincoln continues to invest in new commercial buildings and residences. The value of commercial building and residential permits have been on a general upward trend since 2009.

- In 2020, residential building permits were valued at $363,000,000 in Lincoln.
- In 2021, commercial building permits were valued at $672,000,000 in Lincoln.

Economy and Workforce Notes

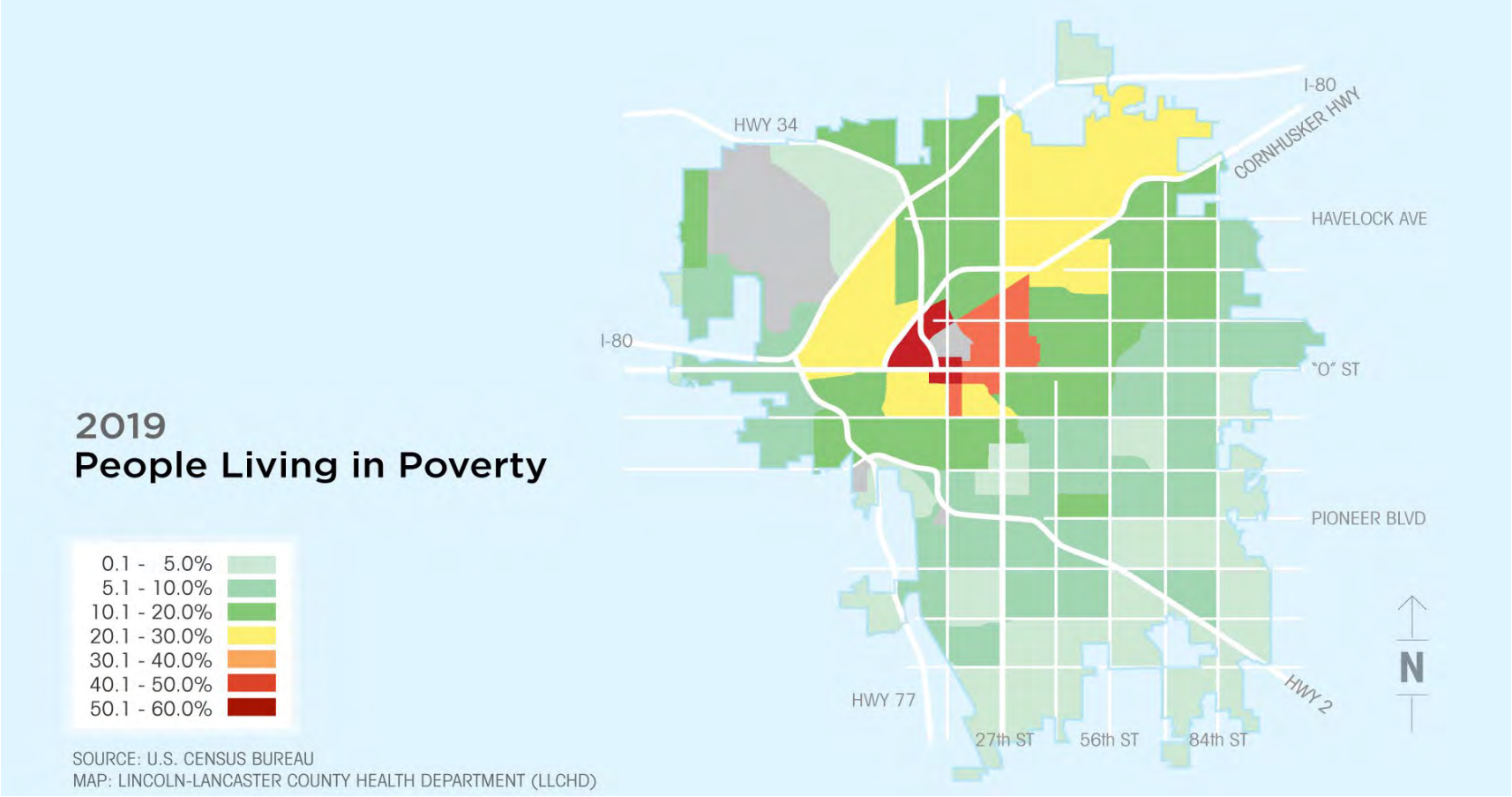
1. U.S. Bureau of Labor Statistics (2021, October 21). *Concepts and definitions*. https://www.bls.gov/cps/definitions.htm#laborforce
2. Families with all parents in the workforce include two-parent families with both parents working and one-parent families with that parent working.
3. Taryn W. Morrissey (2017). Child care and parent labor force participation: A review of the research literature, *Review of Economics of the Household, 15*(1), 1-24, March. https://ideas.repec.org/a/kap/reveho/v15y2017i1d10.1007_s11150-016-9331-3.html
4. U.S. Bureau of Labor Statistics (2021, May). Occupational employment and wage statistics query system (Lincoln, NE; SOC: 299011). [Data set]. https://data.bls.gov/oes/#/geoOcc/Multiple%20occupations%20for%20one%20geographical%20area
5. Federal poverty thresholds are determined annually based on household income, family size, and the number of related children under 18 years of age. In 2019, the poverty threshold for a family of four with two children under the age of 18 was $26,017 in annual household income.
6. Not in labor force includes all people 16 years old and over who are not classified as members of the labor force. This category consists mainly of students, stay at home parents, retired workers, seasonal workers not currently looking for work, institutionalized people, and people only doing incidental unpaid family work.
7. The civilian workforce includes people 16 years old and over who are working or are actively looking for work, but excludes people on active duty in the United States Armed Forces.
8. Committee on Prospering in the Global Economy of the 21st Century. (2007). *Rising above the gathering storm: Energizing and employing America for a brighter economic future*. Washington, D.C.: National Academies Press.
9. Rothwell, J. (2013). The hidden STEM economy. *Metropolitan Policy Program*. Washington, D.C.: Brookings Institute.
10. U.S. Bureau of Labor Statistics (2021). COVID-19 ends longest employment recovery and expansion in CES history, causing unprecedented job losses in 2020. https://www.bls.gov/opub/mlr/2021/article/covid-19-ends-longest-employment-expansion-in-ces-history.htm

Basic Needs

Lincoln's poverty rate dropped to 12% in 2019 and roughly tracks the overall poverty trends of the nation. **Currently, 40% of public school students receive free lunch**. The number of households receiving Supplemental Nutrition Assistance Program (SNAP; formerly known as food stamps) has slightly decreased since the Great Recession and was 8% in 2019. Lincoln has **three Census Tracts in extreme poverty** (more than 40% of residents in poverty). Other trends have been going in a more positive direction: the **number and rate of adults who are experiencing homelessness in Lincoln is at its lowest level since 2007**, and rates of food insecure households and individuals without health insurance have continued to gradually decrease.

Poverty Map

Poverty in Lincoln varies by geography



Map 3 - Courtesy of Community Health Endowment, Place Matters Community Mapping Project. For the online interactive map of the CHE Place Matters 4.0 Maps, visit: https://www.chelincoln.org/placematters/maps.html

The Community Health Endowment of Lincoln Place Matters supplement on Poverty and Race/Ethnicity in Lincoln maps the poverty rate in Lincoln across neighborhoods. As depicted on this map, the poverty rate in the northwest portion of Lincoln tends to be higher than the city-wide average of 13.1%.

Poverty Rate

The percent of Lincoln's population in poverty decreased to pre-Great Recession levels in 2019

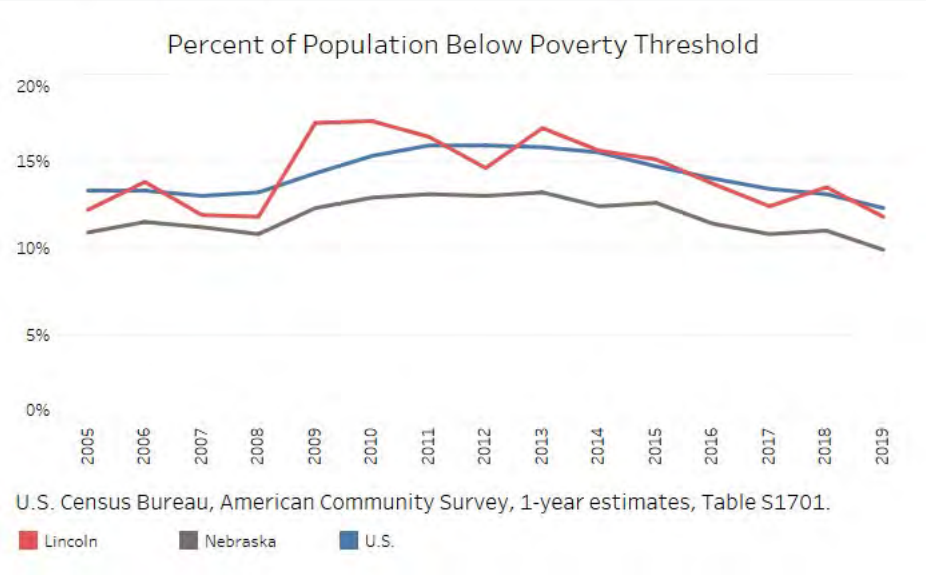


Figure 40

The federal poverty level is determined annually based on size of the family, the number of children, and a measure of income needed to purchase food and other essential goods and services.[1] In 2021, for example, the poverty threshold was $27,575 for a family of four that included two related children less than 19 years of age. The 2021 poverty threshold for one person under age 65 was $14,097, or about $38.62 a day.

- In Lincoln in 2019, 12% (32,564 persons) lived in households falling below the poverty threshold, matching the 2008 pre-Great Recession level of 12% (28,012 persons).
- Since 2010, there has been a 23% decrease in the number of persons below the poverty threshold. This represents a decrease of 9,755 persons in poverty.
- Since 2005, the poverty rate in Lincoln peaked in 2010 with 17% of households falling below the poverty threshold.

Rate of Change by Poverty Population

Lincoln's population in poverty decreased substantially in 2019, after an increase in 2018

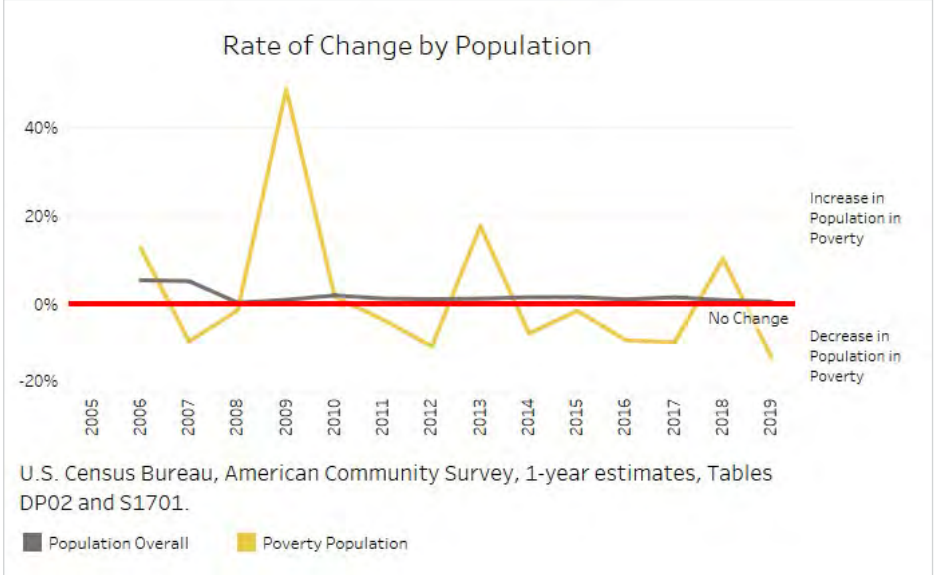


Figure 41

While the number of people in poverty increased in 2018 (37,004 persons), there was a 12% decrease in 2019 (32,564 persons). This is the lowest number of people in poverty in Lincoln since 2008.

- In 2019, there was a decrease in Lincoln's population living in poverty of 12% from the previous year. This increase represented 4,440 less people in poverty since 2018.
- From 2014 to 2017, there were successive decreases in the rate and number of Lincoln's population living in poverty, and 2019 continues this decrease.

Households In/Near Poverty

Approximately 30% of Lincoln's households are in or near poverty

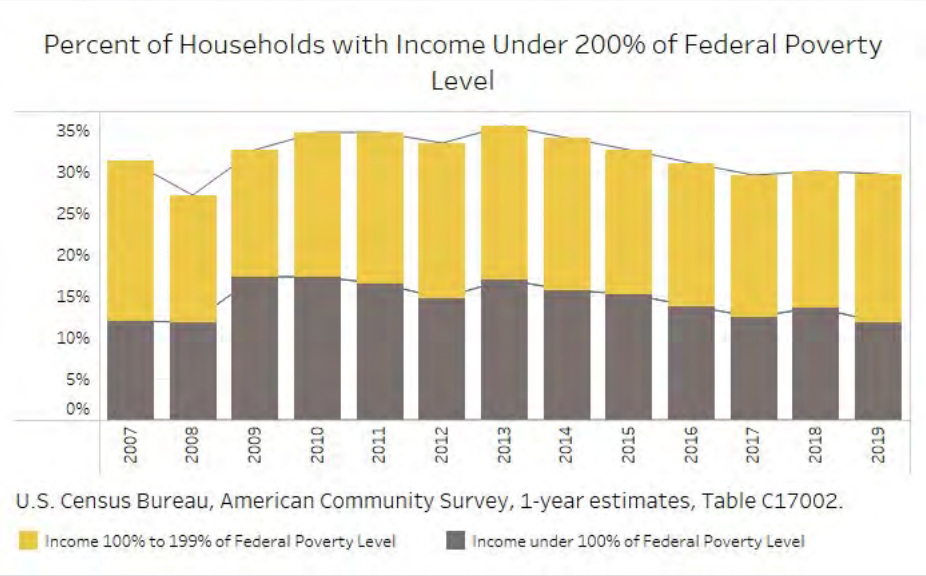


Figure 42

Households with incomes at or below 200% of the federal poverty level are sometimes referred to as households "in or near poverty."

- In 2019, the households with incomes below 200% of the federal poverty level comprised 30% of Lincoln's households, a decrease from 35% of households in 2010.

Children in Poverty

The percentage of Lincoln's children in poverty remains below the Great Recession levels

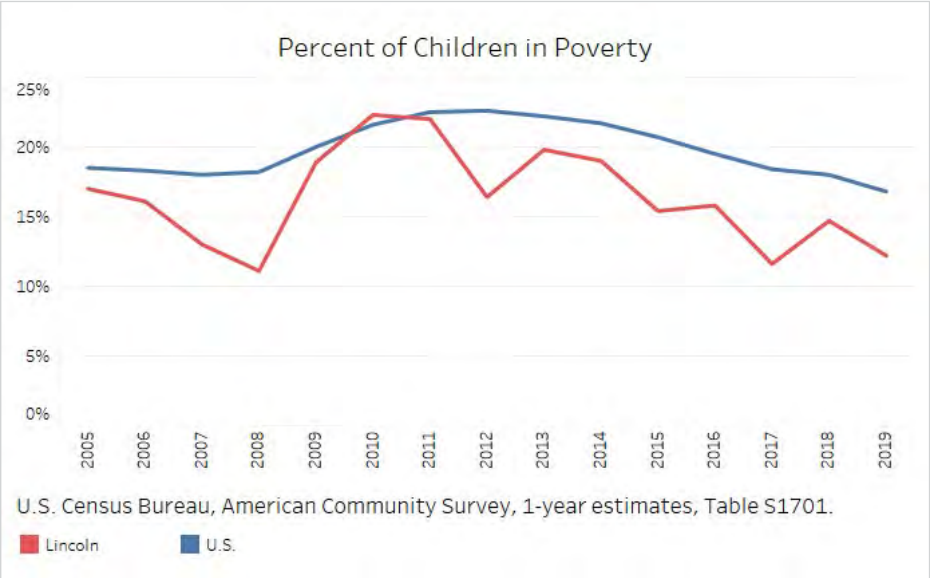


Figure 43

Children who live in poverty face tougher odds for achievement than do other children. Children who live in poverty for at least half of their childhoods are more likely to leave high school without a diploma and more likely to be an unwed teen parent when compared with people who were never poor as children.[2]

- In 2010, 22% of Lincoln's children (12,864 persons under age 18) lived in poverty.
- In 2019, 12% of Lincoln's children (7,537 persons under age 18) lived in poverty, marking a 41% decrease from 2010 in the number of children living in poverty.

Poverty by Age Group

The percent of children and adults in poverty has decreased since the Great Recession

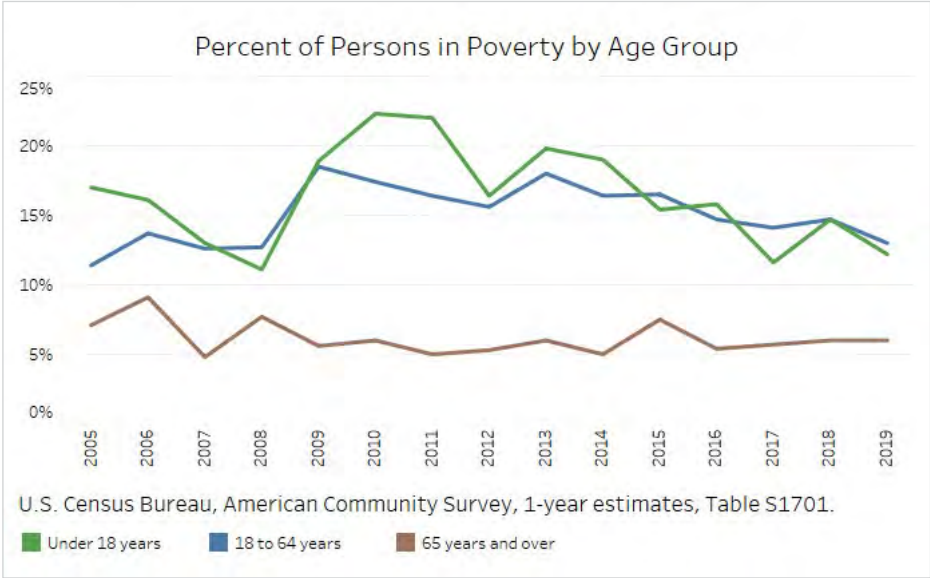


Figure 44

- In 2019, Lincoln children (12%) and working-age adults (13%) had similar rates of poverty.
- Since 2005, persons 65 years or older have had a lower rate of poverty (6% in 2019) than other age groups.

Families in Poverty

Families with greater numbers of children are more likely to be in poverty

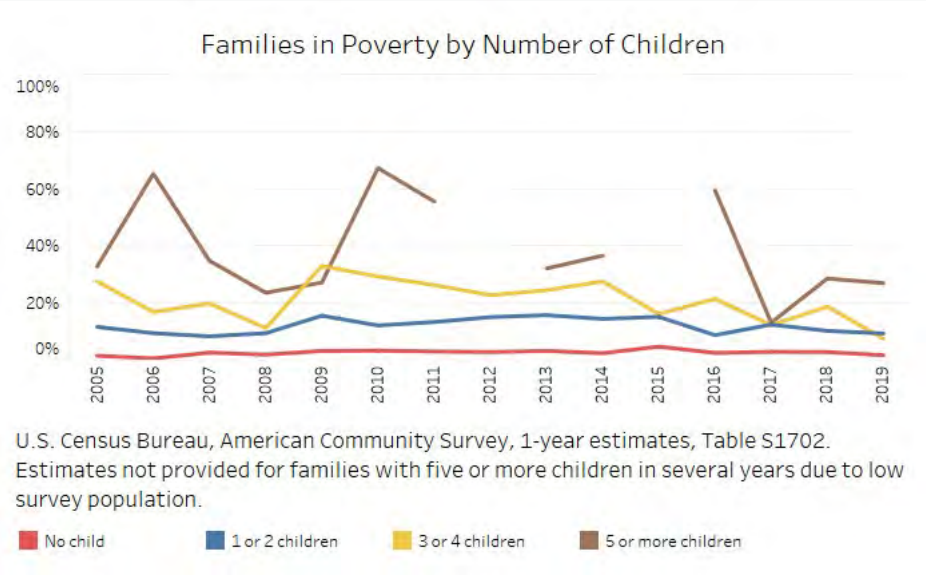


Figure 45

For all families, the number of children increases the likelihood of living in poverty.

- Since 2010, families with no children had a poverty rate between 2% and 5%.
- In the same timeframe, families with one or two children had a poverty rate between 9% and 16%.
- The rate of poverty for families with three or four children has consistently decreased from 2010 (30%) to 2019 (8%), a 74% overall decrease.

Female Householder Families in Poverty

Single female head of household families have higher rates of poverty compared to all other families

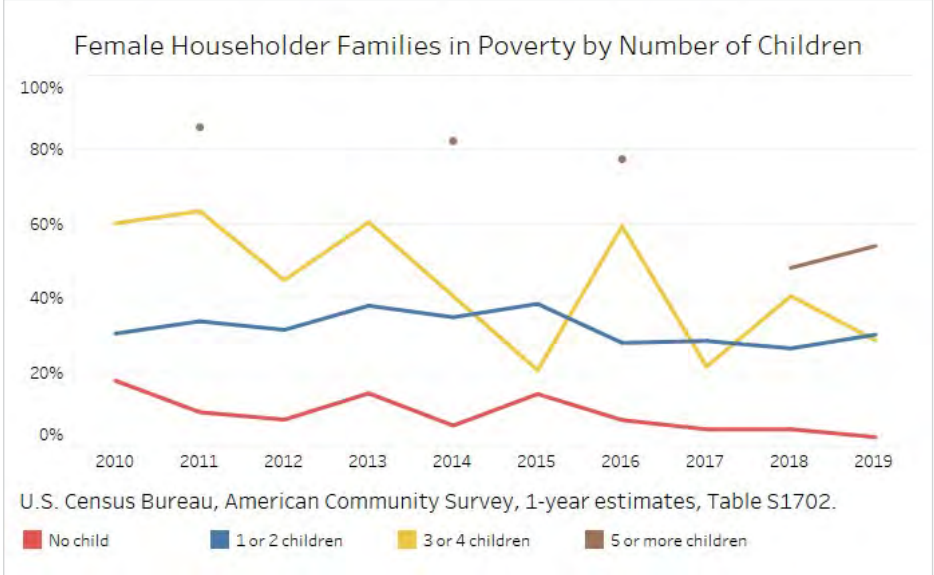


Figure 46

Of all families with one or two children, 9% were living in poverty in 2019.

- For single female head of household families with one or two children, 30% were in poverty in 2019.

For all families with five or more children, the 2019 poverty rate was 27%.

- Single female head of household families with five or more children had a poverty rate of 54% in 2019.

Poverty and Race - Number

The number of persons in poverty decreased or stayed the same among most racial/ethnic groups in Lincoln from 2018 to 2019

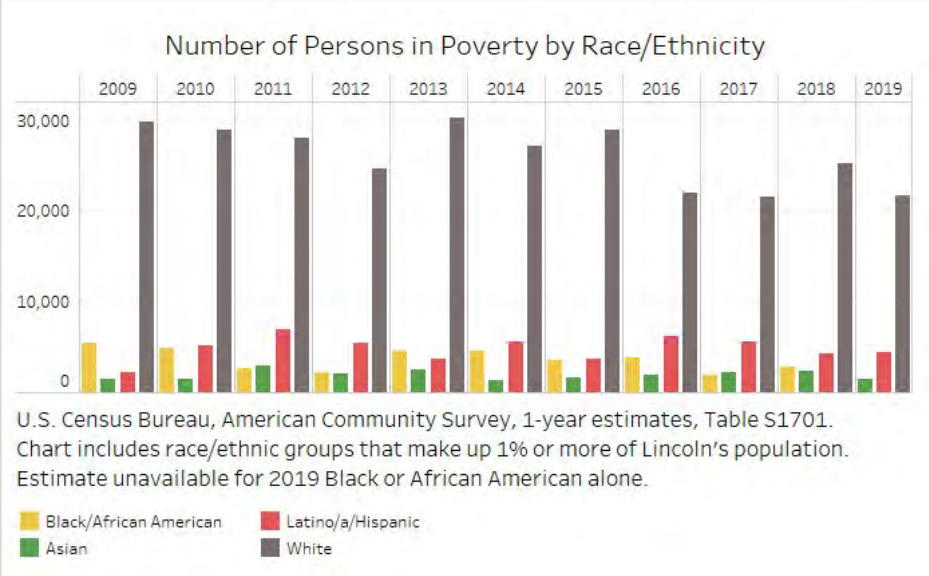


Figure 47

- The number of persons in poverty decreased in the past year among Asian and White non-Latino/a/Hispanic groups.
- The number of Latino/a/Hispanic people in poverty stayed about the same from 2018 (4,305 persons) to 2019 (4,373 persons).
- Despite the lowest rate of poverty among racial/ethnic groups, most individuals in poverty in Lincoln are White non-Latino/a/Hispanic (21,680 persons in 2019).
- No estimates were provided for the 2019 number or percent of Black or African Americans in poverty in Lincoln.

Poverty and Race - Percent

People of color experience higher rates of poverty in Lincoln

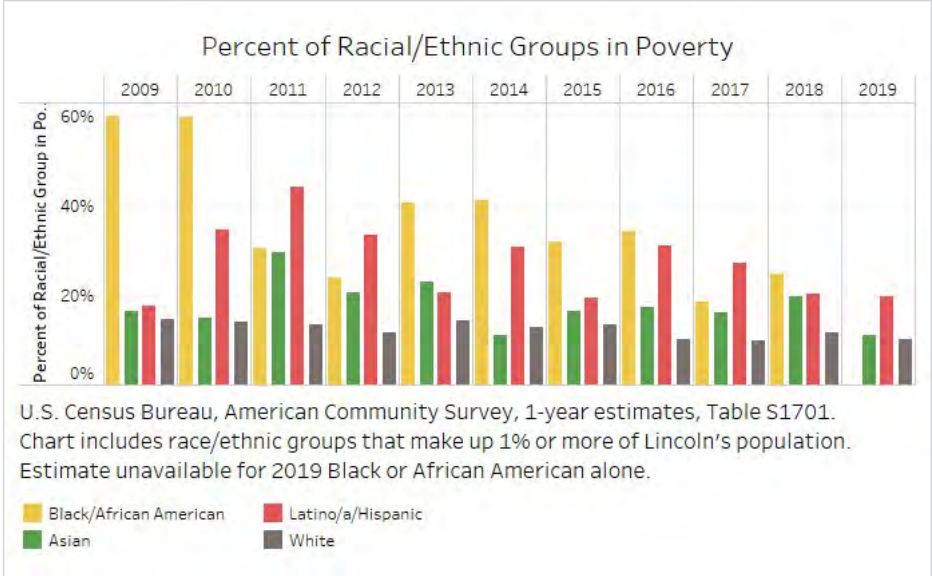


Figure 48

Poverty rates vary by race and ethnicity.

- The rate of poverty among Black/African Americans has dropped from 60% in 2010 to 25% in 2018 (2019 estimates are unavailable) but is still one of the higher rates of poverty among major races/ethnicities in Lincoln.
- The rate of poverty among Latino/a/Hispanics has decreased from 35% in 2010 to 20% in 2019.
- Rates of poverty for Whites have held steady at about 12% since 2010 and have been the lowest of all races/ethnicities.

Given Lincoln's increasingly diverse population, the high poverty rates among people of color are cause for concern.

New Americans in Poverty

Newer New Americans in Lincoln have higher poverty rates

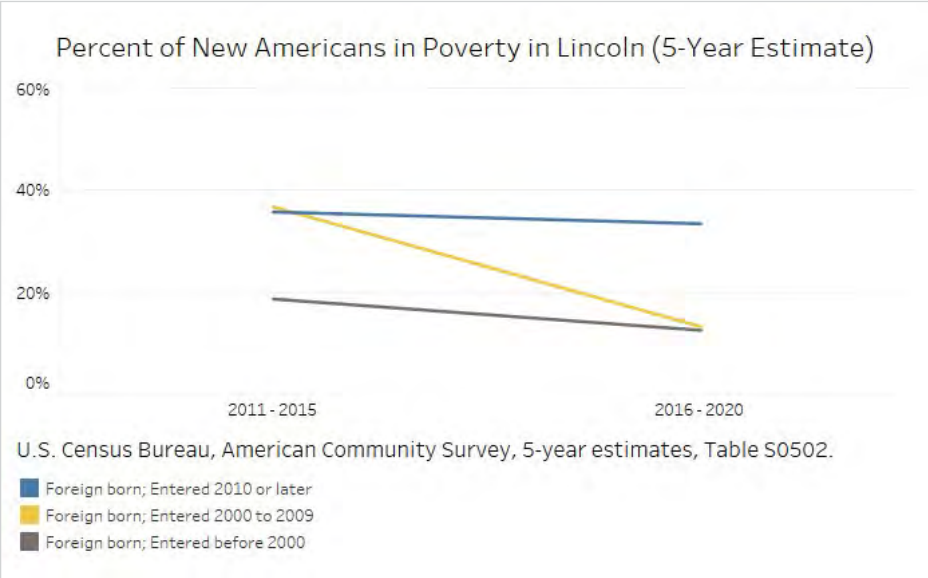
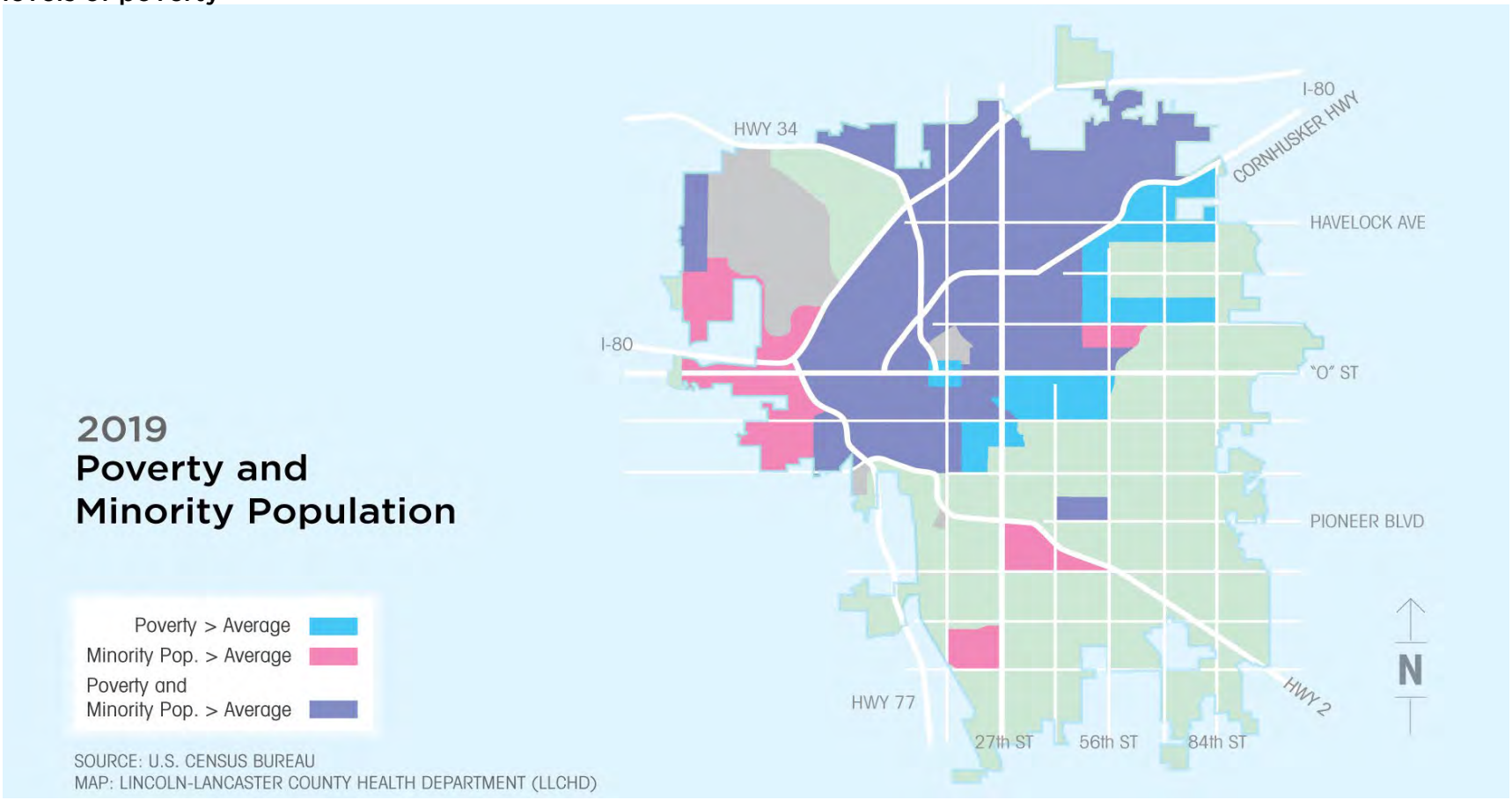


Figure 49

Foreign-born persons who live in Lincoln and entered the United States prior to 2000 and those who entered between 2000 to 2009 have a poverty rate of 13%. Those who entered after 2010 have a higher poverty rate of 33%.

Race/Ethnicity And Poverty Map

Many neighborhoods with above average populations of persons of color also have above average levels of poverty



Map 4- Courtesy of Community Health Endowment, Place Matters Community Mapping Project. For the online interactive map of the CHE Place Matters 4.0 Maps, visit: https://www.chelincoln.org/placematters/maps.html

The Community Health Endowment of Lincoln Place Matters supplement on Poverty and Race/Ethnicity in Lincoln maps the neighborhoods with higher than average poverty and higher than average concentrations of people of color (Black/ African American, Asian, American Indian / Alaska Native, Latino/a / Hispanic, or Some Other Race). Areas of higher poverty largely overlap with areas with higher percentages of people of color. Of the census tracts with a higher than average person of color population, 80% also have a higher than average poverty rate.

Poverty by Education

Poverty rates are higher among those with less educational attainment

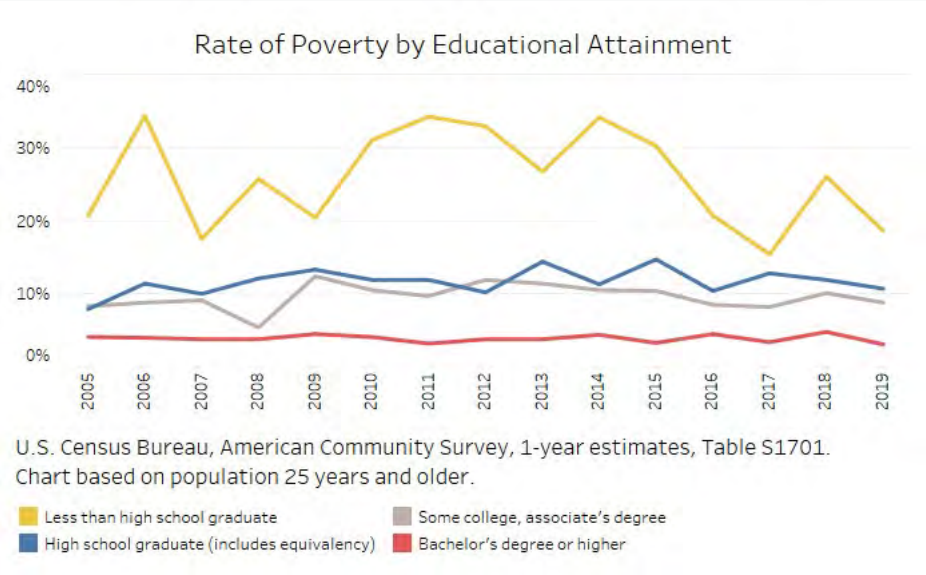


Figure 50

In 2019, Lincoln residents with less than a high school diploma had higher poverty rates than those who achieved greater levels of educational attainment.

- Of those who did not complete high school, 19% were in poverty.
- Among those with a high school degree or equivalent, 11% were in poverty.
- Those with some college or an associate degree had a poverty rate of 9%.
- Of those with a bachelor's degree or higher, 3% were in poverty.

The poverty rate for those with less than a high school diploma was impacted the most by the Great Recession. The poverty rate for this group has decreased 40% from 2010 to 2019. The poverty rate for other educational attainment groups was not impacted as much by the Great Recession and has remained fairly level for the past decade.

Poverty by School Enrollment

In Lincoln, approximately half of people in poverty are enrolled in school

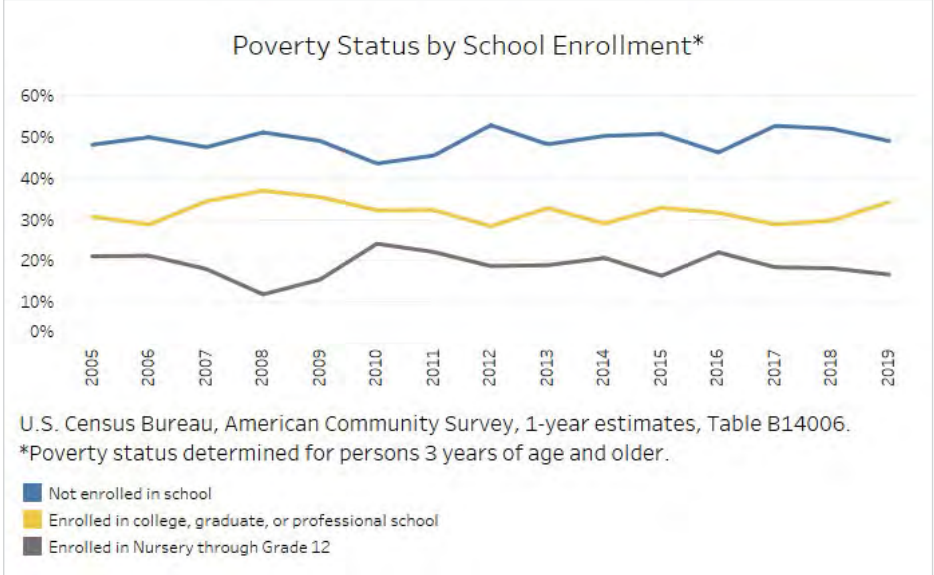


Figure 51

- Of persons in poverty, 49% are not enrolled in school.
- Approximately 34% of persons in poverty are enrolled in college or graduate/professional schools.
- Approximately 17% of persons in poverty are children enrolled in nursery school through grade 12.

Census Tracts in Extreme Poverty

Lincoln has three Census Tracts in extreme poverty

Lincoln Census Tracts in Extreme Poverty

Census Tract	2006 - 2010	2011 - 2015	2016 - 2020
4	42%	36%	42%
5	60%	46%	46%
7^	32%	40%	30%
18^	26%	43%	39%
19	38%	37%	58%
20.01^	55%	43%	32%
20.02^	40%	42%	31%
31.03^	47%	30%	15%
33.01^	41%	35%	25%

U.S. Census Bureau, American Community Survey, 5-year estimates, Table S1701.
^No longer in extreme poverty. Does not include Census Tracts 6, 35, 36.01, or 9832.

Table 3

Census Tracts in extreme poverty are generally considered to be those with more than 40% of residents in poverty. At this concentrated level of poverty, individuals begin to face cultural and social constraints that isolate them from opportunities for economic advancement.[3, 4]

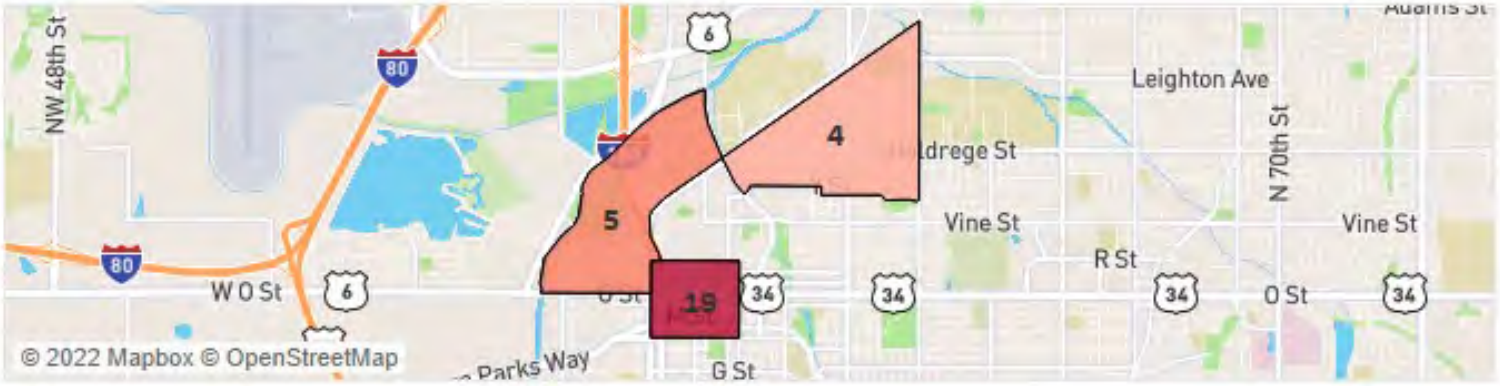
- In 2000, Lincoln had no Census Tracts in extreme poverty.[5]
- In 2011-2015, Lincoln had five Census Tracts in extreme poverty.
- In 2016-2020, Lincoln had three Census Tracts in extreme poverty.

Census Tracts in extreme poverty fluctuate over time, particularly for Tracts with poverty rates hovering close to 40%.

- As of 2020, there are no new extreme poverty Census Tracts; the three Tracts in extreme poverty have previously been in extreme poverty.

Census Tract Poverty Map

Extreme poverty Census Tracts in Lincoln, 2016 to 2020



Census Tracts	Poverty Rate	HS Grad Rate	Unemployment Rate	College Enrollment
19	57.9%	92.0%	6.1%	88.8%
5	45.9%	92.8%	9.5%	68.9%
4	41.5%	79.0%	6.5%	61.7%
Lincoln Overall	12.8%	92.9%	3.5%	61.4%

U.S. Census Bureau, American Community Survey, 5-year estimates, Tables B14006, DP02, DP03, DP05, S1401, S1602, S1701.
Highlighted and labeled areas are census tracts in extreme poverty.

Map 5

The three extreme poverty Census Tracts differ from each other, but are characterized by higher unemployment rates, high or average numbers of college students, and lower or average educational attainment compared to Lincoln as a whole.

Although each of the extreme poverty neighborhoods has a unique profile, there were some similarities:

- All three Census Tracts have an unemployment rate ranging from 6% to 10%, which is higher than the average for Lincoln as a whole (4%).
- Among individuals aged 18-24, Tracts 19 and 5 had higher numbers of individuals enrolled in college or graduate school than Lincoln overall.
  - Tract 4 had a similar rate of college enrollment as Lincoln overall.
- Tract 4 had a high school graduation rate (79%) lower than the average rate for Lincoln as a whole (93%).
  - Tracts 19 and 5 had high school graduation rates in line with the Lincoln average.
- Tracts 4 and 5 had a higher percentage of people of color than Lincoln overall.
  - Tract 19 had a slightly higher White population than Lincoln overall.

SNAP Benefits

Lincoln's SNAP program participation has declined slightly in the past decade

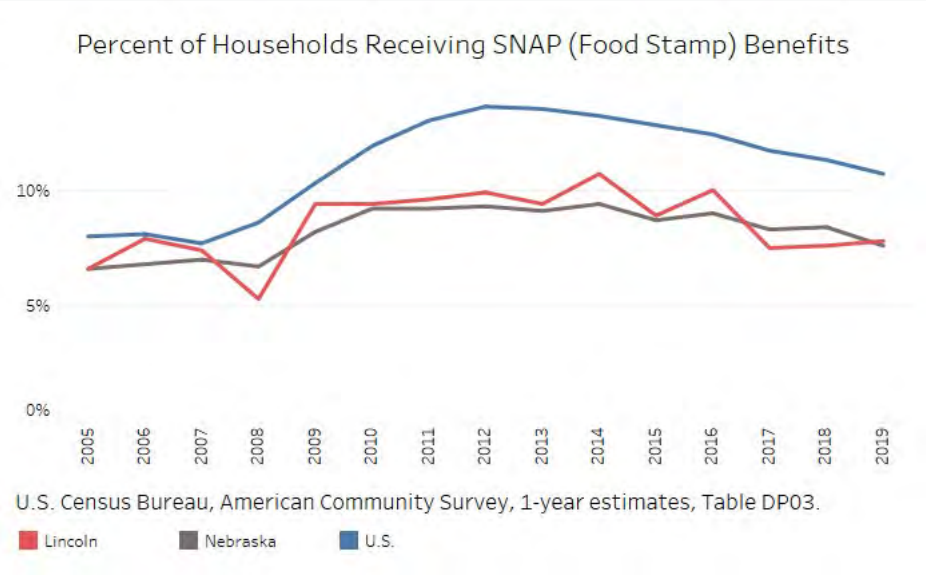


Figure 52

The Supplemental Nutrition Assistance Program (SNAP; formerly called food stamps) provides financial assistance for food purchases to households with incomes below 130% of the Federal Poverty Guidelines.[6]

- The percent of households in Lincoln participating in SNAP has declined slightly in the past decade, from 9.4% in 2010 to 7.8% in 2019.
- Lincoln's rate of SNAP participation in 2019 is similar to the level of households that receive SNAP benefits in Nebraska (8.4%) and lower than the national participation rate (11.3%).

Free/Reduced Lunch

Free lunch participation at Lincoln Public Schools has been increasing

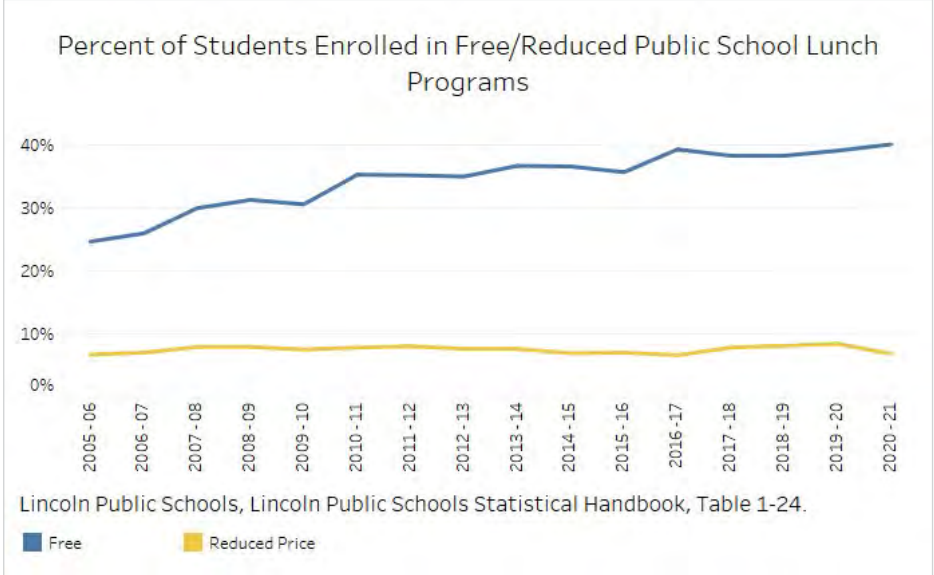


Figure 53

Nearly half of students at LPS now participate in the free or reduced-price lunch program.

- In the 2020-21 school year, there were 2,727 students (7%) receiving reduced price lunches, and 15,943 students (40%) receiving free lunches at Lincoln Public Schools, representing 47% of students.[7]
- The number of Lincoln Public School students receiving free or reduced lunch has grown 26% from 2010-2011 to 2020-2021 school years.
- Since 2005, the percent of students receiving reduced-price lunch has remained fairly steady but does appear to be increasing somewhat since the 2016-2017 school year.

Food Insecurity

Lancaster County's rate of food insecurity continues to decrease

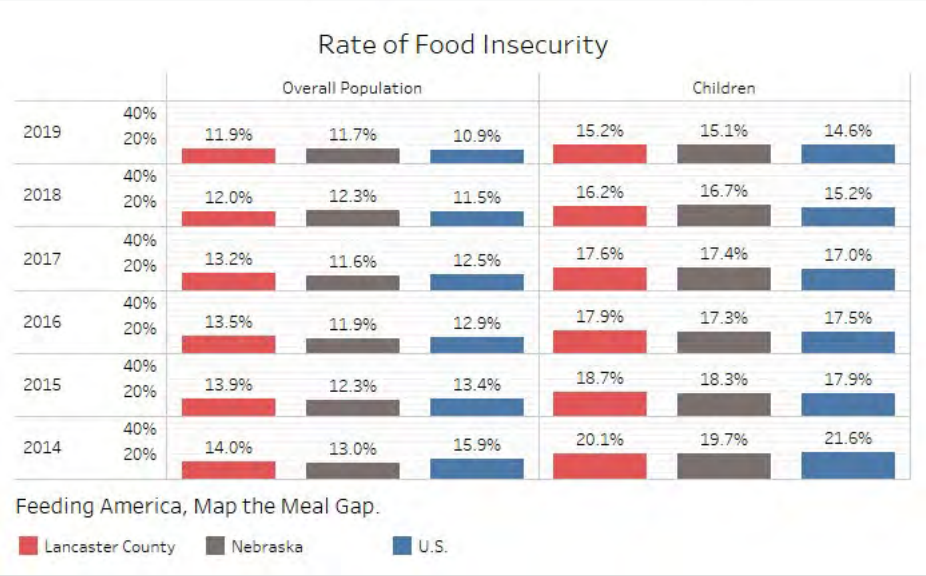


Figure 54

The U.S. Department of Agriculture (USDA) defines food insecurity as limited or uncertain access to adequate food.[8] Food insecurity negatively impacts health.[9] For children, it can also impede physical and mental development.[10] The rate of food insecurity in Lancaster County in 2014 was 14% for the overall population, and 20% of children were food insecure. In 2019, 12% of the overall population and 15% of children in Lancaster County were food insecure. Lancaster County now has a similar rate of food insecurity as Nebraska as a whole (it was previously higher than Nebraska as a whole).

- In 2019, Lancaster County (12%) had a slightly higher rate of food insecurity than the rest of the United States (11%).
- Food insecurity in Lancaster County is higher for children (15%) than for the overall Lancaster County population (12%).

Food Insecurity Assistance Ineligibility

Lancaster County has higher rates of food insecure persons who are ineligible for federal nutrition programs compared to the United States

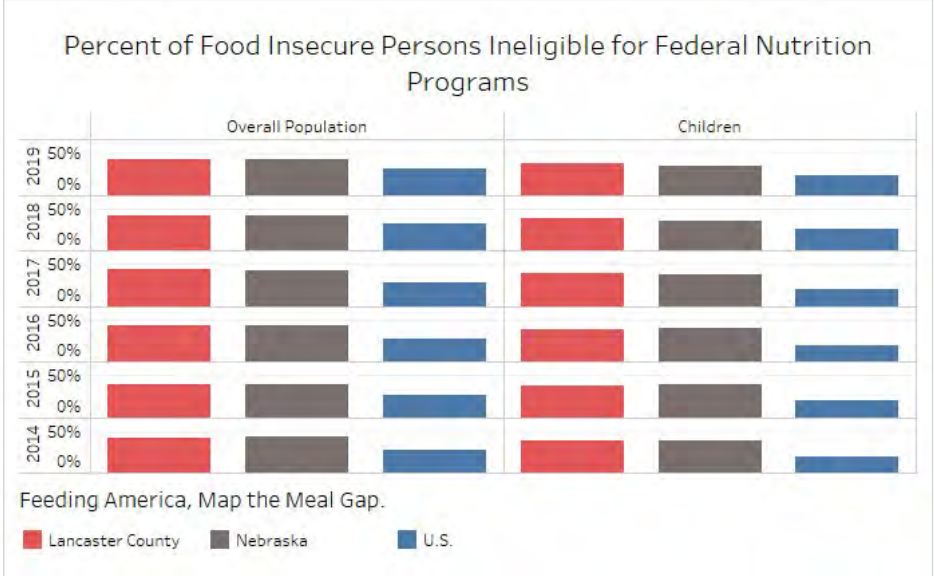


Figure 55

Those who are food insecure are the ones who can benefit most from federal nutrition programs.

- Lancaster County has a higher rate of food insecure persons who are ineligible for federal nutrition programs compared to the United States overall.
- 42% of people overall, and 37% of children, who are food insecure in Lancaster County are not eligible to receive federal nutrition benefits.

Uninsured Population

The uninsured adult population in Lincoln has been lower in the past 5 years than it was previously

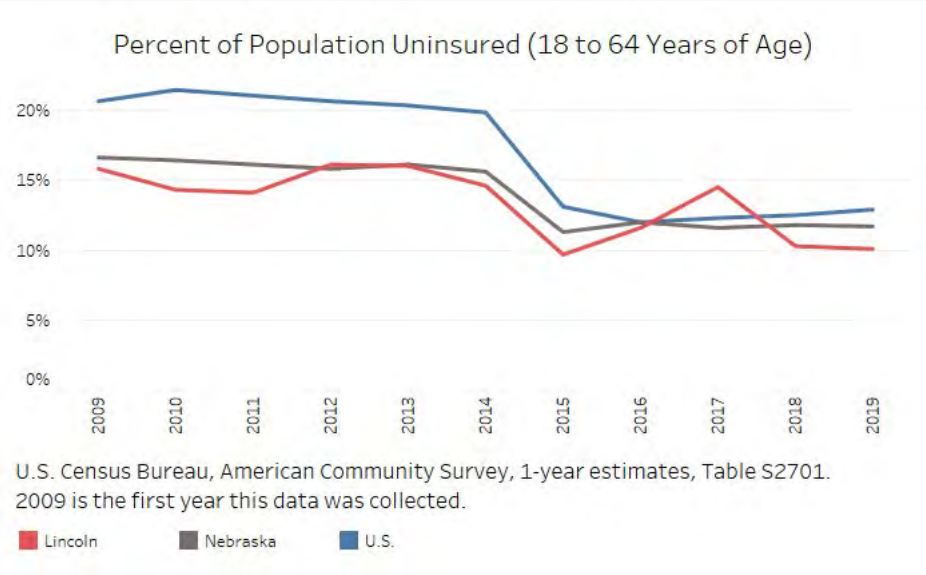


Figure 56

To identify the uninsured, it is common practice to focus on the population 18 to 64 years of age, because there are programs that ensure availability of health insurance to children (the Children's Health Insurance Program, called Kids Connection in Nebraska) and elders (Medicare).

- In 2019, the percentage of the population 18 to 64 years of age without health insurance in Lincoln (10%) was lower than the U.S. average (13%).
- In 2019, there were 22,223 uninsured people in Lincoln's 18 to 64 age group.
- Except for 2017, the percent of persons uninsured has been lower over the past few years than it was in 2014 (15%).

Figure 57
Although the overall rates of persons uninsured fluctuates, generally the number and rate of those uninsured has been improving in the past five years.

Uninsured Population by Race/Ethnicity

The percent of uninsured adults of color in Lincoln has typically been higher than for White Lincoln adults

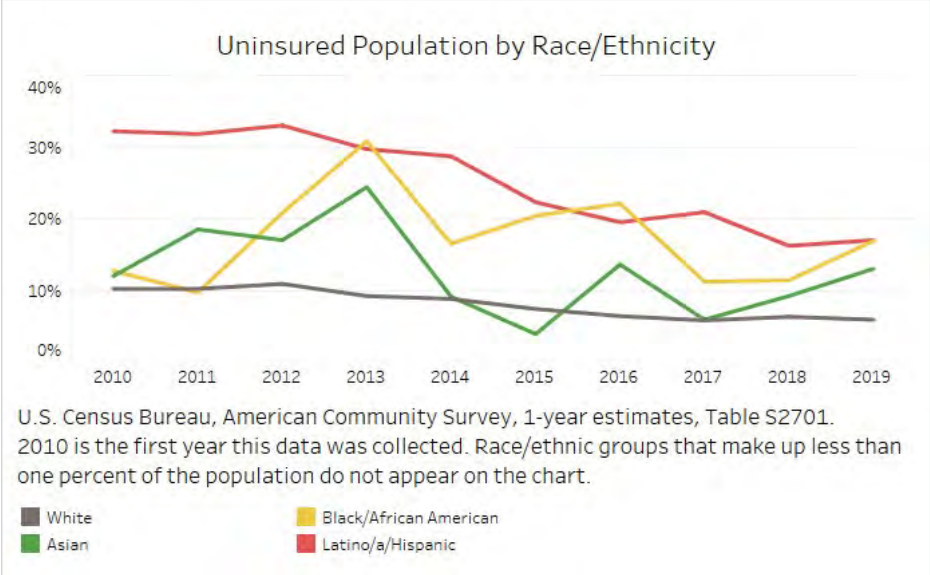


Figure 57

- In 2019, 17% of the Latino/a/Hispanic adult population and of the Black/African American adult population were without health insurance
  - For Latino/a/Hispanic adults, this is a decrease of 49% since the high point in 2012, where 33% of the Latino/a/Hispanic adult population was without health insurance.
  - The percent of the Black/African American adult population without health insurance has fluctuated year to year from a low of 10% uninsured in 2011, to a high of 30% uninsured two years later in 2013.
- In 2019, 13% of the Asian adult population was without health insurance in Lincoln.
- In 2019, 6% of the White adult population was without health insurance in Lincoln.

Medicaid-Only Coverage

The rate of working age adults in Lincoln covered only by Medicaid is lower than the United States overall

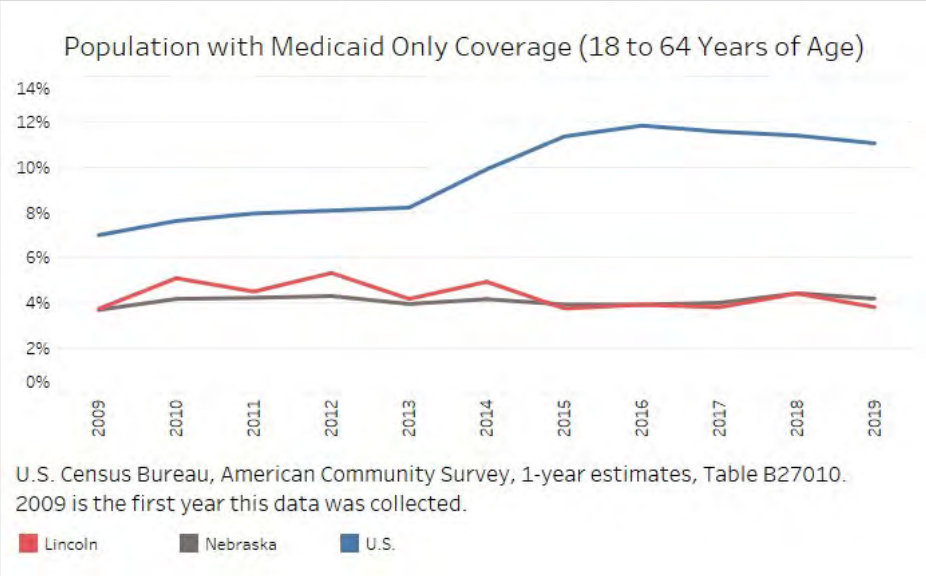


Figure 58

The rate of working age adults in Lincoln covered only by Medicaid is lower than the United States overall and has remained fairly steady over the past decade.

- In 2019, there were 7,815 people in the 18 to 64 age group in Lincoln with Medicaid-only health coverage.

Healthcare Coverage by Age

Insurance profile varies by age group in Lincoln

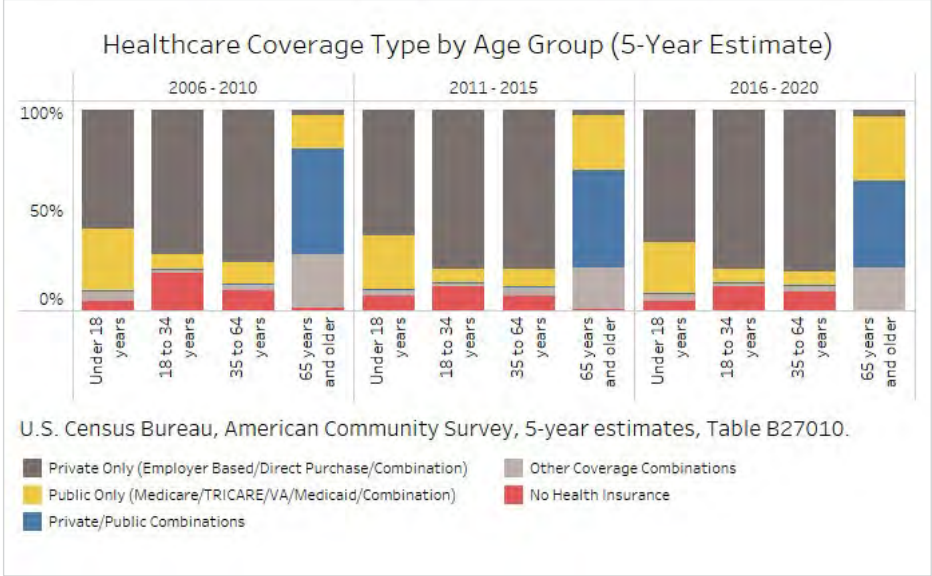


Figure 59

Insurance profile varies by age group in Lincoln.

- Children and those 65 years and over have higher rates of publicly funded health insurance than do working age adults (18 to 64 years old).
- The working age population continues to have the highest rates of no health insurance.

Cost of Living – Price Parity

Cost of Living in Lincoln is lower than the U.S. overall average due to lower housing costs

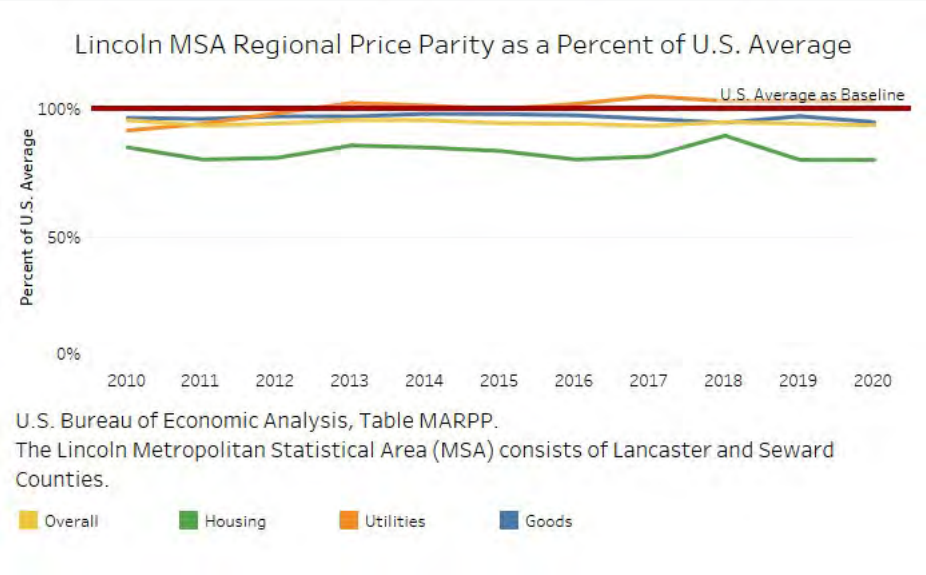


Figure 60

In Lincoln, low housing costs are a significant component of the low cost of living.

- In 2020, the cost of housing in Lincoln was 80% of the national average.
- Low housing costs do not appear to be caused by oversupply: In 2019, Lincoln homeowner (1%) and rental (3%) vacancy rates were 53% and 45% lower than the U.S. rates respectively.[11]

Housing Costs

Nearly half of renting households in Lincoln spend a large portion of their income on housing

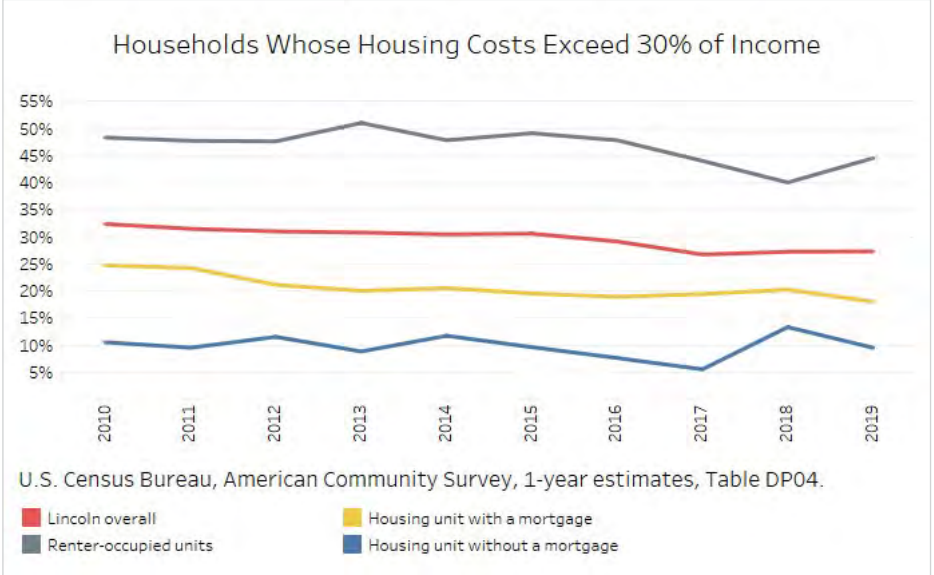


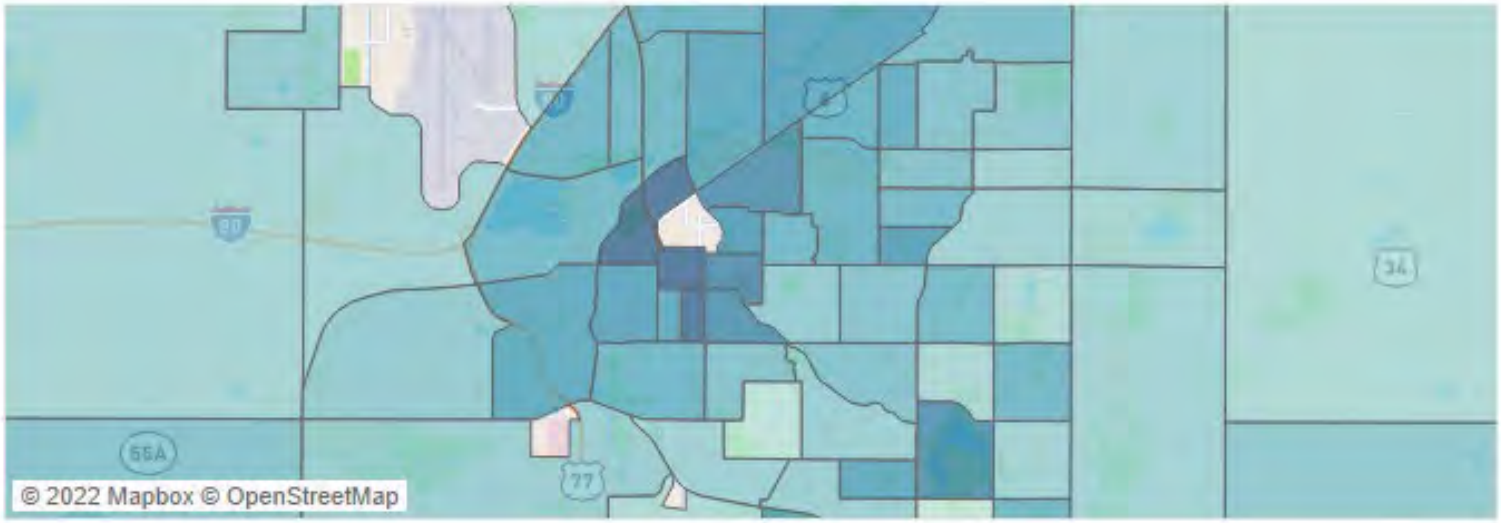
Figure 61

A standard measure of housing affordability is the percentage of household income devoted to housing costs. In general, many experts believe that housing costs should not exceed 30% of a household's income, and that the percentage should decrease for lower income households.[12] In 2019:

- 45% of all renting households in Lincoln pay 30% or more of their income on housing.[13]
- 18% of Lincoln homeowners carrying a mortgage pay 30% or more of their income on housing.
- 10% of Lincoln homeowners with no mortgage pay 30% or more of their income on housing.[14]

Housing Costs Map

Households spending a large portion of their income on housing are most heavily concentrated in areas with historically high poverty



U.S. Census Bureau, American Community Survey, 5-year estimates, Tables DP04, DP05.
HUD defines cost-burdened families as those who pay more than 30 percent of their income for housing. Does not include Census Tracts 6, 35, 36.01, or 9832.

Map 6

The highest concentration of households paying over 30% of their income are near downtown where poverty has been most prevalent. Census Tracts 19, 5, and 20.01 have the highest percent (over 50%) of households spending a large portion of income on housing.

- There are 461 households (59% of households) in Census Tract 19 spending over 30% of their income on housing.
  - 58% of residents in Census Tract 19 are in poverty.
- There are 551 households (57% of households) in Census Tract 5 spending over 30% of their income on housing.
  - 46% of residents in Census Tract 5 are in poverty.
- There are 860 households (56% of households) in Census Tract 20.01 spending over 30% of their income on housing.
  - 32% of residents in Census Tract 20.01 are in poverty.

Homeless Point in Time Count

Homelessness in Lincoln is declining

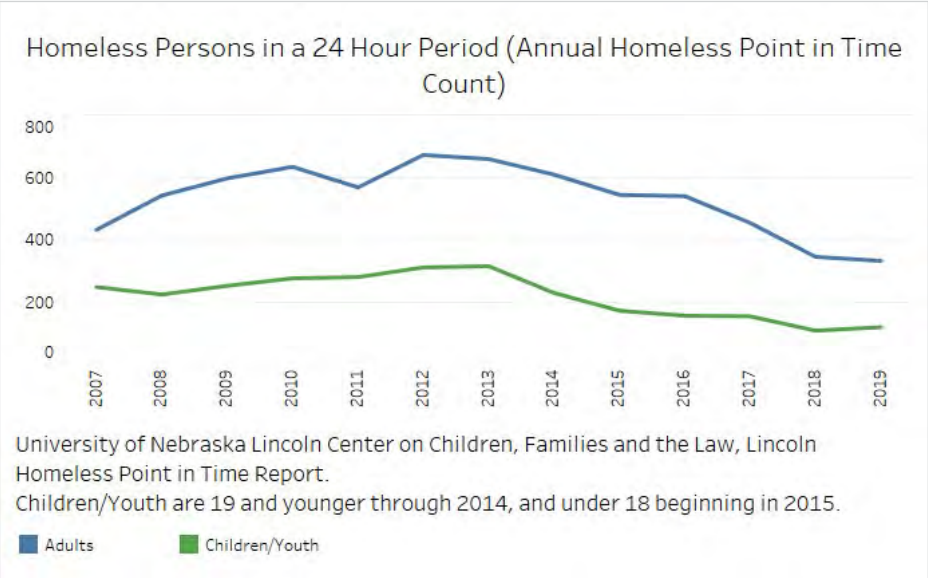


Figure 62

The U.S. Department of Housing and Urban Development mandates than an annual count be conducted of homeless individuals[15] on a specified date. The most recent data reported is from the count conducted in 2019.

- In 2019, 449 persons in Lincoln were counted as homeless in the annual homeless point in time count.
- In 2019, a little more than one quarter of homeless individuals were children under 18 years of age (118 children).
- The homeless count hit a high in 2012 of 981 persons (310 children and 671 adults) and has been declining since.[16]
  - The number of homeless children is 62% lower than in 2012 (310 in 2012 vs. 118 in 2019).
  - The number of homeless adults is 51% lower than in 2012 (671 in 2012 vs. 331 in 2019).

Homeless Rate by Age

The number and rate of homeless Lincoln adults in 2019 was the lowest in a decade

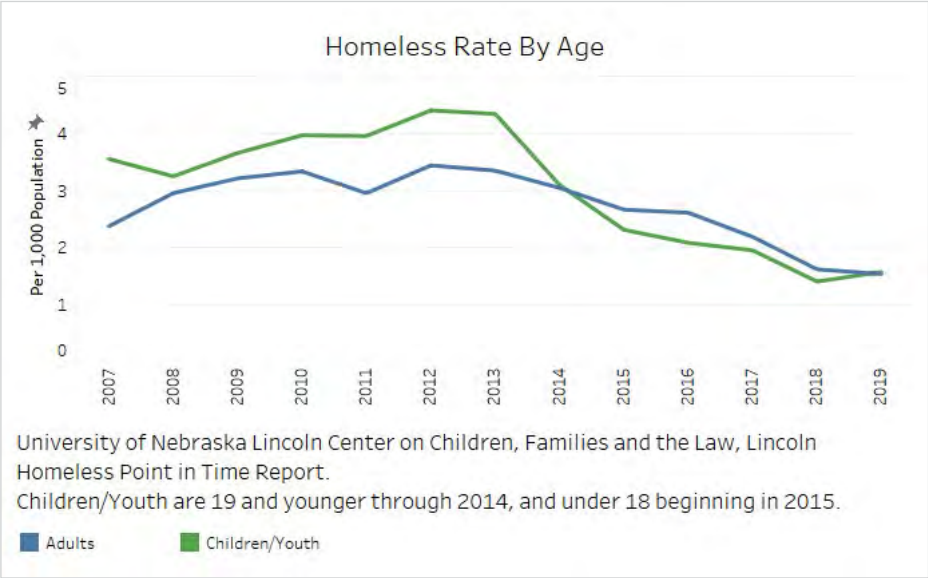


Figure 63

When homelessness is viewed as a proportion of the population, the homeless rate among youth was the same as the rate among adults in 2019. Looking at past years, a larger percentage of youth were homeless compared to adults up through 2014; in 2015 through 2018, however, a larger proportion of adults were homeless compared to youth.

- Homelessness peaked in Lincoln in 2012, when there was a homeless rate of 4.4 children per 1000, and 3.4 adults per 1000.
- In 2019, the homeless rate among children was 1.6 per 1000, and 1.5 per 1000 among adults.
- The homeless rate for adults in 2019 was the lowest of the past thirteen years.

Basic Needs Notes

1. Critics have said that the Federal Poverty Threshold, developed in the early 1960s, should be improved. The measure uses food costs and a multiplier of three to calculate needed income. Needed income is compared to gross income and does not include in-kind benefits, nor does it recognize increased labor participation of women (and related childcare costs), variability in health care costs across populations, or variability of expenses across geographies. These and other factors may underestimate poverty for persons in working families and overestimate poverty for persons in families receiving public assistance.
2. Fiester, L. (2013). *Early warning confirmed: A research update on third-grade reading.* Baltimore, MD: Annie E Casey Foundation.
3. Quane, J. M., & Wilson, W. J. (2012). Critical commentary: Making the connection between the socialisation and the social isolation of the inner-city poor. Urban Studies, 49(14), 2977-2987. doi: 10.1177/0042098012453857
4. Wilson, W. J. (2010). Why both social structure and culture matter in a holistic analysis of inner-city poverty. Annals of the American Academy of Political and Social Science, 629,200-219. doi: 10.1177/0002716209357403
5. Due to changes in the Census' methodology for sampling populations, caution must be exercised when comparing 2000 or 2010 decennial data with the newer American Community Survey data. Census Tract geographies are updated every 10 years. As of the 2020 Decennial Census Lincoln has 81 Census Tract neighborhoods. Neighborhoods for which extreme poverty was calculated exclude Census Tract 6, situated directly over the main campus of the University of Nebraska-Lincoln; Census Tract 35, situated over the Lincoln Regional Center; Census Tract 36.01, covering the State Penitentiary; and 9832 over the Lincoln Airport.
6. Federal Poverty Guidelines are based on size of household and income. In fiscal year 2019, a four-person household with a gross income less than $32,640 (the equivalent of 130% of the Federal Poverty Guidelines) would be eligible for SNAP benefits. United States Department of Agriculture (USDA). (2019). Supplemental Nutrition Assistance Program (SNAP) FY 2019 Income eligibility standards.
7. In general, students are eligible for free lunch if their household income is less than 130% of the Federal Poverty Guidelines, and eligible for reduced lunch if their household income is less than 185% of the Federal Poverty Guidelines. In the 2020-21 school year, students in a family of four with a household income less than $34,060 would be eligible for free lunch, and those with a household income less than $48,470 would be eligible for reduced lunch. U.S. Department of Agriculture, Food and Nutrition Service. (2020). Child nutrition programs: Income eligibility guidelines. Federal Register/Vol. 85, No. 55/ Friday, March 20, 2020. Retrieved from https://www.govinfo.gov/content/pkg/FR-2020-03-20/pdf/2020-05982.pdf

Basic Needs Notes Cont.

8. United States Department of Agriculture Economic Research Service. (Last Updated April 22, 2022). Definitions of Food Security. Retrieved May 1, 2022 from: https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/definitions-of-food-security.aspx
9. Healthy People 2020. (n.d.) Social Determinants of Health. Retrieved May 1, 2022 from: https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health
10. Feeding America (n.d.) Child Hunger in America. Retrieved May 1, 2022 from: http://www.feedingamerica.org/hunger-in-america/impact-of-hunger/child-hunger/
11. U.S. Census Bureau. American Community Survey. American Community Survey 2019 1-year estimates. Table DP04.
12. Schwartz, M., & Wilson, E., (n.d.) Who can afford to live in a home?: A look at data from the 2006 American Community Survey. Washington, DC: United States Census Bureau.
13. Data are limited to the household population and exclude the population living in institutions, college dormitories, and other group quarters.
14. Costs for households without a mortgage may include home equity loans, real estate taxes, homeowner's insurance, association fees, and utilities.
15. The HUD definition of homelessness for the purpose of a point in time homeless count includes only people who are living unsheltered on the streets, in a vehicle or another place not fit for human habitation, or in an emergency shelter or transitional housing program. Many people and families considered homeless, or at risk of homelessness, including those in prison/jail, living in hotels/motels, or "couch surfing" are NOT included in the count.
16. The decrease in homelessness is believed to be attributable to increased support of homeless persons through the Rapid Rehousing, Permanent Supportive Housing, and domestic violence housing programs.

Education

Communities with educated populations are more productive, more innovative, and earn higher salaries.[1] When compared to the state and the nation, Lincoln has **more residents with high school diplomas and bachelor's degrees**. In Lincoln, **an increasing number of child care providers are enrolled in quality improvement initiatives**. This should lead to improved educational outcomes for a larger number of children. Lincoln Public Schools' enrollment has been growing.

Lincoln Public School students **score higher than the state averages for third grade language arts and eighth grade math proficiencies**.[2] However, national research suggests that student learning was negatively impacted due to the COVID-19 pandemic.[3,4] While all Nebraska public school districts offered in-person learning options for their students during the 2020-21 school year, students' educational achievement appears to have been impacted by the pandemic whether learning in person or remotely.[5] Third grade language arts proficiency has declined somewhat since 2018.

Graduating from high school gives students the opportunity to earn a higher income and leads to good health.[6,7,8] Although educational attainment is highly correlated with income and occupation, research suggests that education is the strongest predictor of health outcomes.[7,8] However, **Lincoln Public Schools' graduation rate remains below both the national and statewide average.**

From the earliest standardized tests through graduation rates, students of color and students from low-income households experience **disparities in educational achievement and attainment**. Nationally, research indicates that barriers to equal educational achievement and attainment include ongoing racial segregation, unequal school resources, unequal academic opportunities, and family economic status.[9, 10, 11] Research also suggests that disparities in educational achievement by race/ethnicity and income were often exacerbated by the COVID-19 pandemic.[4]

Providers Participating in SUTQ

Childcare providers continue to enroll in the Step Up to Quality program

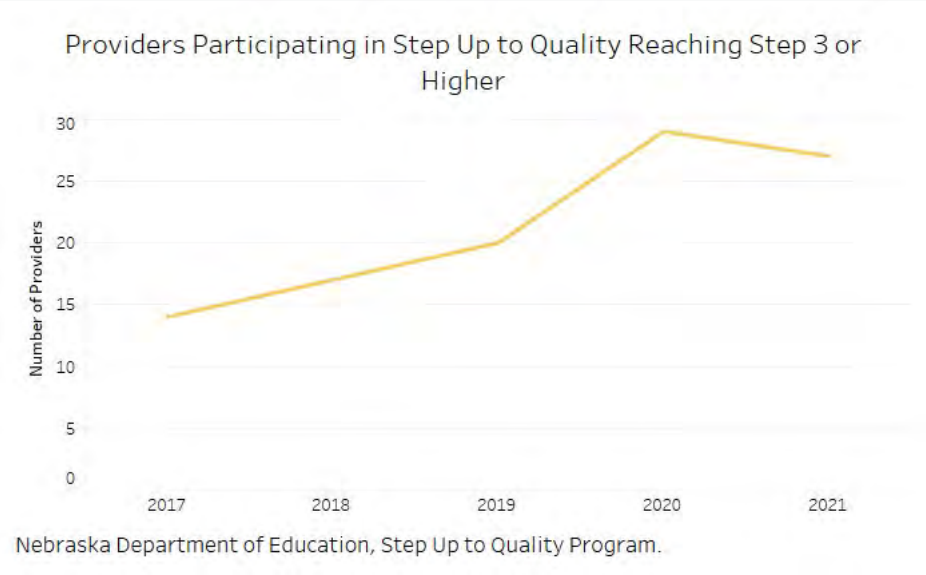


Figure 64

In 2013, Nebraska passed the Step Up to Quality Child Care Act.[12] This act provides training and subsidies to encourage childcare providers' participation in a quality rating system. The program's first year of operation was 2015.

- As of 2021, 27 childcare providers in Lincoln reached Step 3 in the Step Up to Quality program. This is a slight decrease from 29 childcare providers in 2020, but a net increase from 14 childcare providers in 2017.

Young Children Enrolled in SUTQ Providers

A third of all children aged 0-5 are enrolled with childcare providers participating in Step Up to Quality

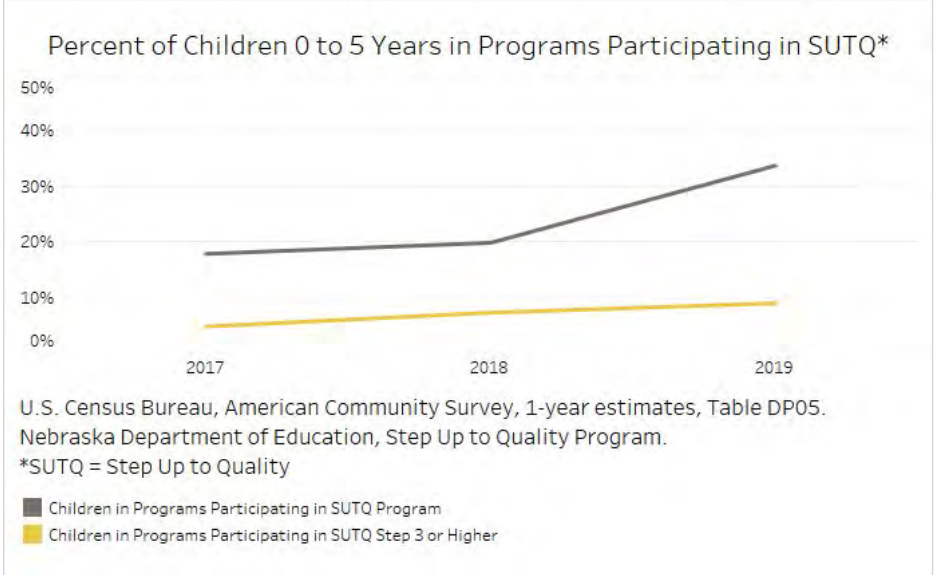


Figure 65

In 2019, 34% of all children aged 0-5 were enrolled with childcare providers participating in the Step Up to Quality program.

- The number of children aged 0-5 enrolled with childcare providers participating in the Step Up to Quality program has nearly doubled since 2017, when 18% of children aged 0-5 were enrolled.
- 9% of all children aged 0-5 are enrolled with providers that have obtained Step 3 or higher in the Step Up to Quality program in 2019. This is also nearly double the amount from 2017, when 5% of Lincoln pre-kindergarten children were enrolled with Step 3 or higher providers in the Step Up to Quality program.

Students Enrolled in LPS K-12 Schools

K-12 enrollment in Lincoln Public Schools has grown 16% since 2011

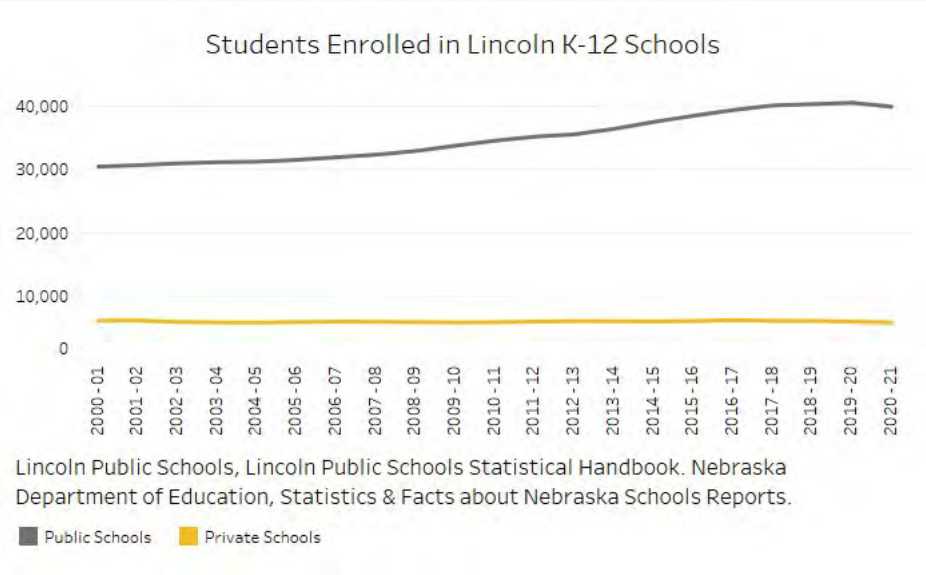


Figure 66

In the 2020-21 school year, 87% of students were enrolled in Lincoln's public schools.

- Public school enrollment has increased 16% in the past decade (35,176 children in the 2011-12 school year compared to 39,890 in the 2020-21 school year).
- Private school enrollment has decreased 2% in the past decade (6,084 children in the 2011-12 school year compared to 5,941 in the 2020-21 school year).
- Lincoln public schools also provides services, such as special education, to eligible private school students.

Figure 67
Relative percentage of students enrolled in K-12 Lincoln Public Schools (LPS) by race/ethnicity has remained steady from 2016 through 2020. On average, students of color comprise one third of the LPS K-12 student population.

Enrollment in LPS K-12 by Race/Ethnicity

Students of color comprise one third of Lincoln Public Schools K-12 student population

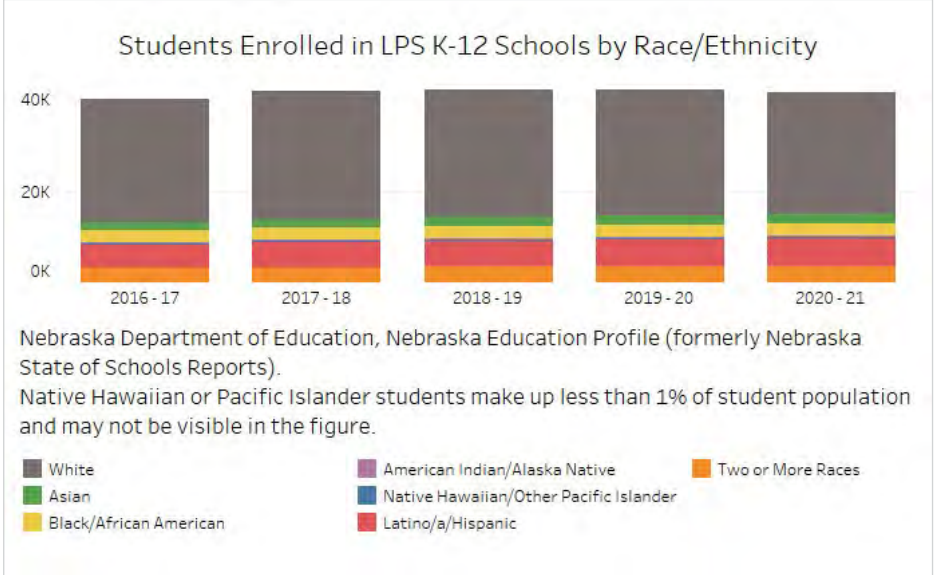


Figure 67

In the 2020-21 school year:

- 64% of the student population identified as White (26,757 students).
- 15% of the student population identified as Latino/a or Hispanic (6,196 students).
- 9% of the student population identified as Two or More Races (3,631 students).
- 7% of the student population identified as Black or African American (2,816 students).
- 5% of the student population identified as Asian (1,993 students).
- 1% of the student population identified as American Indian or Alaska Native (243 students).
- Less than 1% of the student population identified as Native Hawaiian or Other Pacific Islander.

Third Grade Language Arts Proficiency

Third grade language arts proficiency has decreased since the beginning of the COVID-19 pandemic

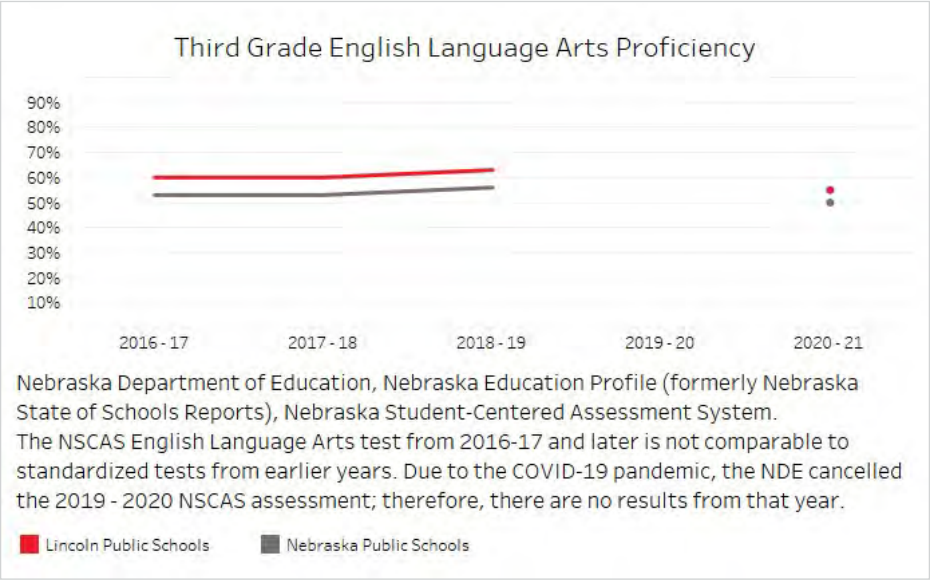


Figure 68

Third grade English language arts (ELA) proficiency is the earliest standardized test given to all public school students in Nebraska.[2] Third grade ELA proficiency measures student achievement at a critical transition point in their educational careers.[13] Students who do not read proficiently in third grade are four times more likely to leave school without a diploma,[14] while third graders who read at or above their level are more likely to graduate and attend college.[13]

- Since the Nebraska Student-Centered Assessment System (NSCAS) was first administered in 2016, a higher proportion of LPS third graders are ELA proficient compared to Nebraska public school third graders statewide.
- In the 2020-21 school year, third grade ELA proficiency among Lincoln Public School (LPS) students was 55%, compared to 50% of Nebraska public school students statewide.
- Third grade ELA proficiency among LPS students decreased 8 percentage points since 2018, when the previous NSCAS was administered.

Third Grade Language Arts Differential

Significant disparities by race/ethnicity and income in third grade language arts proficiency remain

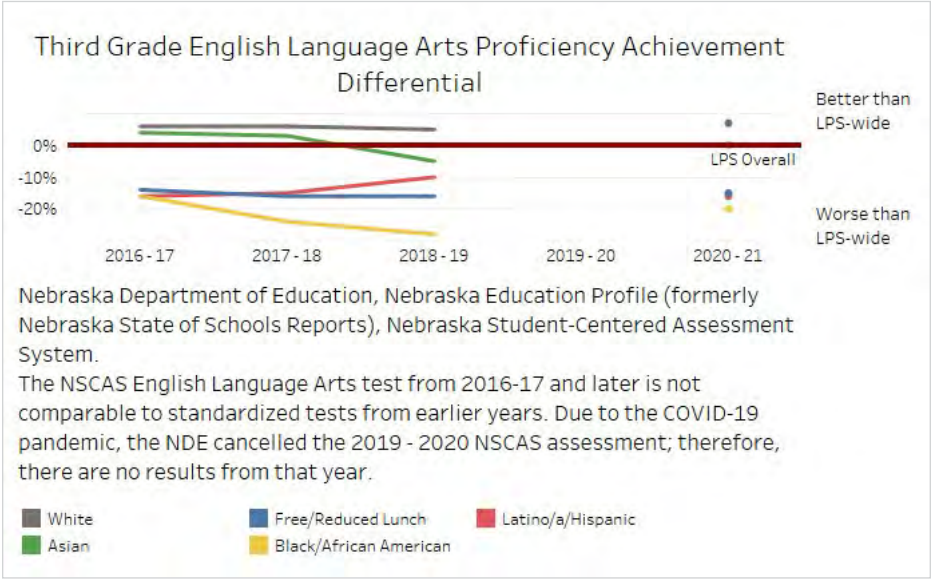


Figure 69

Disparities exist in ELA proficiency by race/ethnicity and income. While the disparity in ELA proficiency has decreased for Black/African American students since 2018, significant disparities remain.

- 40% of students who receive free/reduced lunch (a proxy for low income[15]) are ELA proficient, which is 15 percentage points lower than the overall LPS population.
- 39% of students who identify as Latino/a or Hispanic are ELA proficient, which is 16 percentage points lower than the overall LPS population.
- 35% of students who identify as Black or African American are ELA proficient, which is 20 percentage points lower than the overall LPS population.

Eighth Grade Math Proficiency

Eighth grade math proficiency slightly improved despite the COVID-19 pandemic

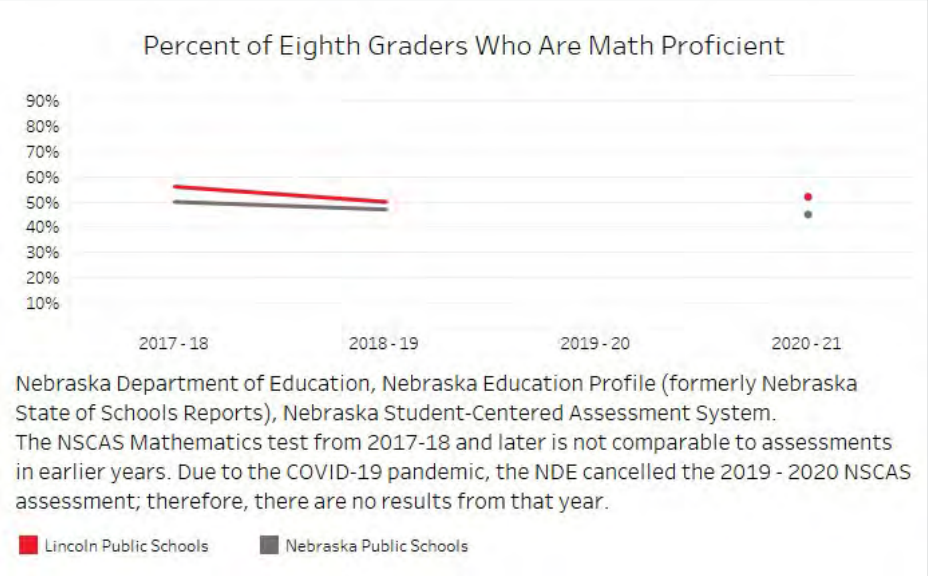


Figure 70

While research suggests that student learning in math was negatively impacted by the COVID-19 pandemic nationally,[3,4] eighth grade math proficiency among LPS students slightly increased since 2018, when the last NSCAS was administered.[2]

- Since the NSCAS was first administered in 2016, a higher proportion of LPS eighth graders are math proficient compared to Nebraska public school eighth graders statewide.
- In the 2020-21 school year, eighth grade math proficiency among LPS students was 52%, compared to 45% of Nebraska public school students statewide.
- Eighth grade math proficiency among LPS students increased from 50% in the 2018-19 school year to 52% in the 2020-21 school year.

Eighth Grade Math Proficiency Differential

Significant disparities by race/ethnicity and income in eighth grade math proficiency remain

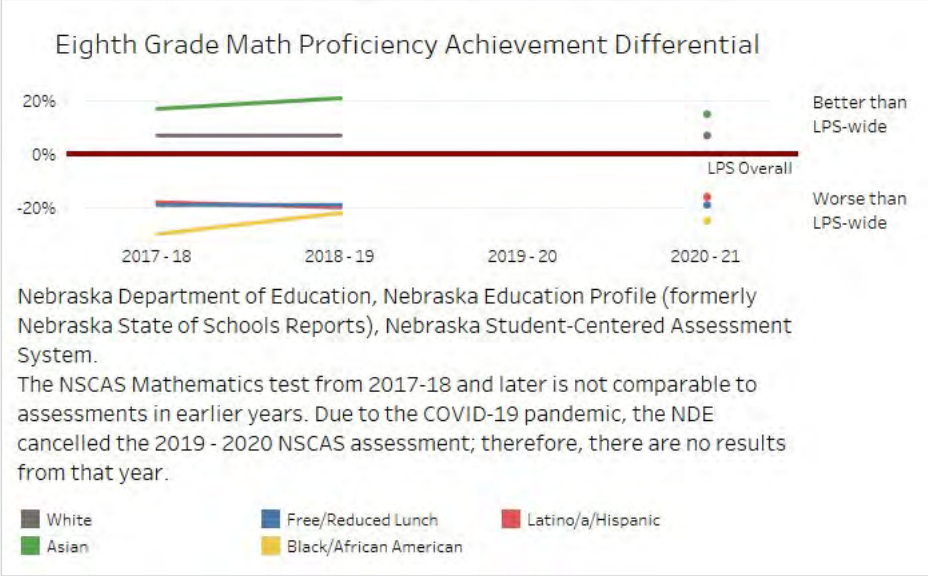


Figure 71

Disparities exist in math proficiency by race/ethnicity and income. While the disparity in math proficiency decreased for Latino/a or Hispanic students since 2018, significant disparities remain.

- 33% of students who receive free/reduced lunch (a proxy for low-income[15]) are math proficient, which is 19 percentage points less than the overall LPS population.
- 36% of students who identify as Latino/a or Hispanic are math proficient, which is 16 percentage points lower than the overall LPS population.
- 27% of students who identify as Black or African American are math proficient, which is 25 percentage points lower than the overall LPS population.

Graduation Rate

LPS high school graduation rate remains lower than national average

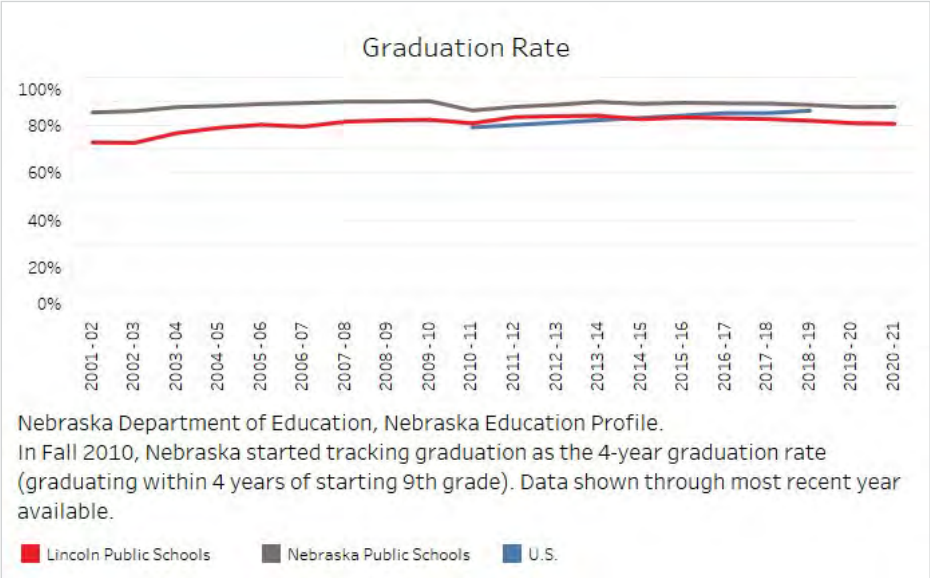


Figure 72

In the 2018-19 school year, the national high school graduation rate exceeded the graduation rate for Lincoln Public Schools (LPS). This is due to an increase in the national rate over the past decade, while the LPS graduation rate has been flat.

- Nationally, 86% of public high school students received their high school diploma within four years of starting high school in the 2018-19 school year.[16,17] In the same year, the LPS high school graduation rate was 82%, and Nebraska's graduation rate was 88%.
- In the 2020-21 school year, the LPS high school graduation rate was 81%, and Nebraska's graduation rate was 88%.

Graduation Rate Differential

Significant disparities by race/ethnicity and income in LPS graduation rates persist

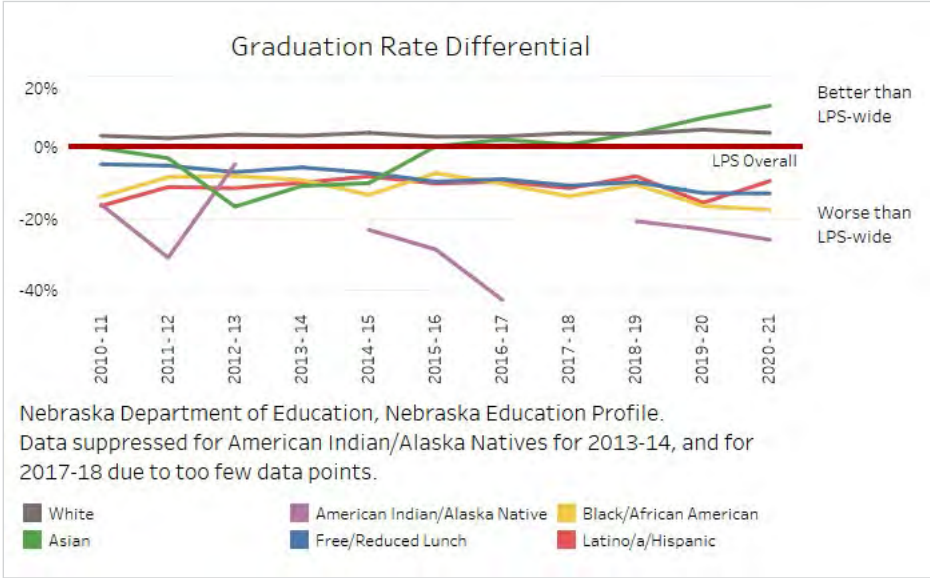


Figure 73

Significant disparities in graduation rates exist by race/ethnicity and income.

- 68% of students who receive free/reduced lunch (a proxy for low-income[15]) graduated from LPS in the 2020-21 school year, which is 13 percentage points less than the overall LPS population.
- 71% of students who identify as Latino/a or Hispanic graduated from LPS in the 2020-21 school year, which is 9 percentage points lower than the overall LPS population.
- 63% of students who identify as Black or African American graduated from LPS in the 2020-21 school year, which is 17 percentage points lower than the overall LPS population.
- 55% of students who identify as American Indian or Alaska Native graduated from LPS in the 2020-21 school year, which is 26 percentage points lower than the overall LPS population.

District Dropout Rate

LPS district dropout rate continues to decline

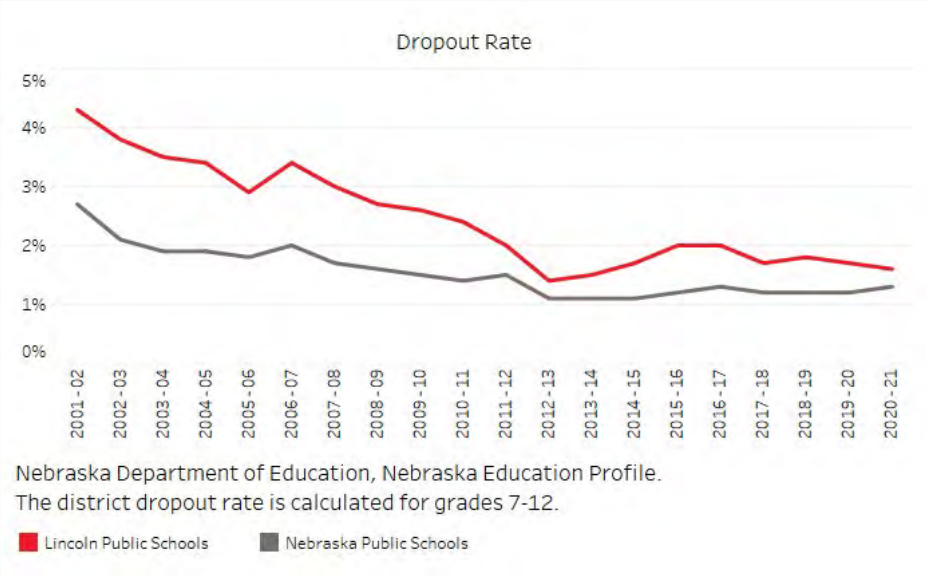


Figure 74

The LPS dropout rate was 1.6%[18] during the 2020-21 school year, slightly higher than the Nebraska public schools dropout rate of 1.3%.

- The LPS dropout rate has decreased 2.7% since the 2001-02 school year, when the dropout rate was 4.3%.
- The LPS dropout rate has decreased in the past decade since 2010-11, when the dropout rate was 2.4%.

Figure 75

The LPS High School dropout rate for the class of 2020 was 5%. However, significant disparities in graduating class dropout rates exist by race/ethnicity.

- 14% of LPS students in the class of 2020 who identify as American Indian or Alaska Native dropped out in the 2019-20 school year, which is 9 percentage points higher than the overall 2020 LPS graduating class.

Graduating Class Dropout Rate Differential

Significant disparities by race/ethnicity and income in LPS graduating class dropout rates persist

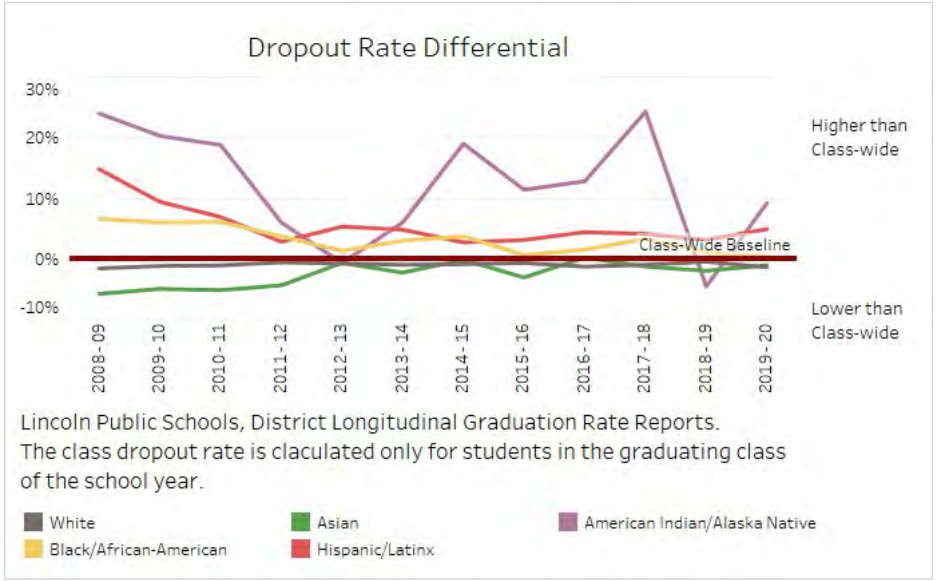


Figure 75

- 10% of LPS students in the class of 2020 who identify as Latino/a or Hispanic dropped out in the 2019-20 school year, which is 5 percentage points higher than the overall 2020 LPS graduating class.
- 6% of LPS students in the class of 2020 who identify as Black or African American dropped out in the 2019-20 school year, which is 1 percentage point higher than the overall 2020 LPS graduating class.
- 4% of LPS students in the class of 2020 who identify as Asian dropped out in the 2019-20 school year, which is 1 percentage point lower than the overall 2020 LPS graduating class.
- 4% of LPS students in the class of 2020 who identify as White dropped out in the 2020-21 school year, which is 1 percentage point lower than the overall 2020 LPS graduating class.

Post-secondary Enrollment of LPS Graduates

Most LPS graduates enroll in postsecondary institutions

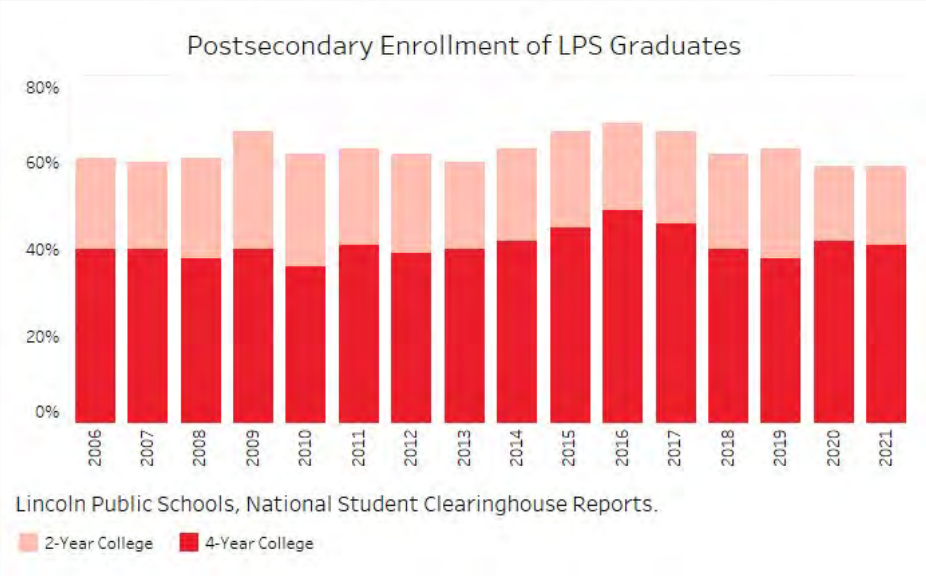


Figure 76

In 2021, 59% of LPS graduates enrolled in postsecondary institutions.

- 41% of LPS graduates enrolled in a 4-year college in 2021.
- 18% of LPS graduates enrolled in a 2-year college in 2021.

Ages 18–24 in College or Graduate School

in Lincoln, almost two thirds of people aged 18 to 24 years old are enrolled in college or graduate school

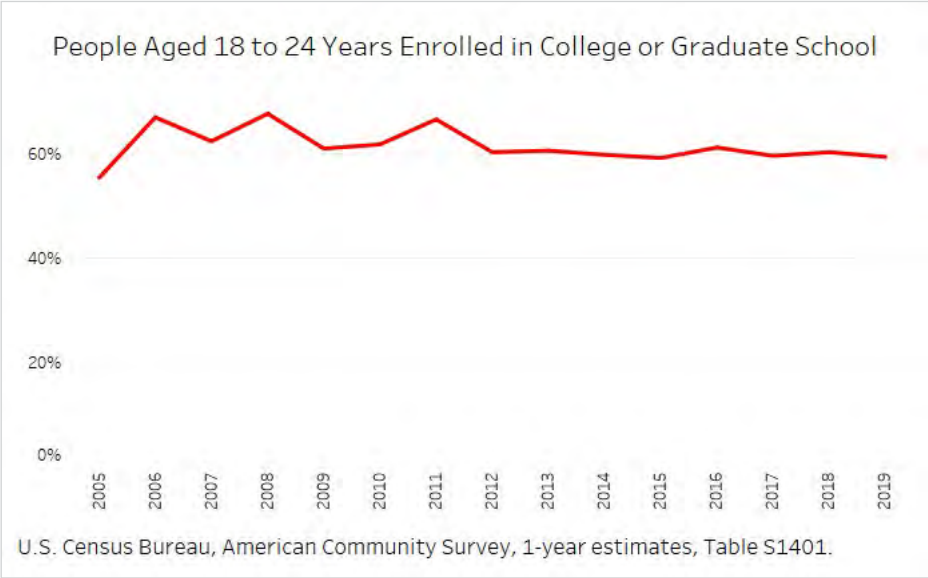


Figure 77

Lincoln is home to several postsecondary educational institutions, including the University of Nebraska-Lincoln, Nebraska Wesleyan University, Union College, Southeast Community College, and other private institutions.

- In 2019, 60% of persons in Lincoln 18 to 24 years of age were enrolled in college or graduate school. This rate has remained steady since 2012.

Adults W/ H.S. Diploma or Bachelor's Degree

Lincoln has a higher rate of people with high school diplomas and bachelor's degrees compared to Nebraska and the nation

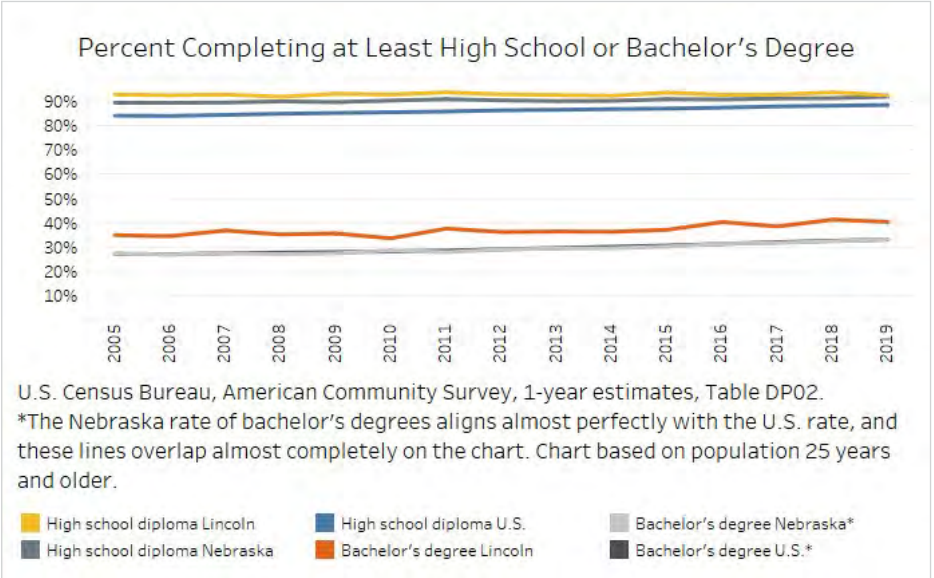


Figure 78

In 2019, 93% of Lincoln's population had a high school diploma and 40% had a bachelor's degree or higher. This compares favorably to the educational attainment of Nebraska and the nation.

- 93% of Lincoln residents had a high school diploma in 2019, compared to 92% of Nebraskans and 89% of the nation.
- 40% of Lincoln residents had a bachelor's degree or higher, compared to 33% of Nebraskans and 33% of the nation.

Educational Attainment by Race/Ethnicity

Educational attainment varies by race and ethnicity

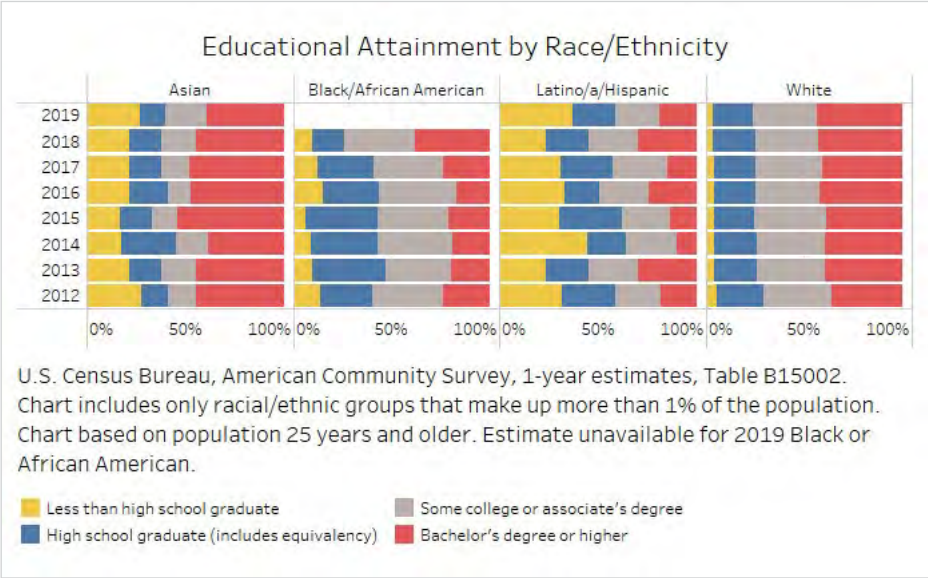


Figure 79

Educational attainment varies by race/ethnicity in Lincoln.

- 43% of White residents had a bachelor's degree or higher in 2019 compared to 40% of Asian residents and 19% of Latino/a or Hispanic residents.
- 33% of White residents had some college or an associate degree in 2019 compared to 22% of Latino/a or Hispanic residents and 20% of Asian residents.
- 22% of Latino/a or Hispanic residents had achieved, at most, a high school diploma or equivalency in 2019 compared to 20% of White residents and 13% of Asian residents.
- 37% of Latino/a or Hispanic residents had achieved less than a high school diploma or equivalency in 2019, compared to 27% of Asian residents and 4% of White residents.
- Although educational attainment data for Black or African American residents in 2019 is unavailable, 38% of Black/African American residents had a bachelor's degree or higher and 36% had some college or an associate degree in 2018. Also in 2018, 17% of Black or African American residents had achieved a high school diploma or equivalency, while 9% had achieved less than a high school diploma or equivalency.
    - Rates of achieving a bachelor's degree or higher may be increasing for Lincoln's Black or African American residents; additional years of data will be needed to establish a trend.

Education Notes

1. Glaeser, E. (2011). *Triumph of the city*. Penguin Books.
2. The Nebraska Student-Centered Assessment System (NSCAS) is the statewide assessment system for English language arts (ELA), mathematics, and science that public schools have administered since the 2016-17 school year. It is not comparable to the older NeSA (Nebraska State Accountability) assessment. The ELA and mathematics NSCAS test administered in Spring 2021 was shortened to preserve instructional time due to the effects of the COVID-19 pandemic. Non-participants were also not representative of the whole population. These factors, in addition to changes in enrollment and differences in NSCAS participation rates, complicates direct comparisons to previous NSCAS data.
3. Lewis, K., Kuhfeld, M., Ruzek, E., & McEachin, A. (2021). *Learning during COVID-19: Reading and math achievement in the 2020-21 school year*. Center for School and Student Progress. https://www.nwea.org/content/uploads/2021/07/Learning-during-COVID-19-Reading-and-math-achievement-in-the-2020-2021-school-year.research-brief-1.pdf
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7. Freudenberg, N. & Ruglis, J. (2007). Reframing school dropout as a public health issue. *Preventing Chronic Disease*, 4(4), A107.
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9. Annie E. Casey Foundation. (2006). Race matters: How race affects education opportunities. https://assets.aecf.org/m/resourcedoc/aecf-racemattersEDUCATION-2006.pdf
10. Entwisle, D. R., & Alexander, K. L. (1992). Summer setback: Race, poverty, school composition, and mathematics achievement in the first two years of school. *American Sociological Review*, 57(1), 72-84. doi: 10.2307/2096145
11. Hernandez, D. J. (2011). Double jeopardy: How third-grade reading skills and poverty influence high school graduation. Baltimore, MD: Annie E. Casey Foundation.

Education Notes Cont.

12. Step Up to Quality Child Care Act, Nebraska Revised Statute 71-1961.
13. Lesnick, J., Goerge, R. M., Smithgall, C., & Gwynne, J. (2010). *Reading on grade level in third grade: How is it related to high school performance and college enrollment?* Chapin Hall at the University of Chicago. https://www.chapinhall.org/wp-content/uploads/Reading_on_Grade_Level_111710.pdf
14. Fiester, L. (2013). *Early warning confirmed: A research update on third-grade reading*. Annie E. Casey Foundation. https://assets.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf
15. In general, students are eligible for free lunch if their household income is less than 130% of the Federal Poverty Guidelines, and eligible for reduced lunch if their household income is less than 185% of the Federal Poverty Guidelines. In the 2020-21 school year, students in a family of four with a household income less than $34,450 would be eligible for free lunch, and those with a household income less than $49,025 would be eligible for reduced lunch. U.S. Department of Agriculture, Food and Nutrition Service. (2021). Child nutrition programs: Income eligibility guidelines. Federal Register/Vol. 86, No. 41/Thursday, March 4, 2021. Retrieved 02.07.2022 from https://www.govinfo.gov/content/pkg/FR-2021-03-04/pdf/2021-04452.pdf
16. This is the Adjusted Cohort Graduation Rate for the nation, considered the most accurate estimate of four year graduation rates. McFarland, J., Hussar, B., Zhang, J., Wang, X., Wang, K., Hein, S., Diliberti, M., Forrest Cataldi, E., Bullock Mann, F., and Barmer, A. (2019). The Condition of Education 2019 (NCES 2019-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved 11.12.2019 from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019144
17. A 100% graduation rate is unlikely, in part because some special education students continue to receive educational services beyond four years of high school, some students graduate but in more than four years, and due to student mobility out of districts and state.
18. The district dropout rate is calculated by dividing the total number of 7th-12th grade students who dropped out by the official fall enrollment for grades 7-12. A student who dropped out either enrolled in school the previous school year but did not enroll at the beginning of the current school year, has not graduated from high school or completed a state or district-approved education program, or has aged out.

Health

It is widely known that **Americans' health status has declined**. Lincoln, like the U.S., is experiencing increasing rates of obesity, diabetes, heart disease deaths, and other indicators. Lincoln, however, still has lower rates than the U.S. as a whole on many measures.

In Lincoln, there are **large geographic disparities in life expectancy and the percentage of pregnant women who receive first trimester care**. Census tracts with lower-than-average life expectancy and the lowest percentage of pregnant women receiving first trimester care are located near downtown where poverty is most prevalent.

In sum, Lincoln's overall health is deteriorating, but not as rapidly as the U.S. as a whole. Both Lincoln and the United States have much ground to regain in reversing current poor health trends.

Health Risk Factors

Adult chronic health factors are better than the U.S. as a whole

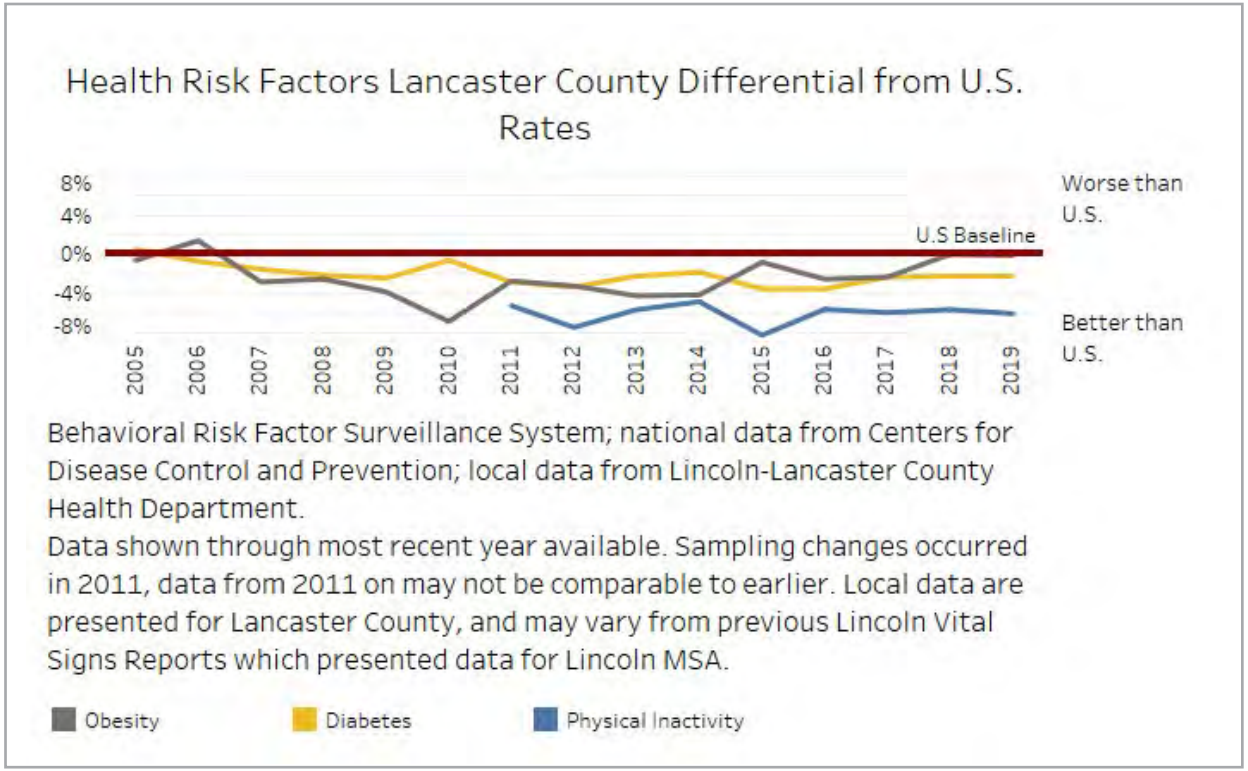


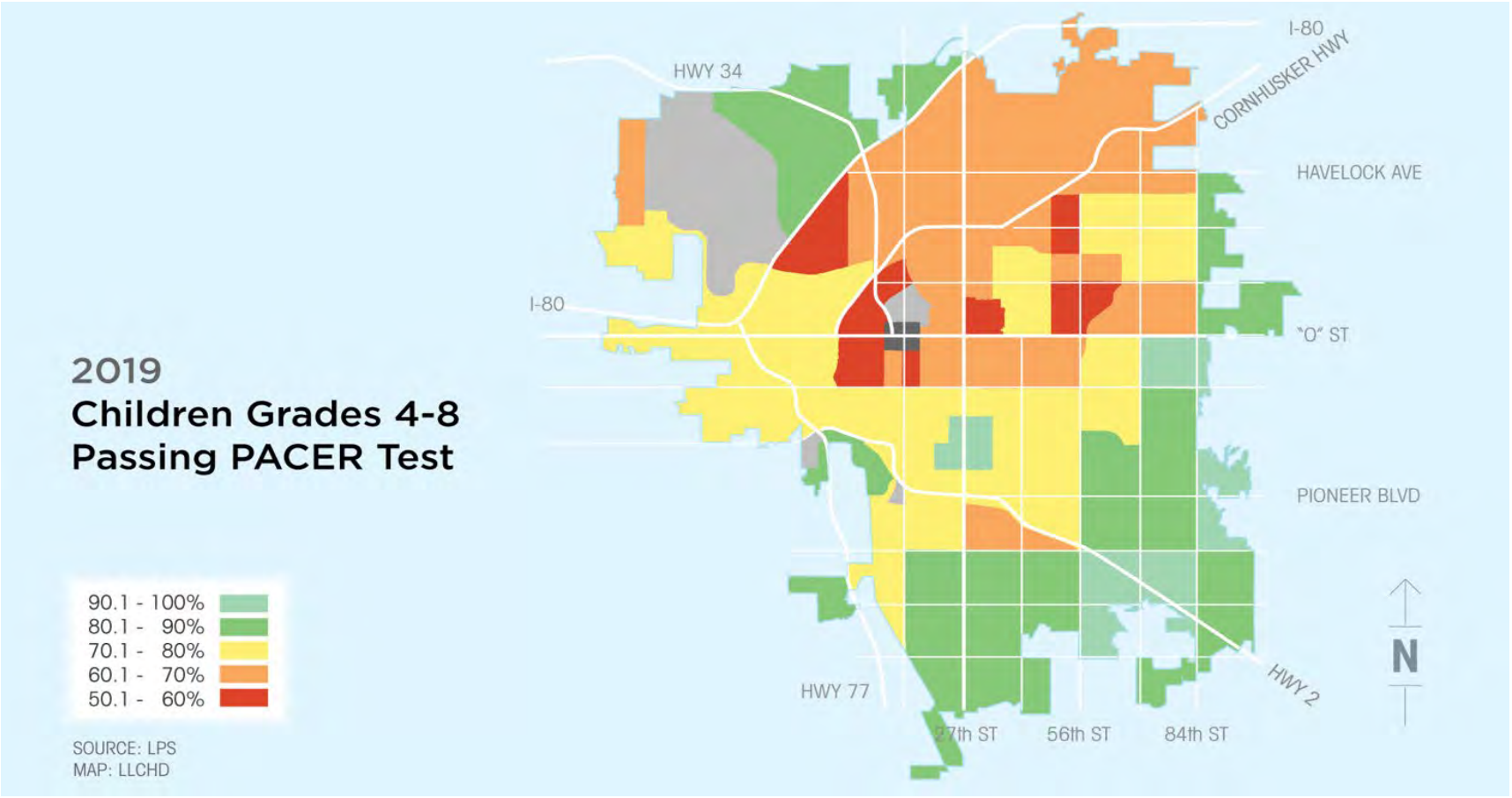
Figure 80

Of the ten leading causes of death in the United States, six are chronic diseases,[1] and six in ten Americans live with at least one chronic illness.[2] Underlying many chronic health conditions are risk factors such as tobacco use and exposure, physical inactivity, and poor nutrition. Engaging in healthy behaviors greatly reduces the risk for illness and death due to chronic diseases.

- In 2019, 32% of Lancaster County's residents were obese. Lancaster County's obesity rate[3] has increased 35% since 2005, when 24% of residents were obese. This is a greater increase than the U.S. increase since 2005 (30%).
- Since 2007, Lancaster County's obesity rate had been lower than the national rate, but since 2018 it mirrors the national rate.
- In 2019, 8.2% of Lancaster County's residents have been diagnosed with diabetes. Lancaster County's diabetes rate[4] has fluctuated and has generally been lower than the national rate.
- In 2019, 20% of Lancaster County residents reported not participating in any physical activity or exercise in the past month. The physical inactivity[5] rate in Lancaster County has been lower than the national rate since 2011.

Youth Fitness Map

Lincoln's youth fitness rate varies by geography



Map 7 - Courtesy of Community Health Endowment, Place Matters Community Mapping Project. For the online interactive map of the CHE Place Matters 4.0 Maps, visit: https://www.chelincoln.org/placematters/maps.html

The Community Health Endowment Place Matters 2019 report maps the percentage of children grades 4-8 who passed the Fitnessgram PACER test measuring aerobic capacity. Children living in many areas of Lincoln did not meet the Lincoln Public Schools' goal of an average 80% pass rate.

Chlamydia

Lancaster County's Chlamydia rate is higher than the national average

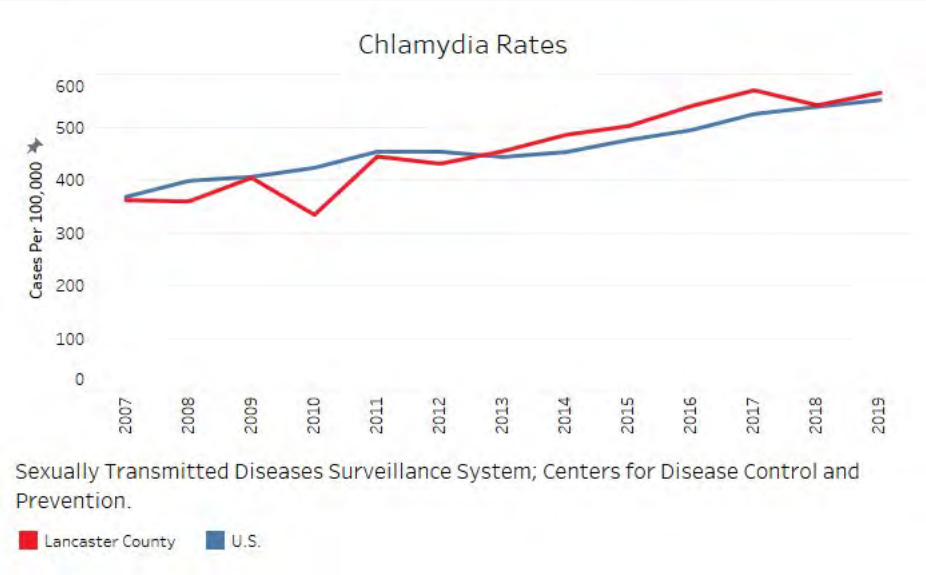


Figure 81

The rate of chlamydia has been increasing nationally and locally.

- The Lancaster County chlamydia rate has been higher than the national rate since 2013. In 2019, Lancaster County had 565 cases of chlamydia per 100,000 residents, while the U.S. had 551 cases of chlamydia per 100,000 residents.

Sexually Transmitted Diseases

Lancaster County's rate of sexually transmitted diseases diverge from national rates

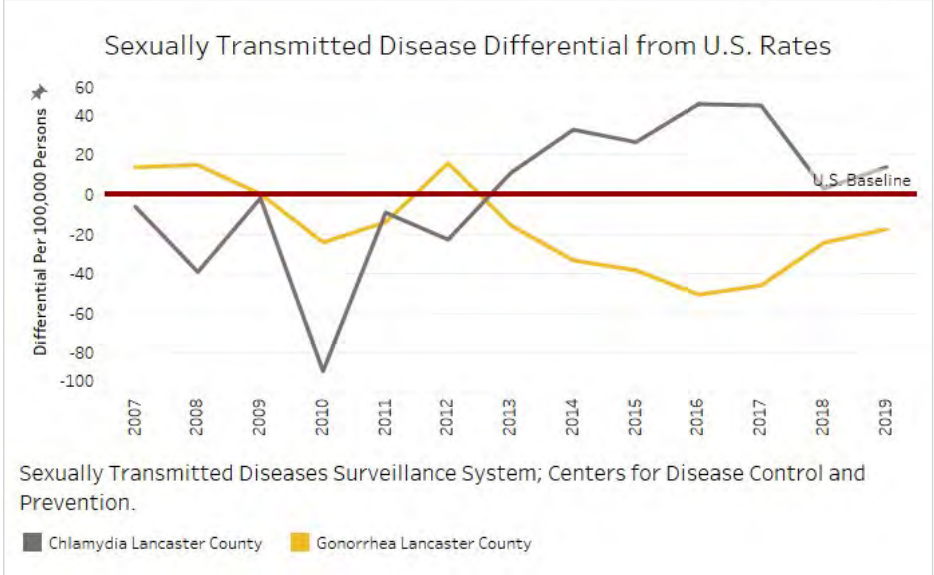


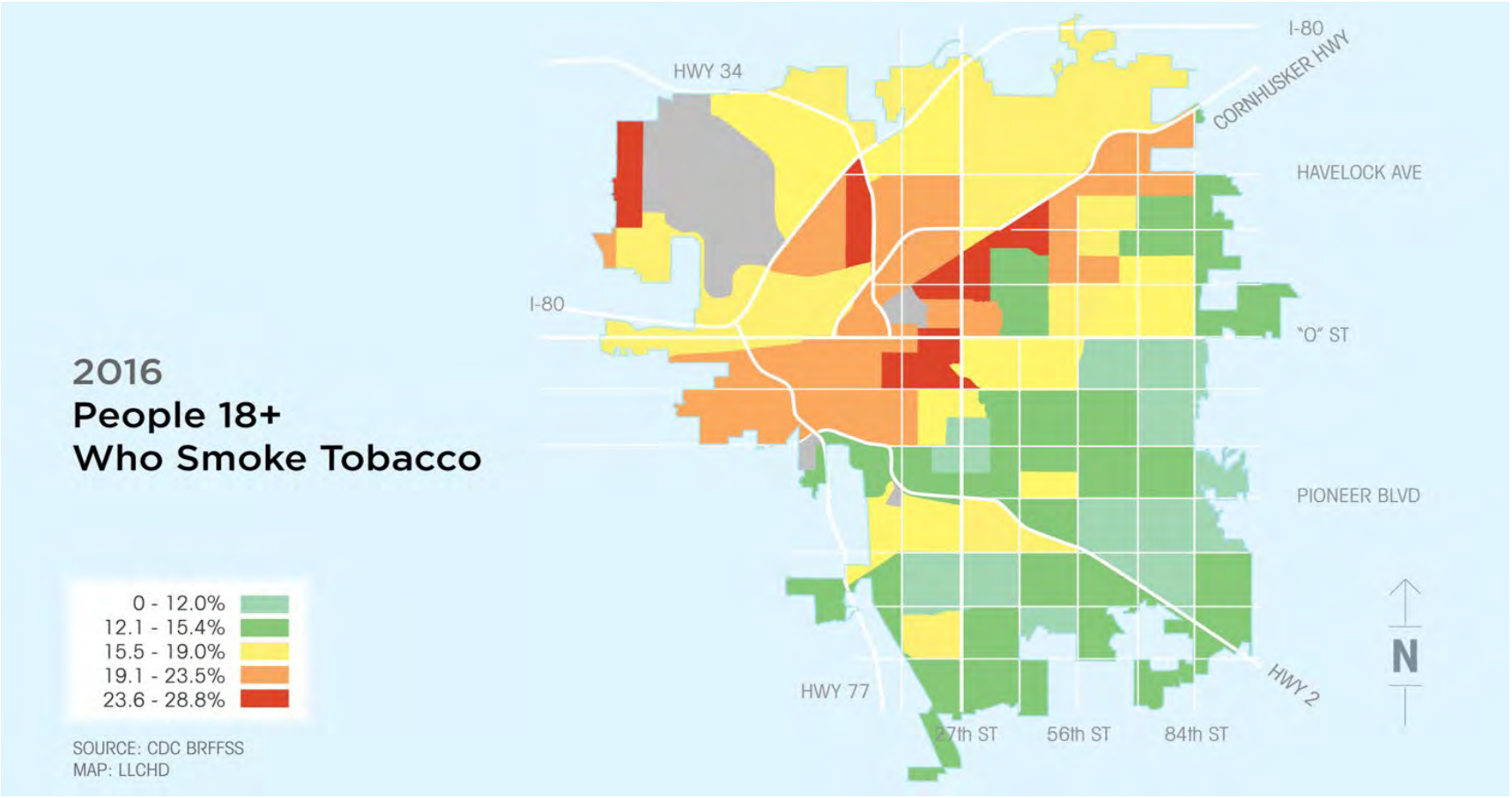
Figure 82

Lancaster County's rate of chlamydia and gonorrhea diverge from national rates.

- Lancaster County's chlamydia rate exceeds that of the U.S. In 2019, Lancaster County had 14 more cases of chlamydia per 100,000 residents than the U.S. (565 cases of chlamydia per 100,000 in Lancaster County compared to 551 cases per 100,000 in the U.S.).
- Lancaster County's gonorrhea rate is lower than that of the U.S. In 2019, Lancaster County had 18 fewer cases of gonorrhea per 100,000 residents than the U.S. (170 cases of gonorrhea per 100,000 in Lancaster County compared to 188 cases per 100,000 in the U.S.).

Tobacco Use Map

Rate of adults who smoke tobacco varies throughout Lincoln neighborhoods



Map 8 - Courtesy of Community Health Endowment, Place Matters Community Mapping Project. For the online interactive map of the CHE Place Matters 4.0 Maps, visit: https://www.chelincoln.org/placematters/maps.html

The Community Health Endowment Place Matters 2019 report maps the percentage of adults who smoke tobacco. In 2016, there were 8 Census Tracts reporting that more than 23.6% of residents smoked.

Cancer Deaths

Lancaster County's rate of deaths from cancer is lower than the U.S. overall

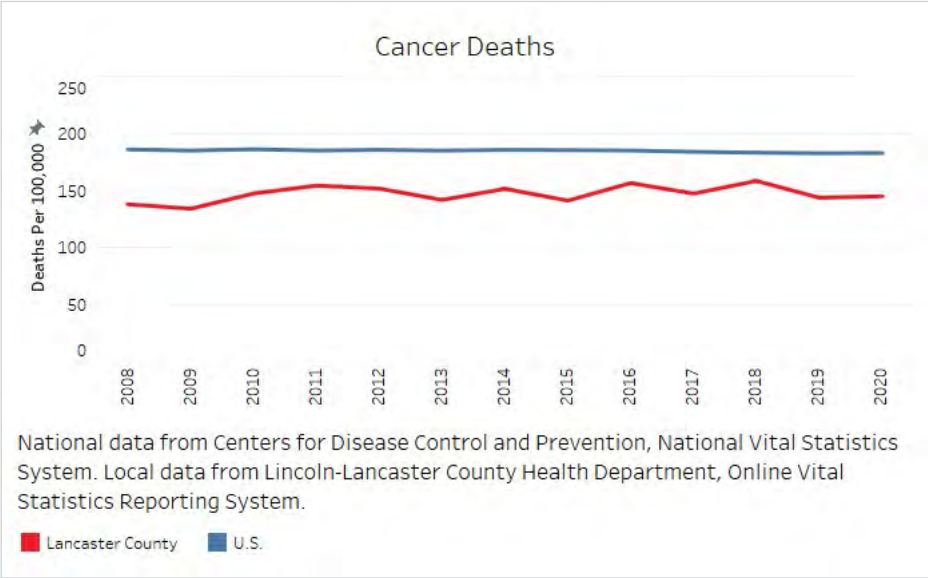


Figure 83

An indicator of health in a community is the number of individuals who die due to chronic diseases, including cancer.

- Lancaster County is lower than the U.S. in deaths due to cancer. In 2020, Lancaster County had 145 deaths due to cancer per 100,000 residents, while the U.S. had 183 deaths due to cancer per 100,000 residents.

Heart Disease Deaths

Lancaster County's rate of deaths from heart disease is lower than the U.S. rate

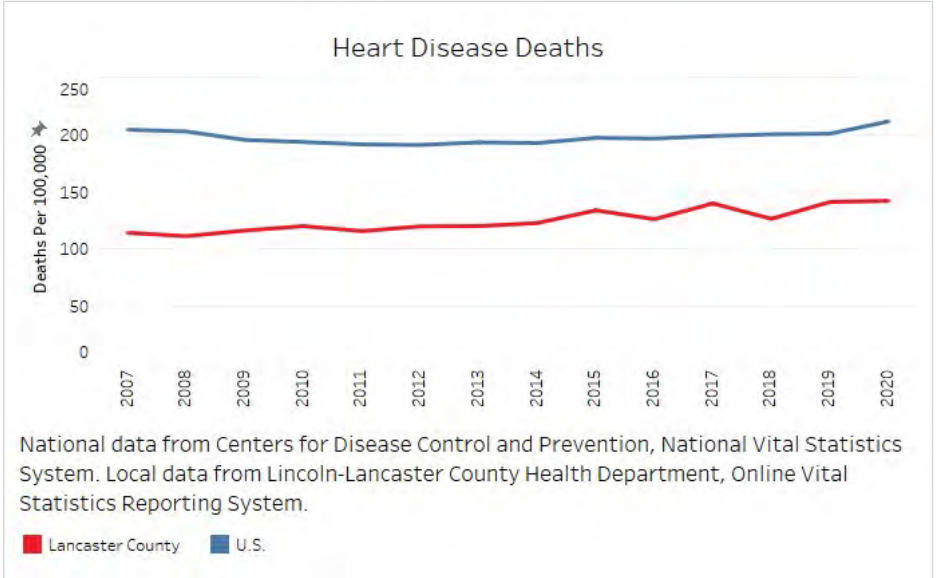


Figure 84

An indicator of health in a community is the number of individuals who die due to chronic diseases, including heart disease.

- Lancaster County is lower than the U.S. in the rate of deaths due to heart disease. In 2020, Lancaster County had 142 deaths due to heart disease per 100,000 residents, while the U.S. had 212 deaths due to heart disease per 100,000 residents.

Diabetes Deaths

Deaths due to diabetes trail the U.S. rate

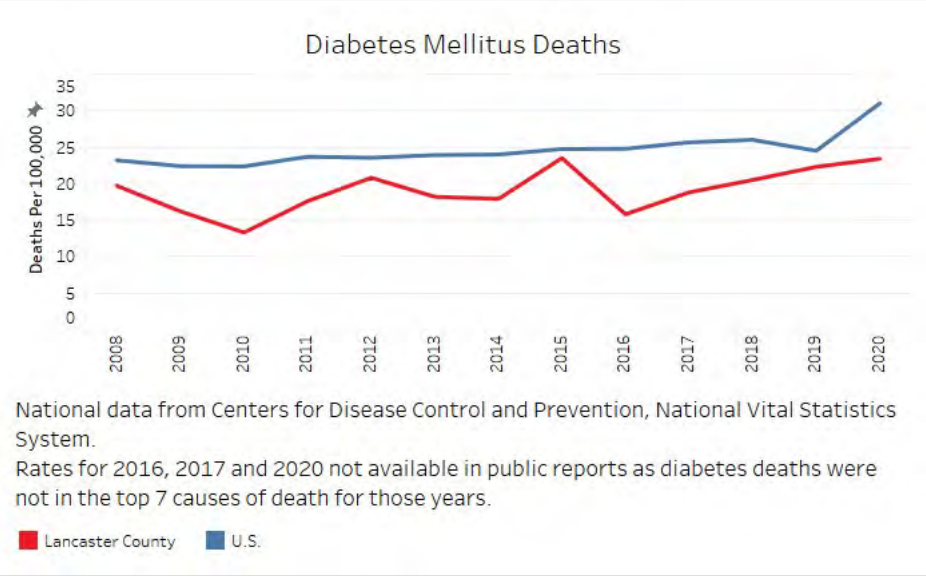


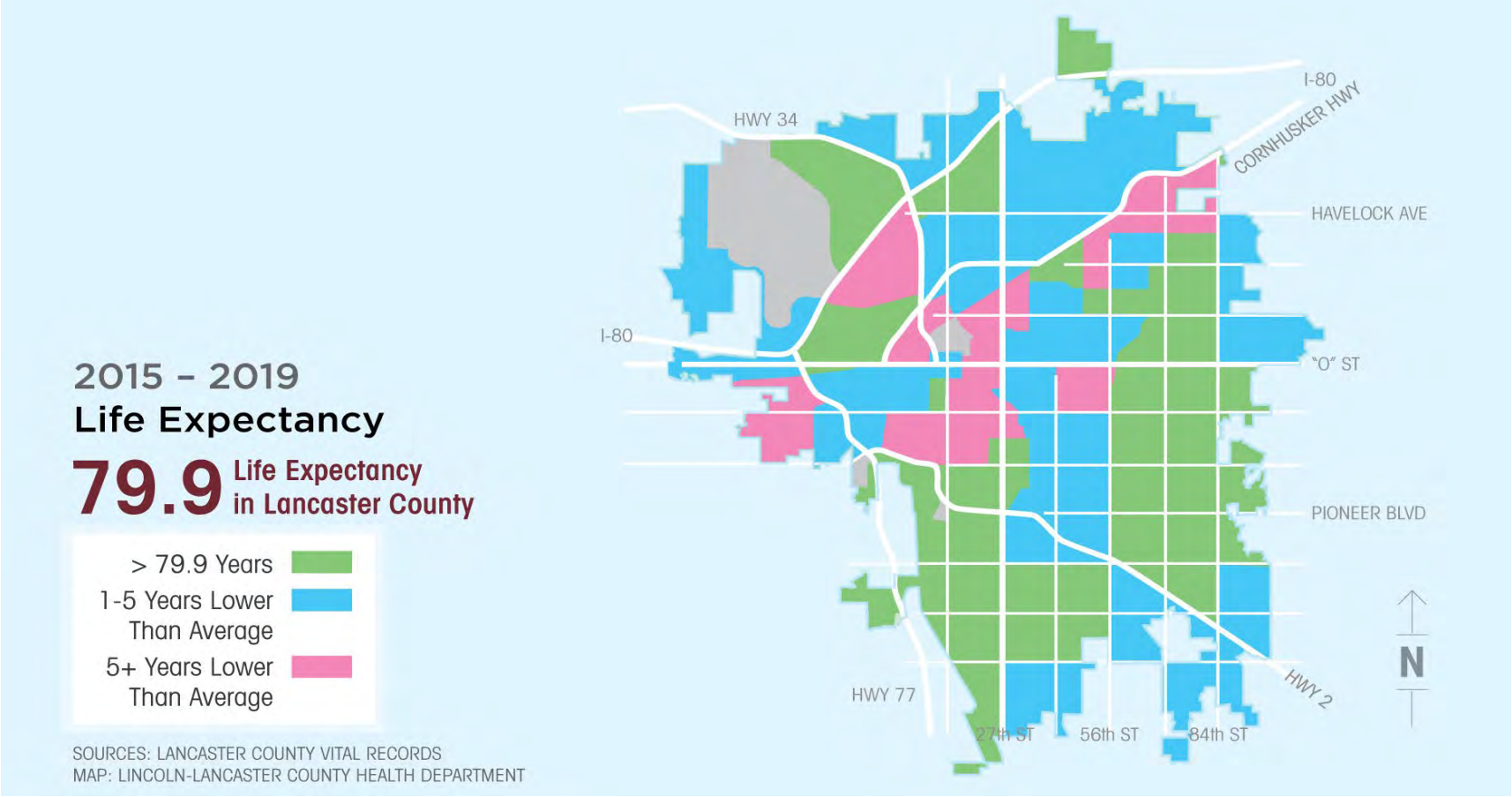
Figure 85

An indicator of health in a community is the number of individuals who die due to chronic diseases, including diabetes.

- Lancaster County has been lower than the U.S. in deaths due to diabetes since 2008. In 2020, Lancaster County had 23 deaths due to diabetes per 100,000 residents, while the U.S. had 31 deaths due to diabetes per 100,000 residents.

Life Expectancy

Life expectancy varies throughout Lancaster County



Map 9 - **Courtesy of Community Health Endowment**, Place Matters Community Mapping Project. For the online interactive map of the CHE Place Matters 4.0 Maps, visit: https://www.chelincoln.org/placematters/maps.html

Life expectancy is the statistically probable length of time an individual is expected to live. The Community Health Endowment 2021 Place Matters 4.0 Community Mapping Project maps life expectancy in Lancaster County based on mortality patterns of the population in a specific census tract given the risk factors in that location.[6]

- According to 2020 5-year estimates, the average life expectancy in Lancaster County is 79.9 years.
- Census tracts with lower-than-average life expectancies are located near downtown where poverty is most prevalent.

Prenatal Care

In the past 10 years, two-thirds of women received 10 or more prenatal visits while pregnant

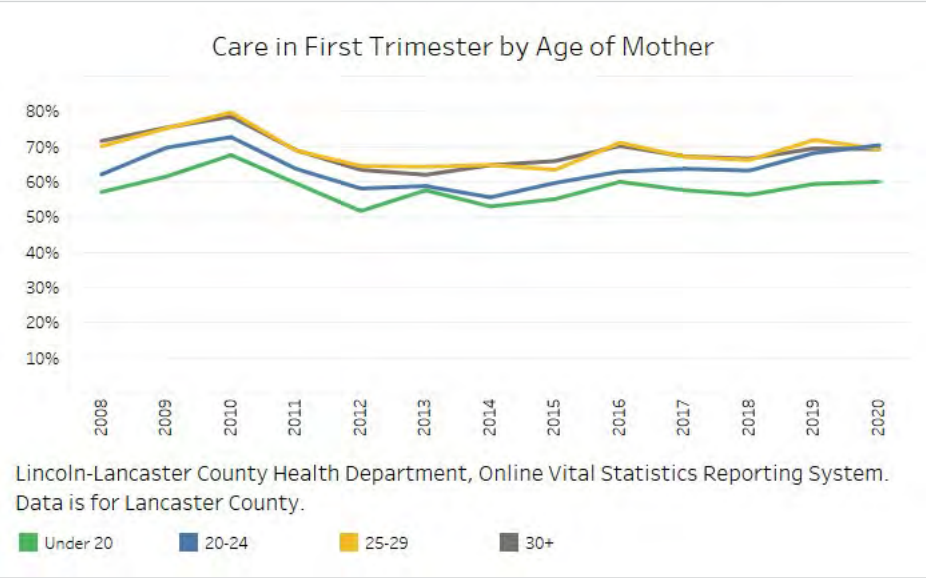


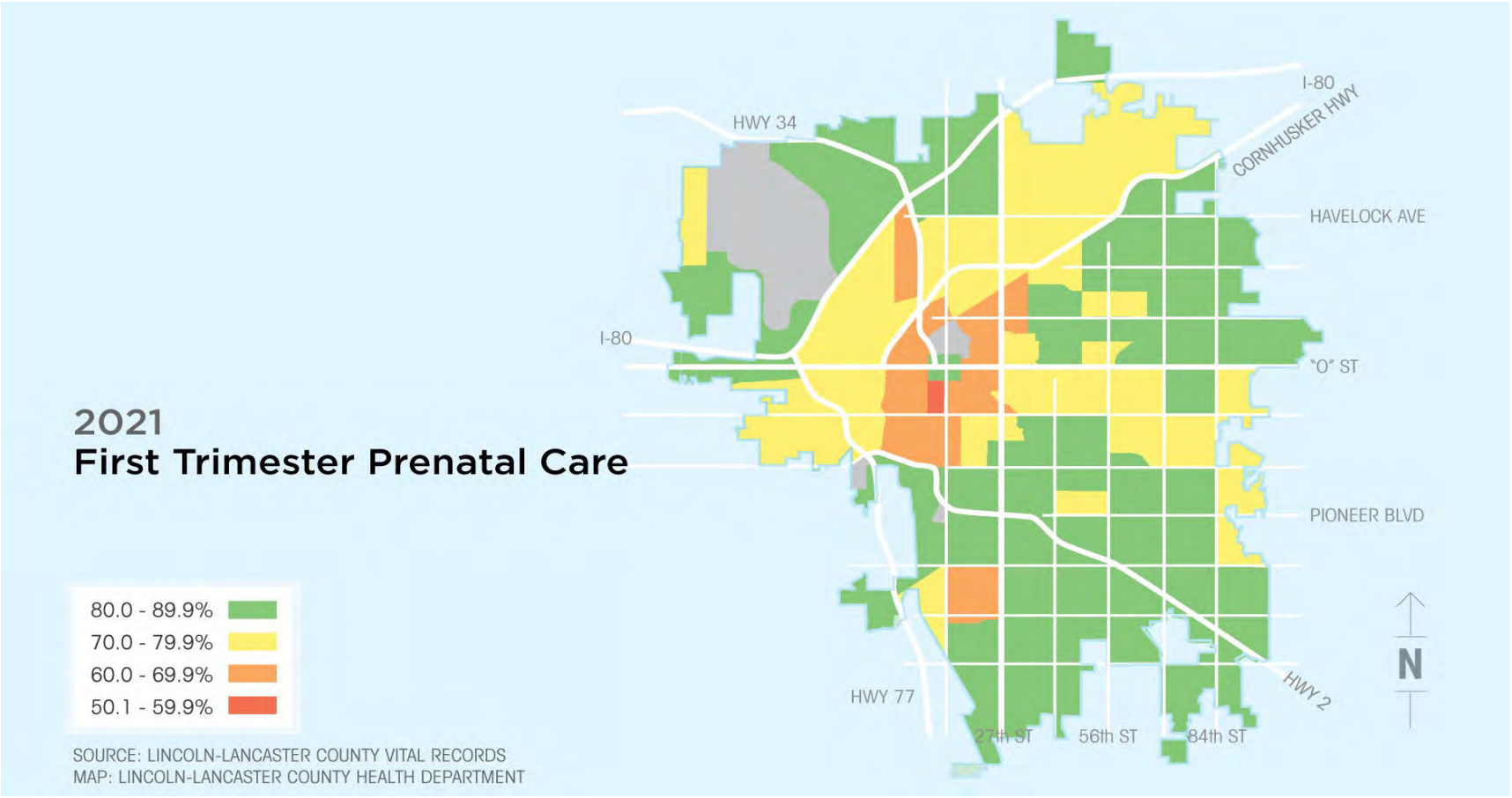
Figure 86

Women with 10 or more prenatal visits are less likely to experience adverse pregnancy outcomes when compared to women who have less than 10 prenatal visits. These adverse pregnancy outcomes include, but are not limited to, low birth weight, preterm births, and developmental delays or disabilities. Ten or more prenatal visits is an indicator of responsible and healthy pregnancies and subsequently births.[7]

- In 2021, 69.1% of women received 10 or more prenatal visits in Lancaster County.
- Consistently, a lower percentage of women under 20 years of age receive 10 or more prenatal visits than older women.

First Trimester Prenatal Care Map

The percentage of women receiving first trimester care varies throughout Lancaster County



Map 10 - **Courtesy of Community Health Endowment**, Place Matters Community Mapping Project. For the online interactive map of the CHE Place Matters 4.0 Maps, visit: https://www.chelincoln.org/placematters/maps.html

Early and regular prenatal care improves the chances of a healthy pregnancy.[8] The Community Health Endowment 2021 Place Matters 4.0 Community Mapping Project maps the percentage of women receiving prenatal care in the first trimester across census tracts in Lancaster County.[9]

- In 2021, 79.3% of women received prenatal care in the first trimester in Lancaster County. This falls short of Lincoln's goal of 90% of women receiving prenatal care in the first trimester.[9]
- The census tracts with the lowest percentage of women receiving prenatal care in the first trimester are located near downtown where poverty is most prevalent. The downtown area also has the highest concentration of children in Lincoln.

Low Birth Weight

Lancaster County has a lower rate of low birth weight infants

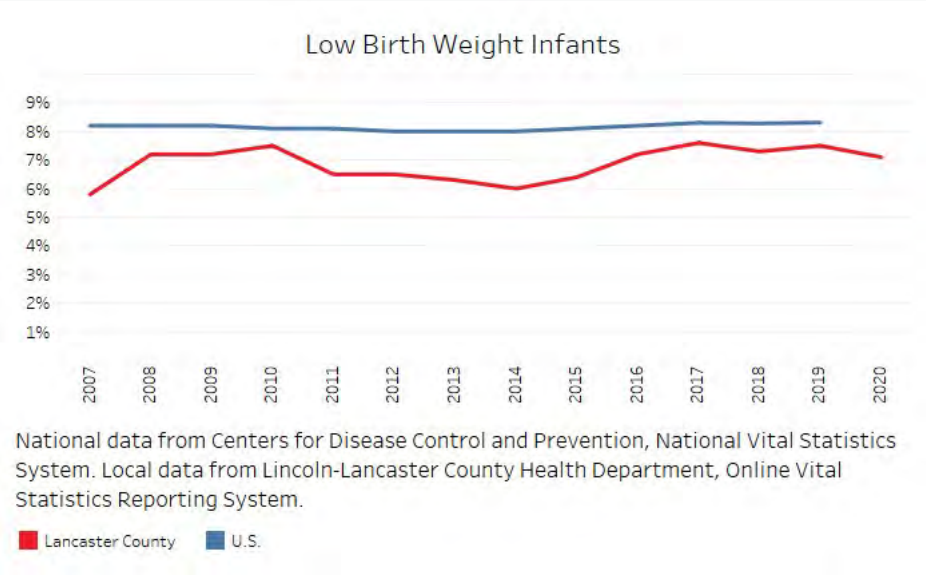


Figure 87

Children who are born at a low birth weight (less than 5 pounds, 8 ounces) have an increased risk of long-term disability and impaired development.[10] Low birth weight may indicate inadequate prenatal care.[10]

- Lancaster County has a lower percentage of children who are born at a low birth weight than the U.S. In 2019, 7.5% of children were born at a low birth weight in Lancaster County, compared to the 8.3% of children who were born at a low birth weight in the U.S.

Births to Teen Mothers

Births to Lincoln teen mothers is the same as the national rate

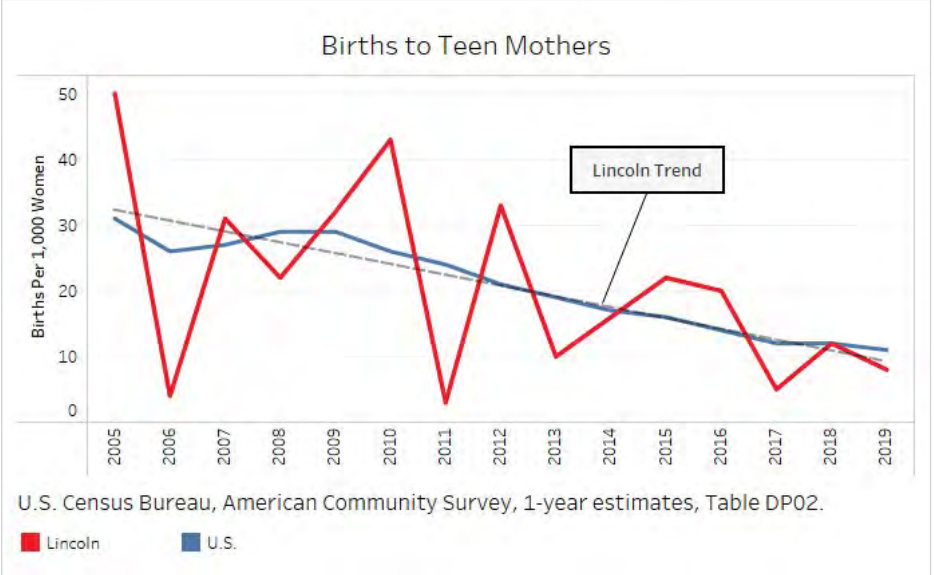


Figure 88

Teenage girls who give birth are more likely to drop out of high school and more likely to be in poverty.[11] Research suggests that children born to teen mothers are more likely to be low birth weight, have long-term health problems, and have worse educational outcomes. These outcomes are likely the result of associated socio-economic status and family background rather than the age of the mother.[10]

- Lincoln's average rate of births to teen mothers mirrors the national rate. Both the U.S and Lincoln have had on average 21 births per 100 women aged 15 to 19 years of age since 2005.
- Both Lincoln and national rates of births to teen mothers have declined in the past decade.
- In Lincoln, the rate of births to teen mothers (aged 15 to 19 years of age) has fluctuated, some years much higher than the national rate and other years much lower.

Mental Health Days

Poor mental health days have increased

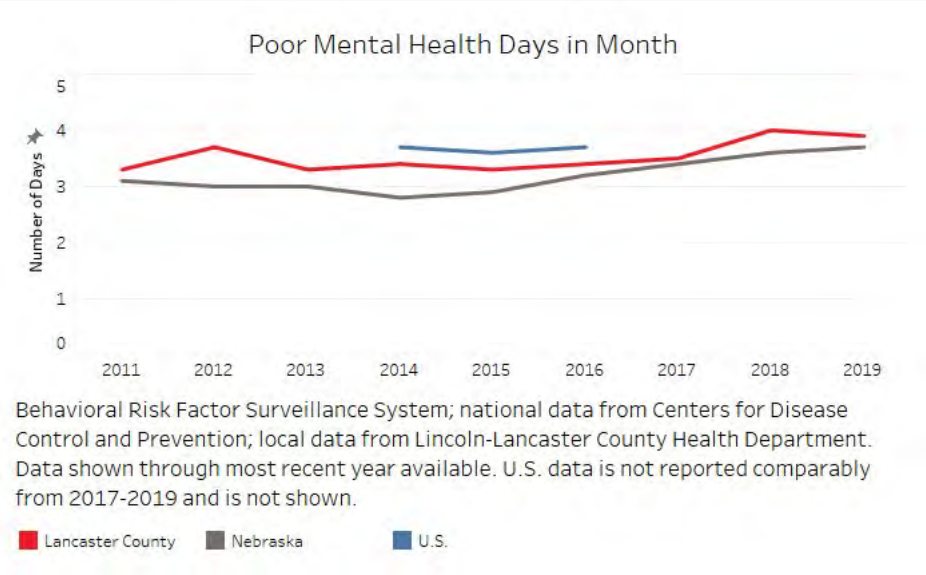


Figure 89

Mental health is a key component of overall well-being. Nationally, 21% of adults aged 18 or older experienced mental illness in 2020, while 6% of adults experienced a serious mental illness (e.g., schizophrenia, manic-depressive disorder, and severe depressive disorders).[12]

- The number of poor mental health days reported by Lancaster County and Nebraska residents has increased since 2014. In 2019, Lancaster County and Nebraska residents reported an average of 3.9 poor mental health days per month, compared to an average of 3.4 poor mental health days per month in 2014.

Police Mental Health Investigations

Police investigations involving mental health needs have increased by 36%

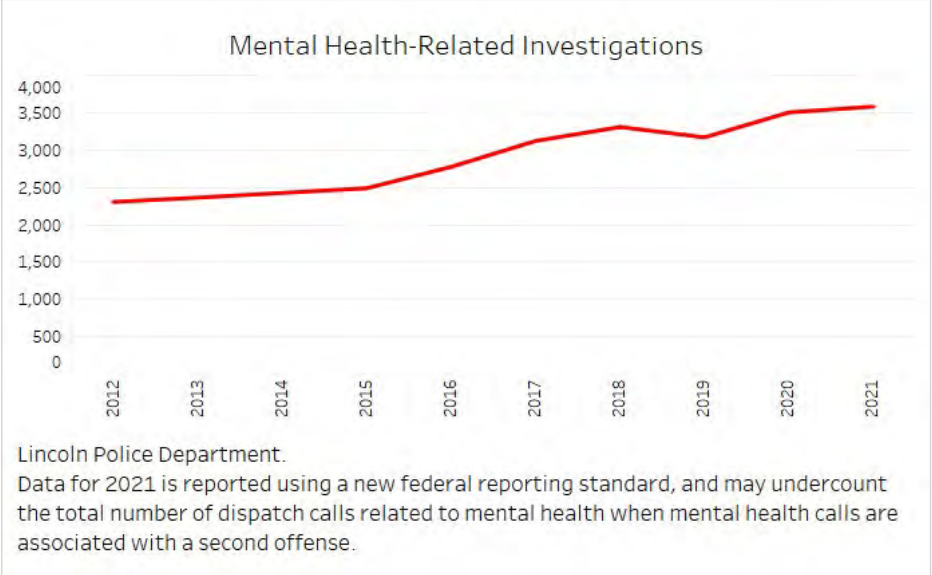


Figure 90

The Lincoln Police Department has officers trained to respond to calls involving mental health issues. When a person is located who may need mental health services, and they are not dangerous, they are provided information about available services. Their contact information is also provided to a peer support program that follows up on all contacts.

- The number of investigations involving mental health needs has increased 36% since 2012.

Suicide

Suicide is the 8th leading cause of death in Lancaster County

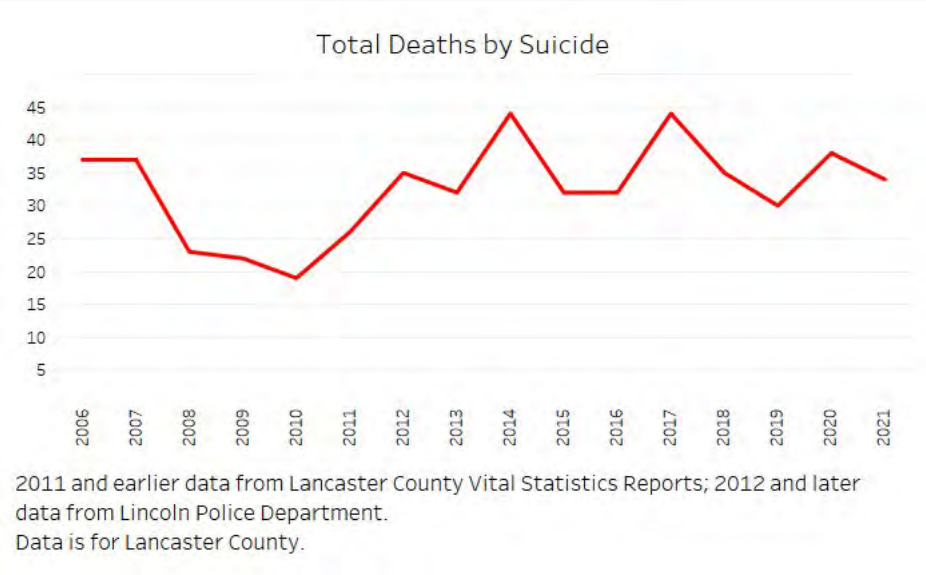


Figure 91

In 2020, suicide was the 12th leading cause of death for all ages in the United States.[13] Suicide is the 8th leading cause of death in Lancaster County.[14]

- Since 2006, Lincoln has averaged 33 suicides per year.

Youth Marijuana Use

Youth drug use rates are declining in Lancaster County and the U.S.

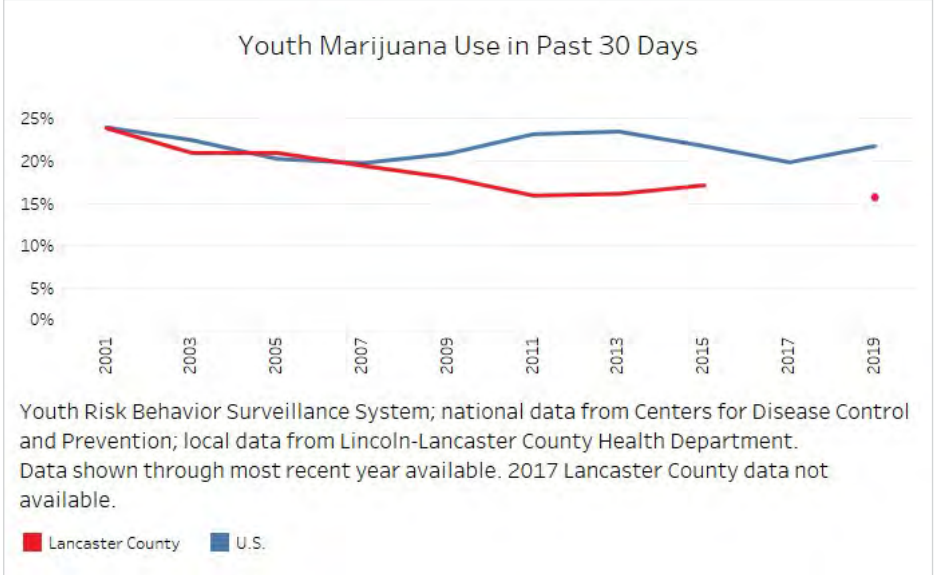


Figure 92

Marijuana use by youth may negatively affect brain development and increase the risk of mental health problems, driving while impaired, and addiction.[15]

- Since 2001, Lancaster County has seen a 34% decline in youth marijuana use. In 2001, 24% of students in Lancaster County reported 30-day marijuana use, compared to 16% in 2019.
- Youth marijuana use is lower in Lancaster County than the U.S. In 2019, 16% of students in Lancaster County reported 30-day marijuana use, compared to 22% of students in the U.S.

Youth Alcohol and Cigarette Use

Youth alcohol and cigarette use rates are declining in Lancaster County and the U.S.

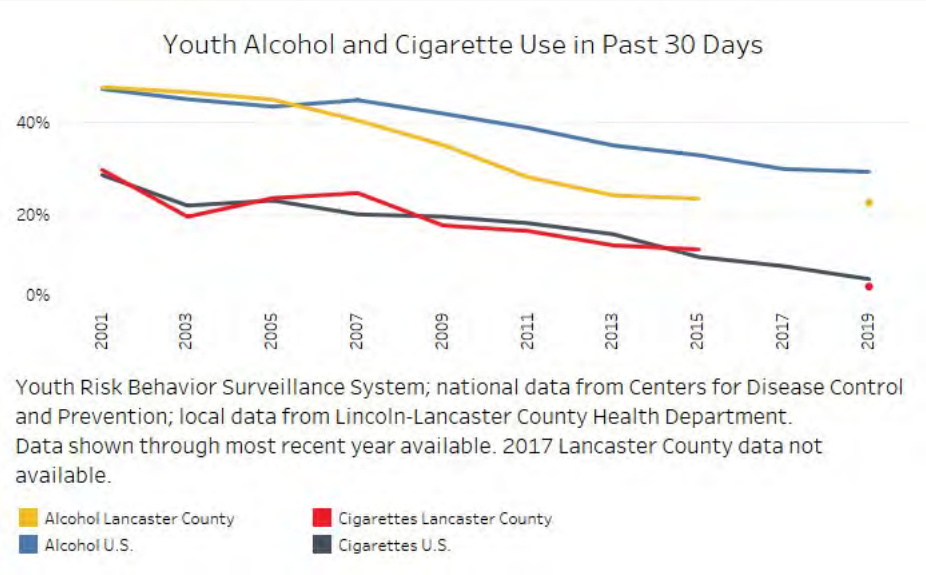


Figure 93

The Lancaster County youth alcohol use rate is lower than the national rate. The youth cigarette use rate mirrors the national rate.

- Alcohol use among youth in Lancaster County has declined 53% since 2001. In 2001, 48% of students in Lancaster County reported 30-day alcohol use, compared to 23% in 2019.
- Cigarette use among youth in Lancaster County has declined 85% since 2001. In 2001, 30% of students in Lancaster County reported 30-day cigarette use, compared to 4% in 2019.

Police Alcohol/Drug Related Incidents

Incidents involving alcohol and/or drugs requiring police response have decreased

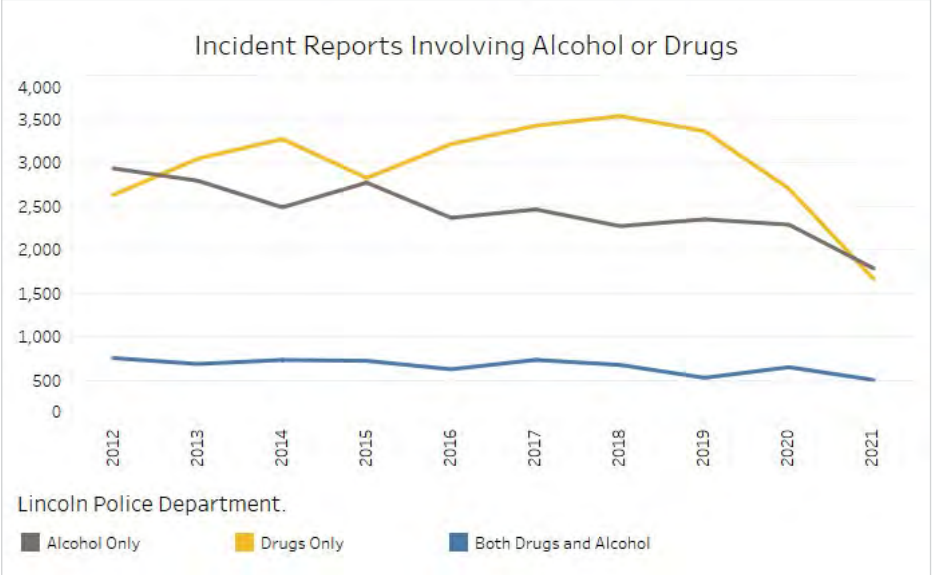


Figure 94

Incidents requiring a police response that also involved alcohol and/or drugs have decreased.

- In 2021, 12% of all police incident reports involved alcohol and/or drugs (3,950), compared to 17% of police incident reports involving alcohol and/or drugs in 2016.
- In 2021:
  - Drugs were involved in 5.2% of all police incident reports.
  - Alcohol was involved in 5.6% of all police incident reports.
  - Both alcohol and drugs were involved in 1.6% of all police incident reports.

Emergency Protective Custody

Mental health crisis services use is declining, but users often repeat crisis services

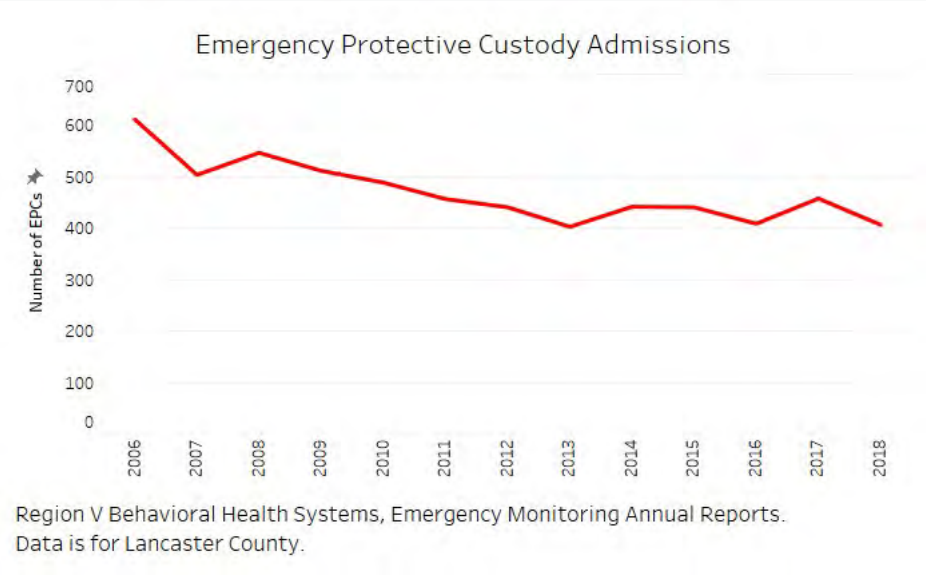


Figure 95

Through Emergency Protective Custody (EPC), law enforcement may take a person into involuntary custody who is mentally ill and dangerous to themselves or others and who does not seek voluntary treatment when encouraged to do so by officers.

- The number of EPC admissions has declined 34% since 2006.
  - In 2005, police awareness training taught how to refer people to services and offer them the opportunity to be admitted voluntarily.
- Approximately 40% of those admitted have previously been EPC'd sometime between 2012 and 2018.
  - For those with repeat admissions, the majority (63%) return within 13 months.

Civil Protective Custody

Substance abuse crisis services use is declining

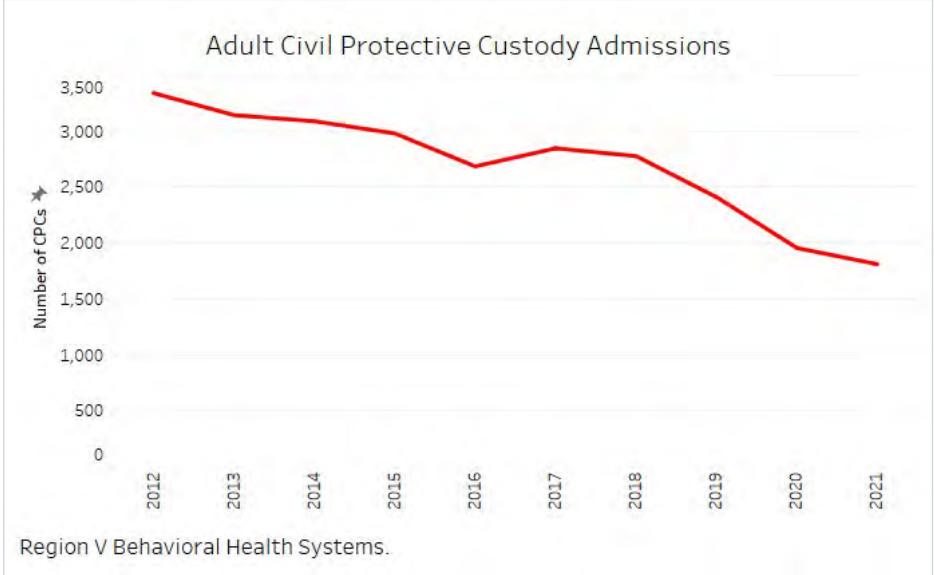


Figure 96

Civil Protective Custody (CPC) is used by law enforcement to detain a person who appears intoxicated and dangerous to themselves or others or is incapacitated on public property.

- Since 2012, the number of adult CPC admissions per year has decreased 54%, from 3,341 in 2012 to 1,810 in 2021.

Behavioral Health Admissions

Mental health disorders are the most common diagnosis for persons entering behavioral health services

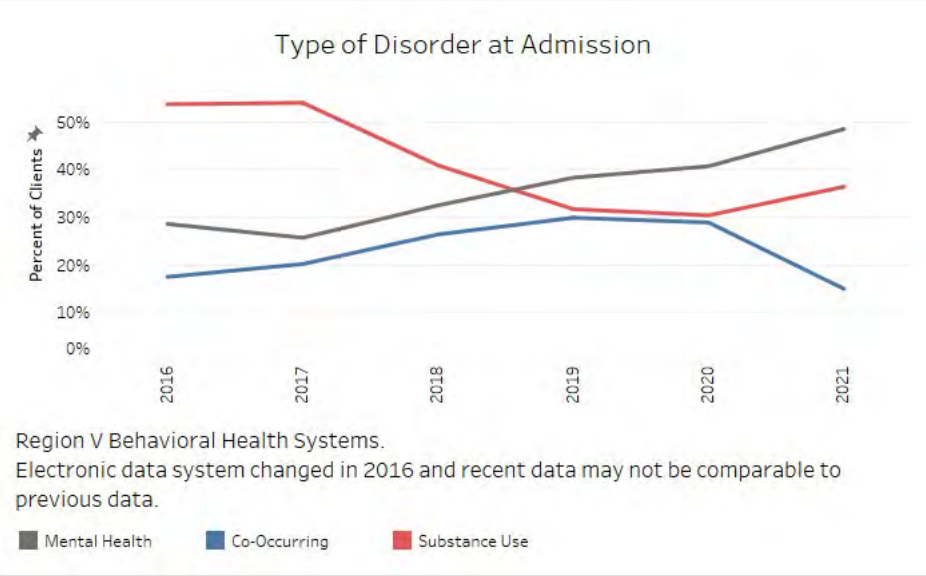


Figure 97

The state of Nebraska and local communities are responsible for delivering services to persons with severe and persistent behavioral health needs who are unable to pay for them. In Lincoln, Nebraska-funded services are paid for by the State of Nebraska, Lancaster County, behavioral health providers' charitable donations or other underwriting, and donors.

When persons enter into any type of service, they are *admitted*. People may be admitted to multiple services simultaneously. Persons admitted may have a primary diagnosis of mental health disorder, substance use disorder, or co-occurring disorder. A *co-occurring disorder* is one that involves both mental health and substance abuse. When individuals have a co-occurring disorder, treatments that address both are associated with lower costs and better outcomes.[16]

- Among persons receiving Nebraska-funded services in 2021:
  - 49% had a mental health disorder.
  - 36% had a substance use disorder.
  - 15% had a co-occurring disorder.
- Since 2016, the prevalence of mental health disorders at time of admission (not co-occurring) has increased by 20 percentage points, while the prevalence of substance use disorders (not co-occurring) has decreased by 17 percentage points.

Behavioral Health Housing

Housing rates vary among those with mental health disorders after receiving services

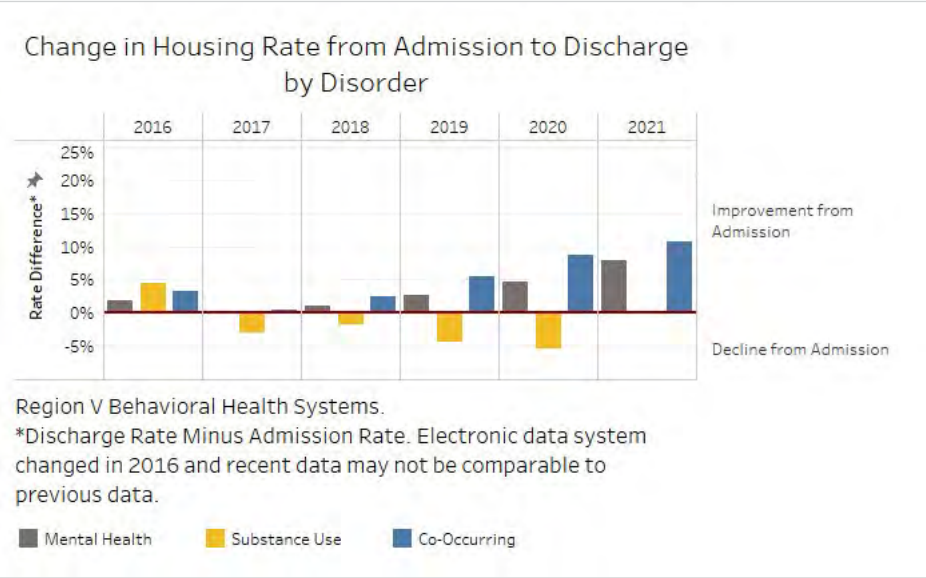


Figure 98

Persons with severe mental illness comprise a significant percentage of the homeless[17] population. In addition to treatment services, a wide array of agencies provide other supportive community services to aid those with severe and persistent behavioral health needs in Lincoln.

- In 2021, there was an 11% increase in housing rate after admission for those with a co-occurring disorder diagnosis. This rate difference has increased by 8 percentage points since 2016, when there was a 3% increase in housing rate after admission.
- In 2021, there was an 8% increase in housing rate after admission for those with a mental health diagnosis. This rate difference has increased by 6 percentage points since 2016, when there was a 2% increase in housing rate after admission.
- There was no difference in housing rate after admission for those with a substance use disorder in 2021. This rate difference is a decrease of 4 percentage points since 2016, when there was a 4% increase in housing rate after admission.

Behavioral Health Employment

Employment rates increase among those with behavioral health disorders after receiving services

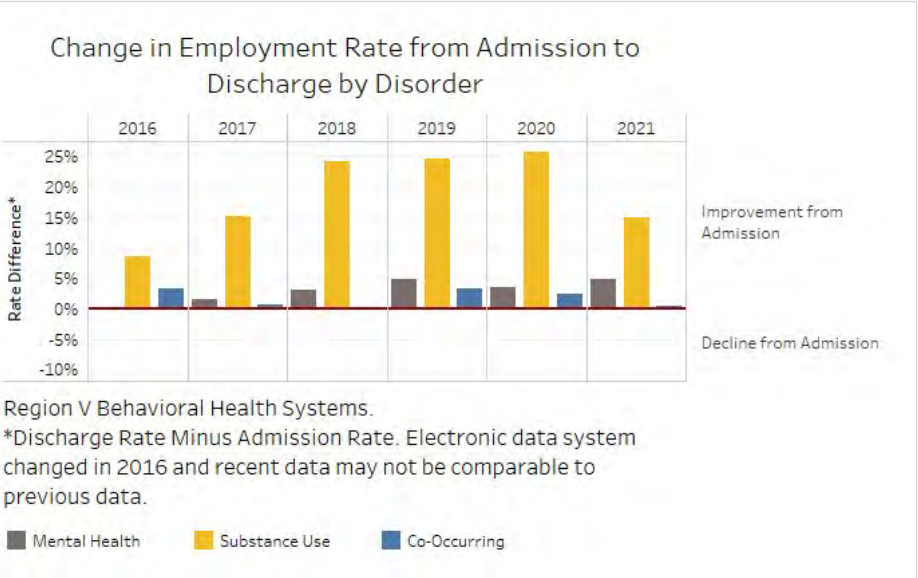


Figure 99

Figure 99
In addition to treatment services, a wide array of agencies provide other supportive community services to aid those with severe and persistent behavioral health needs in Lincoln. This includes assistance finding and retaining employment.

- Persons receiving behavioral health services are more likely to be employed after receiving treatment.
- The employment rate of persons with substance use disorders is especially impacted by treatment. The employment rate of persons undergoing treatment for substance use disorders increased from 20% at admission to 35% at discharge in 2021.

Health Notes

1. Sherry, M., Kochanek, K., Jiaquan, X., & Arias, E. (December, 2021). *Mortality in the United States, 2020* (NCHS Data Brief no. 427). National Center for Health Statistics. https://www.cdc.gov/nchs/data/databriefs/db427.pdf
2. Centers for Disease Control and Prevention. (2021, April 28). *About chronic diseases*. https://www.cdc.gov/chronicdisease/about/index.htm
3. Obesity is defined as having a Body Mass Index of 30 to 99.8 and is calculated based on responses to questions about height and weight.
4. Diabetes rates are based in individual report that they have been diagnosed with diabetes.
5. Physical inactivity is based on persons reporting no leisure-time physical activity in the past 30 days.
6. Community Health Endowment. (2021). *Place Matters 4.0 Community Mapping Project 2021*. https://www.chelincoln.org/placematters/
7. Lincoln-Lancaster County Health Department (2021). *Vital statistics: Birth data Lancaster County 2020*. https://www.lincoln.ne.gov/City/Departments/Health-Department/Public-Health-Informatics-and-Planning/Data-and-Reports/Vital-Statistics
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9. Community Health Endowment. (2021). *Place Matters 4.0 Community Mapping Project 2021*. https://www.chelincoln.org/placematters/
10. Cutland, C., Lackritz, E., Mallett-Moore, T., Bardaji, A., Chandrasekaran, R., Lahariya, C., Imran Nisar, M., Tapia, M., Pathirana, J., Kochhar, S. & Muñoz, F. (2017). Low birth weight: Case definition & guidelines for data collection, analysis, and presentation of maternal immunization safety data. *Vaccine*, 35(48) 6492-6500. https://doi.org/10.1016/j.vaccine.2017.01.049
11. Hoffman, S. D., & Maynard, R. A. (Eds.). (2008). *Kids having kids: Economic costs and social consequences of teen pregnancy* (2nd ed.). Urban Institute Press.
12. National Institute of Mental Health. (2022, January). *Mental illness*. https://www.nimh.nih.gov/health/statistics/mental-illness
13. National Center for Health Statistics (2021). *About multiple cause of death, 1999–2020*. CDC WONDER online database.

Health Notes Cont.

14. Lincoln-Lancaster County Health Department (2021). *Vital statistics: Death data Lancaster County 2020*. https://www.lincoln.ne.gov/City/Departments/Health-Department/Public-Health-Informatics-and-Planning/Data-and-Reports/Vital-Statistics
15. Centers for Disease Control and Prevention. (2012, September 8). *Marijuana use and public health: Teens*. https://www.cdc.gov/marijuana/health-effects/teens.html
16. Minkoff, K. (2001). Developing standards of care for individuals with co-occurring psychiatric and substance use disorders. *Psychiatric Services*, 52(5), 597-599.
17. National Alliance to End Homelessness. (2006). *Chronic Homelessness Brief*. Washington, DC: National Alliance to End Homelessness.

Safety and Security

People want to live in communities where they feel physically free from harm. Harm may occur through intentional victimization, as well as through accidents and health crises. For the first time since 2015, the number of violent crime victims in the U.S. has significantly decreased. The number of serious crime victims has also decreased since 2018.[1]

Lincoln has less crime than other similarly-sized communities. Persons living in Lincoln report feeling safe most or all of the time, traffic-crash injuries have been low for the past decade, and medical and fire services are effective. However, the percentage of **children removed from their homes for their safety remains higher than nationwide**. Lincoln has also seen an **increase in the juvenile arrest rates for drug violations and property crimes** when compared to the national rates.

Crime Rate

Lincoln's crime rate remains low

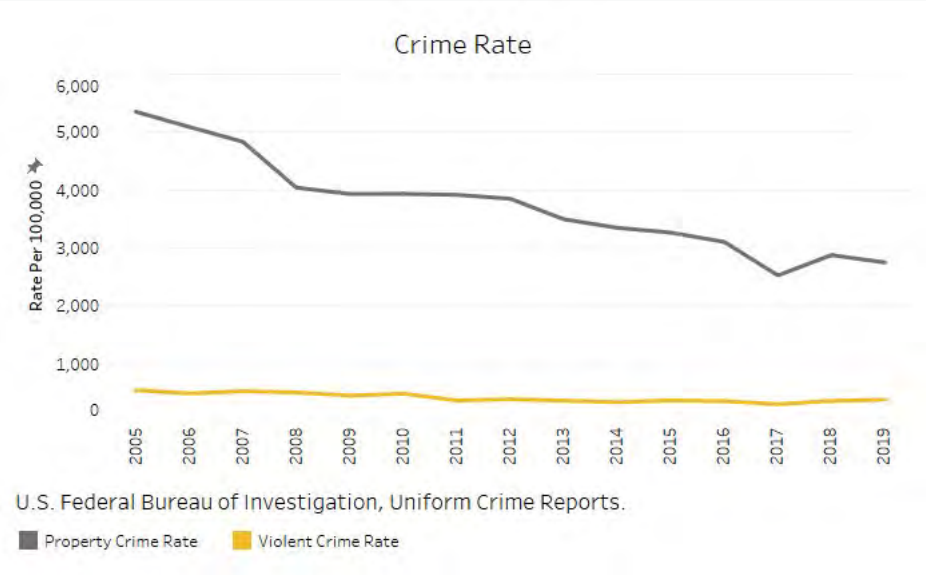

Figure 100

Lincoln's crime rate remains low. The City of Lincoln has regularly met its goal of having fewer than 555 violent crimes per 100,000 persons and fewer than 755 burglaries (part of property crimes) per 100,000 persons.

- Property crimes are the most reported offenses in Lincoln, but they have declined 43% in the past decade (from 3,935 offenses per 100,000 persons in 2010 to 2,751 offenses per 100,000 persons in 2019).
- Violent crimes are the least reported offenses in Lincoln, and they have declined 27% in the past decade (from 487 offenses per 100,000 persons in 2010 to 383 offenses per 100,000 persons in 2019). However, the violent crime rate did increase by 5% from 2018 to 2019 (from 362 offenses per 100,000 persons in 2018 to 383 offenses per 100,000 persons in 2019).

Crime Rate Comparison

Lincoln's crime rate is lower than similar size cities

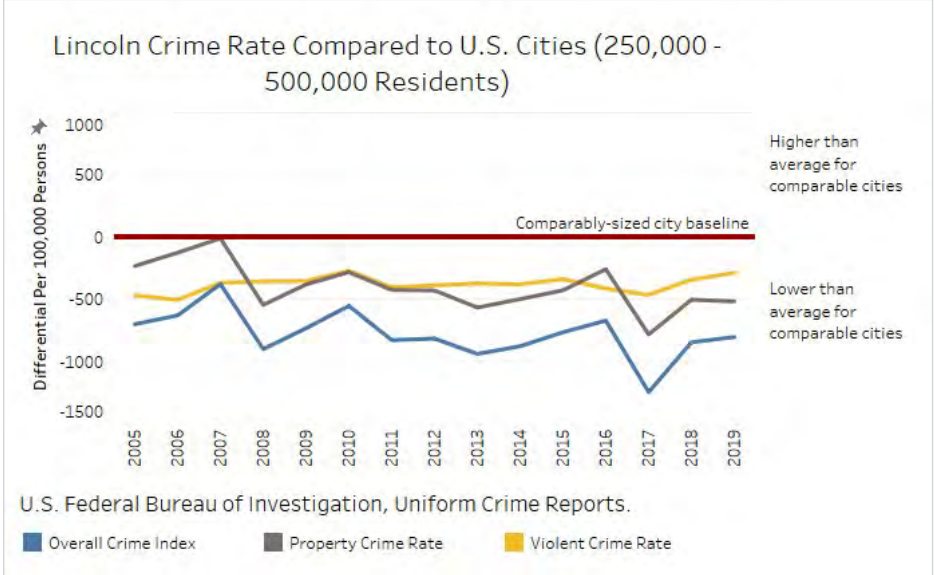

Figure 101

Lincoln's property and violent crime rates have consistently been lower than the rates of other cities across the United States with populations between 250,000 and 500,000 persons.

- In 2010, Lincoln's property crime rate was 93% of the rate of comparably sized cities and this rate dropped to 84% of comparably sized cities in 2019.
- Over the past decade, Lincoln's violent crime rate averaged 50% of the violent crime rate of other comparably sized cities.

Juvenile Arrest Comparison

Lincoln's juvenile arrest rates for drug violations and property crimes are increasing

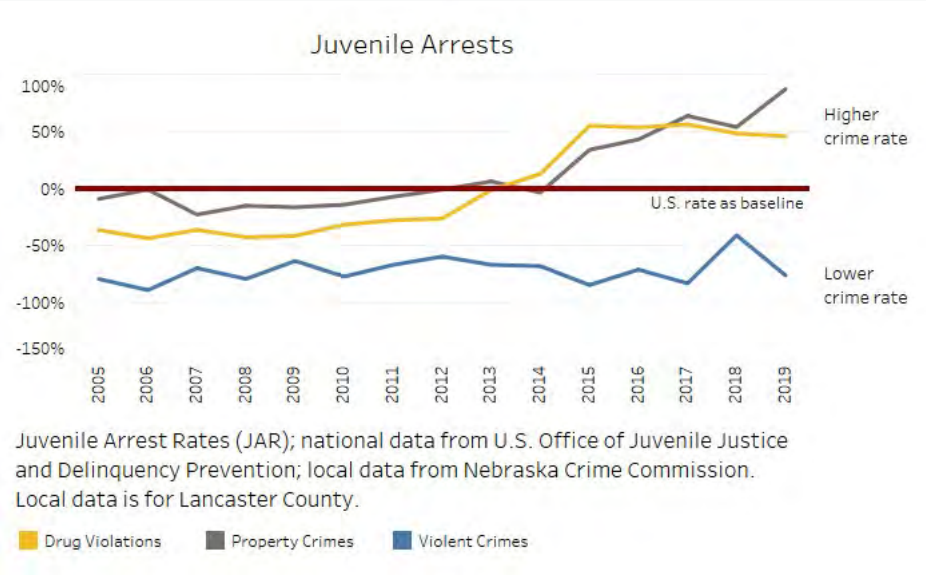

Figure 102

Lincoln's juvenile arrest rates for drug violations and proprety crimes are increasing.

- Lincoln's juvenile drug arrest rate was previously lower than the national rate but has been increasing in the past decade (since 2010) and is now 46% higher than the national rate. This is down slightly from 2018 (when it was 48%).
- Although the juvenile property crime arrest rate has been decreasing nationally,[2] Lincoln has experienced an increase in juvenile property crime arrest rates.[3] The Lincoln juvenile property crime arrest rate is now 87% higher than the national rate. This is a 33% increase from 2018, when the juvenile property crime arrest rate was 54% higher than the national average.
- Lincoln's juvenile violent crime arrest rates have been on average 72% lower than the national rate over the past decade.

Feeling Safe and Secure

People in Lincoln report feeling safe

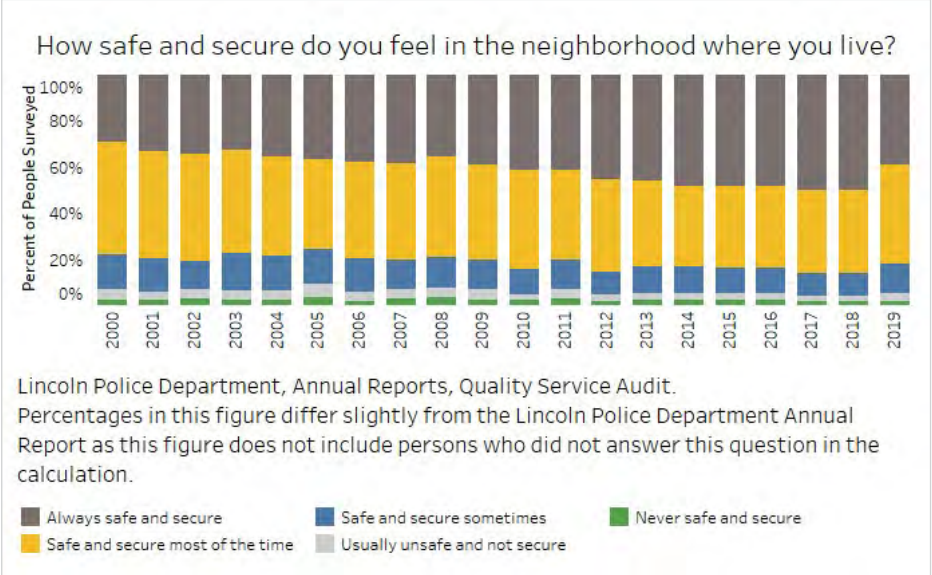

Figure 103

The Lincoln Police Department, through a contract with Gallup, surveys all individuals who have contact with city police officers.

- In the past decade, 82 to 85% of respondents have indicated that they feel safe and secure either *always* or *most of the time*.
- Of that group, there has been a steady increase in the percentage of individuals who say they *always* feel safe and secure prior to 2019. However, the percentage of individuals who say they *always* feel safe and secure decreased from 50% in 2018 to 39% in 2019.

The high percentage of feelings of safety and security among this population are particularly notable since the group includes individuals who have had contact with the police department as the result of victimization.

Traffic Crash Injuries

Lincoln is meeting its goal to keep traffic crash injuries low

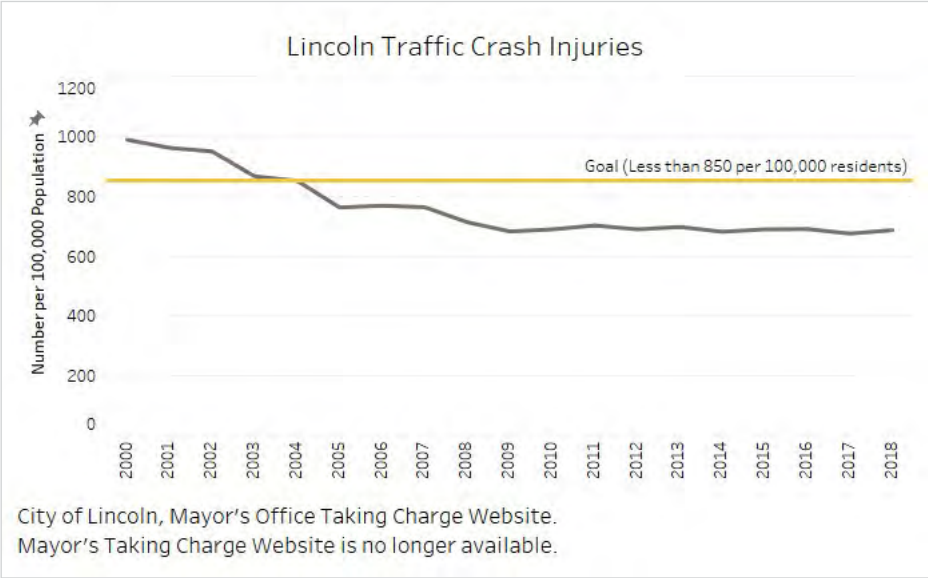

Figure 104

The rate of traffic crash-related injuries has averaged 688 injuries per 100,000 persons in the past decade.

- Since 2005, the rate has not exceeded the City of Lincoln's goal of fewer than 850 injuries per 100,000 persons.

Ambulance Response Time

Medical emergency response trails city's goals

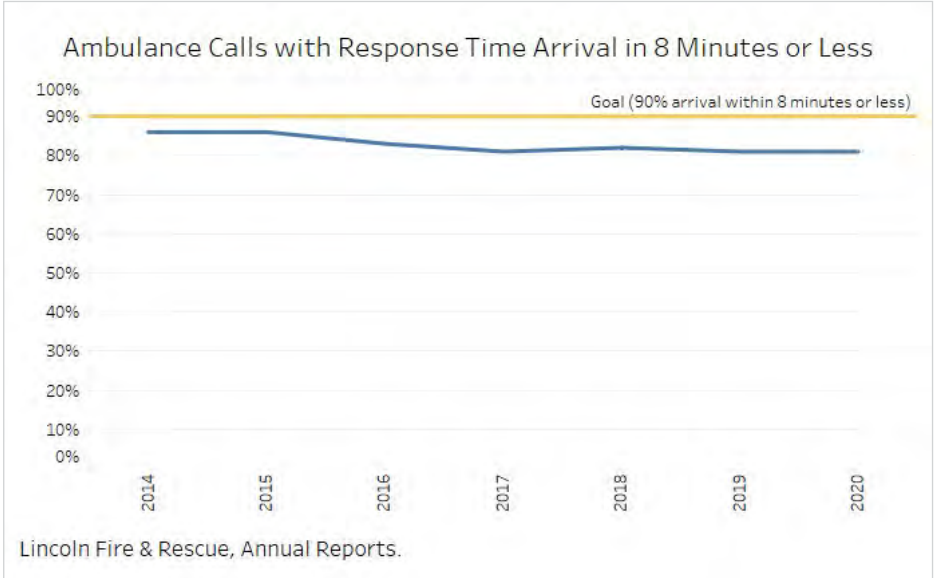

Figure 105

The City of Lincoln's goal is to achieve 90% of on-scene ambulance arrival in 8 minutes or less after receiving a medical call.

- For the past 5 years, the goal has not been reached. In 2020, 81% of on-scene ambulance arrivals were achieved in 8 minutes or less after receiving a medical call.

Property Saved from Fire

Property value saved from fire is high

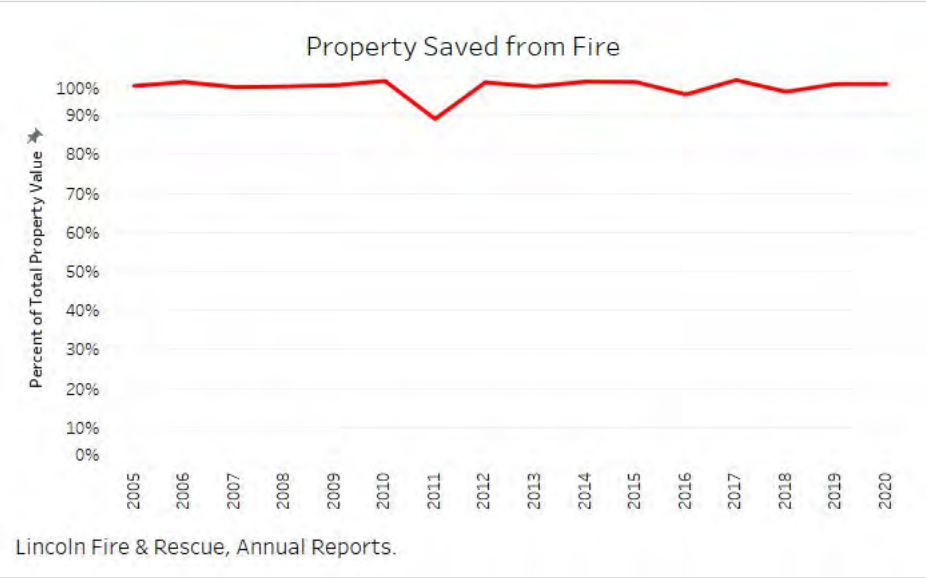

Figure 106

Lincoln Fire and Rescue tracks the percentage of total property value it saves when responding to fires.

- Over the past decade, Lincoln Fire and Rescue saved on average 97% of property value.
    - The only year this percentage dropped below 95% was in 2011, when the Lincoln Public Schools' district office was destroyed by fire.

Domestic and Child Violence

Domestic and child violence rates have been steady or declined since 2012

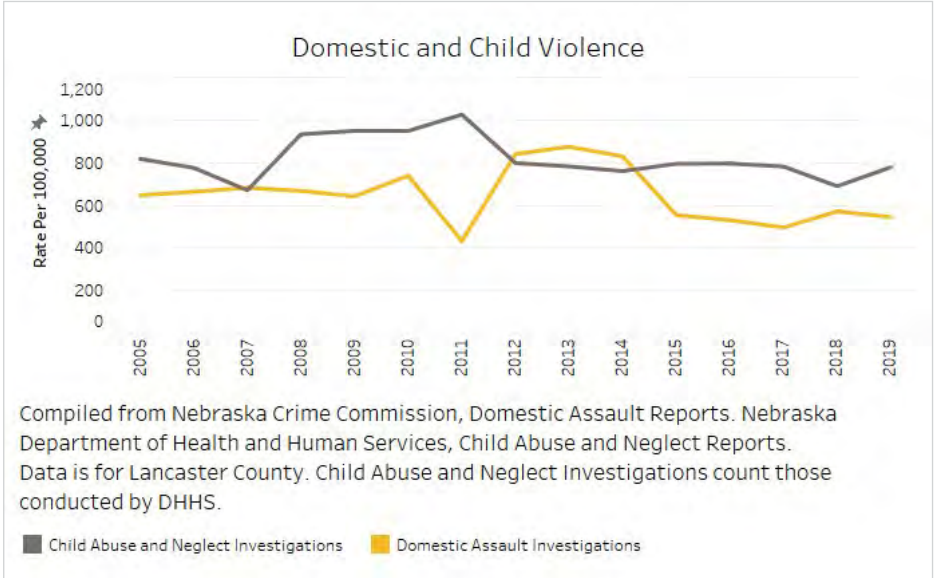

Figure 107

Figure 107
Lancaster County's rate of child abuse and neglect violations have remained steady since 2012, while the rate of domestic assault investigations have declined.

- Lancaster County's rate of child abuse and neglect investigations by Health and Human Services varies from year to year, but has decreased 31% from a high in 2011 (from 1,025 investigations per 100,000 persons in 2011 to 778 investigations per 100,000 persons in 2019).[4]
- The rate of child abuse and neglect investigations increased 11% from 2018 to 2019 (from 689 investigations per 100,000 persons in 2018 to 778 investigations per 100,000 persons in 2019). The lowest number of investigations in recent years occurred in 2018.
- The rate of domestic assault investigations also varies from year to year but overall has trended lower in the past five years.
- The rate of domestic assault investigations has decreased 60% from a high in 2013 (from 874 investigations per 100,000 persons in 2013 to 545 investigations per 100,000 persons in 2019).

Child Out-of-Home Placements

The percentage of children in out-of-home placements has decreased in the past decade

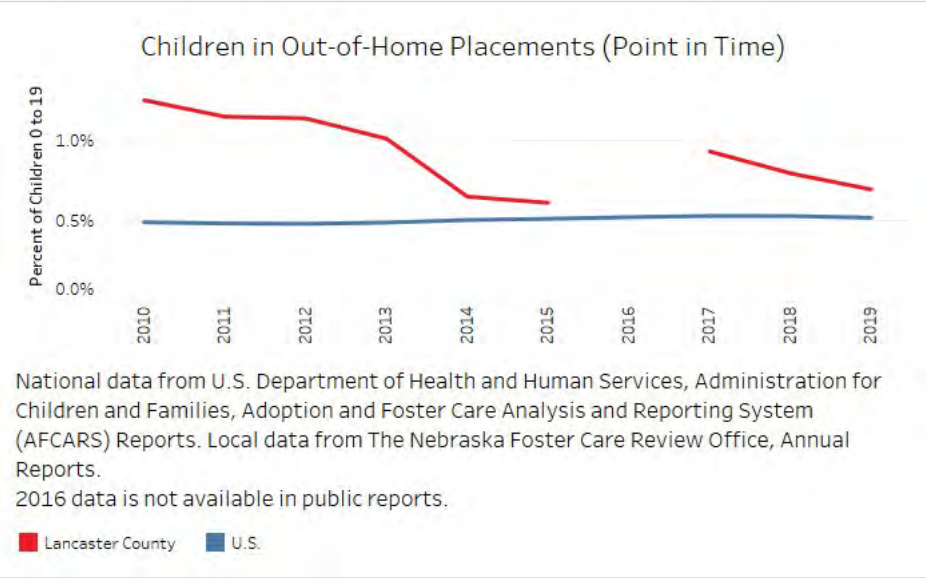

Figure 108

Nebraska's child protective custody system has been widely criticized for the high percentages of children that are placed in out-of-home care (such as foster care). However, there have been improvements in the past decade.

- In Lancaster County, the percentage of children in foster care continues to be higher than the national rate.[5, 6]
- Although the percentage of children in out-of-home placement is a relatively small percentage of Lincoln's children, 584 children were in out-of-home placements in 2019.[5]
- Since 2010, the percentage of children in out-of-home placements has declined from 1.3% to 0.7%.

Child Out-of-Home Placement Reasons

Neglect and parent substance abuse are the most common reasons for children to be in out-of-home placements

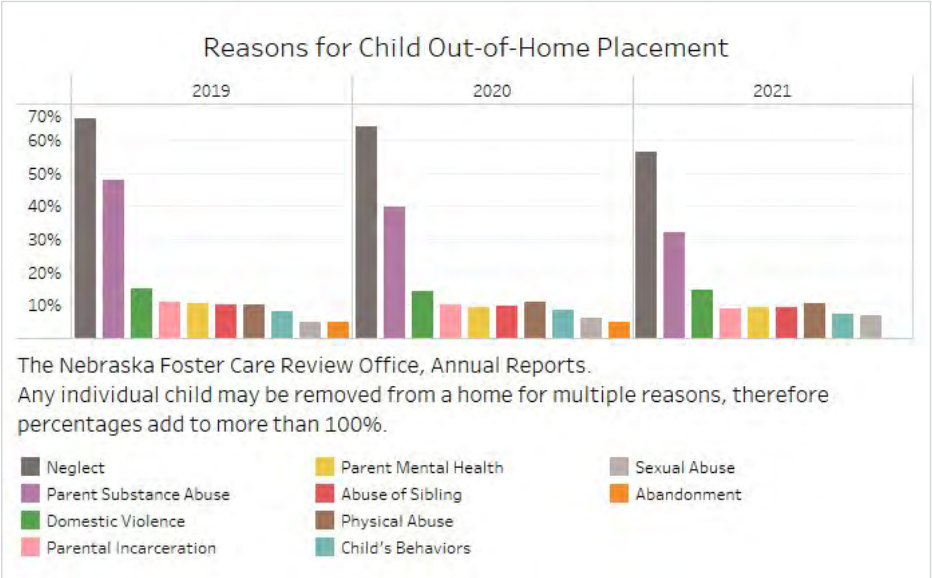

Figure 109

In 2021, there were several reasons for children to be in out-of-home placements.

- Neglect was the reason for out-of-home placement for the majority of children (56%).
- Parent substance abuse was a reason for about one-third (32%) of out-of-home placements.
- These have been the top two reasons for child out-of-home placements since 2012.

Safety and Security Notes

1. Morgan, R.E. & Truman, J.L. (September 2020). Criminal Victimization, 2019. *Technical Report NCJ 255113*. U.S. Department of Justice.
2. Puzzanchera, C. (May 2021). Juvenile Arrests, 2019. *National Report NCJ 256032*. U.S. Department of Justice.
3. Although juvenile arrest rates may largely reflect juvenile behavior, many other factors can affect the magnitude of these rates, such as the attitudes of citizens toward crime, the policies of local law enforcement agencies, and the policies of other components of the justice system.
4. Data for domestic violence offenses are not available for only the City of Lincoln, therefore Lancaster County data are used.
5. All data is point-in-time. Lancaster County data 2006 through 2009 for December 20; 2011 and later for June 30. National data is for September 30 of each year.
6. These figures exclude children who are removed from homes due to juvenile justice interventions.

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Data Indicators/Sources

As was the case for past Lincoln Vital Signs reports, indicators for this study are measures of the strength and health of our community as well as the challenges. The indicators are meant to:

- **Reflect fundamental interests and concerns of the community, families, and individuals**
- **Serve as reliable sources using valid sampling and measurement approaches**
- **Be available for past years and repeatable for future years**
- **Measure outcomes, rather than inputs or outputs**

For a number of indicators, national, state, peer, or aspirational community data are provided. The authors have noted in various sections of the report where data are lacking for important aspects in our community's life. Data already available from public sources were used. The Appendix provides information about the data sources. Data were selected, where possible, to represent the City of Lincoln. The authors have noted when other geographic units were used (Lancaster County, of which Lincoln comprises 90% of the population; the Lincoln Metropolitan Statistical Area, which is Lancaster and Seward Counties; or Nebraska as a whole).

There is some variation in reporting of racial and ethnic categories within the study based on availability from the data source. For most data used in the study, categorization is based on self-identification. At a minimum, the Census Bureau reports five racial categories: White, Black/African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander. Persons may choose more than one race. When population sizes of racial groups are small, access to specific data about these populations may be suppressed by the Census Bureau. The Census Bureau also collects Latino/a/Hispanic origin (popularly called "ethnicity"). Ethnicity is a separate and distinct concept from race. That is, an individual may claim any race along with Latino/a/Hispanic origin. For purposes of presentation, race and ethnicity are often reported in a single graphic figure. Further, we have shortened titles of racial/ethnicity categories, in most cases.

Data Indicators/Sources Cont.

Over the years, the U.S. Census Bureau has varied its approach to reporting about persons living in group quarters (including data from populations living in college dormitories, correctional facilities, nursing homes). For example, beginning in 2006, race and educational attainment data include persons in group quarters. Calculations for persons in poverty EXCLUDE institutionalized people, people in military group quarters, people in college dormitories, and unrelated individuals under 15 years old.

The Census Bureau has an obligation to produce accurate, relevant statistics about the nation's economy and people. The data collection issues experienced by the 2020 ACS severely affected the data quality of these statistics, therefore, the Census Bureau decided not to release the standard ACS 1-year data for 2020. Instead of providing the standard 1-year data products, the Census Bureau released experimental estimates from the 1-year data. This includes a limited number of data tables for the nation, states, and the District of Columbia. *Due to the experimental nature of these ACS 2020 1-year estimates, they are not included in this Lincoln Vital Signs report*.

Omitted Measures

Some indicators or maps that were in previous reports have been removed from this year's report, primarily because data are no longer available, or the metrics that are publicly available have changed .

This 2022 report no longer includes the following indicators:

Community Profile

- Composite Community and State Well-Being Rankings (Gallup-Sharecare Well-Being Index®)

Economy and Workforce

- Multiple Jobholders (U.S. Bureau of Labor Statistics, Monthly Labor Review)
- Patents Filed in Lancaster County (U.S. Patent and Trademark Office, Patent Technology Monitoring Team)

Education

- Fourth Grade Writing Proficiency (Nebraska Department of Education, Nebraska Education Profile, Nebraska Student-Centered Assessment System)
- Fourth Grade Writing Proficiency Achievement Differential (Nebraska Department of Education, Nebraska Education Profile, Nebraska Student-Centered Assessment System)

Data Sources

Adoption and Foster Care Analysis and Reporting System (AFCARS) Annual Reports
U.S. Department of Health and Human Services, Administration for Children and Families

The Adoption and Foster Care Analysis and Reporting System (AFCARS) collects case-level information from state and tribal title IV-E agencies on all children in foster care and those who have been adopted with title IV-E agency involvement. Title IV-E agencies are required to submit AFCARS data twice a year.

American Community Survey
United States Census Bureau

The American Community Survey (ACS) is a relatively new survey conducted by the U.S. Census Bureau. It uses a series of monthly samples to produce annually updated data for the same small areas (census tracts and block groups) formerly surveyed via the decennial census long-form sample. Initially, 5 years of samples will be required to produce these small-area data. Once the Census Bureau has collected 5 years of data, new small-area data will be produced annually. The Census Bureau also will produce 3-year and 1-year data products for larger geographic areas. The ACS includes people living in both housing units (HUs) and group quarters (GQs). The ACS is conducted throughout the United States and in Puerto Rico.

Annual Domestic Violence Reports
Nebraska Crime Commission

Data is reported by all local jurisdictions and compiled by the Nebraska Crime Commission on an annual basis. Data collection began in 1999. Behavioral Risk Factor Surveillance System (BRFSS).

Behavioral Risk Factor Surveillance System (BRFSS)
Centers for Disease Control and Prevention

The BRFSS is an ongoing, monthly, state-based telephone survey of the adult population. The survey provides state-specific information on behavioral risk factors and preventive health practices. Major changes to BRFSS survey methods began in 2011, meaning that comparison of data prior to 2011 to that after 2011 is not recommended.

Data Sources Cont.

Business Dynamics Statistics (BDS)
United States Census Bureau

BDS provides annual measures of business dynamics (such as job creation and destruction, establishment births and deaths, and firm startups and shutdowns) for the economy overall and aggregated by establishment and firm characteristics.

Crime in the United States
FBI Uniform Crime Reports

Crime in the United States is an annual publication in which the FBI compiles the volume and rate of violent and property crime offenses for the nation, and by state. Individual law enforcement agency data are also provided for those contributors supplying 12 months complete offense data. This report also includes arrest, clearance, and law enforcement employee data. Use the new online UCR Data Tool to research crime statistics for the nation, by state, and by individual law enforcement agency.

Gallup-Sharecare Well-Being Index® (formerly Gallup-Healthways Well-Being Index®)
Gallup

The specific dimensions on which communities and states are ranked changed in 2014. The Well-Being Index now measures Americans' perceptions of their lives and their daily experiences through five interrelated elements that make up well-being: sense of purpose, social relationships, financial security, relationship to community, and physical health.

Lincoln/Lancaster County Youth Risk Behavioral Survey (Lincoln/Lancaster YRBS)
Lincoln/Lancaster County Health Department

The Youth Risk Behavior Survey measures the prevalence of health-risk behaviors among adolescents through representative national, state, and local surveys conducted biennially. The national and state surveys use multi-stage cluster sampling to obtain samples of students in grades 9-12 reflecting the geographic, urban-rural, racial, gender, and grade makeup of the population in those grade levels. In Lancaster County, the survey is conducted in all high schools, in randomly selected classrooms of a required period (second or English period). Parental consent was required beginning in 1997.

Data Sources Cont.

Lincoln Economic Dashboard and Business Conditions and Indicators Reports
Lincoln Partnership for Economic Development

The Lincoln Economic Dashboard is a joint effort of the University of Nebraska-Lincoln Bureau of Business Research, the Board of Directors of the Lincoln Partnership for Economic Development, and the Lincoln Partnership for Economic Development Steering Committee. The Dashboard collects and presents data to measure Lincoln's economic performance in comparison to other communities. The Business Conditions & Indicators Reports is designed to inform business leaders, government officials, and the community about the perceptions of doing business in Lincoln by the primary employers/businesses.

Lincoln Homeless Point in Time Report
University of Nebraska—Lincoln Center on Children, Families and the Law

The U.S. Department of Housing and Urban Development requires each Continuum of Care to conduct an unduplicated Point-in-Time Count of all persons who are homeless. Since 2006, the Lincoln Homeless Coalition has worked with the University of Nebraska–Lincoln Center on Children, Families, and the Law to conduct the unduplicated count. Included in the count are the number of homeless persons sheltered in emergency shelters and transitional housing programs, and domestic violence shelters provide aggregate counts of unduplicated persons in their shelters. These persons represent the sheltered homeless counts. A street count (unsheltered persons) is conducted by the Lincoln Police Department, Matt Talbot Kitchen and Outreach, Cedars Street Outreach, and U.S. Department of Veterans Affairs. Street count information is then cross referenced with CS-MIS sheltered information to remove duplicates identified in the street count from those identified as sheltered in the CS-MIS count.

Lincoln Police Department Quality Service Audit
City of Lincoln Police Department

Phone survey conducted by Gallup with people who had contact with a police officer (such as crime victims and people who received traffic tickets), but not arrested for a crime.

Data Sources Cont.

Lincoln Public Schools Statistical Handbooks
Lincoln Public Schools

The Annual Statistical Handbook contains basic statistical information about Lincoln Public Schools. It is intended to provide the user with current information about public education in the community of Lincoln, Nebraska.

Local Area Unemployment Statistics
Bureau of Labor Statistics

The Local Area Unemployment Statistics (LAUS) program is a federal-state cooperative effort that produces monthly estimates of total employment and unemployment. These estimates are key indicators of local economic conditions. The concepts and definitions underlying LAUS data come from the Current Population Survey (CPS), the household survey that is the official measure of the labor force for the nation. Data from several sources, including the CPS, the CES program, State UI systems, annual population estimates, and the decennial census, are used to create estimates that are adjusted to the statewide measures of employment and unemployment.

Map the Meal Gap
Feeding America

The primary goal of the Map the Meal Gap analysis is to more accurately assess food insecurity at the community level. Map the Meal Gap generates two types of community-level data: county-level food insecurity and child food insecurity estimates by income categories, and an estimate of the food budget shortfall that food insecure individuals report they experience.

National Center for Juvenile Justice
Office of Juvenile Justice and Delinquency Prevention

Collects and presents information about juvenile participation in the justice system.

Data Sources Cont.

National Vital Statistics System (NVSS)
Centers for Disease Control and Prevention

The National Vital Statistics System is the oldest system of inter-governmental data sharing in Public Health. These data are provided through contracts between NCHS and vital registration systems operated in the various jurisdictions legally responsible for the registration of vital events– births, deaths, marriages, divorces, and fetal deaths. Mortality data from the National Vital Statistics System (NVSS) are a fundamental source of demographic, geographic, and cause-of-death information.

Nebraska Education Profile (NEP) (formerly Nebraska State of the Schools Reports)

The Nebraska Education Profile is the online portal that provides information and data about Nebraska public schools and student performance. The NEP highlights the performance of students by district and school building in reading, mathematics, writing, and science as well as performance by groups of students, including race and ethnicity, poverty, special education, and English Language Learners.

Nebraska Foster Care Review Office Annual Reports

These are annual reports by the Nebraska Foster Care Review Office that summarize data about Nebraska children who are in out-of-home placement in Nebraska.

Nebraska Youth Risk Behavioral Survey (Nebraska YRBS)
Nebraska Department of Health and Human Services

The survey is designed by the Centers for Disease Control and Prevention (CDC) and matches surveys used in other states. The CDC selects a sample for Nebraska using a two-stage cluster sampling design. In the first stage, a random sample of public high schools is selected with probability proportionate to school enrollment. Schools are then recruited to participate. In the second stage, within each of the participating schools, a random sample of classrooms is selected and all students in those classes are targeted for participation. Upon agreeing to participate, schools work with University of Nebraska-Lincoln Bureau of Sociological Research (BOSR). BOSR, who assists the school in selecting an administration date, sends the school the surveys and instructions for administration, receives surveys back from the schools, and sends them to the CDC. The CDC weights the surveys to represent all public high school students in Nebraska.

Data Sources Cont.

Occupational Employment and Wage Estimates
Bureau of Labor Statistics

The Occupational Employment Statistics (OES) program produces employment and wage estimates annually for over 800 occupations. These estimates are available for the nation as a whole, for individual states, and for metropolitan and non-metropolitan areas; national occupational estimates for specific industries are also available.

Online Vital Statistics Reporting System
Lincoln-Lancaster County Health Department

Vital records data include information on births and deaths occurring to Lancaster County residents. Birth and death records are an excellent source of population data to determine rates of birth, pregnancy, prenatal care, birth weight, infant mortality, and numerous other birth outcomes and causes of death. Birth certificate data are collected from various sources; including the mother, clinic, and hospital with most of the information coming from the hospital and other medical records. As for the source of data from death certificates, the cause of death is reported by the attending physician or coroner/medical examiners. Funeral directors and the families often are the sources of information about the person's demographic characteristics.

Quarterly Workforce Indicators
United States Census Bureau

The Quarterly Workforce Indicators (QWI) are a set of 32 economic indicators including employment, job creation/destruction, wages, hires, and other measures of employment flows. The QWI are reported based on detailed firm characteristics (geography, industry, age, size) and worker demographics (sex, age, education, race, ethnicity) and are available tabulated to national, state, metropolitan/micropolitan areas, county, and workforce investment areas (WIA). The QWI are unique in their ability to track both firm and worker characteristics over time.

Data Sources Cont.

Regional Price Parities (RPPs) by State and Metro Area
Bureau of Economic Analysis

BEA produces several types of price indexes that help policymakers, business leaders, and consumers see the big pictures of price movements. Regional price parities (RPPs) measure the differences in price levels across states and metropolitan areas for a given year and are expressed as a percentage of the overall national price level. The RPPs are calculated using price quotes for a wide array of items from the CPI covering apparel, education, food, housing, medical, recreation, transportation, and other goods and services. Data on housing rents are obtained separately from the Census Bureau American Community Survey (ACS). The expenditure weights for each category are constructed using BEA PCE and Census ACS housing rents expenditures.

Sexually Transmitted Diseases Surveillance
Centers for Disease Control and Prevention

Annual reports present surveillance information derived from the official statistics for the reported occurrence of nationally notifiable sexually transmitted diseases (STDs) in the United States, test positivity and prevalence data from numerous prevalence monitoring initiatives, sentinel surveillance, and national health care services surveys.

Statistical Briefing Book
Office of Juvenile Justice and Delinquency Prevention (OJJDP)

The OJJDP Statistical Briefing Book (SBB) is an online information source via OJJDP's website. Developed for OJJDP by the National Center for Juvenile Justice, the SBB presents information about juvenile crime and victimization and about youth involved in the juvenile justice system.

Statistics & Facts About Nebraska Schools Reports
Nebraska Department of Education

This is a series of reports that were included in a publication called Statistics and Facts About Nebraska Schools. The reports include state-level reports, district and school level reports for public districts, nonpublic systems and State Operated systems (Special Purpose Schools). Most of the reports relate to the Fall Membership (student counts as of the last Friday in September, Nebraska's official counting day). Other reports include School District Census by County and Full-Time Equivalency (F.T.E) of Certificated Personnel by Assignment and Gender.

Data Sources Cont.

Taking Charge Reports
City of Lincoln

The City of Lincoln partnered with the University of Nebraska Public Policy Center on the Taking Charge public engagement process since 2008 to make their voices heard on a variety of budget topics. Their input has helped shape the budgets released by the Mayor's office. Reports presenting the results of online surveys combined with face-to-face community conversation have been released annually since 2013, monitoring initiatives, sentinel surveillance, and national health care services surveys.

Youth Risk Behavior Surveillance System (YRBSS)
Centers for Disease Control and Prevention

The Youth Risk Behavior Surveillance System (YRBSS), established in 1991, monitors six categories of priority health-risk behaviors among youths and young adults: 1) behaviors that contribute to unintentional injuries and violence; 2) sexual behaviors that contribute to human immunodeficiency virus (HIV) infection, other sexually transmitted diseases, and unintended pregnancy; 3) tobacco use; 4) alcohol and other drug use; 5) unhealthy dietary behaviors; and 6) physical inactivity. In addition, YRBSS monitors the prevalence of obesity and asthma among this population. YRBSS data are obtained from multiple sources, including a national school-based survey conducted by CDC as well as school-based state, territorial, tribal, and large urban school district surveys conducted by education and health agencies. These surveys have been conducted biennially since 1991 and include representative samples of students in grades 9–12.

Versions

Additions or deletions to the original publication of the 2022 Lincoln Vital Signs report are indicated below.

- **Version 1.0:** June 2022 - Original Publication.
- **Version 1.2:** July 2022 - Original Publication.
- **Version 1.3:** February 2023 - Original Publication.

SUMMARY REPORT

YOUTH FITNESS, SPORTS, AND OPPORTUNITY

LINCOLN, NEBRASKA

- 2023 -

Community Health Endowment
250 North 21st Street, Suite 2
Lincoln, NE 68503
www.CHELincoln.org
402.436.5516

PURPOSE & GOALS

In light of the strong evidence regarding the health benefits of youth aerobic fitness and youth sports participation, this project was initiated to:

- Summarize the importance and status of youth fitness in Lincoln, Nebraska;
- Gain a better understanding of our community's landscape of youth sports, including barriers to participation; and
- Identify opportunities to improve fitness among Lincoln's youth.

This project was considered timely and urgent given recent local data that revealed decreasing rates of school children able to successfully complete the Fitnessgram PACER, a multistage aerobic capacity test. While Lincoln's goal is that 80% of children/youth (grades 4-8) pass the PACER, only 27.1% of census tracts achieved that goal in the 2018-19 school year. This trend worsened following the COVID pandemic, with only 16.9% of census tracts achieving the 80% goal in the 2022-2023 school year (Figure 1).

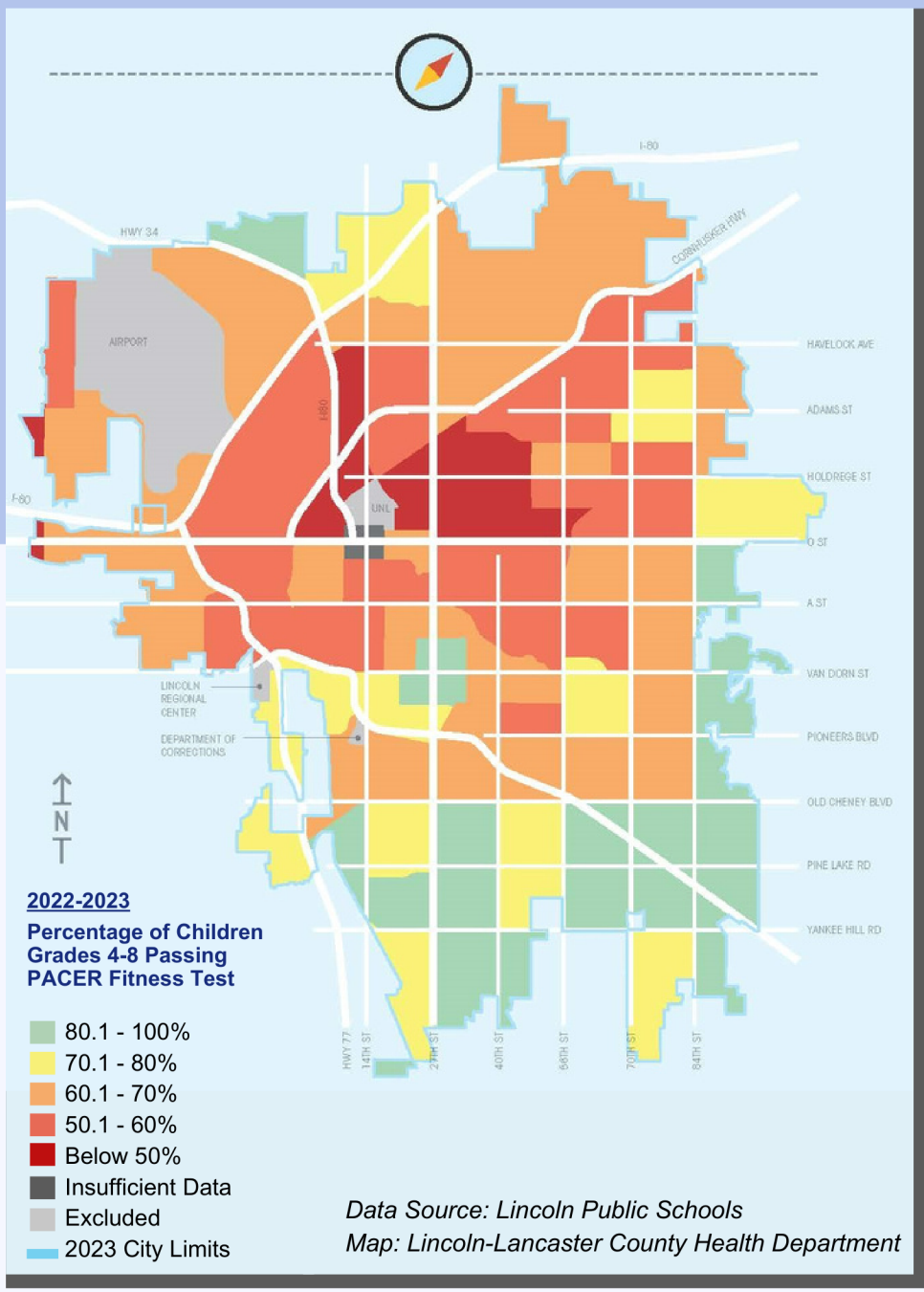


Figure 1

DATA COLLECTION

Online surveys were distributed to head, assistant, and volunteer high school coaches in the Lincoln Public Schools (LPS). The response rate was 44% (n=145). In addition, personal interviews were conducted with 13 local youth sports leaders.

RESULTS & HIGHLIGHTS

- Among all schools, students athletes were positively described by coaches, with no differences between Title I and non-Title I schools.
- Among all schools, coaches reported a positive sports culture (73%) vs. a negative sports culture (27%). However, variations existed between Title I schools (56% vs. 44%) and non-Title I schools (83% vs. 17%).

RESULTS & HIGHLIGHTS *(cont.)*

- The most significant barrier for participation in high school youth sports was time commitment, followed by outside obligations, and transportation. Coaches at Title I schools reported higher levels of participation barriers in nearly every category (Chart 1).

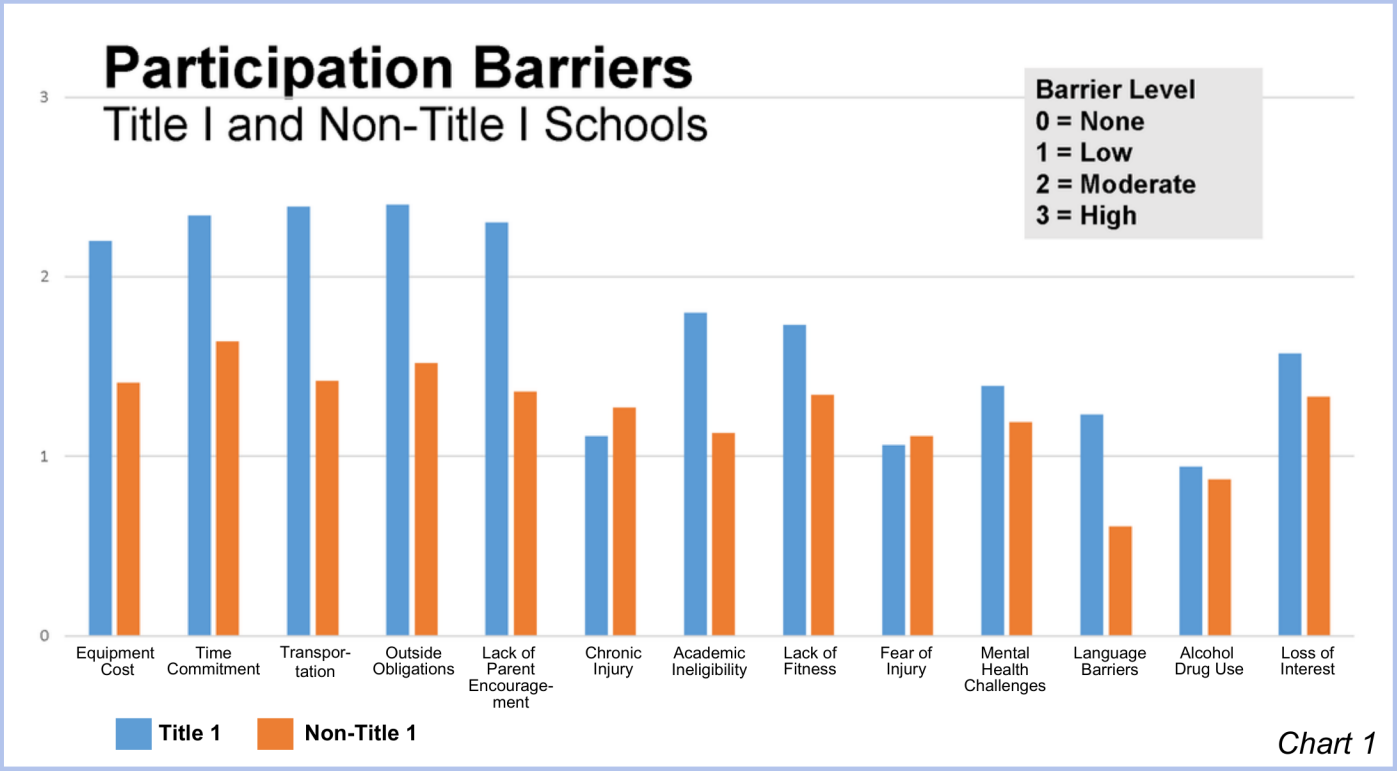


Chart 1

- For all sports, students from Title I schools were least likely to participate in off-season sports programming, commonly referred to as club, select, elite, and/or traveling teams.

- Among high school coaches who also coached a club sports team, the top participation barrier in club sports by a wide margin was participation fees and costs.

- Try-out rates for every sports season (fall, winter, and spring) were lower for Title I schools.

- Local youth sport leaders identified the top stressors that Lincoln families face regarding youth sports as affordability, followed by time commitment. They identified youth who were most likely to participate in youth sports as having involved parents, financial means, and prior experience.

- Sports specialization, especially at a young age, was a consistent concern by high school coaches and youth sport leaders.

- High school coaches generally felt well-equipped to support and/or refer student athletes who have mental health concerns (anxiety, depression, eating disorders, etc.).

RESULTS & HIGHLIGHTS *(cont.)*

- The most frequently identified notable trend in high school sports was the growing influence of club sports. Coaches from Title I schools viewed this trend as a barrier to low-income students due to cost or as a 'pre-requisite' for high school sports participation. Coaches from non-Title I schools viewed this trend as a reason for sports specialization, athlete burnout, and over-lapping schedules.

- High school coaches were asked, "If you had the ability to change one thing about competitive high school sports in Lincoln, what would it be?" The most frequently recommended response was to improve and/or prioritize middle school athletic programming.

CALL TO ACTION

Following a review of national research regarding the known positive impact of youth sports on physical health, mental health, academic success, socialization, and leadership skills, the Community Health Endowment (CHE), in collaboration with ESU 18 and Lincoln Pubic Schools, offer the following Call to Action for Lincoln:

- Lincoln has a vested interest in improving youth fitness based on research that supports its correlation with better physical and mental wellness, educational outcomes, and more.

- Improved youth fitness is rooted in regular access to fitness/sports activities in the community. Increased access can occur if stakeholders recognize and respond to participation barriers in ways that align with best practices.

- Lincoln can elevate and launch this important work through the creation of a Youth Fitness, Sports, and Opportunity Task Force to develop a community response and strategic plan regarding the findings of this study; obtain feedback from a broader representation of stakeholders, including students and families experiencing barriers to participation; identify best practices for youth sports delivery and participation in Lincoln; further assess the socio-economic barriers of youth sports and fitness participation; and evaluate the impact of youth sports on the local economy.

For the full report and specific recommendations for Task Force consideration, please visit www.chelincoln.org/youthfitness.

COMMUNITY HEALTH ENDOWMENT OF LINCOLN

Lancaster County Juvenile Diversion | JULY 1, 2023 - JUNE 30, 2024

REFERRALS

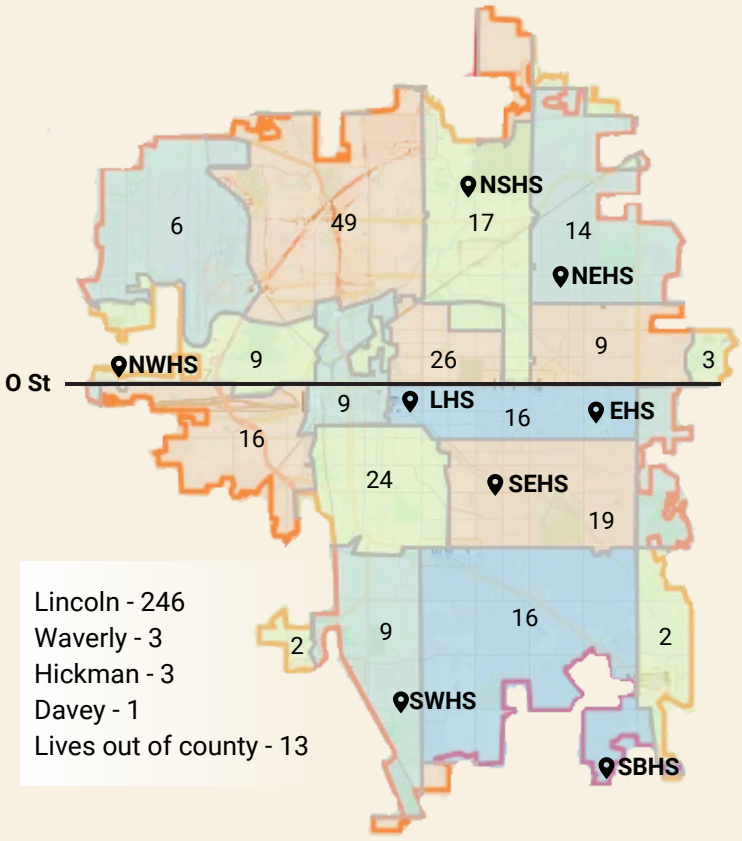
Of the 266 program referrals, 253 participated in a Diversion program - 177 Regular/Secondary; 76YMHD.

11.2 Avg. days between diversion referral and intake

94 Avg. days between enrollment and discharge - Regular/Secondary

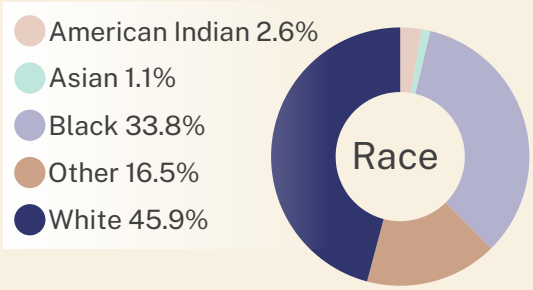
142 Avg. days between enrollment and discharge - YMHD

81% Successful Completions



Lincoln - 246
Waverly - 3
Hickman - 3
Davey - 1
Lives out of county - 13

DEMOGRAPHICS



Gender

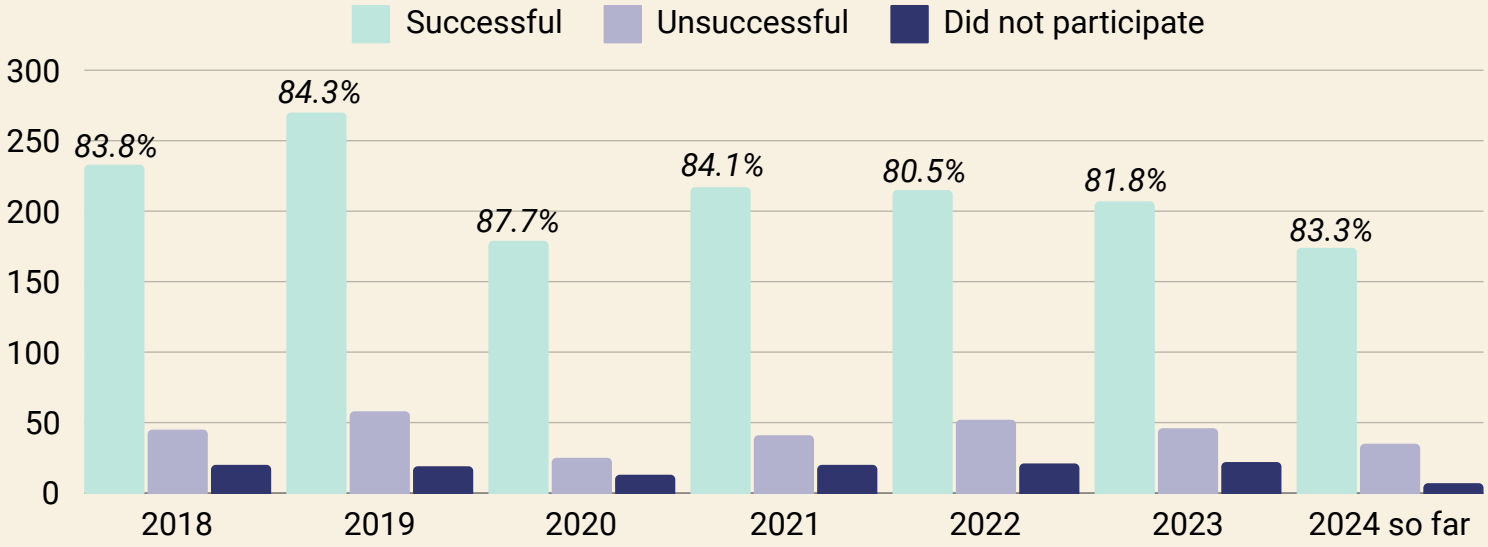
164 Males 62%

102 Females 38%

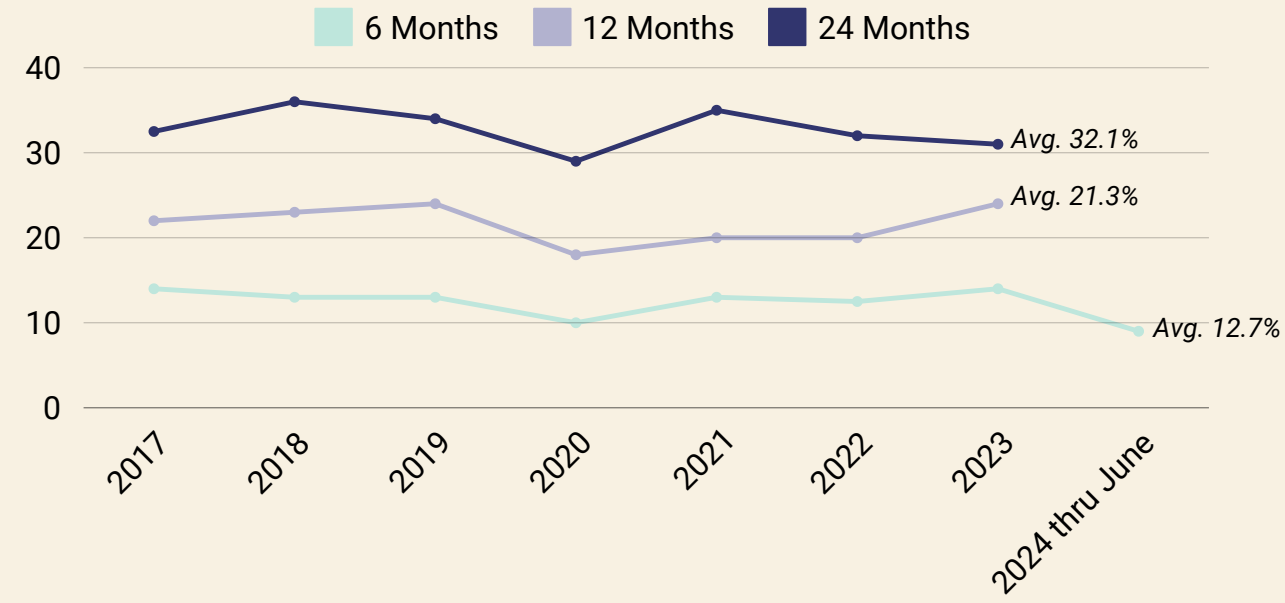
Average Age

14.7

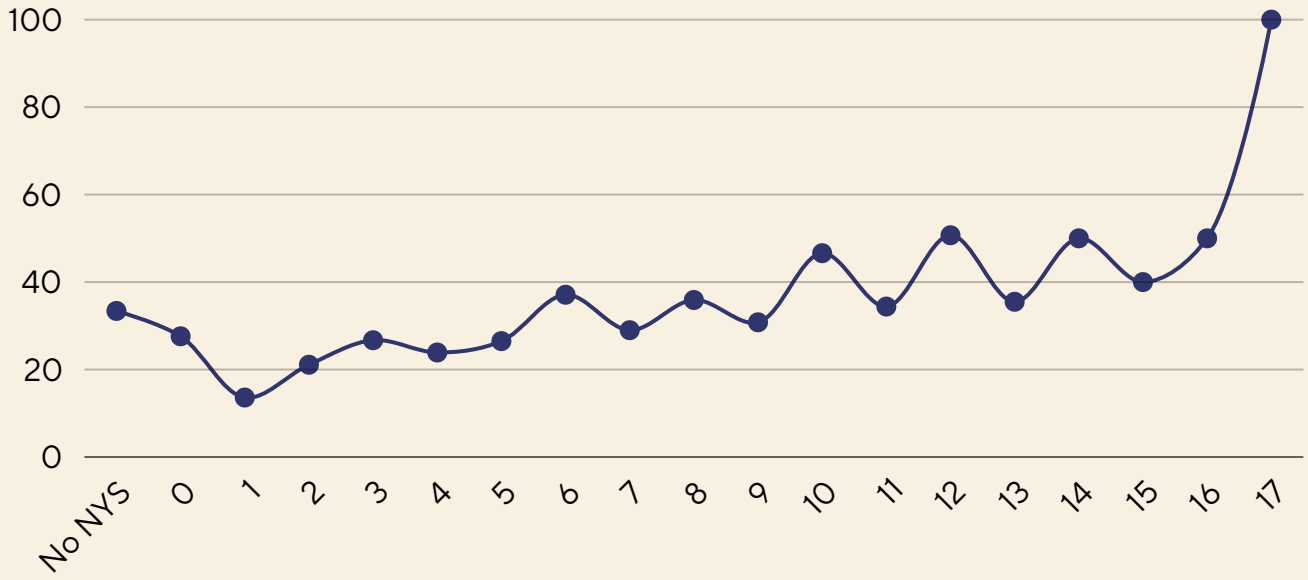
DISCHARGES



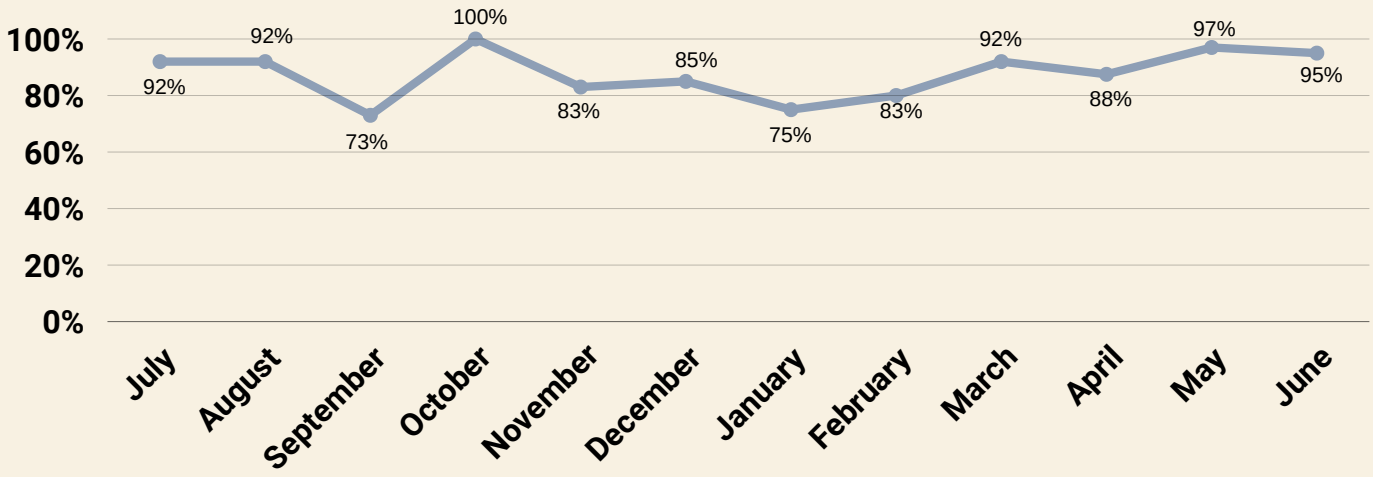
RECIDIVISM



RECIDIVISM BY NYS SCORE



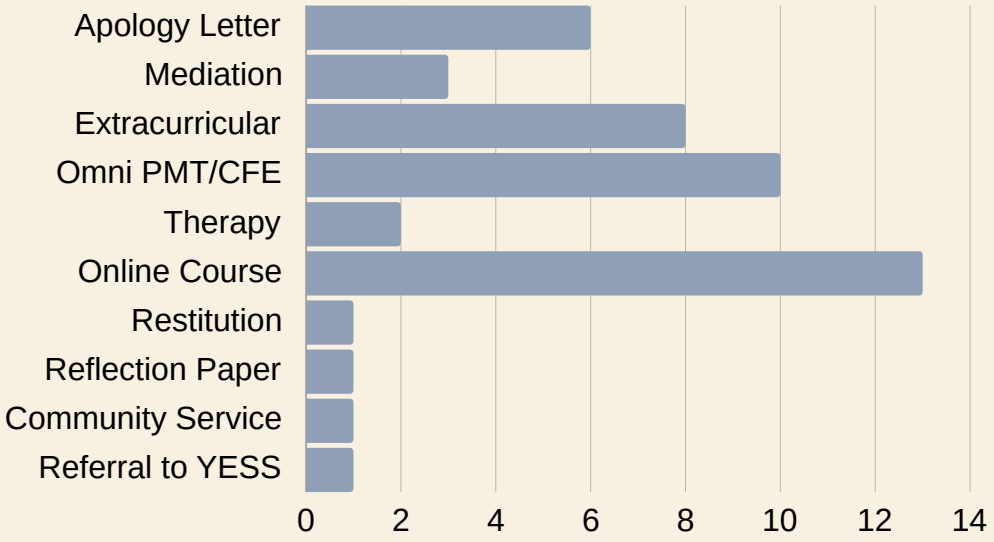
DIV REQUIREMENTS VS NYS RECOMMENDATION COMPARISON



Overall Matching: 88%

DIV REQUIREMENTS VS NYS RECOMMENDATION COMPARISON

What's being left out?



Notes:
1) Allowed Apology Letter & Reflection Paper replacement
2) Allowed substitute online course if relatable

44% of youth participated in the NYS recommended activity

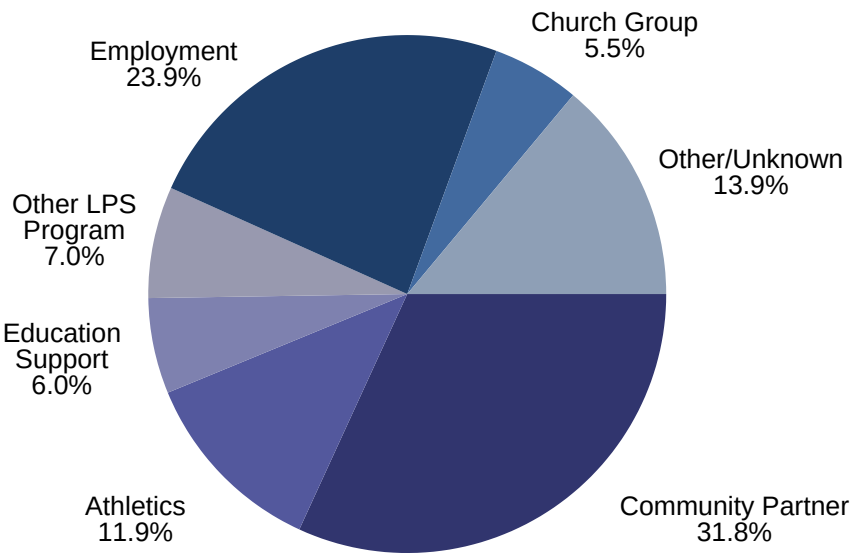
36% of youth were connected to a community partner

21% of youth were connected to a school activity

11% of youth were not assigned an activity requirement after the NYS recommended it

70% of case plans included join/participate in a pro-social/ extracurricular activity

Activities Participated In



Lancaster County

JUVENILE JUSTICE INSTITUTE

Census Data[1]	N	American Indian/Alaska Native	Asian/Native Hawaiian Pacific Islander	Black	Hispanic	Multiple Races/ Other	Unspecified/ Missing	White
2020 Census Number of Youth by Race/Ethnicity	83,961	492	3,922	4,471	10,797	4,971	0	59,308
Percent of Youth by Race/Ethnicity	-	0.6%	4.7%	5.3%	12.9%	5.9%	0%	70.6%

Census Data	N	Male	Female
2020 Census Number of Youth by Gender	83,961	43,051	40,910
Percent of Youth by Gender	-	51.3%	48.7%

Measurement		
Poverty/Socioeconomic Status[2]	Percent of Children < 18 Years Old in Poverty	12.2%
	Percent of Children 5-17 Years Old Below Poverty Line	11.2%
	Percent of Children 5-17 Years Old Above Poverty Line	88.8%
Educational Attainment	Percent Age 25+ with a Bachelor's Degree	40.9%
	County Rank	3
	Percent Age 25+ with a High School Degree	20.9%
	County Rank	91

Absenteeism[3]	N	American Indian/Alaskan Native	Asian/Native Hawaiian Pacific Islander	Black	Hispanic	Multiple Races/ Other	Unspecified/ Missing	White
Enrolled	54,595	310, 0.6%	2,453, 4.5%	3,264, 6.0%	7,345, 13.5%	4,183, 7.6%	0, 0%	37,040, 67.8%
Chronically Absent	11,412	138, 1.2%	294, 2.6%	1,193, 10.5%	2,370, 20.8%	1,334, 11.7%	20, 0.2%	6,063, 53.2%

[1] Census data (2022) came from the Center for Public Affairs Research Nebraska State Data Center, https://www.unomaha.edu/college-of-public-affairs-and-community-service/center-for-public-affairs-research/programs/nebraska-state-data-center.php.

[2] Socioeconomic and Educational Attainment data (2021) came from the United States Census Bureau's American Community Survey, https://data.census.gov/table/ACSST5Y2021.S1701?q=Poverty&g=040XX00US31.

[3] Absenteeism data (2022-2023) came from the Nebraska Department of Education 2022/23 Student Absence Counts by District, https://www.education.ne.gov/dataservices/data-reports/

Racial and Ethnic Distribution of System Points

System Point	N	American Indian/ Alaskan Native	Asian/ Native Hawaiian Pacific Islander	Black	Hispanic	Non-Hispanic	Multiple Races/ Other	Unspecified/ Missing	White
2020 Census Number of Youth by Race/Ethnicity	83,961	492	3,922	4,471	10,797	-	4,971	0	59,308
Percent of Youth by Race/ Ethnicity	-	0.6%	4.7%	5.3%	12.9%	-	5.9%	0%	70.6%
Law Enforcement Contact/ Cited	2,419	0, 0%	86, 3.6%	208, 8.6%	284, 11.7%	-	0, 0%	107, 4.4%	1,733, 71.7%
Youth Referred to Diversion (CY 2022)	368	8, 2.2%	1, 0.3%	119, 32.3%	21, 5.7%	-	1, 0.3%	26, 7.1%	192, 52.1%
Filed in Juvenile Court	544	17, 3.1%	11, 2.0%	174, 32.0%	88, 16.2%	-	0, 0%	26, 4.8%	228, 41.9%
Filed in Adult Court	9	1, 11.1%	0, 0%	1, 11.1%	3, 33.4%	-	1, 11.1%	2, 22.2%	1, 11.1%
Adult Transfer	3	0, 0%	0, 0%	1, 33.3%	2, 66.7%	-	0, 0%	0, 0%	0, 0%
Youth Placed on Probation[4]	353	23, 6.5%	10, 2.8%	104, 29.5%	-	-	31, 8.8%	0, 0%	185, 52.4%
Hispanic/non-Hispanic					97, 27.5%	256, 72.5%			
Satisfactory Release	185	14, 7.6%	4, 2.1%	42, 22.7%	-	-	14, 7.6%	0, 0%	111, 60.0%
Hispanic/non-Hispanic					47, 25.4%	138, 74.6%			
Motions to Revoke	170	17, 10.0%	4, 2.4%	44, 25.8%	-	-	9, 5.3%	0, 0%	96, 56.5%
Hispanic/non-Hispanic					45, 26.5%	125, 73.5%			
Probation Revoked	8	1, 12.5%	0, 0%	3, 37.5%	-	-	0, 0%	0, 0%	4, 50.0%
Hispanic/non-Hispanic					0, 0%	8, 100%			
Youth Booked into Detention	177	13, 7.3%	6, 3.4%	84, 47.5%	-	-	0, 0%	4, 2.3%	70, 39.5%
Hispanic/non-Hispanic					20, 11.3%	157, 88.7%			

Sources: Court and probation data (2022) came from the Nebraska Judicial Branch Juvenile Justice Annual Statistic Report, https://nebraskalegislature.gov/FloorDocs/108/PDF/Agencies/Supreme_Court/567_20230718-094145.pdf; Law enforcement citations, diversion, and detention booking data (2022) came from the Nebraska Crime Commission Juvenile Court Reports, https://ncc.nebraska.gov/data-and-reports.[5]

[4] Race and ethnicity (Hispanic or non-Hispanic) for probation placement, satisfactory release, and revocations were reported separately. Comparisons to the census percentages cannot be made.
[5] All data received from the crime commission may include youth processed through the system more than once; may not be individual youth.

Risk and Protective Factors

County: Lancaster (2018) **Number of Youth with Surveys:** 1,987

Risk Factors

Schools		Prevalence Rates		
		Grade	Lancaster 2018	Nebraska 2021
(1) Grades were A's and B's	Average Difference:[6] +6.3%	8th	90.8%	81.5%
		10th	85.8%	78.4%
		12th	86.1%	83.8%

Peer-Individual		Prevalence Rates		
(3) % Current use		Grade	Lancaster 2018	Nebraska 2021
(a) Smoke cigarettes	Average Difference: +4.3%	8th	1.9%	1.2%
		10th	7.2%	1.8%
		12th	10.6%	3.8%
(b) Drink alcohol	Average Difference: -1.1%	8th	7.0%	9.2%
		10th	20.6%	18.2%
		12th	28.4%	31.9%
(c) Smoke marijuana	Average Difference: -1.2%	8th	1.3%	2.2%
		10th	6.3%	7.6%
		12th	11.0%	12.5%
(4) % Perceive as Wrong		Grade	Lancaster 2018	Nebraska 2021
(a) Smoking cigarettes	Average Difference: +0.7%	8th	96.3%	94.4%
		10th	92.0%	88.9%
		12th	77.7%	80.5%
(b) Using smokeless tobacco	Average Difference: +1.6%	8th	96.1%	94.2%
		10th	90.1%	87.2%
		12th	77.2%	77.3%

[6] We examined the statewide average and compared it to the county average. The average difference value reflects whether the county is higher (+) or lower (-) than the state average.

Peer-Individual		Prevalence Rates		
(c) Drinking alcohol at least once or twice a month	Average Difference: +6.4%	8th	89.4%	85.8%
		10th	74.6%	69.3%
		12th	64.0%	53.5%
(d) Smoking marijuana	Average Difference: +4.3%	8th	94.0%	93.1%
		10th	78.8%	77.6%
		12th	75.1%	64.3%
(e) Misusing prescription drugs	Average Difference: +1.6%	8th	96.2%	94.4%
		10th	94.3%	92.1%
		12th	92.8%	91.9%
(f) Using other illegal drugs	Average Difference: +1.2%	8th	98.7%	98.6%
		10th	98.2%	96.4%
		12th	96.9%	95.4%
(5-6) % Perceive as Great Risk		**Grade**	**Lancaster 2018**	**Nebraska 2021**
(a) Smoking 1 or more packs of cigarettes daily	Average Difference: +11.3%	8th	68.9%	58.2%
		10th	68.1%	59.9%
		12th	74.3%	59.4%
(b) Taking 1 or 2 drinks of alcohol nearly every day (Taken from Peer Views)	Average Difference: -34.8%	8th	35.8%	85.4%
		10th	34.1%	68.6%
		12th	35.9%	56.2%
(c) Having 5+ drinks of alcohol 1 or 2 times a week	Average Difference: -12.6%	8th	51.4%	37.3%
		10th	44.4%	33.7%
		12th	42.6%	29.6%
(d) Smoking marijuana 1 or 2 times a week	Average Difference: +5.4%	8th	49.4%	46.8%
		10th	33.4%	33.4%
		12th	36.8%	23.1%
(e) Misusing prescription drugs	Average Difference: +5.6%	8th	65.4%	56.3%
		10th	59.0%	60.1%
		12th	70.4%	61.6%

Peer-Individual		Prevalence Rates		
		Grade	Lancaster 2018	Nebraska 2021
(7) % Involved in a Gang	Average Difference: -0.2%	8th	2.0%	2.6%
		10th	3.1%	3.5%
		12th	3.8%	3.4%

Bullying		Prevalence Rates		
(8) % Bullied within Past 12 Months		Grade	Lancaster 2018	Nebraska 2021
(a) Physically	Average Difference: 0%	8th	22.4%	27.5%
		10th	15.9%	15.3%
		12th	14.7%	10.3%
(b) Verbally	Average Difference: +1.9%	8th	52.1%	51.3%
		10th	44.5%	42.3%
		12th	40.1%	37.4%
(c) Socially	Average Difference: +2.8%	8th	43.9%	43.4%
		10th	43.0%	39.1%
		12th	41.8%	37.8%
(d) Electronically	Average Difference: -1.6%	8th	17.2%	22.5%
		10th	18.5%	21.4%
		12th	22.3%	18.9%

Family		Prevalence Rates		
(9) % Parents would think wrong		Grade	Lancaster 2018	Nebraska 2021
(a) Smoking cigarettes	Average Difference: +0.3%	8th	98.3%	98.1%
		10th	98.1%	97.1%
		12th	95.9%	96.2%
(b) Using smokeless tobacco	Average Difference: +0.3%	8th	98.3%	98.0%
		10th	97.9%	96.7%
		12th	94.5%	95.1%

Family		Prevalence Rates		
(9) % Parents would think wrong		**Grade**	**Lancaster 2018**	**Nebraska 2021**
(c) Having 1 or 2 drinks of alcohol nearly every day	Average Difference: +3.4%	8th	96.4%	94.1%
		10th	93.3%	90.2%
		12th	89.0%	84.1%
(d) Smoking marijuana	Average Difference: +2.1%	8th	97.5%	96.9%
		10th	94.4%	91.9%
		12th	91.4%	88.3%
(e) Misusing prescription drugs	Average Difference: +0.4%	8th	98.3%	97.8%
		10th	97.6%	97.6%
		12th	98.3%	97.5%
(10) % Agree or Strongly Agree		**Grade**	**Lancaster 2018**	**Nebraska 2021**
(a) Clear substance use rules	Average Difference: N/A	8th	-	66.8%
		10th	-	68.7%
		12th	-	71.3%
(11) % Sort of Easy or Easy to Obtain		**Grade**	**Lancaster 2018**	**Nebraska 2021**
(a) Beer, wine, hard liquor	Average Difference: +7.3%	8th	34.7%	31.6%
		10th	58.3%	47.8%
		12th	66.3%	58.1%
(b) Marijuana	Average Difference: +4.3%	8th	10.1%	9.5%
		10th	32.3%	25.9%
		12th	42.9%	37.0%
(c) Prescription drugs for non-medical use	Average Difference: +10.5%	8th	21.9%	16.9%
		10th	34.4%	19.7%
		12th	32.4%	20.7%

Protective Factors

School		Prevalence Rates		
(12) % Agree or Strongly Agree		Grade	Lancaster 2018	Nebraska 2021
(a) Feel safe	Average Difference: +2.8%	8th	92.6%	88.6%
		10th	87.7%	86.7%
		12th	92.9%	89.4%
(b) Adult in school who listens	Average Difference: +2.1%	8th	88.4%	85.8%
		10th	85.9%	83.7%
		12th	90.2%	88.7%

Family		Prevalence Rates		
(13) % Agree or Strongly Agree		Grade	Lancaster 2018	Nebraska 2021
(a) Adult at home who listens	Average Difference: +2.8%	8th	90.0%	85.2%
		10th	85.6%	83.4%
		12th	88.5%	83.2%
(b) Help for personal problems	Average Difference: +1.7%	8th	85.3%	85.2%
		10th	84.4%	83.4%
		12th	87.2%	83.2%

Source: Risk and protective factor data came from the Bureau of Sociological Research, https://bosr.unl.edu/projects/sharp/nrpfss/county-level-data/, Nebraska Risk and Protective Factor Student Survey Results.

System Improvement: Investing in the Juvenile Justice System
Lancaster County

System Improvement programs do not work directly with youth, but rather support the programs, agencies and initiatives that do the direct work. This includes, but is not limited to, grant writers, coordinators, evaluators, training/quality improvement programs, and data collection. System Improvement also included backbone support organizations, which are organizations or agencies that serve as the backbone for the entire initiative, coordinating participating organizations and agencies, facilitating technology and communications support, logistical and administrative details, and data collection and reporting.

Lancaster County received funding and reported the following activities into the Nebraska Juvenile Case Management System between July 1, 2020, through June 30, 2022.

Administrative Support	Lancaster County did not report any activity in this category.	
Training/Quality Improvement	Lancaster County Human Services recorded eight trainings in FY 2020/21. Details on these trainings are reported below.	
Evaluation	Lancaster County did not report any activity in this category.	
Data	Lancaster County did not report any activity in this category.	
Community Engagement	Lancaster County Human Services facilitated collaboration with independent contractors at 91-100% salary eight times. They did not identify any service gaps during the periods evaluated. They did not report any MOUs, drafted contracts, or subgrant adjustments during the periods evaluated.	
Grant Writing	Lancaster County did not report any grant writing hours or reporting hours. They facilitated 18 crisis response meetings for the collaborative team. 42 stakeholders were invited to each meeting and between 17 to 28 attended. They spent 20 hours on each activity.	
Support	Lancaster County Human Services did not report provided any one-on-one support or community travel during the periods evaluated.	

Trainings

Title	FY	Description	Attendance	Hours
Racial Equity Institute: Ground Water Training	20-21	Training was completed on 9/16/2020. The topic of this webinar was Racial Injustice.	1	3
Race Forward	20-21	Training was completed on 11/10/2020. The topic of this webinar was Race Equity and Justice.	1	12
Coalition for Juvenile Justice Conference	20-21	Training was completed on 11/18/2020. The topic of this webinar was Race Equity and Juvenile Justice.	1	9
National Conference of Juvenile Justice	20-21	Training was completed on 3/21/2021. The topic of this webinar was Race Equity and Juvenile Justice.	1	15
Heartland Juvenile	20-21	Training was completed 4/15/2021. The topic of this webinar was Juvenile Justice.	7	10
NJJA Conference	20-21	Training was completed on 5/5/2021. The topic of this was Juvenile Justice and was in person.	4	10
CJJ Conference	20-21	Training was completed on 6/9/2021. The topic of this webinar was Juvenile Justice	1	12
GARE	20-21	Training was completed on 5/19/2021. The topic of this webinar was Racial Equity.	1	12

This project is supported by Contract CC-24-737 awarded by the Nebraska Crime Commission. Points of view or opinions contained in this document are those of the author(s) and do not necessarily represent the official position or policies of the Nebraska Crime Commission or the Community-based Juvenile Services Aid Program.

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JUVENILE JUSTICE INSTITUTE

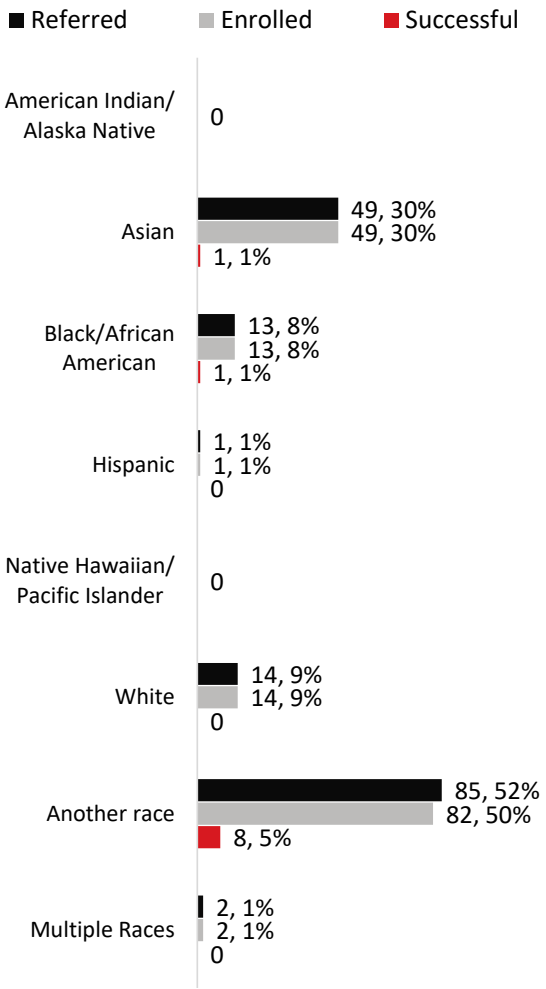
ACCC Serving Immigrant and Refugee Youth

Lancaster County | July 2020-June 2022 | Promotion/Prevention

164	161	4	10
Youths Referred	Enrolled	R/P Factors Survey	Successful

The ACCC Serving Immigrant and Refugee Youth program intends to provide holistic mentoring and services to prevent involvement in the justice system and to promote connection to school. The typical target population for the program was immigrant and refugee youths experiencing language and/or cultural barriers and youths exhibiting truancy or behavioral concerns.

Program Involvement by Race and Ethnicity

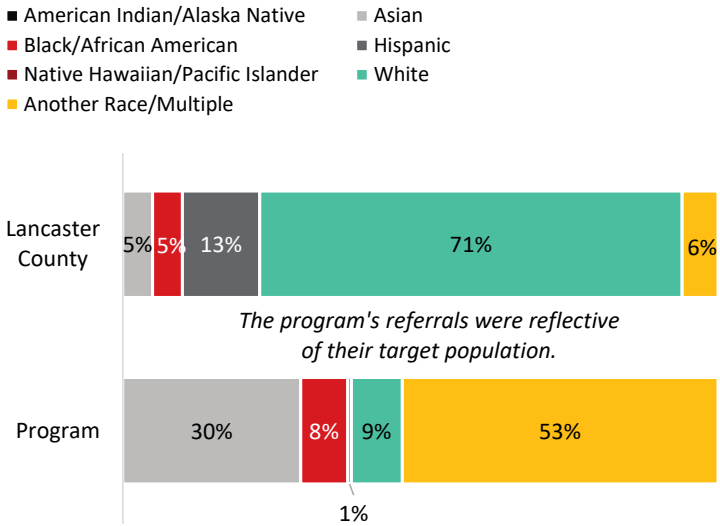


Gender and Age of Youths Referred

48% (78)	52% (86)	0
Male	Female	Nonbinary

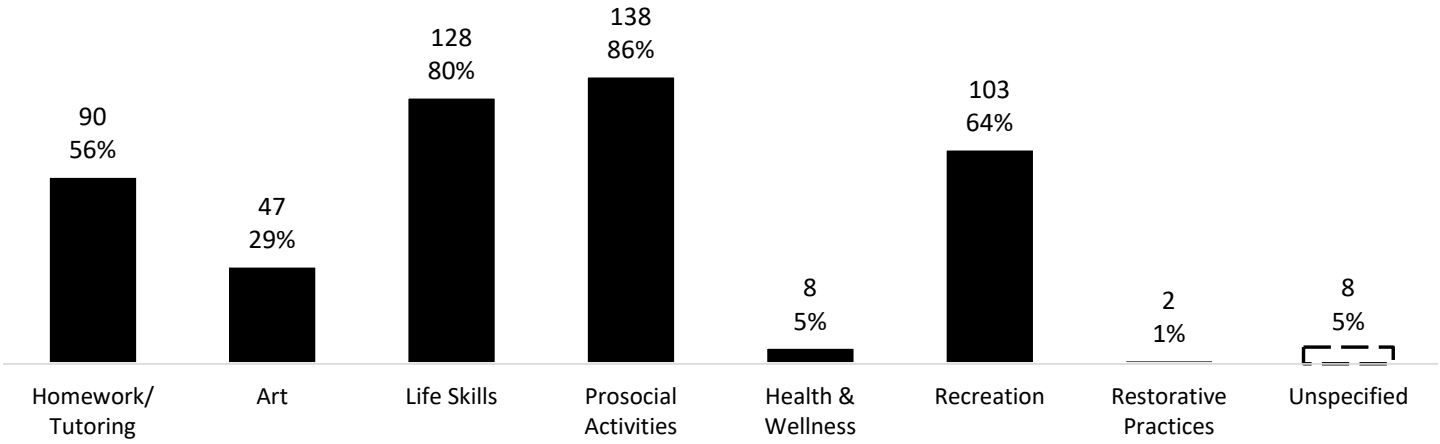
Average Age – **13**
Age Range – **9-19**

Program Population Compared to Lancaster County's Youth Population



Youths' Needs and Program Activities

Most youths were referred to the program for community engagement (48%), prosocial activity (30%), or asset building (15%). **89% of youths participated in programming activities matching their needs.**



Note: Youths could participate in multiple types of program activities, percentages do not total to 100%.

Program Attendance[1]

Average

18 hours

25% of program hours

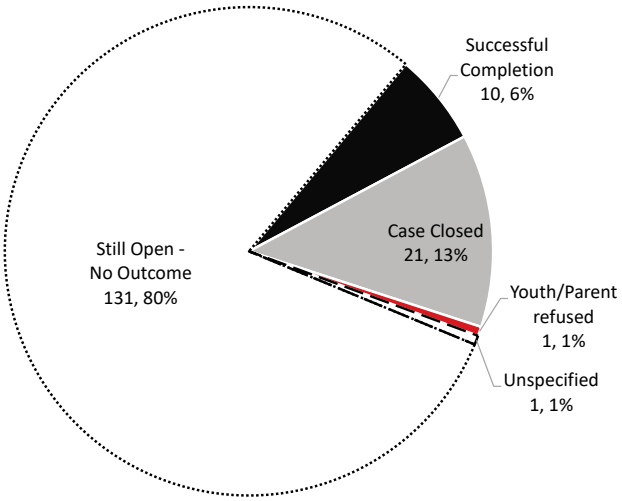
Range

1 to 88 hours

5% to 100% of required hours

Discharge Outcomes

6% of youths successfully completed the program. Most cases remain open.



Youths' Future System Involvement (for 156 closed cases)[2]

10 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

146 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
1 1%	1 1%	2 1%	0

[1] 15 cases (9%) were missing data on the youth's attendance hours.

[2] Eight cases were not included in FSI calculations because they remain open (i.e., no discharge date) and did not indicate any program end dates for the youths. 123 cases did not have a discharge date, but did provide a program end date to base FSI calculations on.

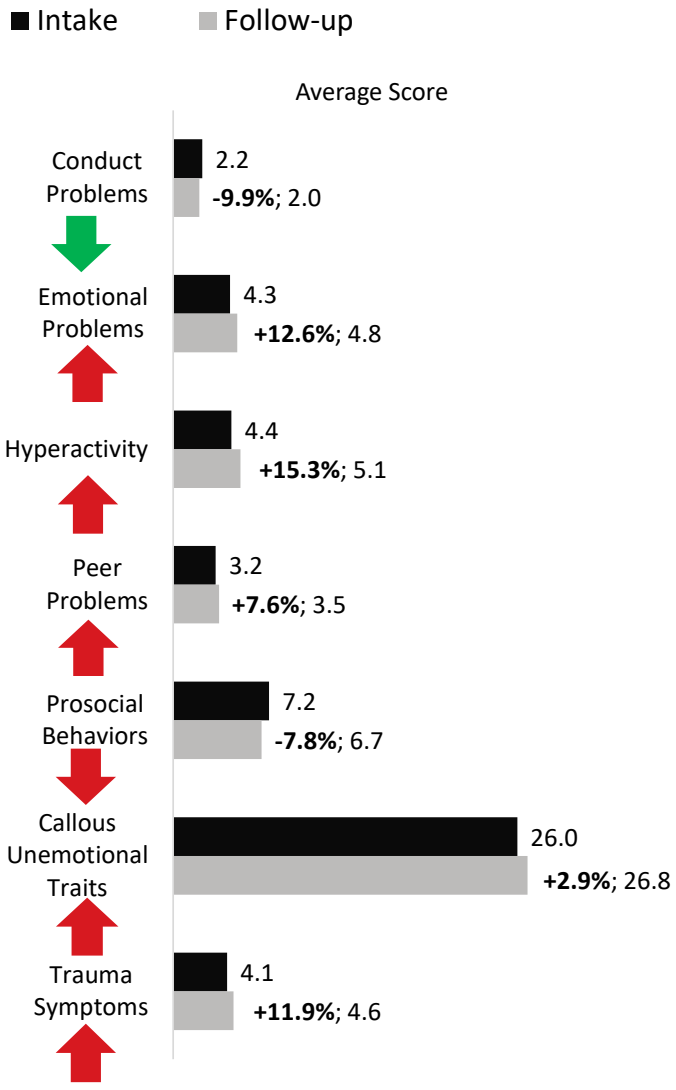
EB NE Assessment Tool

Number Completed at Intake
77 (48%)

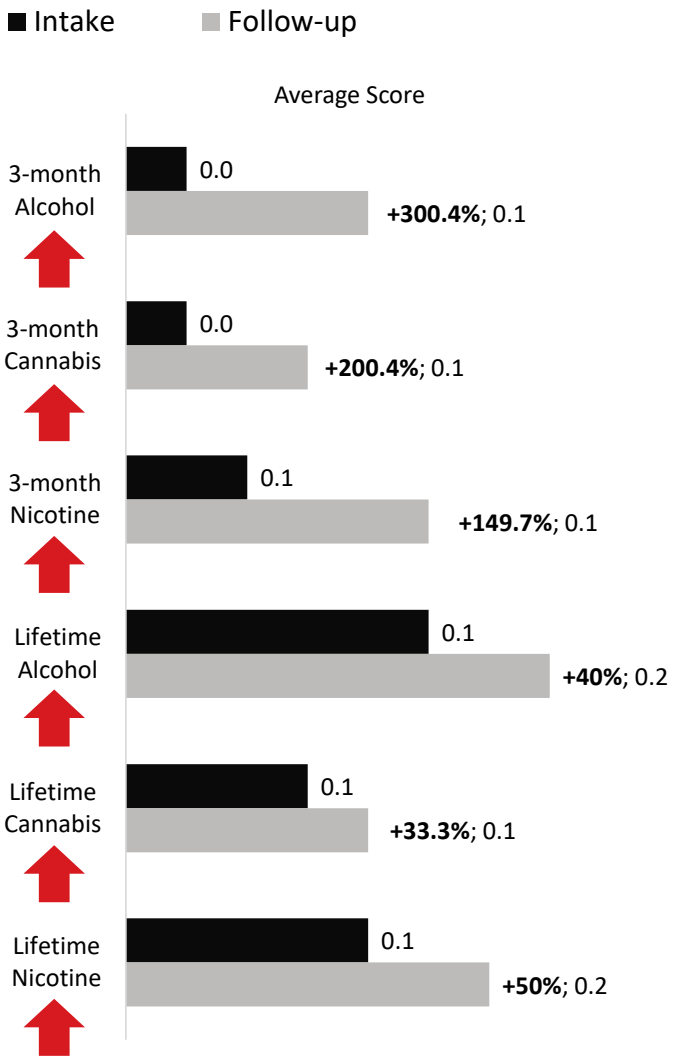
Number Completed at Follow-up
46 (29%)

Change in Risk and Protective Factors[3]

Youths' conduct problems reduced from intake to follow-up.



None of the youths' 3-month or lifetime substance use reduced from intake to follow-up.



[3] Changes in scores from intake to follow-up were not significant. Prosocial behaviors are reverse coded, meaning higher scores are better (on a scale of 0 to 10).

2024 Program Evaluation[4]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population is reflective of the agency's focus population. Youths' risk factors could not be identified to confirm if they align with the program's target.	**Program Population**
Over 80% of youths enrolled received programming matching their need.	**Programming Activities**
Youths attended, on average, less than 40% of the required hours.	**Program Attendance**
Over 20% of cases are still open and missing outcomes.	**Successful Cases**
Youths' average scores on relevant risk and/or protective factors did not improve, or they worsened.	**Change in Risk Factors**
Fewer successfully closed cases had FSI than unsuccessful/other closed cases in all FSI categories.	**Future System Involvement**

Overall Program Rating

Ineffective | **Promising** | Effective

[4] For full evaluation criteria, see Promotion/Prevention Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The Asian Community and Cultural Center's (ACCC) Serving Immigrant and Refugee Youth program is rated as ***promising***. While the youths referred to the program did not reflect the overall Lancaster County youth population, the ACCC serves a predominantly Asian, immigrant, or refugee population. The program identified immigrant and refugee youths experiencing language and/or cultural barriers and youths exhibiting truancy or behavioral concerns as their target population. However, between July 2020 and June 2022, only four of the program's youth (2%) completed a risk and protective factors survey, so a risk profile of the youths served cannot be assessed to identify whether youths aligned with the program's target. Just under half of the youths (78 or 48%) were referred to the program for community engagement, 49 (30%) to participate in prosocial activities, 25 (15%) for asset building, four (2%) for college planning, four (2%) for education/tutoring, and four (2%) whose referral reasons were unspecified. Most youths (89%) received programming appropriate to their referral reason: 138 (86%) participated in prosocial activities, 128 (80%) in life skills training, 103 (64%) in recreation, 90 (56%) in homework and tutoring, 47 (29%) in art activities, eight (5%) in health and wellness, and two (1%) in restorative practices. On average, youths attended 18 hours, which equated to an average of only 25% of their required hours (range of one to 88 hours or 5% to 100% of hours). Most cases (131 or 80%) remain open with no outcomes indicated; this is likely due to the program wishing to keep youths in the program as long as possible to develop positive mentor relationships. 21 cases (13%) were closed without further detail, 10 (6%) successfully completed the program, one (1%) was closed because the youth or their parent refused, and one case's discharge reason was unspecified. After discharge from the program, Future System Involvement (FSI; i.e., status and law violation court filings, probation involvement, or detention intake) was very low (less than 10% of cases) for all youths and none of the 10 successful youths had any FSI after leaving the program. Finally, youths in the program did not experience improvement in the average scores for most risk and protective factors, only conduct problems declined from intake to follow-up and these changes were not significant.

Recommendations

The Asian Community and Cultural Center's (ACCC) Serving Immigrant and Refugee Youth program should focus on having youth complete risk and protective factors surveys, so that a risk profile of the youths served can be assessed. Although the program staff indicated that they keep youths in the program as long as possible to develop positive mentor relationships, this does not allow for an opportunity to improve programming. For example, if the program administered the assessment tool and noticed that youth scores were increasing in one domain (e.g., conduct issues), they could adjust their programming. This might help the program understand why youths in the program did not experience improvement in the average scores for most risk and protective factors, only conduct problems declined from intake to follow-up and these changes were not significant. Of note, ideal dosage (e.g., program hours/attendance) varies for youths based on risk level, with low risk youths ideally receiving fewer hours of services than moderate risk youths. The program should ensure each youths' program hours and requirements are guided by risk and needs assessment outcomes.

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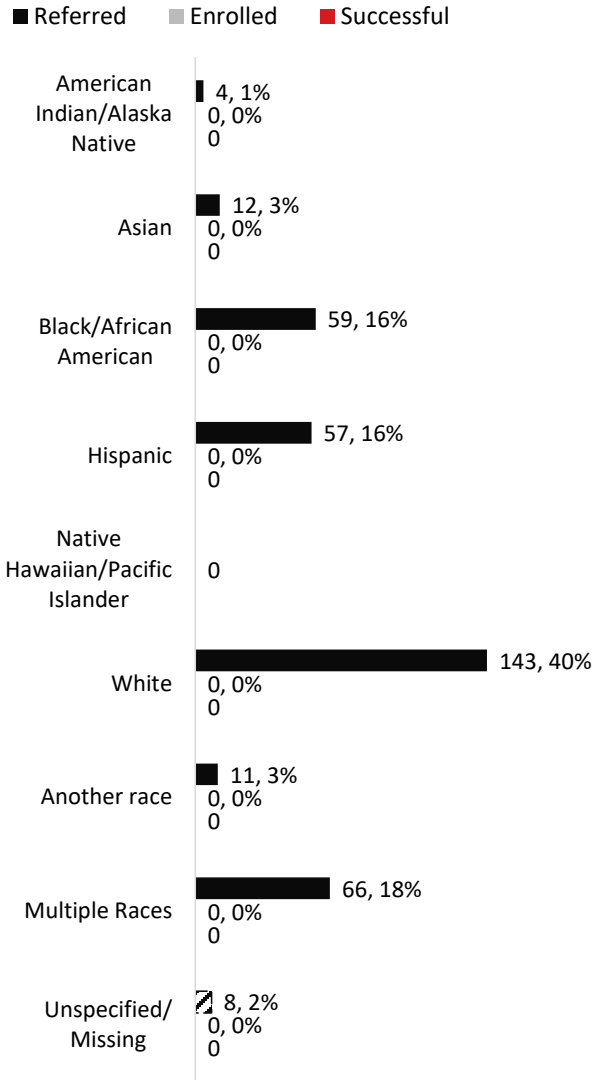
JUVENILE JUSTICE INSTITUTE

Boys and Girls Club of Lincoln | Great Futures Initiatives

Lancaster County | July 2020-June 2022 | After-school

360	0	0
Youths Referred	Enrolled	Successful

Program Involvement by Race and Ethnicity



Gender and Grades of Youths Referred[1]

51% (182) Male

49% (175) Female

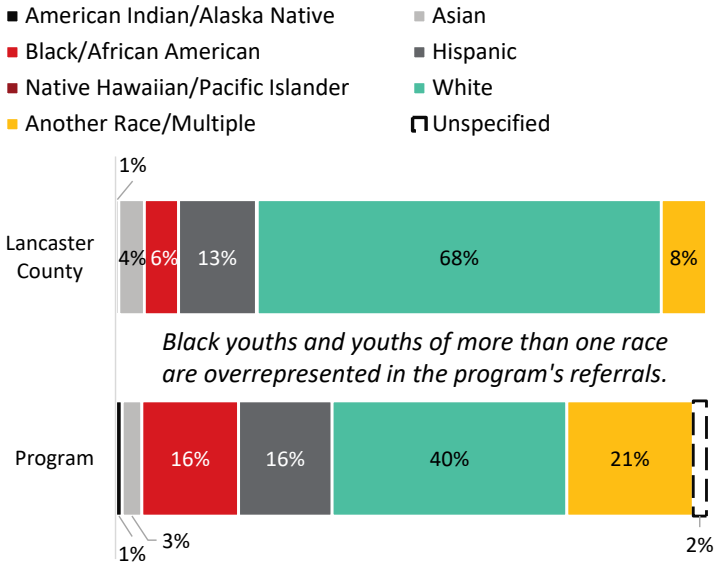
0 Nonbinary

21% (76) Elementary Grades (K-6)

37% (132) Middle Grades (7-8)

39% (140) High School Grades (9-12)

Program Population Compared to Lancaster County's School Membership



[1] Gender was missing for three youths . Grade was missing for 12 youths (3%).

Program Attendance

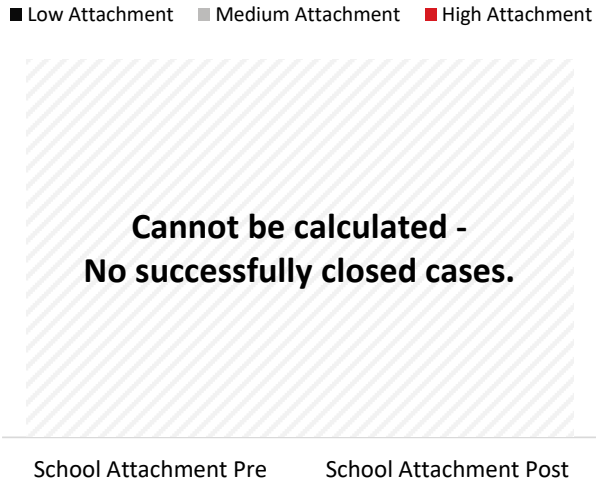
Average
0 hours
0% of program hours

Youths' program attendance could not be assessed because all cases were missing data on attendance hours.

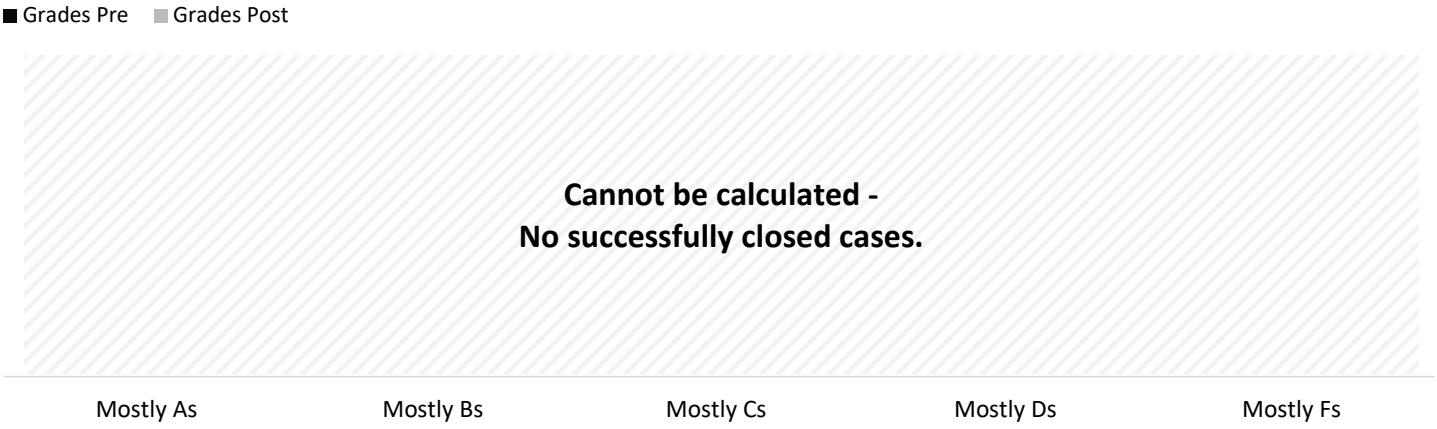
School Outcomes for Successful Cases

School Attendance

School Attachment



Grades



Youths' Future System Involvement (for 13 closed cases)[2]

Status Offenses	Law Violations	Probation	Detention
0	0	1 8%	0

[2] Only 13 cases were included in FSI calculations; the rest remain open (i.e., no discharge date).

2024 Program Evaluation[3]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Missing more than 20% of data on process and outcome measures (rated Inconclusive).	**Does Not Meet Data Standards**
Program's population includes most racial/ethnic groups but is not proportionate to county's school membership.	**Program Population**
Missing all attendance data.	**Program Attendance**
Closes fewer than 40% of cases successfully. Outcomes missing for 96% of cases because they remain open.	**Successful Cases**
Improvements in school outcomes for successful youths cannot be evaluated as none of the cases were closed successfully.	**School Outcomes**
FSI cannot be compared between successful and unsuccessful/other closed cases because none of the cases were closed successfully.	**Future System Involvement**

Overall Program Rating

Ineffective Promising Effective

Inconclusive

[3] For full evaluation criteria, see School-based Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The evaluation of the Boys and Girls Club of Lincoln's Great Future Initiative is ***inconclusive*** due to excessive missing data. Additionally, because none of the program's youths successfully completed the program, outcomes (i.e., school attachment, attendance, grades, and future system involvement) could not be evaluated. None of the cases had an enrollment date or start date for the program. The youths referred to and served by the program were somewhat reflective of the Lancaster County school membership, but Black youths and youths of multiple races were overrepresented compared to their proportion of youths enrolled in county schools. Program information and youths attendance data was missing for all cases. Nearly all cases remain open with no discharge reason or case outcome provided. Only 13 (4%) cases were ultimately discharged from the program and all were closed as "stopped attending". For the 13 youths discharged from the program, Future System Involvement was minimal for court filings, probation, and detention.

Recommendations

Due to insufficient or missing data on enrollment, program attendance, and case outcomes, we are unable to determine whether the program is Effective or Ineffective. Regarding missing data, the JJI analyzed data for school-based programs in July and August 2023. We notified programs that showed less than 80% data and held a webinar on September 5, 2023, to discuss the importance of inputting good data, and to explain that each program would received it's own individualized report. The JJI aims to help programs improve outcomes for the youths they work with and encourages the program to attend a school-based focused best practice webinar scheduled for 3 P.M. on March 26, 2024.

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JUVENILE JUSTICE INSTITUTE

CEDARS | Reporting Centers

Lancaster County | July 2020-June 2022 | Alternatives to Detention

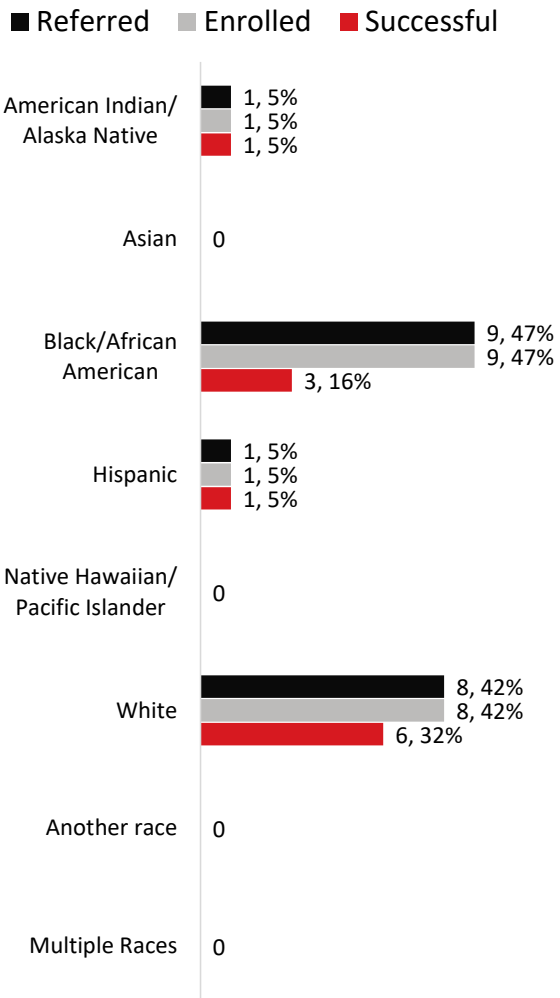
19
Youths Referred

19
Enrolled

11
Successful

100%
Reporting Center

Program Involvement by Race and Ethnicity



Gender and Grades of Youths Referred

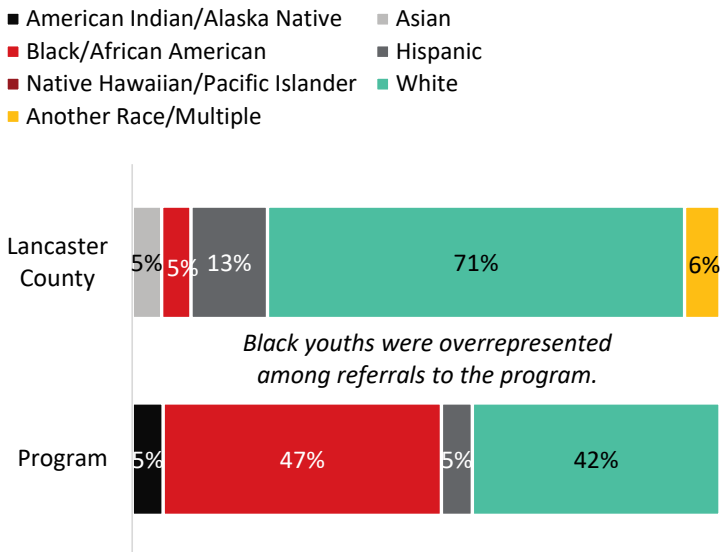
84% (16)
Male

16% (3)
Female

0
Nonbinary

Average Age – **15**
Age Range – **12-17**

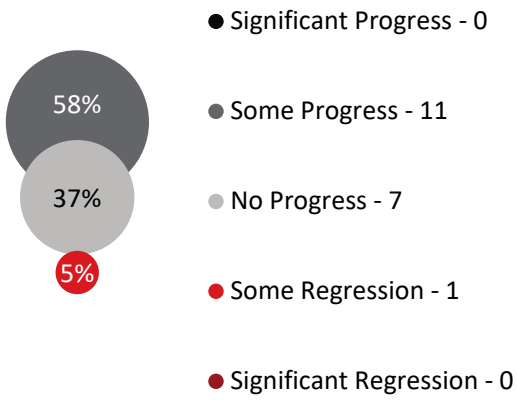
Program Population Compared to Lancaster County's Youth Population



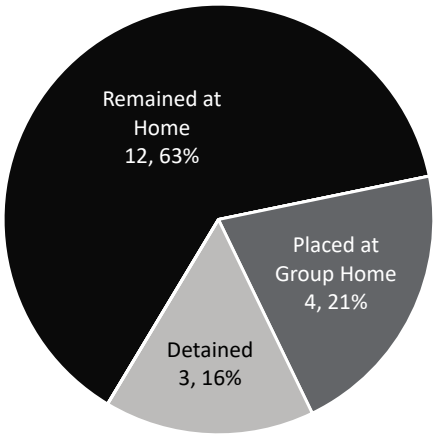
Outcomes at Discharge

Progress at Discharge

58% of youths made ***some progress*** by discharge from the program.



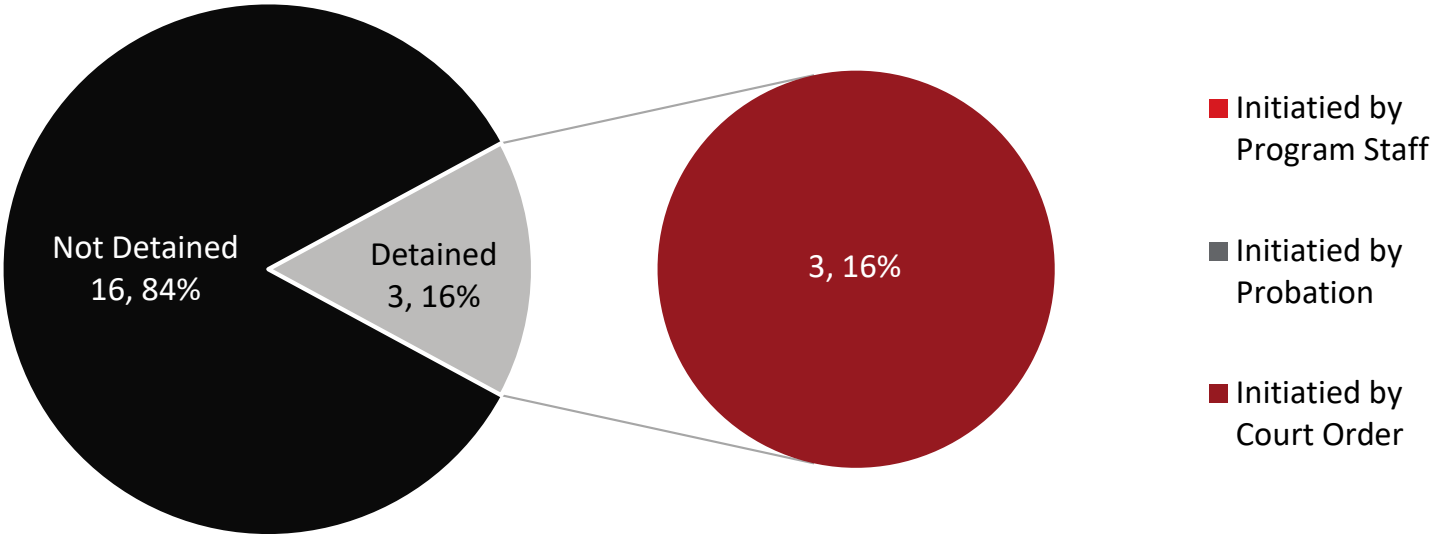
Discharge Placement



63% of youths ***remained at home, in their community***.

Detained at Discharge

84% of youths were *not* detained after discharge from the program. For the youths who were, detainment was initiated by court order in all cases.



Youths' Future System Involvement

11 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	1 9%	2 18%	2 18%

8 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

2024 Program Evaluation[1]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome	
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**	
Program's population includes most racial/ethnic groups, but is not proportionate to county's population.	**Program Population**	✓
Between 40% and 80% of youths enrolled made "some" or "significant progress" by discharge.	**Program Progress**	✓
Closes between 40% and 80% of cases successfully.	**Successful Cases**	✓
Between 10% and 25% of youths were detained at discharge.	**Detained at Discharge**	✓
Between 40% and 80% of youths served remained in the community.	**Discharge Placement**	✓
Approximately the same rate or more successfully closed cases had FSI than unsuccessful/other closed cases in two or more FSI categories.	**Future System Involvement**	

Overall Program Rating

Ineffective | **Promising** | Effective

[1] For full evaluation criteria, see Alternatives to Detention Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

Lancaster County CEDARS' Reporting Centers are rated as ***promising***. The youths referred to and served by the program were somewhat reflective of the Lancaster County youth population, but American Indian/Alaska Native youths and Black youths were slightly overrepresented compared to their proportion of the county population. We note a better comparison population for ATD programs may be law enforcement youth contacts, rather than the overall county population. There are often racial disparities in both juvenile justice involvement and in the use of alternatives to formal court processing for non-White youths. Thus, it may be a positive sign that more Black youths are referred to the CEDARS' reporting centers than detention. However, more information on the population of youths eligible for the program would strengthen this assessment. Over half of enrolled youths (11 or 58%) successfully completed program requirements. The other youths' cases were closed unsuccessfully due to noncompliance with program requirements (two or 11%) or a new law violation (two or 11%). The remaining four cases (21%) were closed for other reasons. Over half of the youths (11 or 58%) also made some or significant progress by the time they were discharged from the program. The remaining youths either made no progress by discharge (seven or 37%) or experienced some regression (one or 5%). Over 60% of youths (12 or 63%) remained in their home at discharge and most youths were not detained (16 or 84%). Finally, the program was not effective in preventing Future System Involvement (FSI; i.e., status offense or law violation court filings, probation, or detention) for the youth who successfully completed the program, compared to those whose cases were not successfully closed. A greater percentage of successful youths had new law violations within a year of discharge from the program and were involved with probation or admitted into detention than unsuccessful/other closed cases. However, comparisons of FSI should be interpreted with caution due to the small number of unsuccessful/other closed cases for comparison.

Recommendations

Lancaster County CEDARS' Reporting Centers should examine cases that close unsuccessfully to see if additional innovative services could have prevented noncompliance and/or violations. For cases that close as "other" or non-compliant, CEDARS could explore options that would have increased the likelihood of successful completion. The program could explore why some discharged youths (42%) made no progress by discharge or showed regression, and why 37% of youths later ended up in a more restrictive setting (i.e., detention or a group home). Successful youths also had higher rates of FSI than non-successful; this would be one final area to explore and see if other interventions may achieve better outcomes.

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JUVENILE JUSTICE INSTITUTE

CEDARS | Crisis Continuum Services

Lancaster County | July 2020-June 2022 | Crisis Respite

49
Youths Referred

49
Enrolled

Gender of Youths Referred

57% (28)
Male

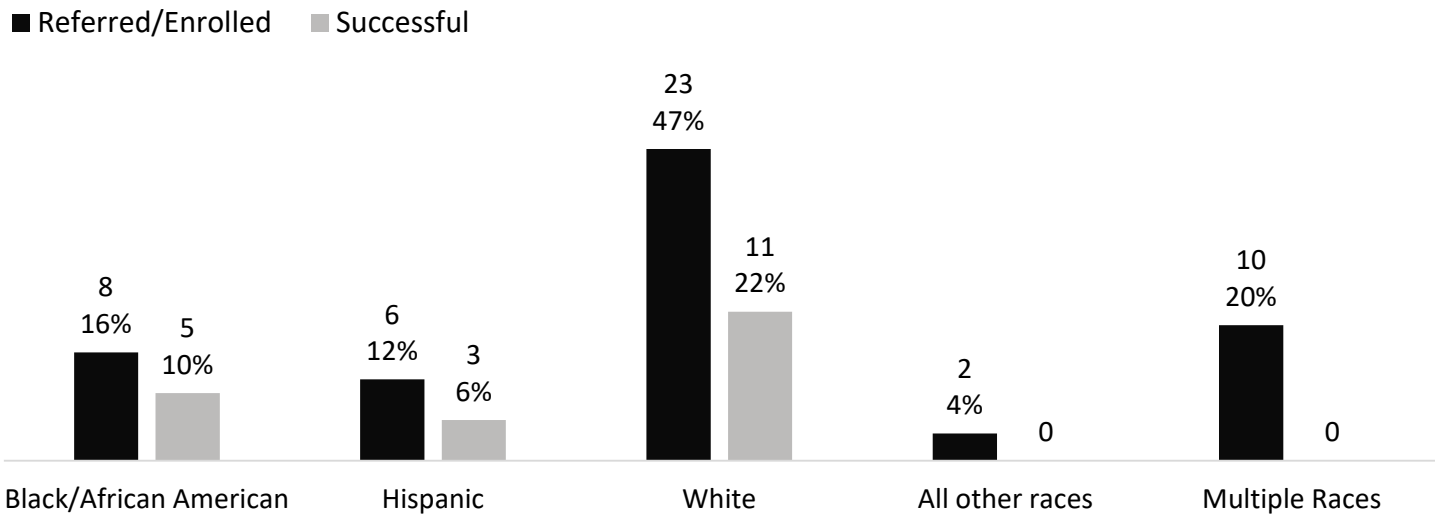
43% (21)
Female

0
Nonbinary

Age of Youths Referred

Average Age – **15**
Age Range – **12-18**

Program Involvement by Race and Ethnicity



Note: No youths referred/served were American Indian/Alaska Native, Asian, or Native Hawaiian/Pacific Islander.

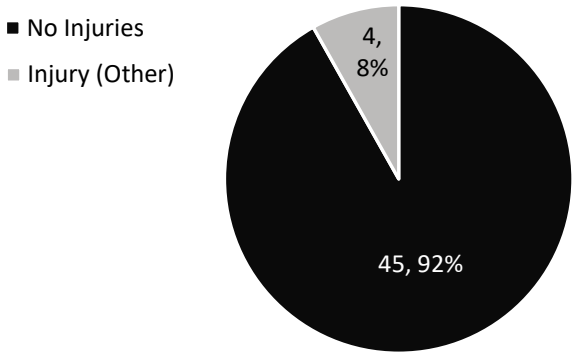
Presenting Situation

35% – Disorderly/Disruptive Behavior
24% – Runaway Behavior
14% – Parent-Child Conflict
6% – Drug/Alcohol Intoxication
6% – Threats of Violence to Others
4% – Theft/Other Property Crime
2% – Suicide Threat/Attempt
2% – Action of a Sexual Nature
2% – Resource Assistance
2% – Truancy
2% – Self-Harm

Weapons and Injuries

No Weapons Involved – **48**
Weapon Involved – **1**

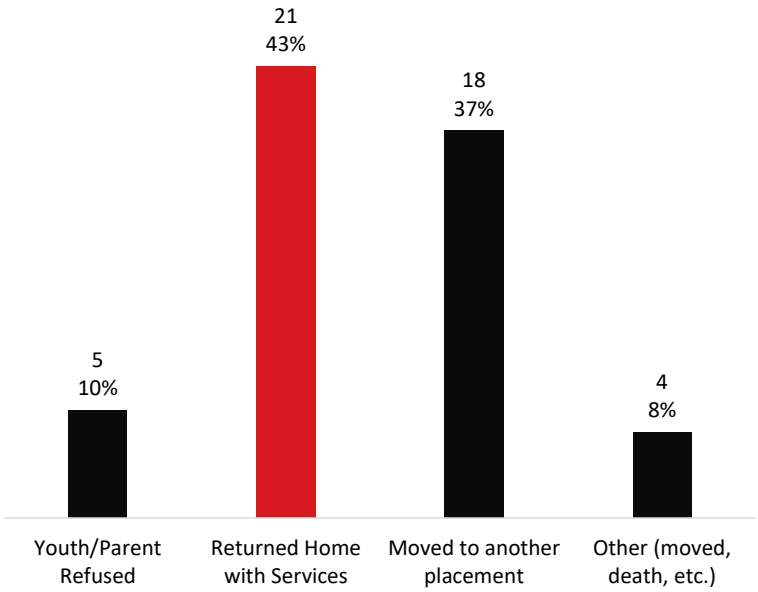
Only 8% of incidents resulted in an injury, all listed as "Other injury."



Note: Possible injury categories included injury to youth, to parent, or to both, or some other injury.

Case Outcome

Just over 40% of youths discharged from crisis respite were returned to their homes with services.



Note: Discharge reason missing for one youth.

Youths' Future System Involvement (for 49 closed cases)

21 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	4 19%	4 19%	5 24%

28 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	2 7%	7 25%	11 39%

2024 Program Evaluation[1]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome	
Has more than 80% of data on process and outcome measures.	**Meets Data Standards**	
Enrolls minority youths, but not proportionally to county demographics.	**Referral/Enrollment**	✓
Injuries occurred in fewer than 10% of cases.	**Injuries**	✓+
Between 40% and 80% of cases were discharged successfully (returned home with services).	**Discharged Reason**	✓
Successfully closed cases had fewer FSI than unsuccessful/other closed cases in multiple FSI categories.	**Future System Involvement**	✓

Overall Program Rating

Ineffective **Promising** ➡ **Effective**

[1] For full evaluation criteria, please see the complete Crisis Response Program Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

This program is rated as ***promising to effective*** because presenting situations were resolved with limited injuries, 43% of their youths were successfully returned to their homes with services, and fewer youths successfully discharged from the program were involved with probation or detention than unsuccessfully/other discharged youths. Compared to Lancaster's county demographics, the program serves Black, Hispanic, and youths of another race/multiple races at a higher rate than their county population. The program under-enrolls White and Asian/Pacific Islander youths. However, it is important to note there is not a readily available comparison population for youths and families in need of crisis intervention serves. More youths successfully discharged from Crisis Continuum Services received a law violation filing within a year of discharge compared to youths unsuccessfully/other discharged. The percentage of successful youths with FSI across law violations, probation, and detention were still concerning as well (around 20% of youths for each category).

Recommendations

We encourage Crisis Continuum Services to increase focus on conducting follow-ups with youths and their families after they are discharged from the program. Crisis Continuum Services has the ability to track follow ups with youths and the outcomes of referrals for services in the Juvenile Case Management System (JCMS), but these fields are currently not required. Conducting regular follow-ups or "booster sessions" with families served can better ensure the youths and their families continue to receive needed services and identify new issues or needs as they arise. Finally, we acknowledge that we are unable to determine potential reasons why cases are closed unsuccessfully without assessment tool findings for youths served by Crisis Continuum Services. One limitation is that the JJI was not provided Assessments on youth. Without this information we are unable to determine potential reasons why cases are closed unsuccessfully.

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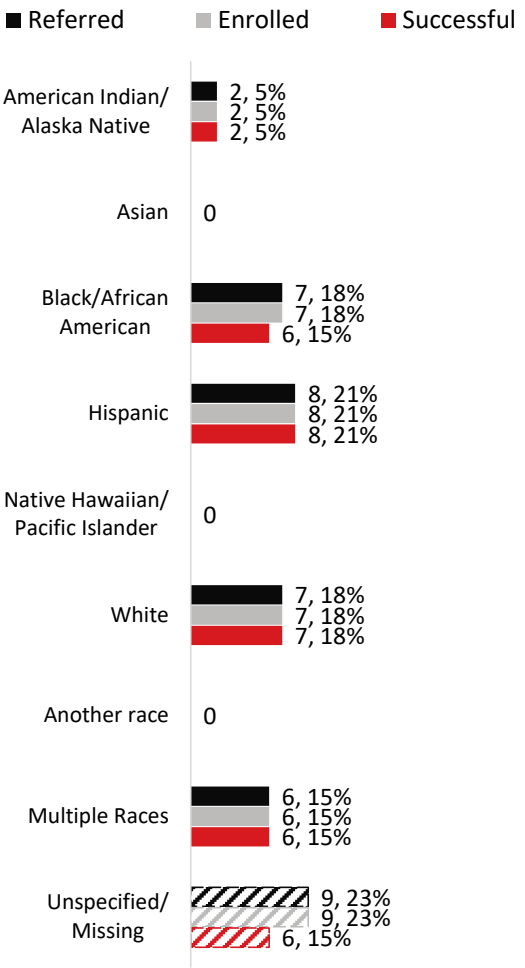
CEDARS Youth Services | 5-0 Club

Lancaster County | July 2020-June 2022 | Promotion/Prevention

39	39	0	35
Youths Referred	Enrolled	R/P Factors Survey	Successful

The 5-0 Club program intends to promote goals individualized to each youth and connect youths and families with longer-term services. The typical target population for the program was youth on probation, but was open to all youths under 18 of any demographic group.

Program Involvement by Race and Ethnicity

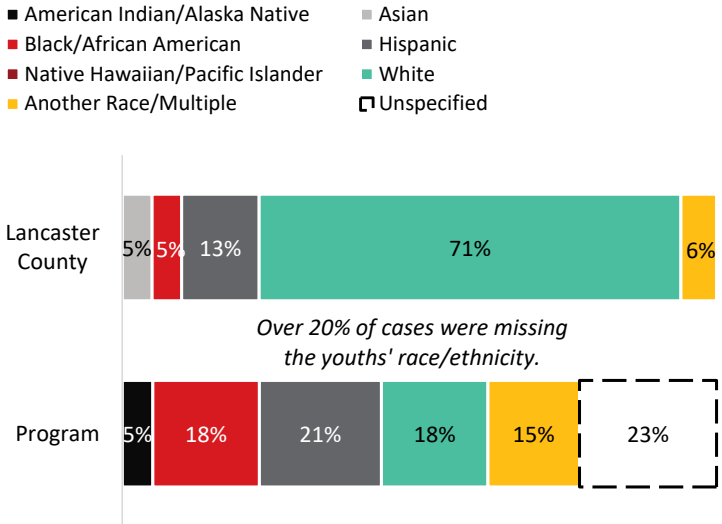


Gender and Age of Youths Referred

59% (23)	41% (16)	0
Male	Female	Nonbinary

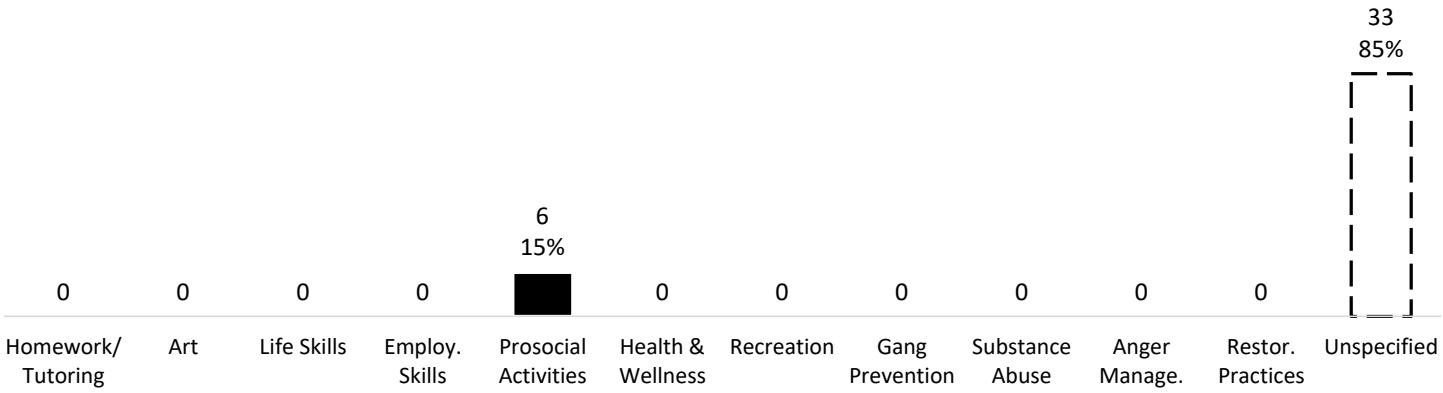
Average Age – **15**
Age Range – **13-18**

Program Population Compared to Lancaster County's Youth Population



Youths' Needs and Program Activities

Most youths were referred to the program for community engagement (56%) or prosocial activity (41%). **13% of youths participated in programming activities matching their needs**, most youths' programming was unspecified.



Program Attendance[1]

Average

3 hours

93% of program hours

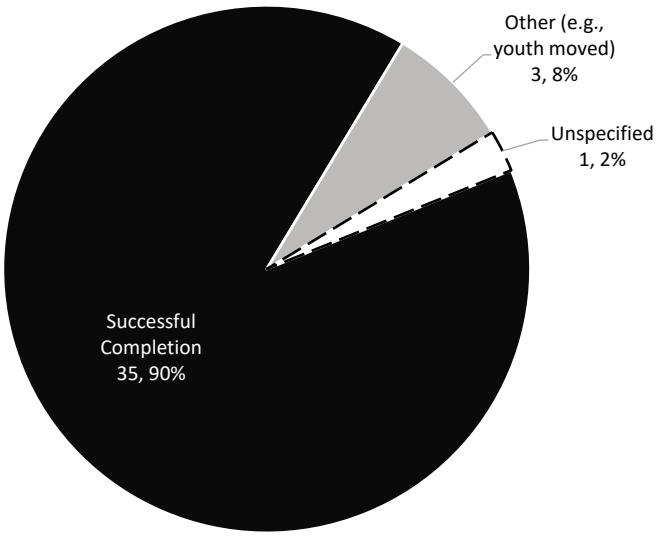
Range

0 to 11 hours

0% to 100% of required hours

Discharge Outcomes

90% of youths successfully completed the program.



Youths' Future System Involvement

35 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	5 14%	8 23%	10 29%

4 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	1 25%	1 25%

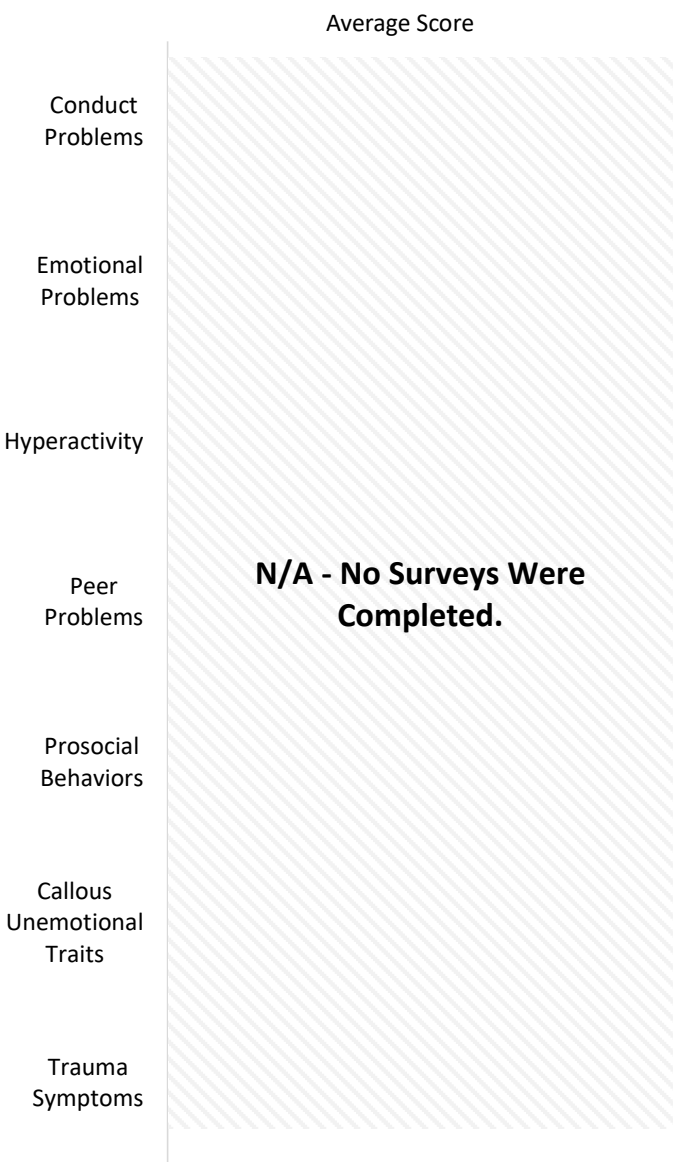
[1] Two cases (5%) were missing data on the youth's attendance hours.

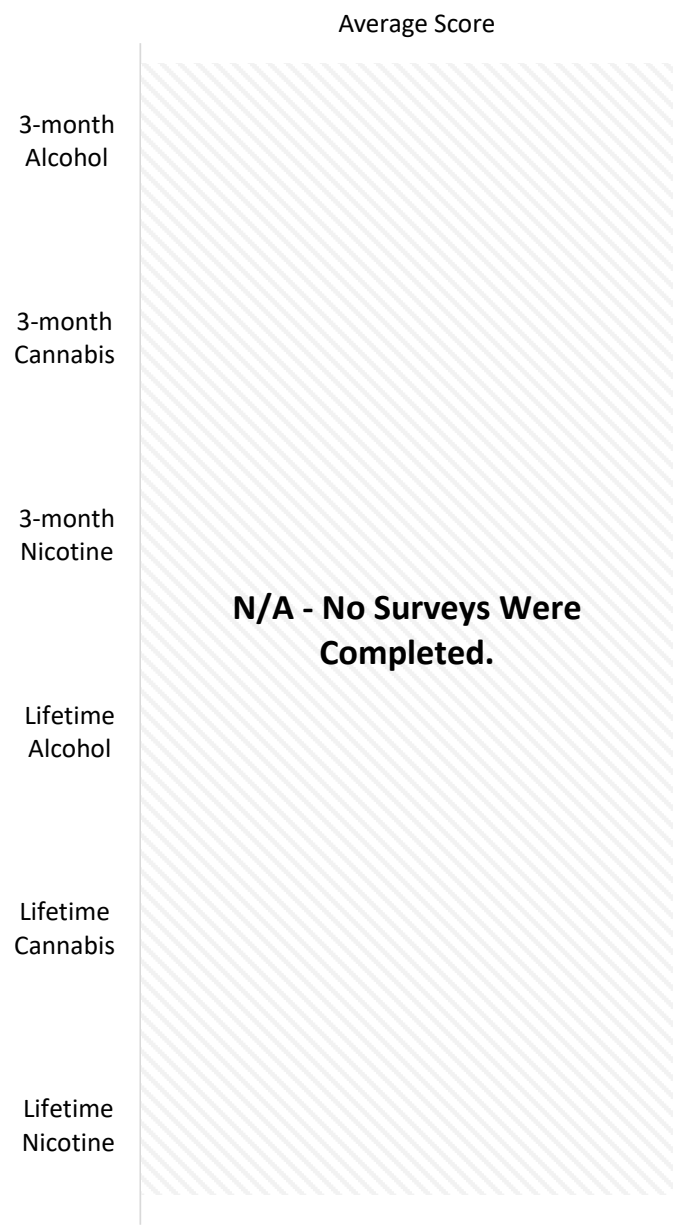
EB NE Assessment Tool

Number Completed at Intake
0 (0%)

Number Completed at Follow-up
0 (0%)

Change in Risk and Protective Factors[2]





[2] Tests for statistically significant change in outcomes could not be run because fewer than 10 youths had both intake and follow-up data available.

2024 Program Evaluation[3]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Missing more than 20% of data on process and outcome measures (rated Inconclusive).	**Does Not Meet Data Standards**
Missing race/ethnicity for over 20% of cases. Youths' risk factors could not be identified to confirm if they align with the program's target.	**Program Population**
Over 20% of cases missing program activity types.	**Programming Activities**
Youths attended, on average, at least 60% of the required hours.	**Program Attendance**
Closes at least 80% of cases successfully.	**Successful Cases**
No available data on youths' risk factors or change after completing the program.	**Change in Risk Factors**
Approximately the same rate or more successfully closed cases had FSI than unsuccessful/other closed cases in two or more FSI categories.	**Future System Involvement**

Overall Program Rating

Ineffective Promising Effective

Inconclusive

[3] For full evaluation criteria, see Promotion/Prevention Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The evaluation of the CEDARS Youth Services 5-0 Club program is ***inconclusive*** due to excessive missing data. We could not compare the program's population to the Lancaster County youth population because over 20% of cases were missing race/ethnicity. The program identified youths on probation as the typical target population, but specified the program was open to all youths under 18. Between July 2020 and June 2022, none of the program's youth completed risk and protective factors surveys, so a risk profile of the youths served cannot be assessed. Most youths were referred to the program for either community engagement (22 or 56%) or prosocial activities (16 or 41%), one youth's reason for referral was unspecified. We cannot accurately assess how many youths received programming appropriate to their referral reasons because 85% of cases were missing the type of program activity provided. Program participation was very good, however. Youths attended an average of three program hours, or 93% of their required hours (range of 0 to 11 hours and 0% to 100% of hours). Approximately 90% of youths successfully completed the program, three (8%) were closed for other reasons, and one the case outcome was unspecified for the last youth. After discharge from the program, Future System Involvement (FSI; i.e., status and law violation court filings, probation involvement, or detention intake) was moderate (between 10% and 30% of cases) for all youths across several categories. Comparisons of FSI between youths who were successfully discharged and youths unsuccessfully discharged cannot be made due to the low number of unsuccessful/other closed cases. Finally, changes in the youths' risk or protective factors from intake to follow-up after program completion could not be evaluated because none of the youths completed either an intake or follow-up EB NE Assessment Tool/Survey.

Recommendations

The CEDARS Youth Services 5-0 Club program should focus on collecting and entering data on the youth that they serve. Data was missing for race/ethnicity in more than 20% of cases. Secondly, none of the program's youth completed risk and protective factors surveys, so we were unable to determine if youths served aligned with the program's target. Data was also not available to demonstrate improvement or regression on the EB NE Assessment Tool/Survey. Ideally, dosage (e.g., program hours/attendance) varies for youths based on risk level, with low-risk youths ideally receiving fewer hours of services than moderate risk youths. The program should ensure each youths' program hours and requirements are guided by risk and needs assessment outcomes. The JJI aims to help programs improve outcomes for the youths they work with and encourages the program to contact JJI staff and attend a promotion/prevention evaluation webinar on May 7, 2024, at 3 P.M.

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JUVENILE JUSTICE INSTITUTE

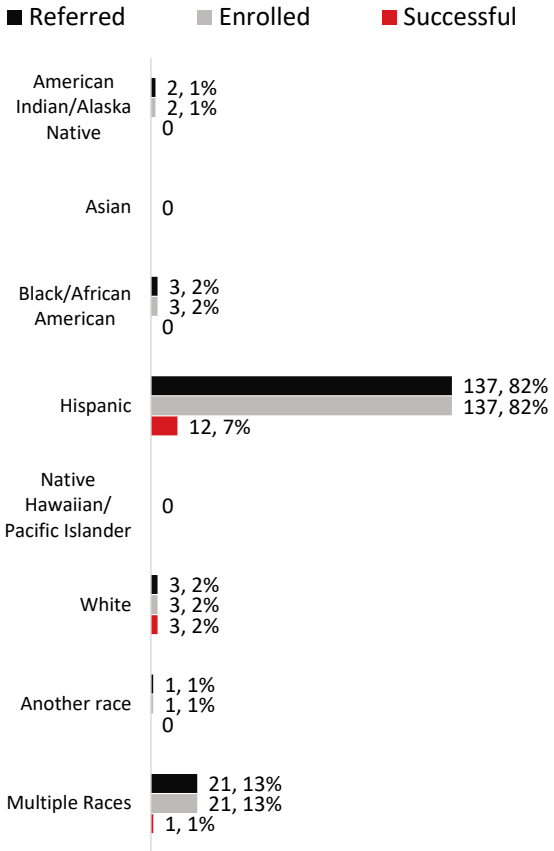
El Centro de las Americas | Latina Leaders

Lancaster County | July 2020-June 2022 | Promotion/Prevention

167	167	39	16
Youths Referred[1]	Enrolled	R/P Factors Survey	Successful

The Latino Leadership Youth Program intends to promote healthy lifestyles and leadership skills, and prevent risky behaviors like substance use, violence, bullying, or academic failure. The typical target population for the program was female middle and high school students struggling in school or exhibiting risky behaviors.

Program Involvement by Race and Ethnicity

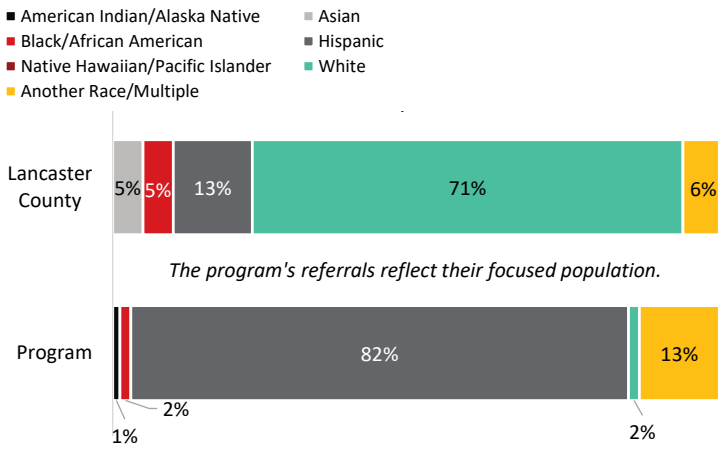


Gender and Age of Youths Referred

7% (11)	93% (156)	0
Male	Female	Nonbinary

Average Age – **13**
Age Range – **11-17**

Program Population Compared to Adams County's Youth Population



[1] The program name could not be identified for four cases referred to El Centro de las Americas because it was unspecified (two cases) or inaccurate (one listed Alliance Public Schools Job Coach and one listed Malone Leadership Academy).

Youths' Needs and Program Activities

Most youths were referred to the program for life skills (98%), two were referred for leadership development (1%) and one for gang prevention (1%). **All youths participated in programming activities matching their needs.**

Program Attendance

All youths attended

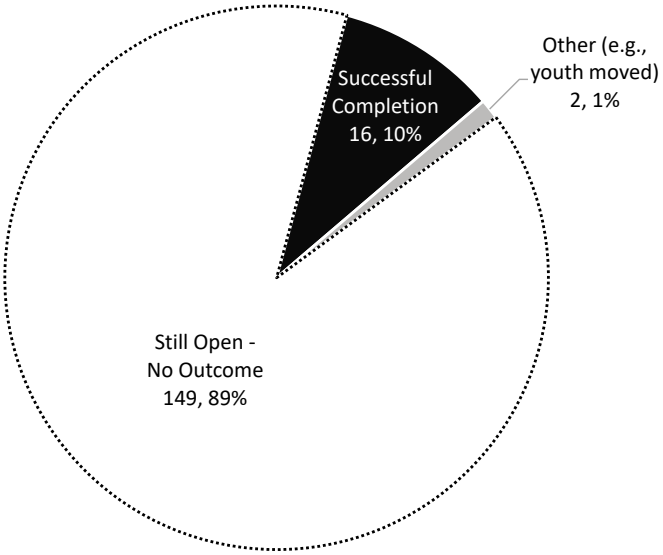
120 hours,

or 100%

of the program's available hours.

Discharge Outcomes

10% of youths successfully completed the program.



Youths' Future System Involvement (for 60 cases)[2]

16 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

44 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	2 5%	2 5%

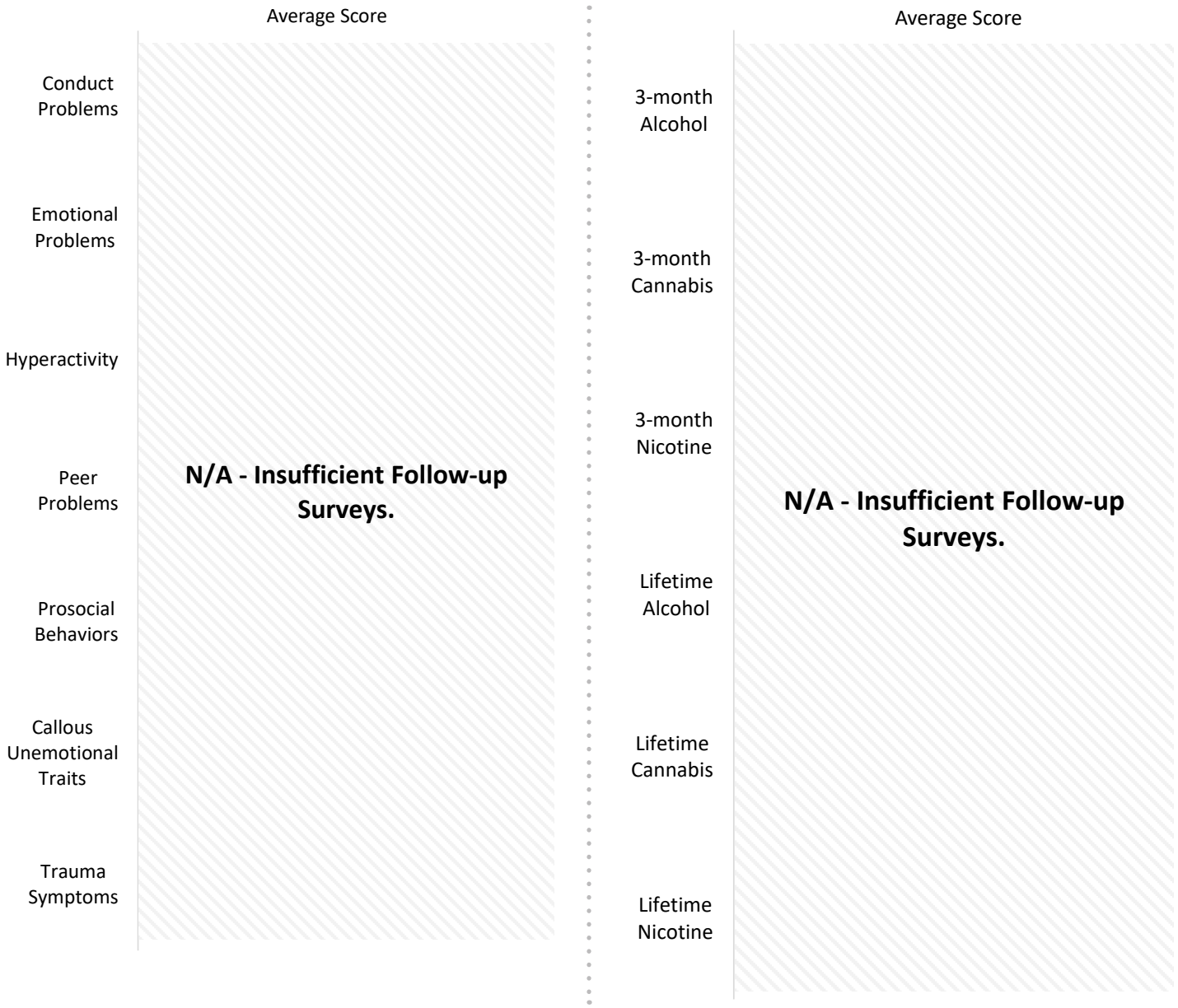
[2] 107 cases were excluded from FSI calculations because they remain open (i.e., no discharge date) and did not indicate any program end dates for the youths.

EB NE Assessment Tool

Number Completed at Intake
126 (75%)

Number Completed at Follow-up
0 (0%)

Change in Risk and Protective Factors[3]



[3] Tests for statistically significant change in outcomes could not be run because fewer than 10 youths had both intake and follow-up data available.

2024 Program Evaluation[4]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population is reflective of county's population and youths' risk factors align with the program's target .	**Program Population** ✓+
Over 80% of youths enrolled received programming matching their need.	**Programming Activities** ✓+
Youths attended, on average, at least 60% of the required hours.	**Program Attendance** ✓+
Over 20% of cases were still open with no outcomes.	**Successful Cases**
Insufficient data on youths' risk factors or change after completing the program.	**Change in Risk Factors**
Fewer successfully closed cases had FSI than unsuccessful/other closed cases in all FSI categories.	**Future System Involvement** ✓+

Overall Program Rating

Ineffective **Promising** ➡ **Effective**

[4] For full evaluation criteria, see Promotion/Prevention Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The El Centro de las Americas Latina Leaders program is rated as ***promising to effective***. While youths referred to the program did not reflect the overall Lancaster County youth population, the program was targeted towards Hispanic youths. The program further identified youths who were struggling in school or exhibiting high-risk behaviors as their target population. Results from the youths' risk and protective factors surveys indicated, between July 2020 and June 2022, the program served youths with lower grade averages, greater substance use, and fewer family-based protective factors (e.g., have an adult who listens) than overall Lancaster County and Nebraska. However, the prevalence of school-based protective factors, a key target for the program, among the youths were mixed (program youths were more likely to have an adult in school who listens but less likely to feel safe in school). Most youths (164 or 98%) were referred to the program for life skills training, two (1%) were referred for leadership development, and one (1%) was referred for gang prevention. All of the youths received programming appropriate to their referral reasons and needs: 164 youths (98%) participated in life skills training and three (2%) in gang prevention activities. Youths' program attendance was very good; all youths attended 120 hours of programming, equating to 100% of their required hours. Most cases (89%) remain open with no outcome indicated, however, program staff indicated that youths are ideally retained in the program through middle school into high school, explaining why many cases remain open for long periods of time. 16 youths (10%) were discharged successfully and two (1%) were discharged for other reasons. While only a portion of youths were discharged, several youths had program or activity end dates for us to calculate Future System Involvement (FSI; i.e., status and law violation court filings, probation involvement, or detention intake) for the youths. FSI was low (less than 10% of cases) for all youths, and none of the 16 successfully discharged youths had any FSI after leaving the program. Finally, changes in the youths' risk or protective factors from intake to follow-up after program completion could not be evaluated because none of the youths completed a follow-up EB NE Assessment Tool/Survey.

Recommendations

The El Centro de las Americas Latina Leaders program is working with youths who are struggling in school or exhibiting high-risk behaviors as their target population. While it is good to retain youths through the program during transition from middle to high school, the program may wish to identify a mid-point where they could administer the follow-up EB Assessment tool and gather information on changes in risk and protective factors. For example, if the program administered the assessment tool and noticed that youth scores were increasing in one domain (e.g., conduct issues), they could adjust their programming to target that domain more. Also note, ideal dosage (e.g., program hours/attendance) varies for youths based on risk level, with low-risk youths ideally receiving fewer hours of services than moderate-risk youths. The program should ensure each youths' program hours and requirements are guided by risk and needs assessment outcomes.

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JUVENILE JUSTICE INSTITUTE

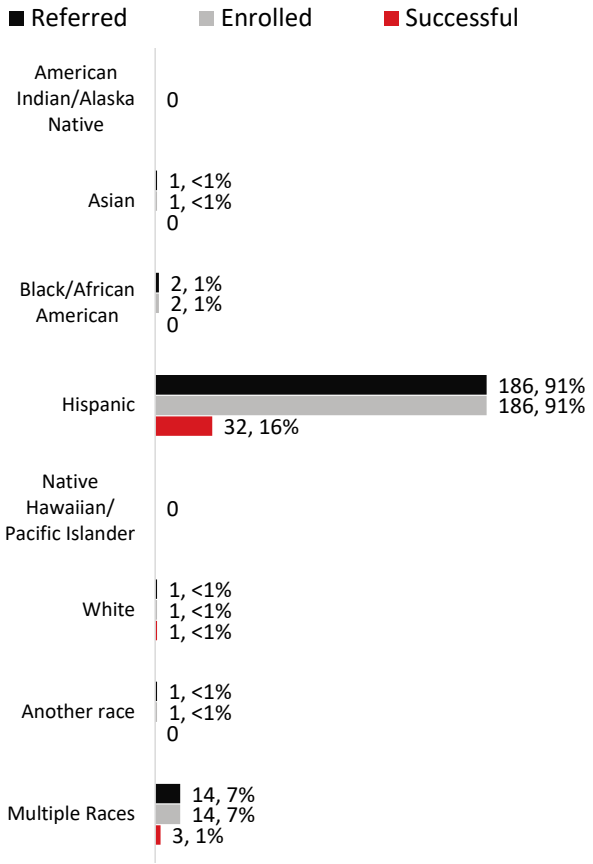
El Centro de las Americas | Joven Nobles

Lancaster County | July 2020-June 2022 | Promotion/Prevention

205	205	39	36
Youths Referred[1]	Enrolled	R/P Factors Survey	Successful

The Latino Leadership Youth Program intends to promote healthy lifestyles and leadership skills, and prevent risky behaviors like substance use, violence, bullying, or academic failure. The typical target population for the program was male middle and high school students struggling in school or exhibiting risky behaviors.

Program Involvement by Race and Ethnicity

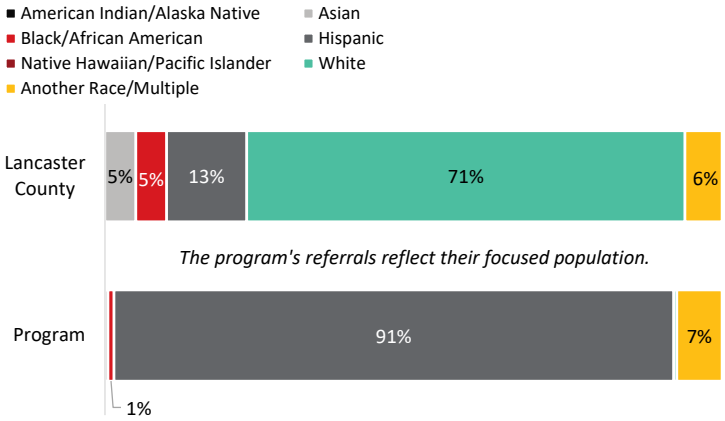


Gender and Age of Youths Referred[2]

82% (169)	17% (35)	0
Male	Female	Nonbinary

Average Age – **13**
Age Range – **10-17**

Program Population Compared to Adams County's Youth Population



[1] The program name could not be identified for four cases referred to El Centro de las Americas because it was unspecified (two cases) or inaccurate (one listed Alliance Public Schools Job Coach and one listed Malone Leadership Academy).
[2] One youth's gender was unspecified.

Youths' Needs and Program Activities

Most youths were referred to the program for life skills (86%), a few were referred for leadership development (10%) or gang prevention (3%). **Over 99% of youths participated in programming activities matching their needs.**

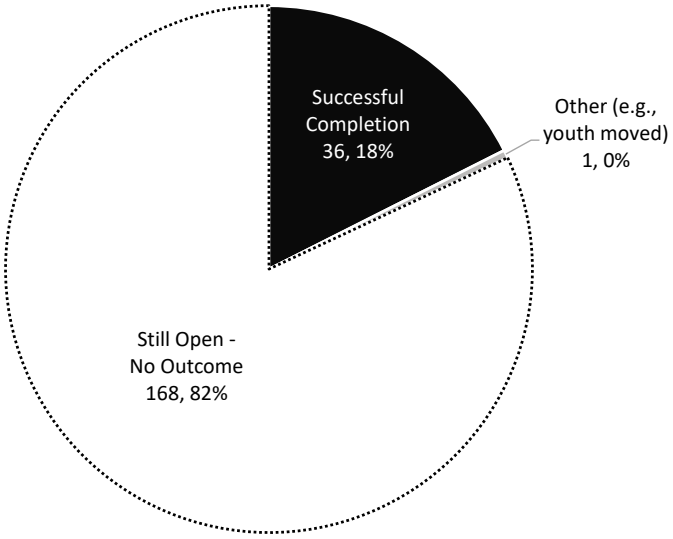
Program Attendance

Average

Youths attended between 40-120 hours, and completed 100% of the program's available hours.

Discharge Outcomes

18% of youths successfully completed the program.



Youths' Future System Involvement (for 142 cases)[3]

36 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

43 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	1 2%	1 2%	1 2%

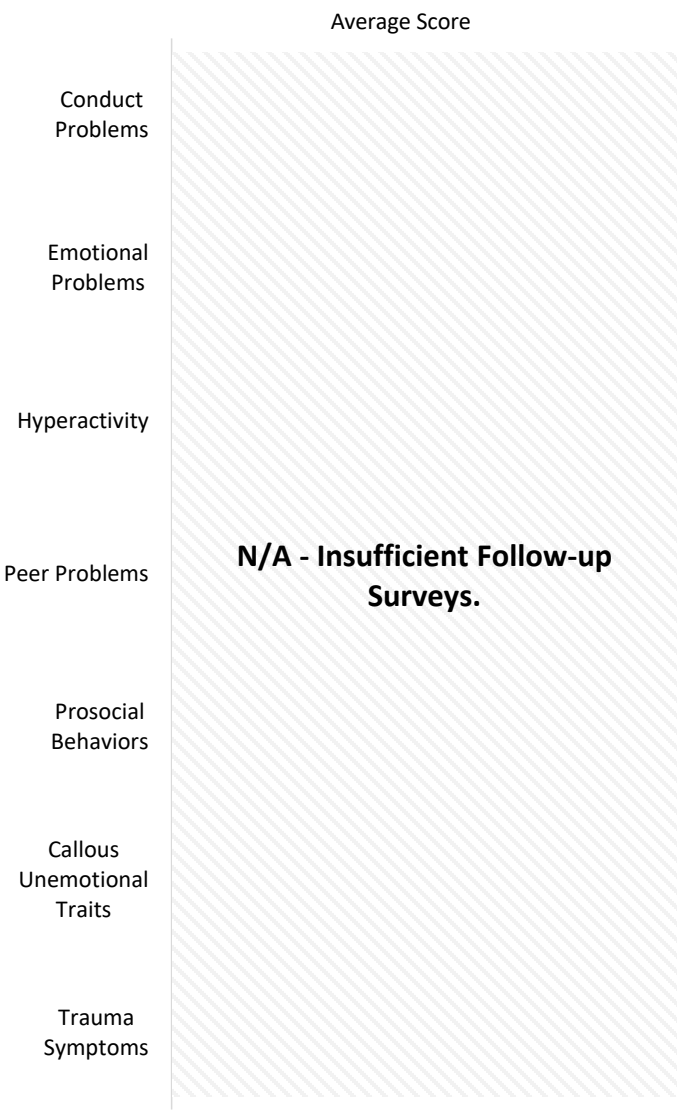
[3] 126 cases were excluded from FSI calculations because they remain open (i.e., no discharge date) and did not indicate any program end dates for the youths.

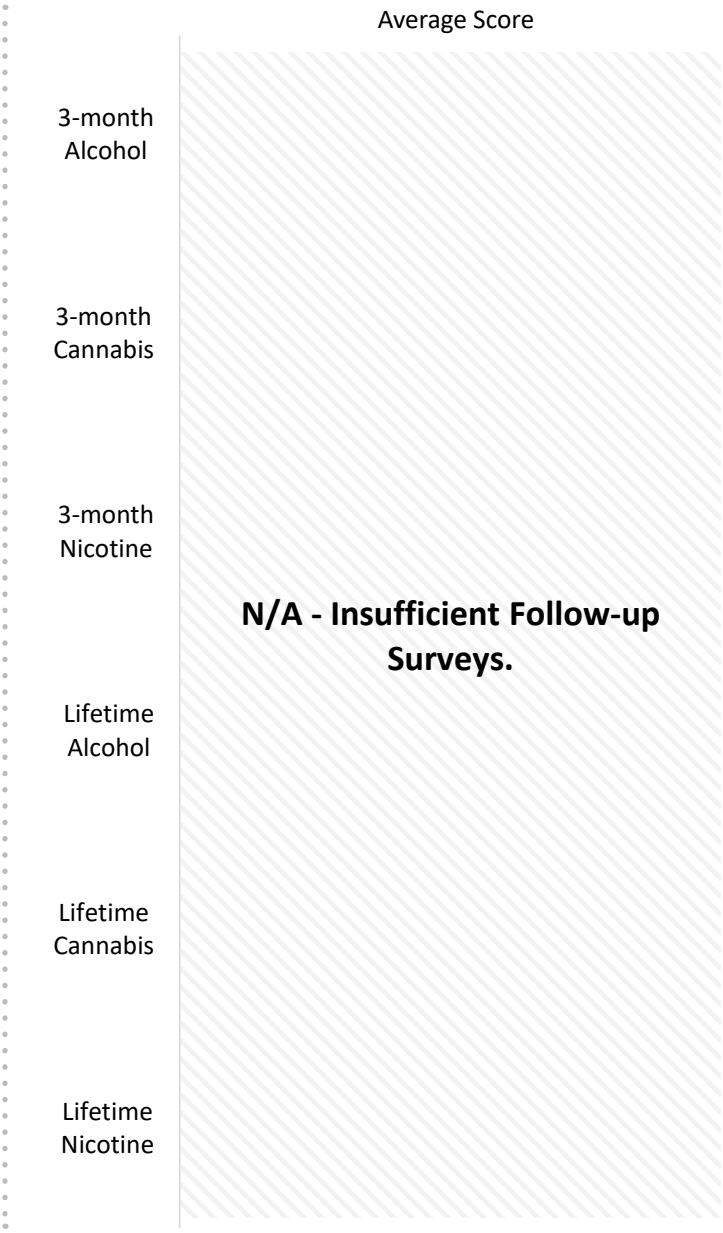
EB NE Assessment Tool

Number Completed at Intake
164 (80%)

Number Completed at Follow-up
1 (0%)

Change in Risk and Protective Factors[4]





[4] Tests for statistically significant change in outcomes could not be run because fewer than 10 youths had both intake and follow-up data available.

2024 Program Evaluation[5]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population is reflective of county's population and youths' risk factors align with the program's target .	**Program Population** ✓+
Over 80% of youths enrolled received programming matching their need.	**Programming Activities** ✓+
Youths attended, on average, at least 60% of the required hours.	**Program Attendance** ✓+
Over 20% of cases were still open with no outcomes.	**Successful Cases**
Insufficient data on youths' risk factors or change after completing the program.	**Change in Risk Factors**
Fewer successfully closed cases had FSI than unsuccessful/other closed cases in all FSI categories.	**Future System Involvement** ✓+

Overall Program Rating

Ineffective **Promising** ➡ **Effective**

[5] For full evaluation criteria, see Promotion/Prevention Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The El Centro de las Americas Joven Nobles program is rated as ***promising to effective***. While youths referred to the program did not reflect the overall Lancaster County youth population, the program was targeted towards Hispanic youths. The program further identified youths who were struggling in school or exhibiting high-risk behaviors as their target population. Results from the youths' risk and protective factors surveys indicated, between July 2020 and June 2022, the program served youths with lower grade averages, greater substance use, greater gang involvement, and fewer school- or family-based protective factors (e.g., have an adult who listens) than overall Lancaster County and Nebraska. Most youths (177 or 86%) were referred to the program for life skills training, 21 (10%) were referred for leadership development, six (3%) were referred for gang prevention, and one youth's referral reason was unspecified. Nearly all of the youths (over 99%) received programming appropriate to their referral reasons and needs: 198 youths (97%) participated in life skills training, six (3%) in gang prevention activities, and one youth (less than 1%) received employment skills training. The activity type was unspecified for one case. Youths' program attendance was very good. On average, youths attended 119 hours of programming (range of 40 to 120 hours), and all youths attended 100% of their required hours. Most cases (82%) remain open with no outcome indicated, however, program staff indicated that youths are ideally retained in the program through middle school into high school, explaining why many cases remain open for long periods of time. 36 youths (18%) were discharged successfully and one (< 1%) was discharged for other reasons. While only a portion of youths were discharged, several youths had program or activity end dates for us to calculate Future System Involvement (FSI; i.e., status and law violation court filings, probation involvement, or detention intake) for the youths. FSI was low (less than 10% of cases) for all youths, and none of the 55 successfully discharged youths had any FSI after leaving the program. Finally, changes in the youths' risk or protective factors from intake to follow-up after program completion could not be evaluated because only one youth completed a follow-up EB NE Assessment Tool/ Survey.

Recommendations

The El Centro de las Americas Joven Nobles program is working with youths who are struggling in school or exhibiting high-risk behaviors as their target population. While it is good to retain youths through the program during transition from middle to high school, the program may wish to identify a mid-point where they could administer the follow-up EB Assessment tool and gather information on changes in risk and protective factors. For example, if the program administered the assessment tool and noticed that youth scores were increasing in one domain (e.g., conduct issues), they could adjust their programming to target that domain more. Also note, ideal dosage (e.g., program hours/attendance) varies for youths based on risk level, with low-risk youths ideally receiving fewer hours of services than moderate-risk youths. The program should ensure each youths' program hours and requirements are guided by risk and needs assessment outcomes.

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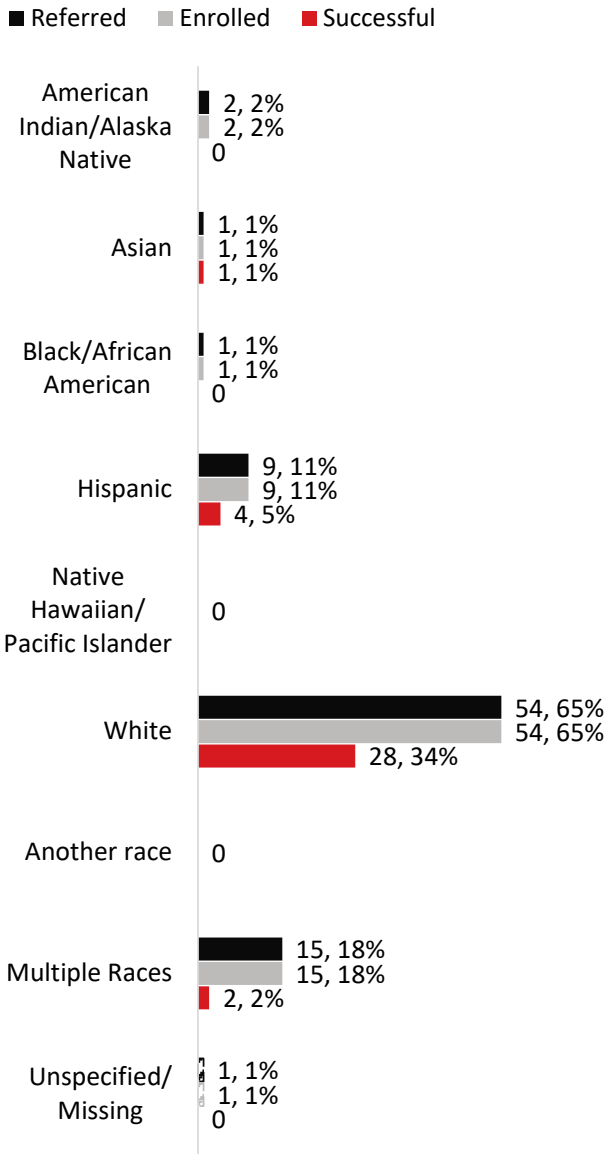
JUVENILE JUSTICE INSTITUTE

Family Services Association | School Therapy

Lancaster County | July 2020-June 2022 | Mental Health

83	83	35
Youths Referred	Enrolled	Successful

Program Involvement by Race and Ethnicity

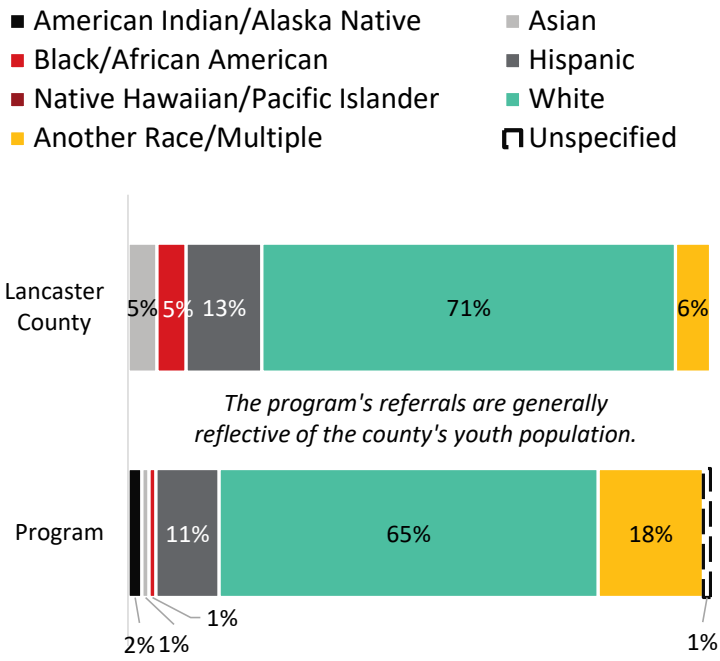


Gender and Age of Youths Referred

25% (21)	72% (60)	2% (2)
Male	Female	Nonbinary

Average Age – **15**
Age Range – **11-18**

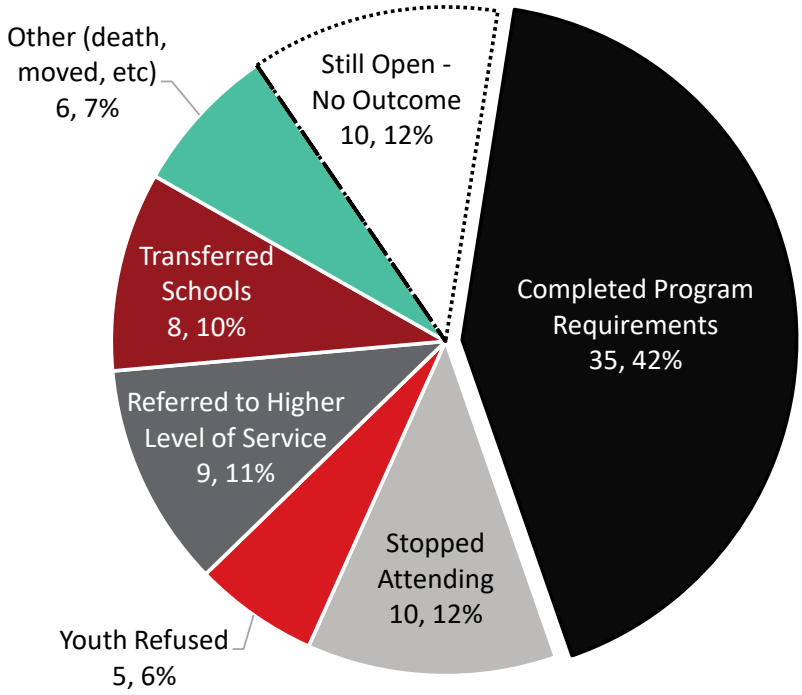
Program Population Compared to Lancaster County's Youth Population



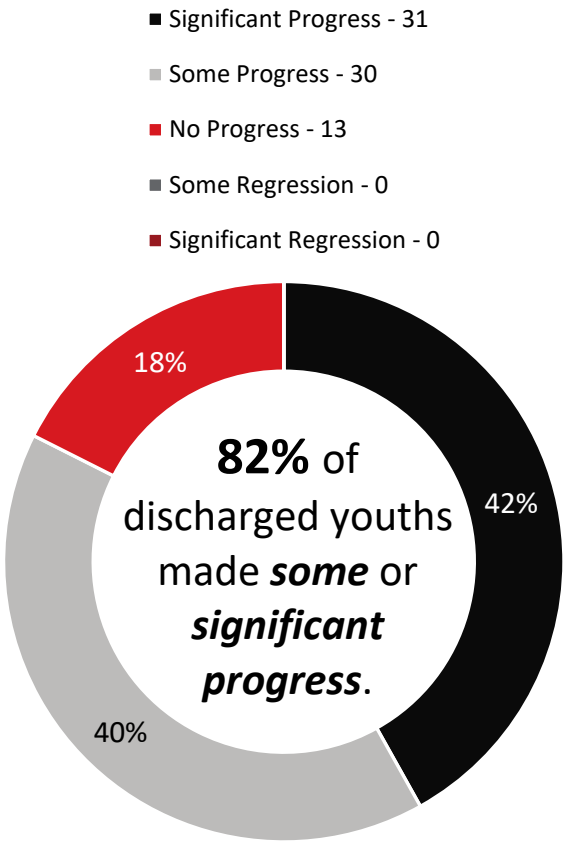
The program's referrals are generally reflective of the county's youth population.

Discharge Reasons

42% of youths referred to the program were enrolled and successfully completed the program. Cases not successfully discharged were typically because the youths stopped attending, transferred schools, or was referred to a higher service.



Progress at Discharge



Youths' Future System Involvement (for 73 closed cases)[1]

35 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

38 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
1 3%	2 5%	4 11%	0

[1] 10 cases were not included in FSI calculations because they remain open (i.e., no discharge date).

2024 Program Evaluation[2]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population is reflective of county's population.	**Program Population**
Closes between 40% and 80% of cases successfully.	**Successful Cases**
Over 80% of youths enrolled made "some" or "significant progress" by discharge.	**Progress at Discharge**
Fewer successfully closed cases had FSI than unsuccessful/other closed cases in all FSI categories.	**Future System Involvement**

Overall Program Rating

Ineffective Promising **Effective**

[2] For full evaluation criteria, see Mental Health Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

Family Services Association's School Therapy program is rated as ***effective***. The youths referred to the program were generally reflective of the Lancaster County youth population. However, multi-racial youths were slightly overrepresented among referrals, but they were less likely to successfully complete the program compared to White youths. Over 40% of youths (35 or 42%) successfully completed program requirements. Most other cases were closed because the youth stopped attending (10 or 12%), refused (five or 6%), or for other reasons (e.g., transferred schools, referred to higher level of service, moved away, etc.). However, 10 cases (12%) remain open with no discharge reason or outcome provided. For the youths who were discharged from the program, over 80% (61 or 82%) of youths made some or significant progress by the time they were discharged from the program. The remaining 13 discharged youths (18%) made no progress by discharge, but did not regress. Finally, the program was very effective in preventing Future System Involvement (FSI; i.e., status offense or law violation court filings, probation, or detention) for the youths who successfully completed the program, compared to those whose cases were not successfully closed. None of the successful youths had any court filings, probation involvement, or admissions to detention after being discharged from the program.

Recommendations

Family Services Association's School Therapy program should examine why multiracial youths were slightly overrepresented among referrals, but less likely to successfully complete the program compared to White youths. The program could also benefit by examining why some youths stopped attending (10 or 12%), refused (five or 6%), or were discharged for other reasons (e.g., transferred schools, referred to higher level of service, moved away, etc.). Conducting a brief survey while the youth is attending may be informative for improving services and increasing the number of youths who successfully complete the program requirements. The program should also examine any cases marked as open, as 10 cases (12%) remained open with no discharge reason or outcome provided. The positive progress and reduced FSI for youths successfully completing the program indicate the program could have a greater impact by serving more youths and increasing successful case closures.

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JUVENILE JUSTICE INSTITUTE

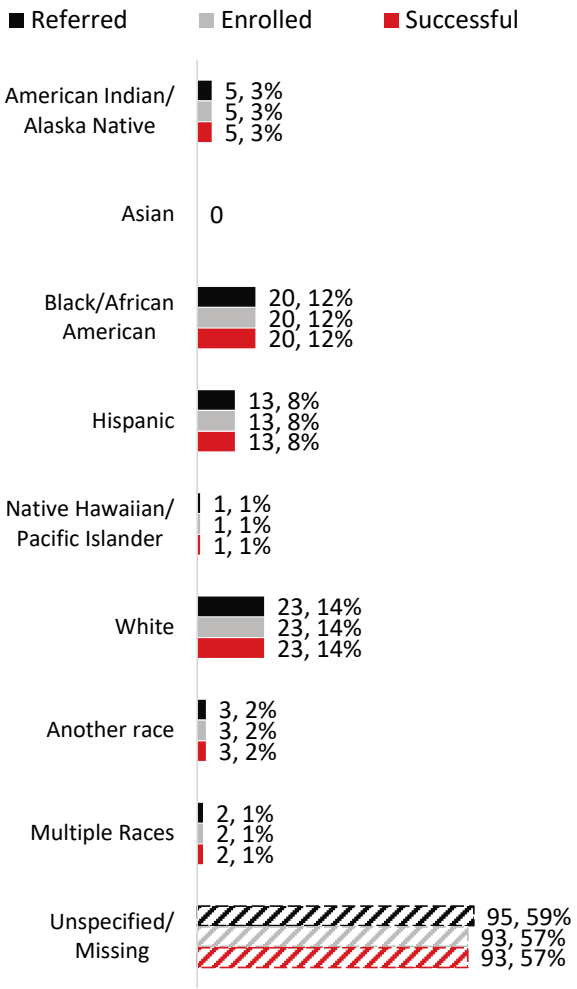
Girls Scouts Spirit of Nebraska | Juvenile Justice Outreach

Lancaster County | July 2020-June 2022 | Promotion/Prevention

162	160	0	160
Youths Referred	Enrolled	R/P Factors Survey	Successful

The Girl Scouts Juvenile Justice Outreach program intends to promote positive and healthy relationships with adults and develop good decision making and life skills in youths. The typical target population for the program was high school girls from underserved communities in Lancaster.

Program Involvement by Race and Ethnicity

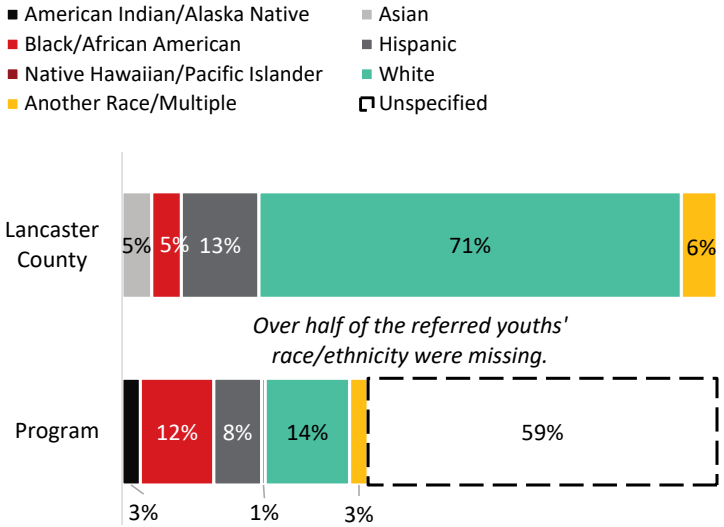


Gender and Age of Youths Referred

1% (1)	98% (158)	2% (3)
Male	Female	Nonbinary

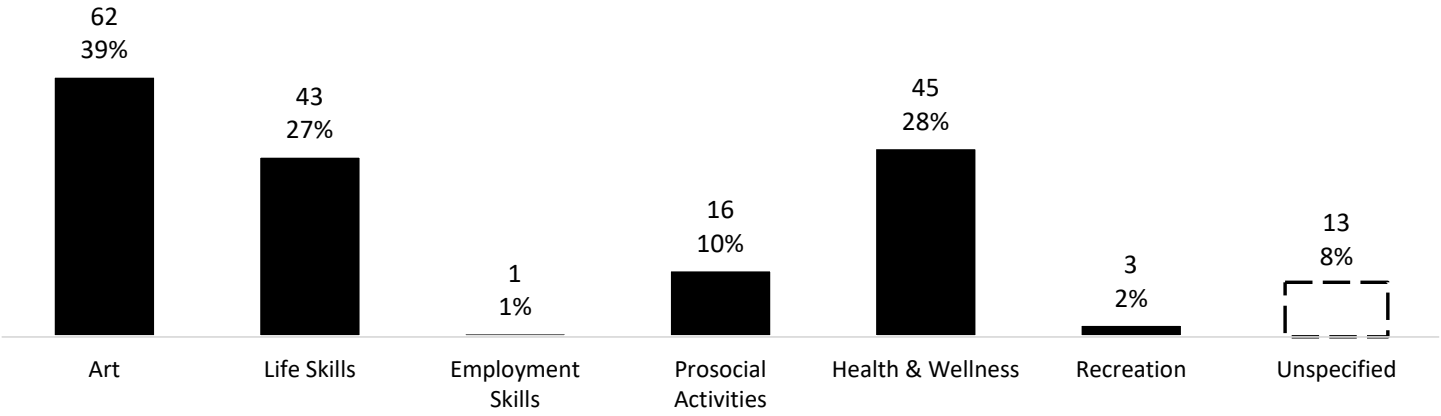
Average Age – **16**
Age Range – **11-19**

Program Population Compared to Lancaster County's Youth Population



Youths' Needs and Program Activities

Most youths were referred to the program for leadership development (85%) or life skills (8%).
36% of youths participated in programming activities matching their needs.



Note: Youths could participate in multiple types of program activities, percentages do not total to 100%.

Program Attendance[1]

Average

3 hours

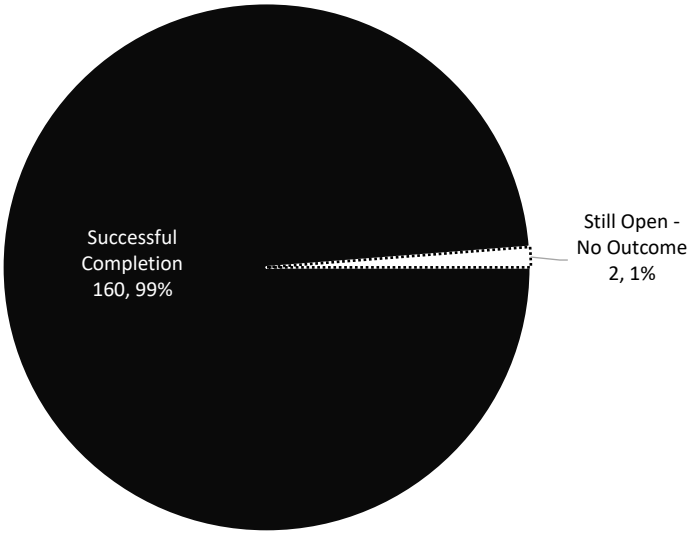
100% of program hours

Range

0 to 8 hours

Discharge Outcomes

99% of youths successfully completed the program.



Youths' Future System Involvement (for 160 closed cases)[2]

Status Offenses	Law Violations	Probation	Detention
0	**5 3%**	**4 3%**	**16 10%**

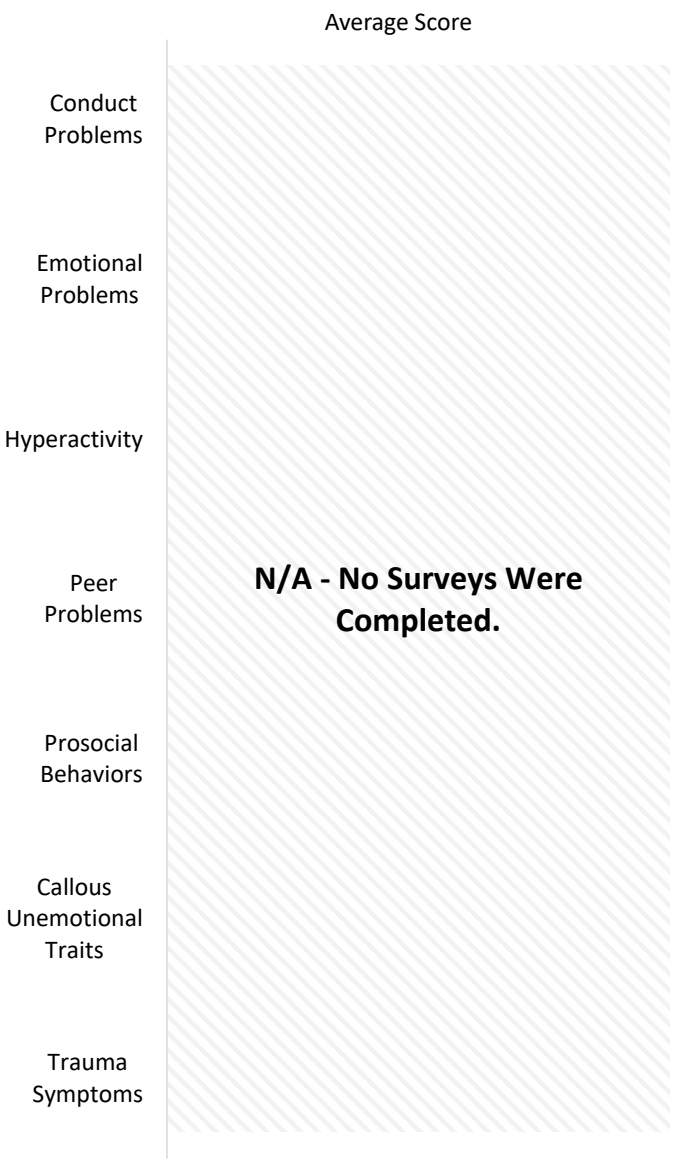
[1] 17 cases (11%) were missing data on the youth's attendance hours. All youths with available attendance data attended 100% of their required program hours.
[2] Two cases were not included in FSI calculations because they remain open (i.e., no discharge date) and did not indicate any program end dates for the youths.

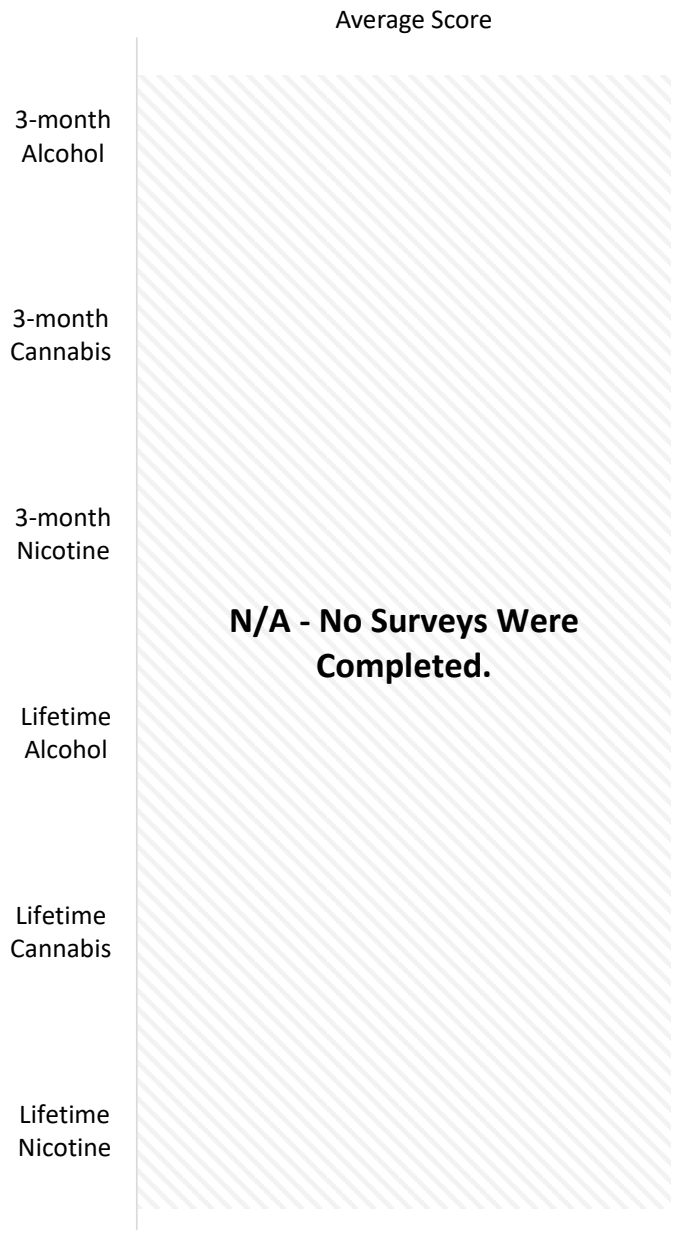
EB NE Assessment Tool

Number Completed at Intake
0 (0%)

Number Completed at Follow-up
0 (0%)

Change in Risk and Protective Factors[3]





[3] Tests for statistically significant change in outcomes could not be run because fewer than 10 youths had both intake and follow-up data available.

2024 Program Evaluation[4]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Missing race/ethnicity for over 20% of cases. Youths' risk factors could not be identified to confirm if they align with the program's target.	**Program Population**
Fewer than 40% of youths enrolled received programming matching their need.	**Programming Activities**
Youths attended, on average, at least 60% of the required hours.	**Program Attendance**
Closes at least 80% of cases successfully.	**Successful Cases**
No available data on youths' risk factors or change after completing the program.	**Change in Risk Factors**
Cannot compare FSI between successful and unsuccessful/other closed cases.	**Future System Involvement**

Overall Program Rating

Ineffective | **Promising** | Effective

[4] For full evaluation criteria, see Promotion/Prevention Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The Girls Scouts Spirit of Nebraska's Juvenile Justice Outreach program is rated as ***promising***. We could not evaluate how the program's population aligned with the county's overall youth population because race/ethnicity was unspecified for over half of the cases. The program identified high school girls from underserved communities in Lancaster County as their target population. Between July 2020 and June 2022, none of the program's youth completed risk and protective factors surveys, so a risk profile of the youths served cannot be assessed. Most youths (137 or 85%) were referred to the program for leadership development, 13 (8%) for life skills, three (2%) for prosocial activities, two (1%) each because of high-risk behaviors, for community engagement, and for afterschool supervision, respectively. Just over a third of youths (36%) received programming appropriate to their referral reason: 62 (39%) participated in art activities, 45 (28%) in health and wellness, 43 (27%) in life skills, 16 (10%) in prosocial activities, three (2%) in recreational activities, and one (1%) in employment skills training. Participation in the program was very good, all with known attendance data (17 cases were missing the youth's attendance) attended 100% of their required program hours (average of three hours, range of zero to eight hours). All but two cases (160 or 99%) were discharged successfully and the other two cases remain open with no outcomes indicated. After discharge from the program, Future System Involvement (FSI; i.e., status and law violation court filings, probation involvement, or detention intake) was low (less than 10% of cases) to moderate (between 10% and 30% of cases) for the successfully discharged youths. Finally, changes in the youths' risk or protective factors from intake to follow-up after program completion could not be evaluated because none of the youths completed either an intake or follow-up EB NE Assessment Tool/Survey.

Recommendations

The Girls Scouts Spirit of Nebraska's Juvenile Justice Outreach program should focus on improving data collection and entry, especially race/ethnicity. Of note, ideal dosage (e.g., program hours/attendance) varies for youths based on risk level, with low risk youths ideally receiving fewer hours of services than moderate risk youths. The program should ensure each youths' program hours and requirements are guided by risk and needs assessment outcomes. The program should also focus on asking youth to complete risk and protective factors surveys, so a youth profile may be assessed. Finally, if the youth are asked to complete risk or protective factors at both intake and after program, the program could be evaluated for impacting change in those areas.

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JUVENILE JUSTICE INSTITUTE

Heartland Big Brothers Big Sisters

Lancaster County | July 2020-June 2022 | Community Based Mentoring

28	28	28	24
Youths Referred	Enrolled	Matched	Successful

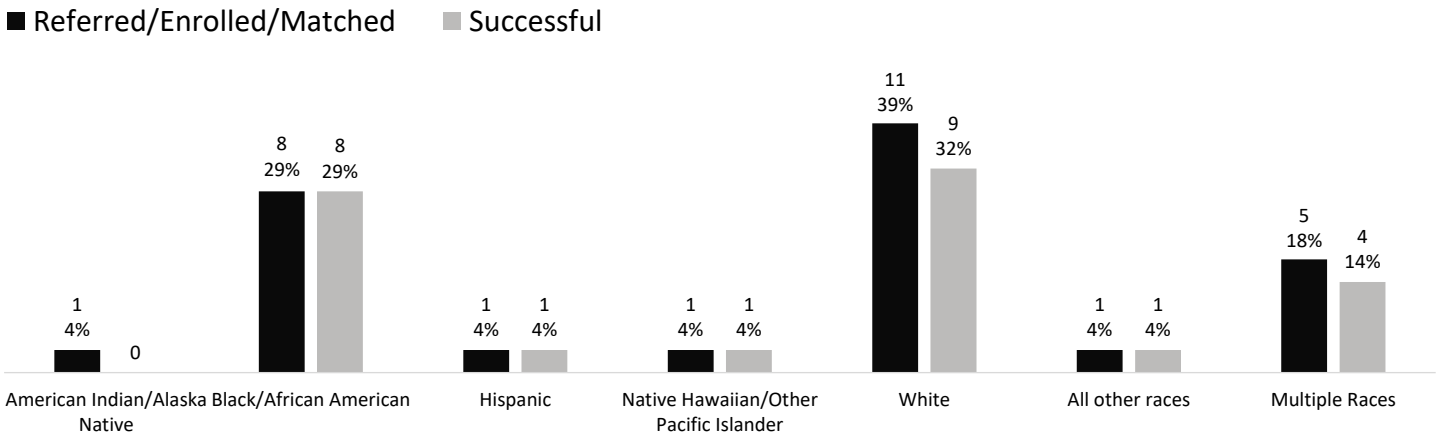
Gender of Youths Referred

32% (9)	68% (19)	0
Male	Female	Nonbinary

Age of Youths Referred

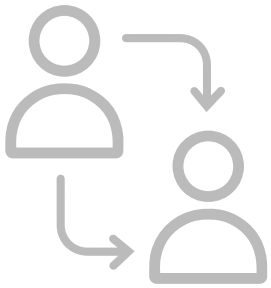
Average Age – **12**
Age Range – **11-16**

Program Involvement by Race and Ethnicity



Note: No youths referred/served were Asian.

Youth Matched



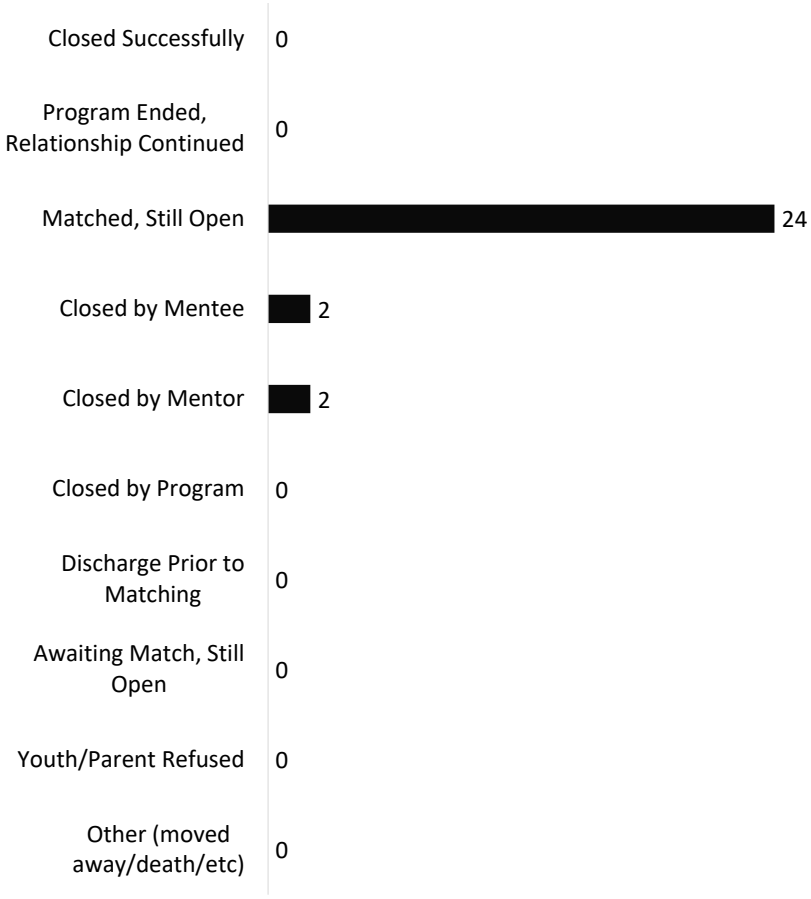
100% of Youths were Matched with a Mentor

Match Quality[2]

Average – **2 months**
Range – **1-3 months**

Case Outcomes

Most cases (86%) remain open, with mentor relationships intact. All four (14%) cases closed were closed unsuccessfully – either by mentor or mentee.



Youths' Future System Involvement (for 4 closed cases)[3]

Status Offenses	Law Violations	Probation	Detention
0	**0**	**0**	**0**

[2] A start and end (or discharge) date were only provided for three cases. Quality (length) of matches is based on these cases.
[3] Only four cases have a discharge date to calculate FSI, all other cases remain open.

2024 Program Evaluation[4]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program referred, matched, and successful populations include most racial/ethnic groups, but are not proportionate to county's population.	**Referrals/Enrollment** ✓
At least 80% of youths enrolled were matched.	**Youth/Mentor Matches** ✓+
Matches were less than 6 months, on average. Missing a start date for 11% of matches. No end/discharge date for 86% of matches.	**Match Quality**
At least 80% of youth-mentor matches were successful (i.e., closed successfully or relationship continues).	**Successful Cases** ✓+
We cannot compare FSI between successful and unsuccessful cases because no cases were closed successfully	**Future System Involvement**

Overall Program Rating

Ineffective **Promising** Effective

[4] For full evaluation criteria, see Mentoring Programs Evaluation Matrix on the Evidence-based Nebraska website.

Evaluation Summary

We evaluate Heartland Big Brothers Big Sisters' Community-Based Mentoring program as ***promising***. White and Hispanic youths were underrepresented in the program compared to Lancaster county's youth population (White youths made up 39% of the program but 71% of the county; Hispanic youths made up 4% of the program but 13% of the county). Black youths and youths of multiple/any other race were overrepresented (Black youths made up 29% of the program but are 5% of the county; youths of another/multiple races make up 21% of the program but 6% of the county). All of the youths enrolled were matched with a mentor and 24 (86%) of these matches were considered successful (i.e., the case was closed successfully or the relationship continues). While the average length of mentor matches was less than ideal (average 2 months), this criteria is difficult to accurately assess because mentor-mentee relationships that continued past the report timeframe (i.e., July 2020-June 2022) did not have end dates and the quality of match could not be calculated. If the mentor-mentee relationships have continued, these would be considered successful cases and high quality matches. However, if these matches have ended and the program has not been consistently reporting end or discharge dates, this is a concern and requires attention. None of the four youths with a closed case had a future court filing, were involved in probation, or were admitted into detention after being discharged.

Recommendations

Heartland Big Brothers Big Sisters should review the cases that are open and appear to be matched, to confirm the mentor relationships are ongoing. If the matches have ended, end dates should be entered into the JCMS and average length of matches re-calculated. Because 24 cases (86%) remain open, it may be that matches achieved the ideal time frame (i.e., over 12 months). It is important to examine this detail because, if the average length of mentor matches is in fact two months long, research has shown this may be more detrimental than not matching the youth. Although there are only 4 closed cases (and significant time has passed), the program may wish to look into the reasons 2 youth closed their match and 2 mentors closed the match.

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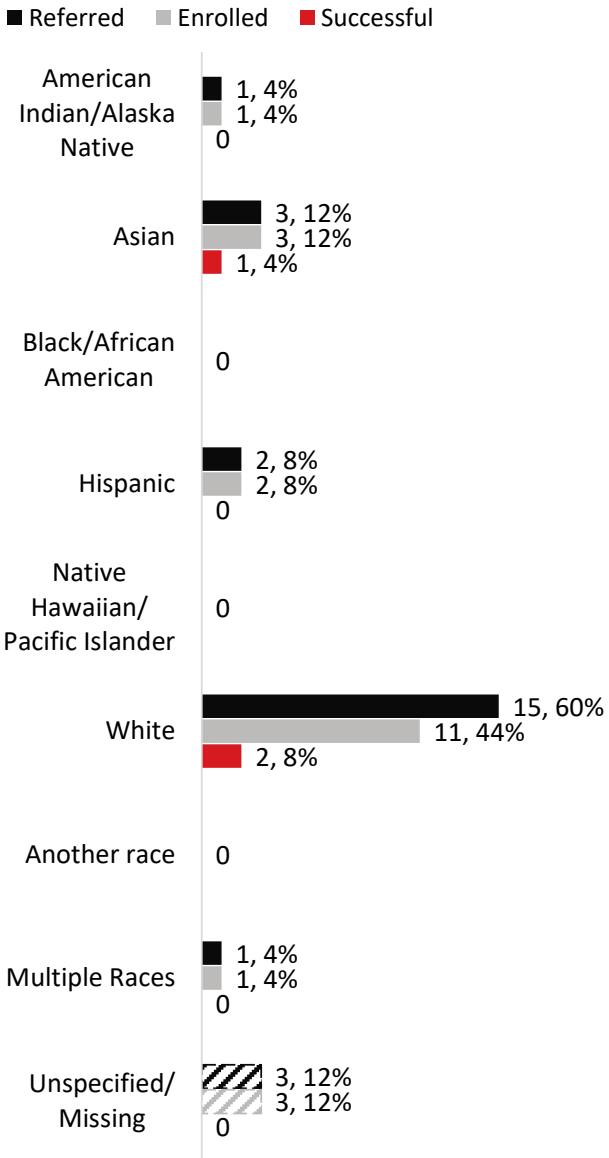
JUVENILE JUSTICE INSTITUTE

HopeSpoke Child Guidance | School-based Therapy

Lancaster County | July 2020-June 2022 | Mental Health

25	21	3
Youths Referred	Enrolled	Successful

Program Involvement by Race and Ethnicity

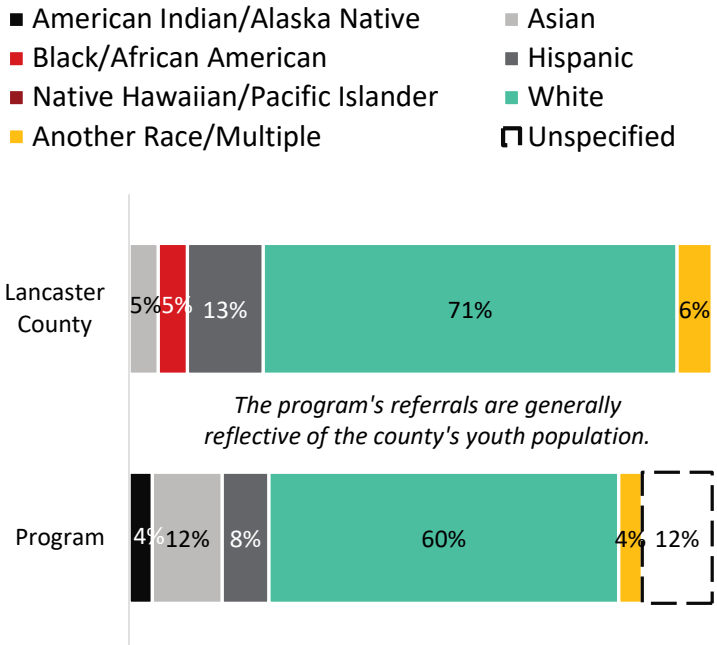


Gender and Age of Youths Referred

24% (6)	76% (19)	0
Male	Female	Nonbinary

Average Age – **15**
Age Range – **14-18**

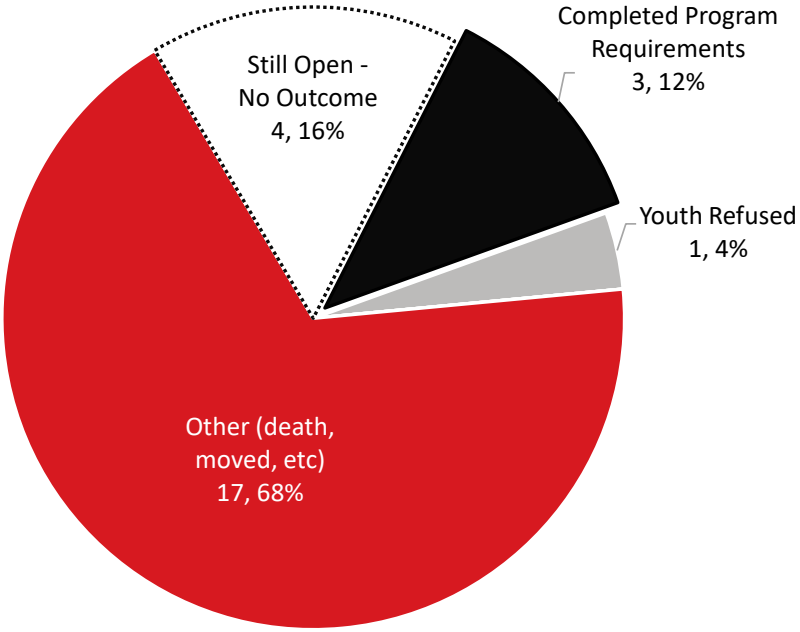
Program Population Compared to Lancaster County's Youth Population



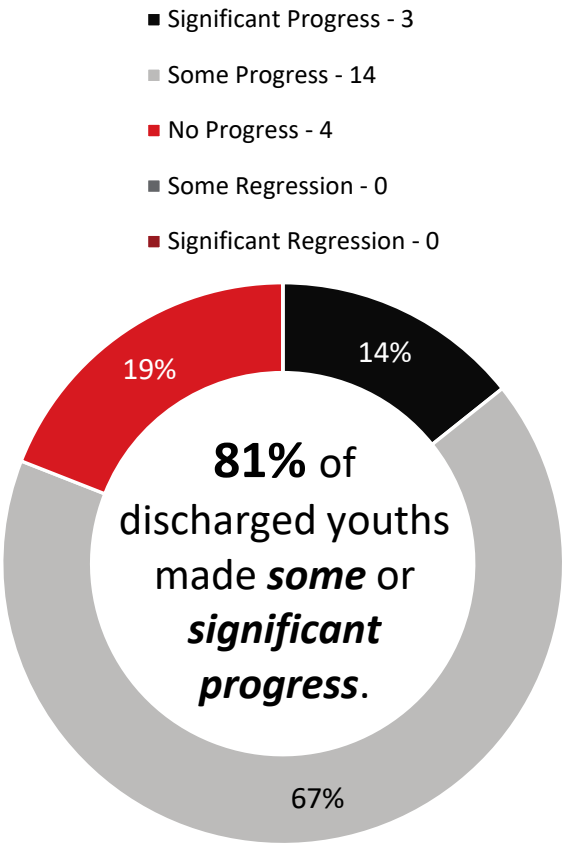
The program's referrals are generally reflective of the county's youth population.

Discharge Reasons

12% of youths referred to the program were enrolled and successfully completed the program. Cases not successfully discharged were most often closed for "other" reasons.



Progress at Discharge



Youths' Future System Involvement (for 21 closed cases)[1]

3 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

18 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

[1] Four cases were not included in FSI calculations because they remain open (i.e., no discharge date).

2024 Program Evaluation[2]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population is reflective of county's population.	**Program Population**
Closes fewer than 40% of cases successfully.	**Successful Cases**
Over 80% of youths enrolled made "some" or "significant progress" by discharge.	**Progress at Discharge**
None of the program's youths (successful or unsuccessful/other) had any FSI.	**Future System Involvement**

Overall Program Rating

Ineffective Promising **Effective**

[2] For full evaluation criteria, see Mental Health Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

HopeSpoke Child Guidance School-based Therapy program is rated as ***effective***. The youths referred to and served by the program were generally reflective of the Lancaster County youth population. Only three (12%) youths successfully completed program requirements. Most other cases were closed for other reasons (e.g., moved away, death, etc.). However, four cases (16%) remain open with no discharge reason or outcome provided. For the youths who were discharged from the program, over 80% (17 or 81%) of youths made some or significant progress by the time they were discharged from the program. The remaining four discharged youths (19%) made no progress by discharge, but did not regress. Finally, the program was very effective in preventing Future System Involvement (FSI; i.e., status offense or law violation court filings, probation, or detention) for all youths served in the program - successful or not. None of the youths had any court filings, probation involvement, or admissions to detention after being discharged from the program.

Recommendations

HopeSpoke Child Guidance School-based Therapy program should examine the 17 cases closed as "other" to determine whether any additional services could be provided to those youths and families. The program should also examine the four cases (16%) that remain open with no discharge reason or outcome provided. The positive progress and reduced FSI for youths successfully completing the program indicate the program could have a greater impact by serving more youths and increasing successful case closures.

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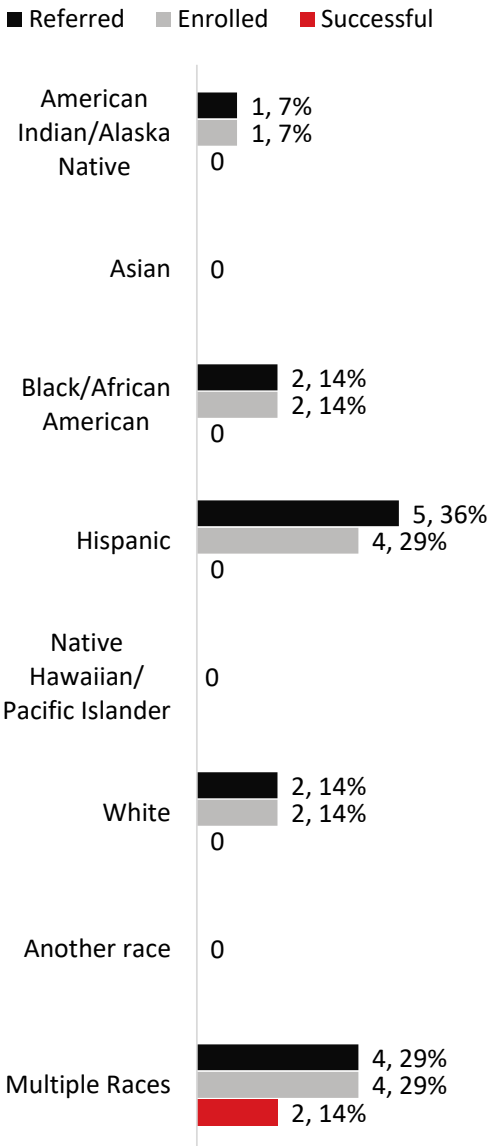
JUVENILE JUSTICE INSTITUTE

HopeSpoke | Pilots of Change

Lancaster County | July 2020-June 2022 | Mental Health

14	13	2
Youths Referred	Enrolled	Successful

Program Involvement by Race and Ethnicity

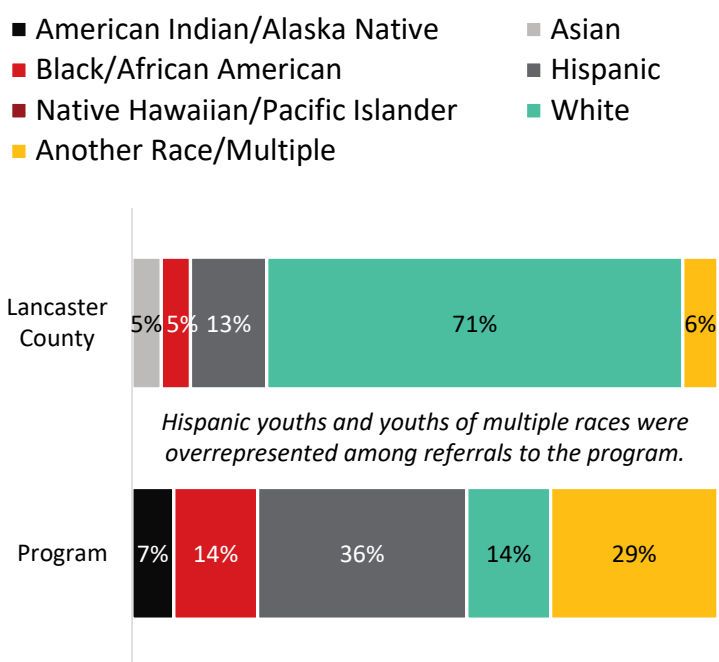


Gender and Age of Youths Referred

50% (7)	50% (7)	0
Male	Female	Nonbinary

Average Age – **16**
Age Range – **14-17**

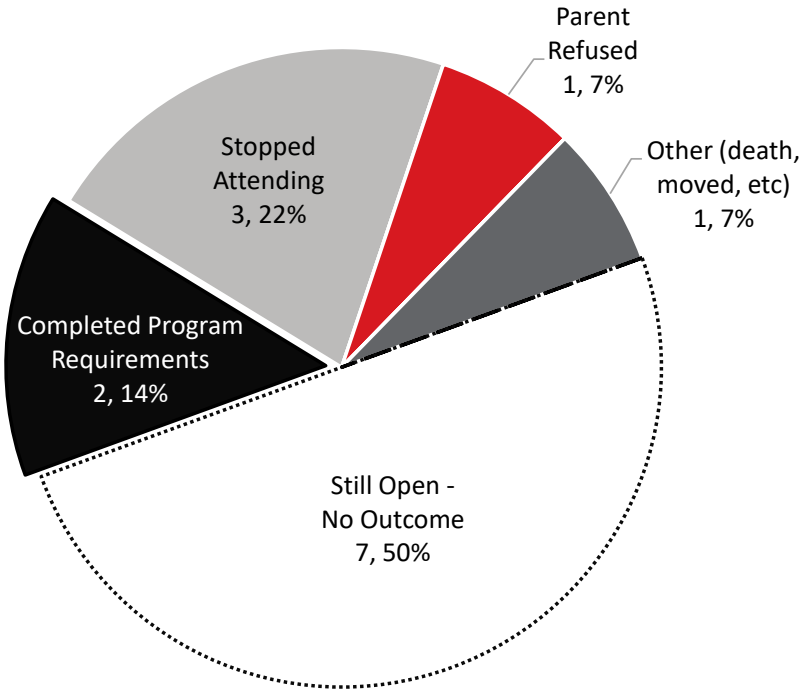
Program Population Compared to Lancaster County's Youth Population



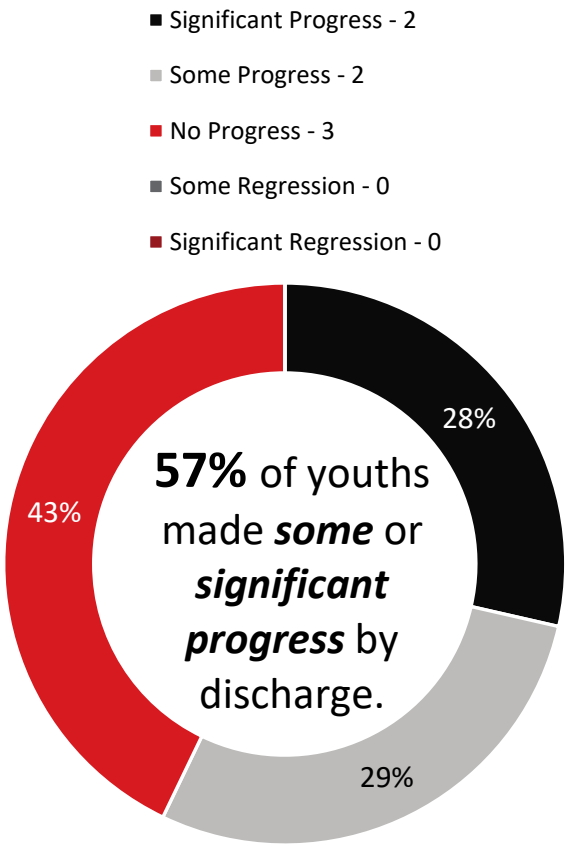
Hispanic youths and youths of multiple races were overrepresented among referrals to the program.

Discharge Reasons

14% of youths referred to the program were enrolled and successfully completed the program. Half of the cases remain open with no discharge reason provided.



Progress at Discharge



Youths' Future System Involvement (for 7 closed cases)[1]

2 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

5 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

[1] Seven cases were not included in FSI calculations because they remain open (i.e., no discharge date).

2024 Program Evaluation[2]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population includes most racial/ethnic groups but is not proportionate to county's population.	**Program Population** ✓
Closes fewer than 40% of cases successfully. Missing outcomes for 50% of cases because they remain open.	**Successful Cases**
Between 40% and 80% of youths enrolled made "some" or "significant progress" by discharge.	**Progress at Discharge** ✓
None of the program's youths (successful or unsuccessful/other) had any FSI.	**Future System Involvement** ✓+

Overall Program Rating

Ineffective — **Promising** → **Effective**

[2] For full evaluation criteria, see Mental Health Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

HopeSpoke's Pilots of Change program is rated as ***promising to effective***. The youths referred to the program were somewhat reflective of the Lancaster County youth population, but Hispanic and multiracial youths were overrepresented among referrals. This may indicate that Hispanic or multiracial youths are in greater need of the services provided by the program. Only two (14%) youths successfully completed program requirements. Most other cases were closed because the youth stopped attending (three or 22%), their parent refused (one, 7%), or for other reasons (one, 7%). However, half the cases remain open with no discharge reason or outcome provided. For the youths who were discharged from the program, four made some or significant progress by the time they were discharged from the program. The remaining three discharged youths made no progress by discharge, but did not regress. Finally, the program was very effective in preventing Future System Involvement (FSI; i.e., status offense or law violation court filings, probation, or detention) for all youths served in the program - successful or not. None of the youths had any court filings, probation involvement, or admissions to detention after being discharged from the program.

Recommendations

Pilots of Change may wish to examine why Hispanic and multiracial youths were overrepresented among referrals, and whether the program's practices are culturally competent for these youths. The program would benefit by examining why some youth stopped attending (three or 22%), or parent refused (one or 7%). Conducting a brief survey while the youth is attending may be informative for improving services and increasing the number of youths who successfully complete the program requirements. The program should also examine any cases marked as open, because half of the cases referred (seven cases) remained open with no discharge reason or outcome provided. The positive progress and reduced FSI for youths successfully completing the program indicate the program could have a greater impact by serving more youths and increasing successful case closures.

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JUVENILE JUSTICE INSTITUTE

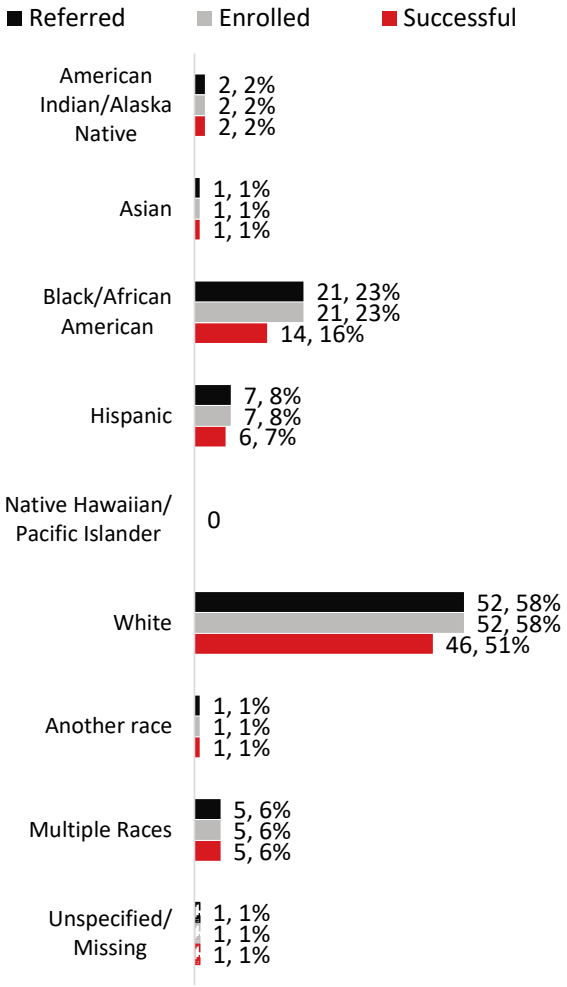
The HUB | Community Youth Services

Lancaster County | July 2020-June 2022 | Promotion/Prevention

90	90	0	76
Youths Referred	Enrolled	R/P Factors Survey	Successful

The Community Youth Services program intends to promote prosocial behaviors and develop positive relationships between youths and their community. The typical target population for the program was youths over 14 years old, often those assigned to community service through diversion or schools.

Program Involvement by Race and Ethnicity



Gender and Age of Youths Referred

61% (55) Male

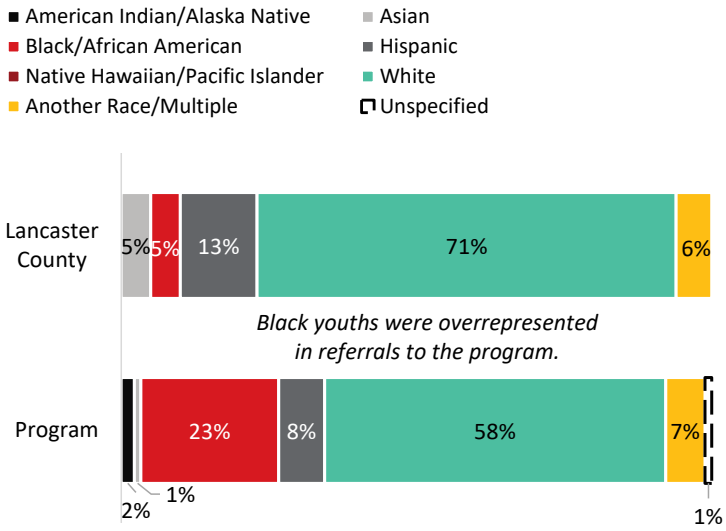
39% (35) Female

0 Nonbinary

Average Age – **15**

Age Range – **12-18**

Program Population Compared to Lancaster County's Youth Population



Youths' Needs and Program Activities

Most youths were referred to the program for community service (99%), one youth was referred for job skills.
99% of youths participated in programming activities matching their needs.

Program Attendance[1]

Average

9 hours

85% of program hours

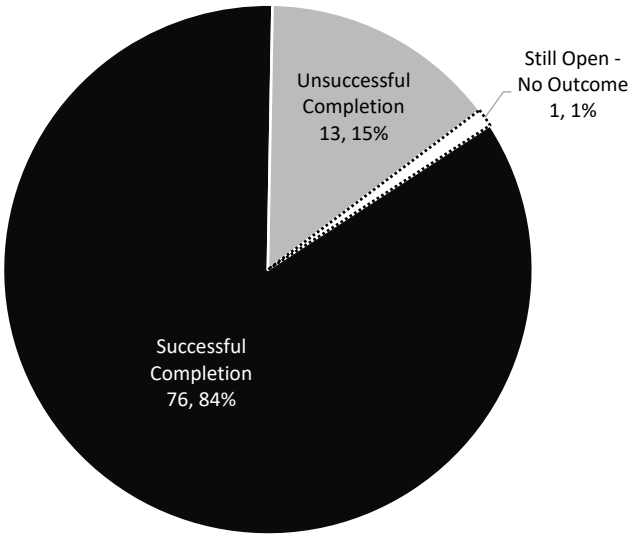
Range

0 to 34 hours

0% to 100% of required hours

Discharge Outcomes

84% of youths successfully completed the program.



Youths' Future System Involvement (for 89 closed cases)[2]

76 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
4	10	21	11
5%	13%	28%	14%

13 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	3	4	1
	23%	31%	8%

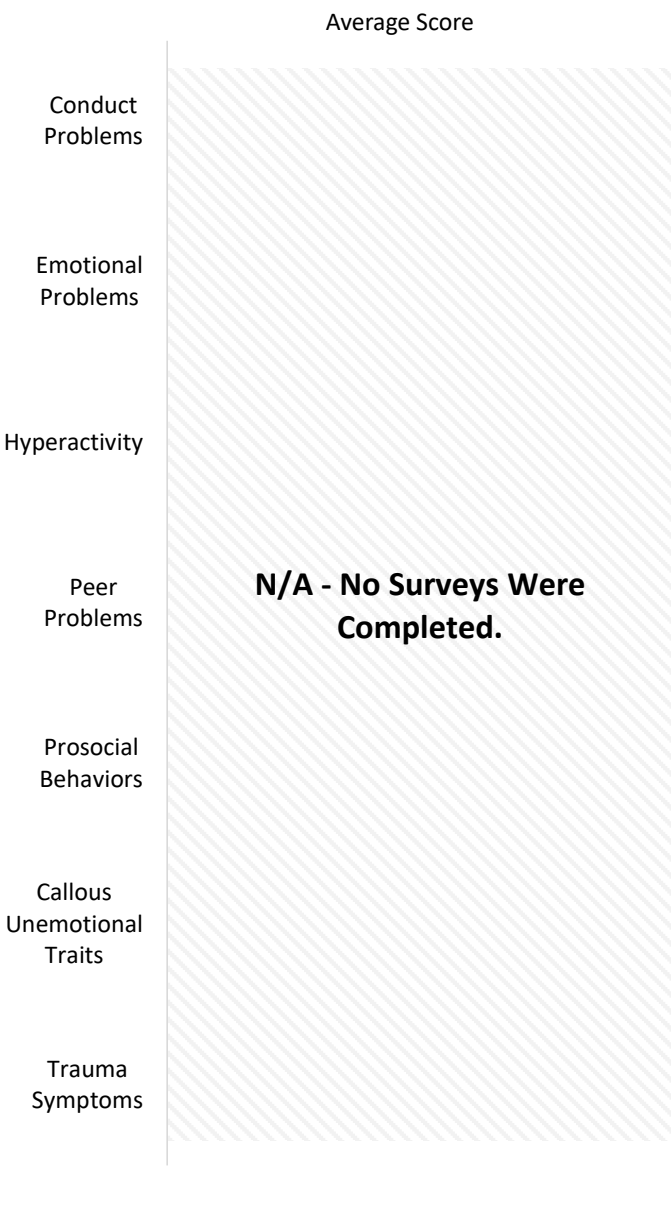
[1] Two cases (2%) were missing data on the youth's attendance hours.
[2] One case was excluded from FSI calculations because it remains open (i.e., no discharge date) and did not indicate any program end dates for the youth.

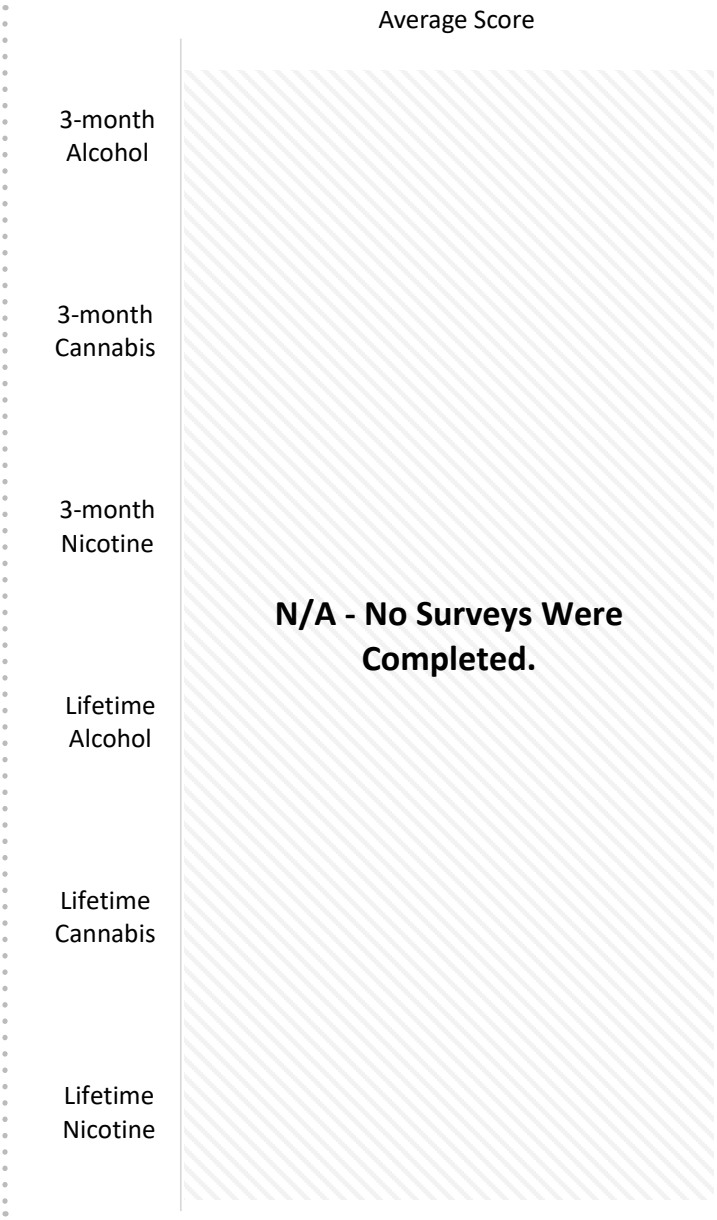
EB NE Assessment Tool

Number Completed at Intake
0 (0%)

Number Completed at Follow-up
0 (0%)

Change in Risk and Protective Factors[3]





[3] Tests for statistically significant change in outcomes could not be run because fewer than 10 youths had both intake and follow-up data available.

2024 Program Evaluation[4]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population includes most racial/ethnic groups but is not proportionate to county's population. Youths' risk factors could not be identified to confirm if they align with the program's target.	**Program Population**
Over 80% of youths enrolled received programming matching their need.	**Programming Activities**
Youths attended, on average, at least 60% of the required hours.	**Program Attendance**
Closes at least 80% of cases successfully.	**Successful Cases**
No available data on youths' risk factors or change after completing the program.	**Change in Risk Factors**
Approximately the same rate or more successfully closed cases had FSI than unsuccessful/other closed cases in two or more FSI categories.	**Future System Involvement**

Overall Program Rating

Ineffective | **Promising** | Effective

[4] For full evaluation criteria, see Promotion/Prevention Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The HUB's Community Youth Services program is rated as ***promising***. The youths referred to the program were somewhat reflective of the overall Lancaster County youth population, but Black youths were overrepresented in the program compared to their proportion of the county's youths. The program identified youths assigned to community service through diversion or their school as their target population. However, between July 2020 and June 2022, none of the program's youth completed risk and protective factors surveys, so a risk profile of the youths served cannot be assessed. Consistent with the program's target, most youths (89 or 99%) were referred to the program for community service and one was referred for job skills training. All but one youth received programming appropriate to their referral reason. Youth participation in the program was good. Youths completed, on average, nine hours of programming and an average of 85% of their required hours (range of 0 to 34 hours or 0% to 100% of hours). Most youths (76 or 84%) successfully completed the program, 13 (15%) were unsuccessful, and one case remains open missing a case outcome. After discharge from the program, Future System Involvement (FSI; i.e., status and law violation court filings, probation involvement, or detention intake) was moderate (between 10% and 30% of cases) for all youths across several categories. Compared to youths unsuccessfully discharged, a lower rate of successful youths had a new law violation within a year of discharge from the program or were involved with probation any time after discharge. Finally, changes in the youths' risk or protective factors from intake to follow-up after program completion could not be evaluated because none of the youths completed an intake or follow-up EB NE Assessment Tool/Survey.

Recommendations

The HUB's Community Youth Services program should focus on having youth complete risk and protective factors surveys, so that a risk profile of the youths served can be assessed. Additionally, we were unable to assess whether the program is changing outcomes for youth because none of the youths completed an intake or follow-up EB NE Assessment Tool/Survey. Of note, ideal dosage (e.g., program hours/attendance) varies for youths based on risk level, with low-risk youths ideally receiving fewer hours of services than moderate risk youths. The program should ensure each youths' program hours and requirements are guided by risk and needs assessment outcomes.

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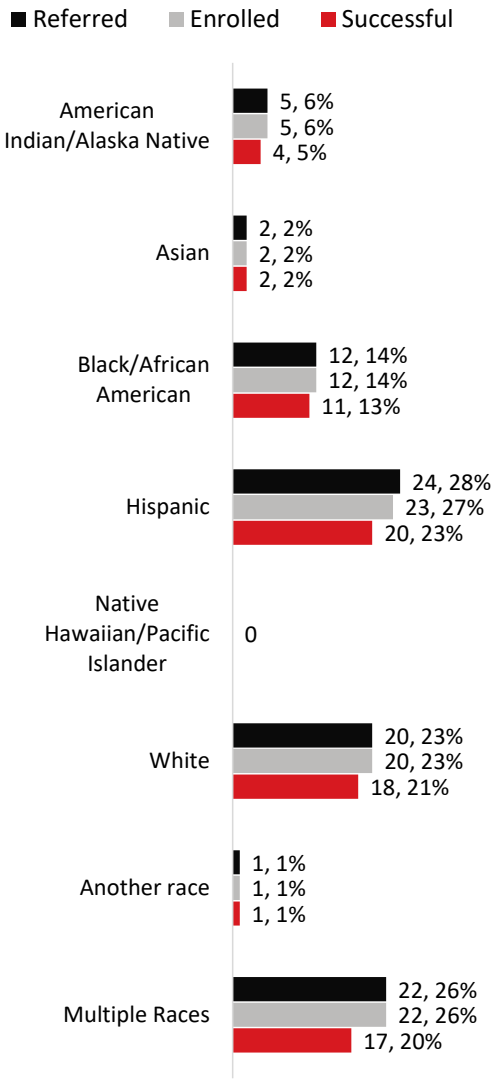
JUVENILE JUSTICE INSTITUTE

The HUB | Back on Track

Lancaster County | July 2020-June 2022 | School Interventionist

86	85	73
Youths Referred	Enrolled	Successful

Program Involvement by Race and Ethnicity



Gender and Grades of Youths Referred[1]

48% (41) Male

52% (45) Female

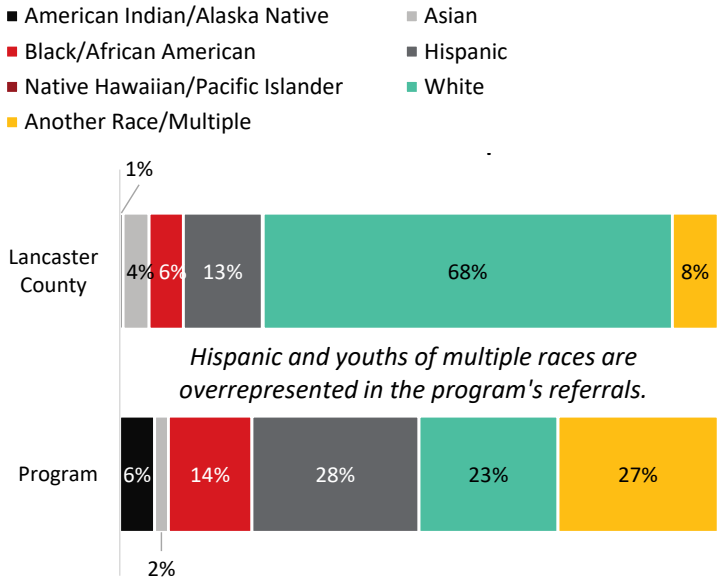
0 Nonbinary

0 Elementary Grades (K-6)

0 Middle Grades (7-8)

99% (85) High School Grades (9-12)

Program Population Compared to Lancaster County's School Membership

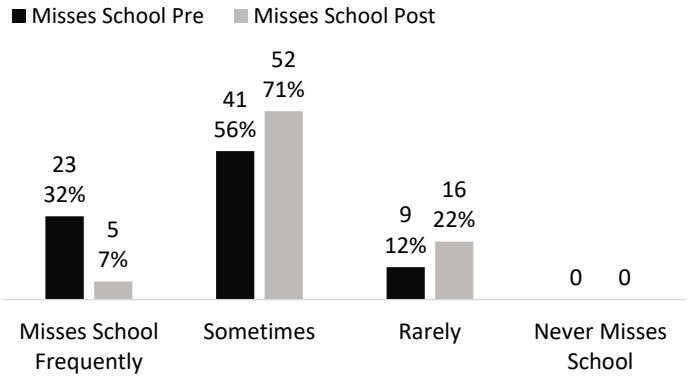


[1] One youth's grade was missing.

School Outcomes for Successful Cases

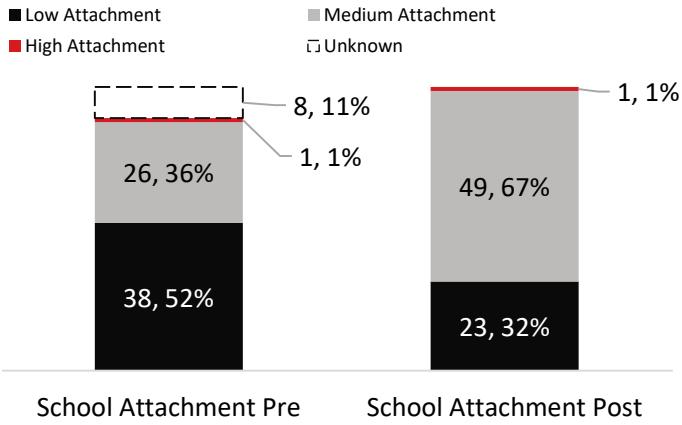
School Attendance

On average, successful youths sometimes missed school both pre-enrollment and post-intervention.



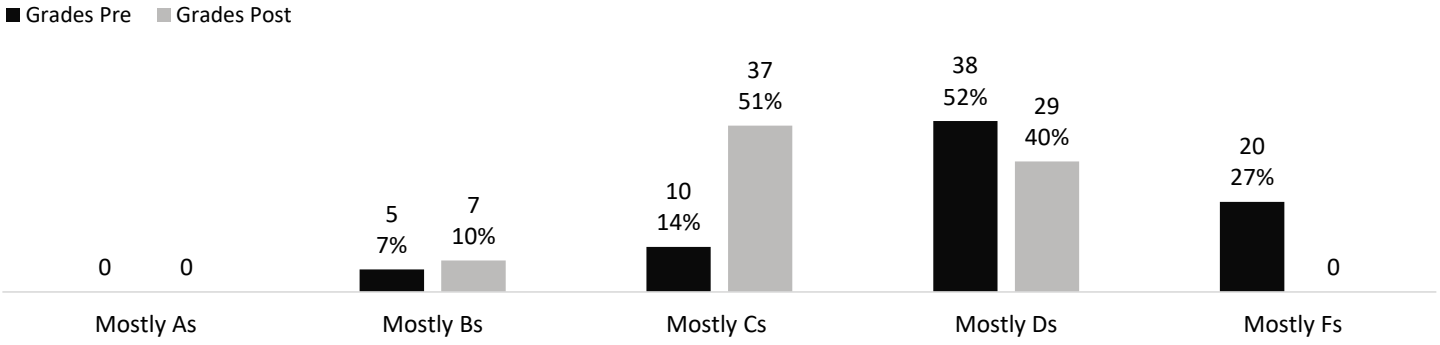
School Attachment

Average school attachment for successful youths improved from low during pre-enrollment to medium post-intervention.



Grades

Grades improved post-intervention for successful youths. On average, successful youths had mostly Ds before enrollment and mostly Cs after completing the program.



Youths' Future System Involvement (for 85 closed cases)[2]

73 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	4 5%

12 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	1 8%

[2] One case not included in FSI calculations because it remains open (i.e., no discharge date).

2024 Program Evaluation[3]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome	
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**	
Program's population includes most racial/ethnic groups but is not proportionate to county's school membership.	**Program Population**	✓
Closes at least 80% of cases successfully.	**Successful Cases**	✓+
Youths successfully discharged had some improved school outcomes compared to pre-intervention, but not all outcomes improved.	**School Outcomes**	✓
Fewer successfully closed cases had FSI than unsuccessful/ other closed cases in all FSI categories.	**Future System Involvement**	✓+

Overall Program Rating

Ineffective **Promising** ➡ **Effective**

[3] For full evaluation criteria, see School-based Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The HUB's Back on Track school interventionist program is rated as ***promising to effective***. The youths referred to and served by the program were somewhat reflective of the Lancaster County school membership, but Hispanic youths and youths of more than one race were overrepresented compared to their proportion of youths enrolled in county schools. This may indicate that Hispanic or youths of multiple races are in greater need of the services provided by the program. Most (85%) of the youths were successfully discharged from the program (65% completed program requirements and 20% graduated), 6% did not complete the program or dropped out of school, 8% were discharged for other reasons, and the last youth's case remains open. For successful youths, school attachment and grades improved from pre-enrollment to post-intervention. However, the successful youths "sometimes" missed school, on average, both before enrollment and after discharge from the program. Finally, the program was effective in preventing future system involvement (FSI; i.e., court filings, probation, or detention) for the youths who successfully completed the program, compared to those whose cases were not successfully closed. None of the youths (successful or not) had any court filings within a year of discharge or any involvement with probation.

Recommendations

There is room for continued improvement of school outcomes; many of the youths still had low school attachment, sometimes missed school, and/or had mostly Cs or Ds even after successfully completing the program. The program should ask youth about activities that might increase engagement because school attendance did not substantially change from pre-enrollment to post-intervention. If possible, the program should assess youths entering the program to identify their needs and areas to target for intervention. Personalizing interventions to match the needs of the youths is likely to increase the effectiveness of the services provided and improve outcomes. Finally, the program should explore why Hispanic and youths of multiple races are referred more often and whether this is reflective of a greater need among these youths and if the program's practices are culturally appropriate and responsive.

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JUVENILE JUSTICE INSTITUTE

Lancaster Human Services | Pre-Adjudicated Community Services

Lancaster County | July 2020-June 2022 | Alternatives to Detention

88 Youths Referred

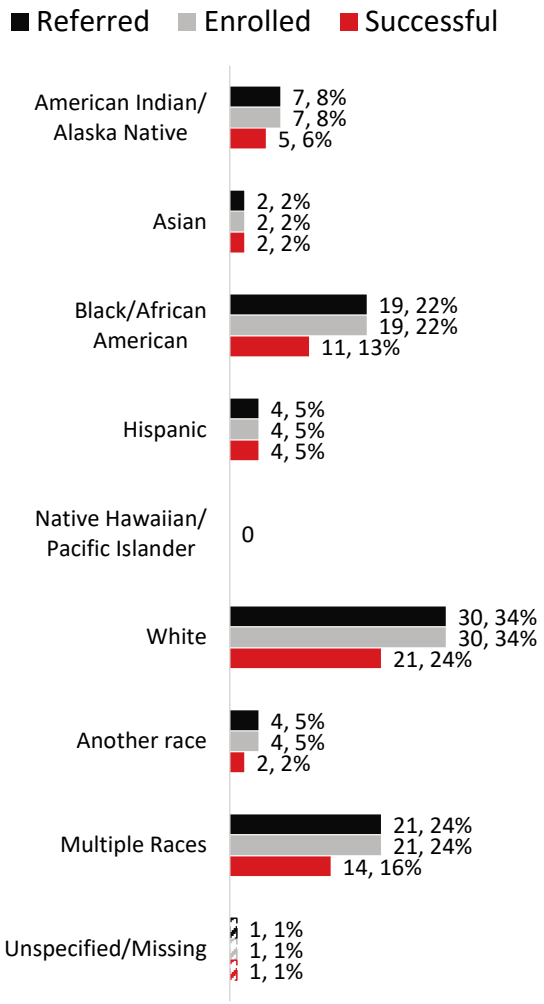
88 Enrolled

60 Successful

66% Electronic Monitoring

34% Tracking Services

Program Involvement by Race and Ethnicity



Gender and Grades of Youths Referred

77% (68) Male

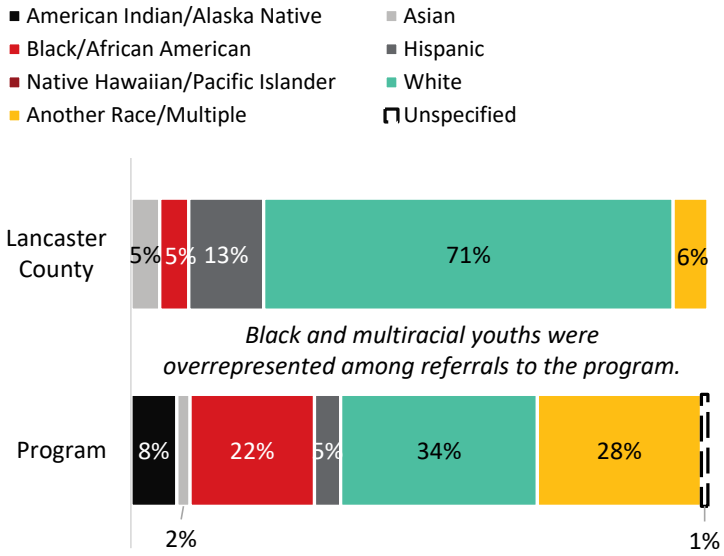
22% (19) Female

1% (1) Nonbinary

Average Age – **15**

Age Range – **12-17**

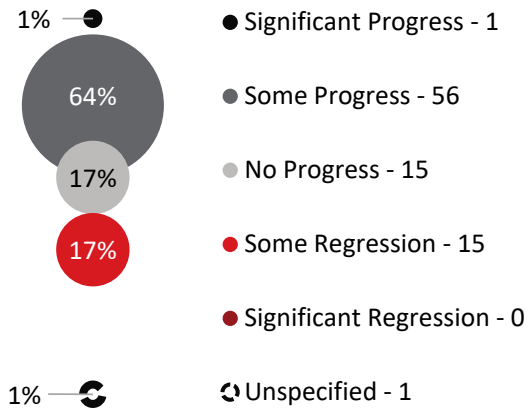
Program Population Compared to Lancaster County's Youth Population



Outcomes at Discharge

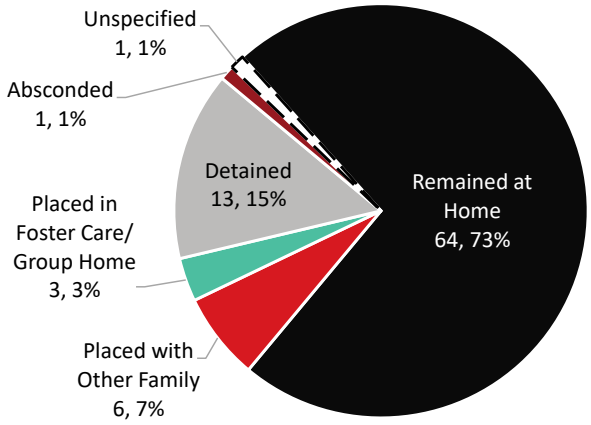
Progress at Discharge

65% of discharged youths made *some* or ***significant progress***.



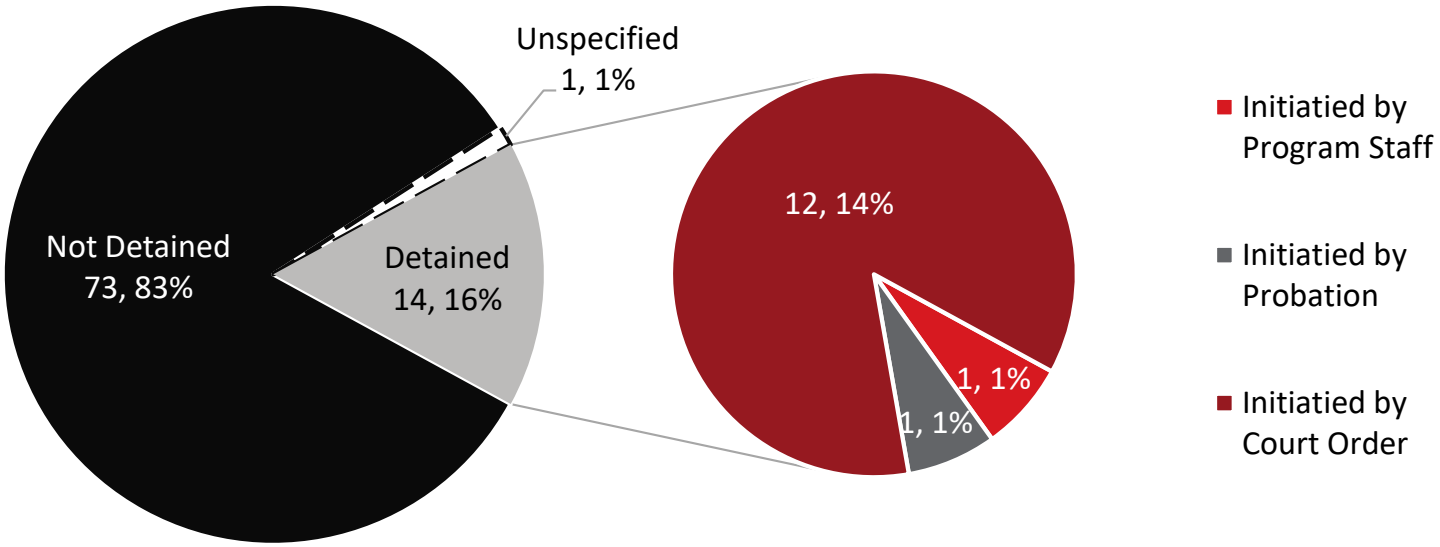
Discharge Placement

80% of youths ***remained in their community***.



Detained at Discharge

83% of youths were *not* detained after discharge from the program. For the youths who were, detainment was initiated by program staff in 1% of cases, by probation in 1%, and by court order in 14%.



Youths' Future System Involvement

60 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	18 30%	21 35%	29 48%

28 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	4 14%	5 18%	13 46%

2024 Program Evaluation[1]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population includes most racial/ethnic groups, but is not proportionate to county's population.	**Program Population** ✓
Between 40% and 80% of youths enrolled made "some" or "significant progress" by discharge.	**Program Progress** ✓
Closes between 40% and 80% of cases successfully.	**Successful Cases** ✓
Between 10% and 25% of youths were detained at discharge.	**Detained at Discharge** ✓
Between 40% and 80% of youths served remained in the community.	**Discharge Placement** ✓
Approximately the same rate or more successfully closed cases had FSI than unsuccessful/other closed cases in two or more FSI categories.	**Future System Involvement** ⊘

Overall Program Rating

Ineffective | **Promising** | Effective

[1] For full evaluation criteria, see Alternatives to Detention Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

Lancaster Human Services' Pre-Adjudicated Community Services programs (electronic monitoring and tracker services) are rated as ***promising***. The youths referred to and served by the program were somewhat reflective of the Lancaster County youth population, but Black youths and multiracial youths were overrepresented compared to their proportion of the county population. We note a better comparison population for ATD programs may be law enforcement youth contacts, rather than the overall county population. There are often racial disparities in both juvenile justice involvement and in the use of alternatives to formal court processing for non-White youths. Thus, it may be a positive sign that more Black and multiracial youths are referred to the Lancaster County Human Services' Pre-Adjudicated Community Services than detention. However, more information on the population of youths eligible for the program would strengthen this assessment. Almost 70% of enrolled youths (60 or 68%) successfully completed program requirements. Several cases were closed unsuccessfully, either because the youth was noncompliant with program requirements (eight or 9%), cut off their monitor (two or 2%), received a technical violation (three or 3%) or new law violation (two or 2%), or failed to appear (one or 1%) or absconded (three or 3%). Eight cases (9%) were closed for other reasons because the referral source withdrew the referral. Approximately 65% of youths made some or significant progress by the time they were discharged from the program. The remaining youths made no progress by discharge (15 or 17%) or experienced some regression (15 or 17%); one youth's progress at discharge was unknown. Most youths (70 or 80%) remained in their communities (i.e., in the home or with other family) at discharge and most were not detained (73 or 83%). Finally, the program was not effective in preventing Future System Involvement (FSI; i.e., status offense or law violation court filings, probation, or detention) for the youths who successfully completed the program, compared to those whose cases were not successfully closed. A larger percentage of successful cases had new law violations, probation involvement, and were admitted to detention than unsuccessful/other closed cases. FSI was also relatively high for successful youths, 30% of successful youths had a new law violation within a year of discharge from the program, 35% were involved with probation, and almost half (29 or 48%) were admitted to detention.

Recommendations

Lancaster Human Services' Pre-Adjudicated Community Services programs should examine cases that were closed unsuccessfully to see if additional innovative services could have prevented noncompliance, violations, and/or the referral withdrawing the case. Another area to examine includes youths who made no progress by discharge (15 or 17%) or experienced some regression (15 or 17%). Although it may be that the program serves a population at high risk for delinquency, they should explore why 30% of even successful youths had a new law violation within a year of discharge from the program, as well as other system involvement.

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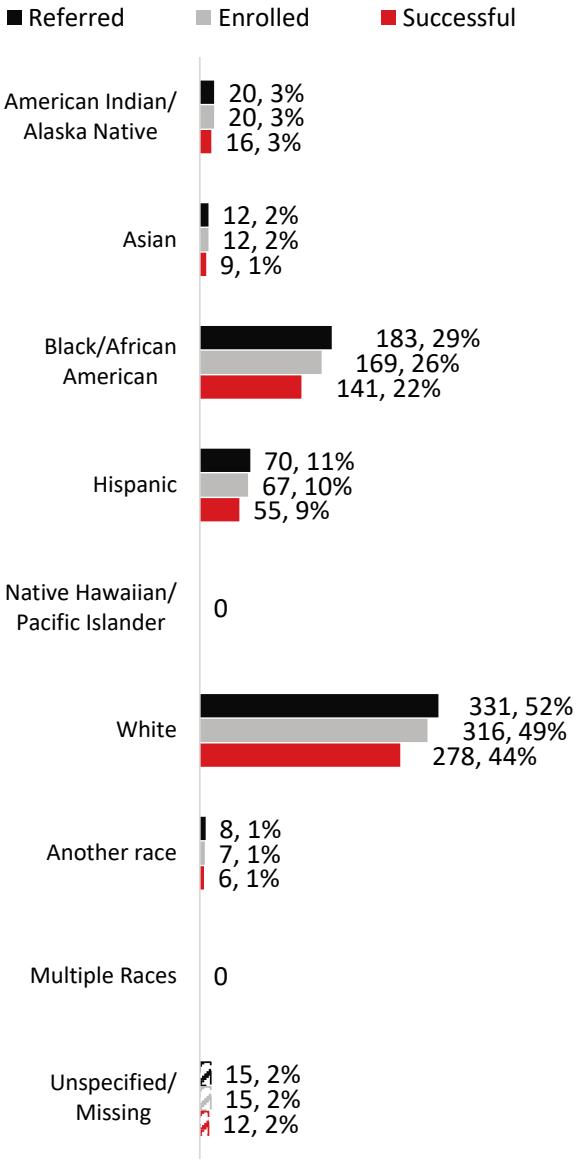
Lancaster County Diversion

Lancaster County | July 2020-June 2022 | Diversion

639	606	593	517
Youths Referred	Enrolled	Assessed	Successful

Program Involvement by Race and Ethnicity

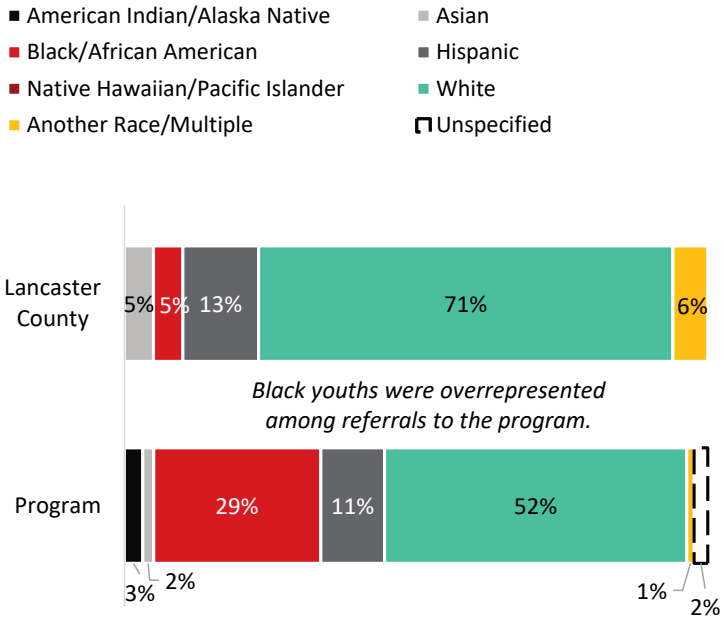


Gender and Age of Youths Referred

58% (368)	42% (271)	0
Male	Female	Nonbinary

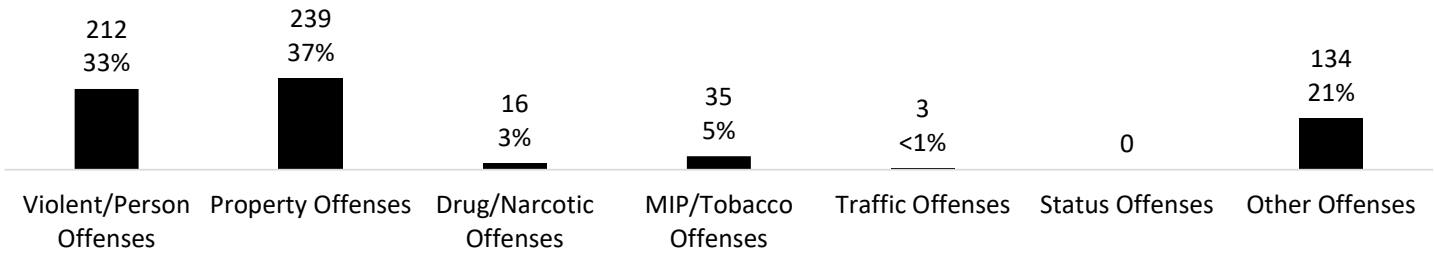
Average Age – **15**
Age Range – **11-18**

Program Population Compared to Lancaster County's Youth Population



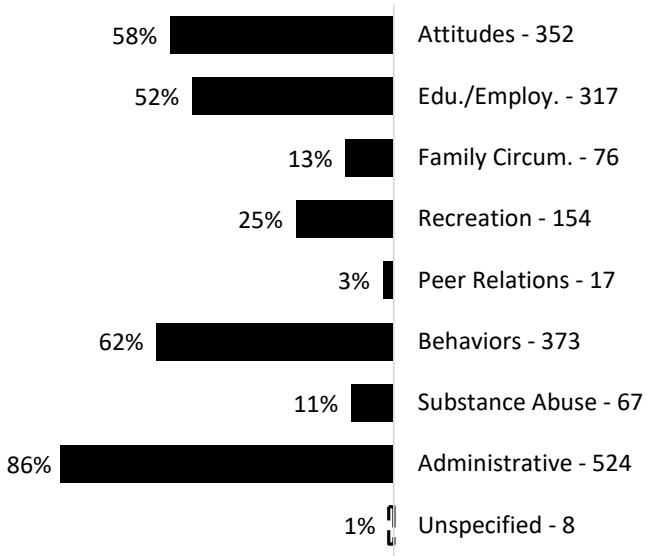
Charges at Referral

On average, youths were referred to the program with one charge (range of 1-5 charges).

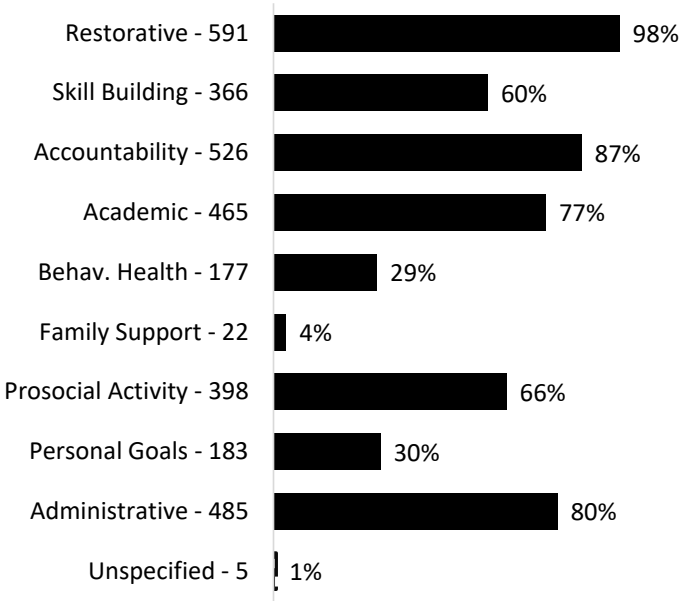


Note: Only the first charge listed for each youth is reported here.

Case Plan Domains (Youth Needs)[1]



Types of Programming



On average, youths completed[2]:

9
(0-70)
Program Hours

88%
(0-180%)
of Required Hours

6
(0-11)
Activities

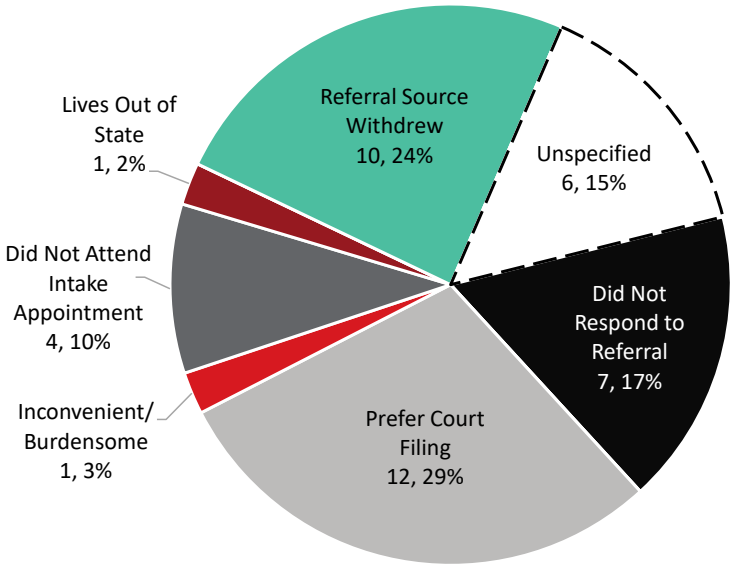
96%
(0-100%)
of Program Activities

99% of youths received programming matching at least one of their needs, as identified through their case plan domains.

[1] Youths could have multiple case plan domains and types of programming — percentages do not total to 100%.
[2] Attendance hours were missing for 268 enrolled youths (44%) and number of activities completed was missing for 65 enrolled youths (11%).

Refusal Reason

41 youths refused or did not participate in diversion.



On average, youths owed:

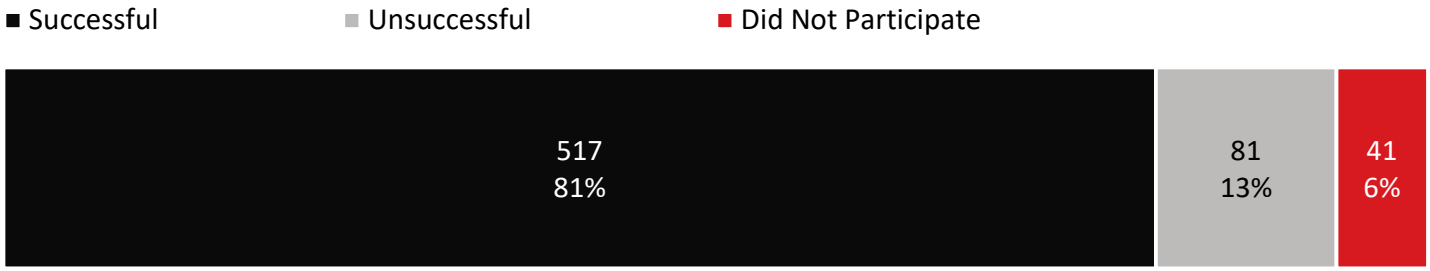
$35
($0-$100)
in Diversion Fees[3]

$29
($0-$776)
in Restitution[4]

$1
($0-$60)
in Other Costs

Case Outcomes

81% of youths successfully completed the program.



Youths' Future System Involvement

517 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
11	**44**	**71**	**35**
2%	**9%**	**14%**	**7%**

122 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
3	**18**	**25**	**28**
2%	**15%**	**20%**	**23%**

[3] No diversion fees were indicated, or were waived, for 131 youths (22%). 86 cases (14%) were missing diversion fee costs.
[4] No restitution was indicated for 444 youths (73%). Restitution costs were missing for 38 youths (6%).

2024 Program Evaluation[5]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population includes most racial/ethnic groups, but is not proportionate to county's population.	**Program Population** ✓
At least 80% of enrolled youths are assessed with a validated tool.	**Assessment Tool/Process** ✓+
Over 80% of youths enrolled received programming matching their need(s).	**Domains and Programming Activities** ✓+
Over 20% of cases were missing program attendance hours. On average, youths completed at least 80% of activities.	**Program Hours and Completion Rates** ✓
Closes at least 80% of cases successfully.	**Successful Cases** ✓+
Fewer successfully closed cases had FSI than unsuccessful/other closed cases in two or more FSI category.	**Future System Involvement** ✓

Overall Program Rating

Ineffective **Promising** ➡ **Effective**

[5] For full evaluation criteria, see Diversion Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

Lancaster County Attorney's Diversion program is rated as ***promising to effective***. Black youths were referred to the program at a higher rate than their proportion of the Lancaster County youth population. However, we note a better comparison population for diversion programs may be law enforcement youth contacts, rather than the overall county population. There are often racial disparities in both juvenile justice involvement and referrals to diversion for non-White youths. More information on the population of youths eligible for the program would strengthen this assessment. 41 youths (6%) refused to or did not participate in the program; mostly because the youth preferred a court filing (12 or 29%), the referral source withdrew the referral (10 or 24%), the youth did not respond to the referral (seven or 17%), or the youth did not attend the intake appointment (four or 10%). The refusal reasons were unspecified for six of the cases that did not participate (15%). For the youths who were enrolled, 98% were assessed upon intake into the program using a validated assessment tool (e.g., the Nebraska Youth Screen). All youths with known case plan domains and program activity types received programming appropriate to their case plan domains. Over 40% of cases were missing data on the amount of hours the youth attended the program or the percentage of their required hours they attended. For the cases with available data, youths attended nine hours or 88% of their required hours, on average. Activity completion was higher among youth, as youths completed six activities or 96% of their possible program activities, on average. Just over 80% of the referred youths (517 or 81%) were enrolled and successfully completed the program. Cases were closed unsuccessfully because the youths received a new law violation (37 or 6%), failed to comply with program requirements (35 or 5%), or for "other" reasons (11 or 2%). Finally, the program was effective at preventing Future System Involvement (FSI; i.e., status or law violation court filings, probation involvement, or detention intake) for successful youths compared to youths who did not participate or were discharged unsuccessfully. Across three of the four categories of FSI (law violations, probation, and detention), a lower rate of successful cases were indicated than unsuccessful/other cases.

Recommendations

The Lancaster County Attorney's Diversion program served a substantial number of youths between July 1, 2020 and June 30, 2022. The program did an excellent job enrolling youths in their program and assigning youths programming activities that matched the youths' needs. Research shows that dosage relates to positive outcomes, so one area where the program could improve is by tracking the number of hours youths are required to attend programming, as well as the percent of programming the youths actually attends. Although the program successfully discharged 81% of cases, another area to explore are cases that closed unsuccessfully, especially those who chose to go to court or who did not respond to the initial invitation. We recommend that the program seek to increase the percentage of youths successfully completing the program. To accomplish this, the program may survey unsuccessful youths before they leave the program, especially youths who prefer to go to court. Examining reasons for refusal can provide valuable insight for the program to increase enrollment and retention.

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Lancaster County Human Services | Goodrich Middle School

Lancaster County | July 2020-June 2022 | Truancy

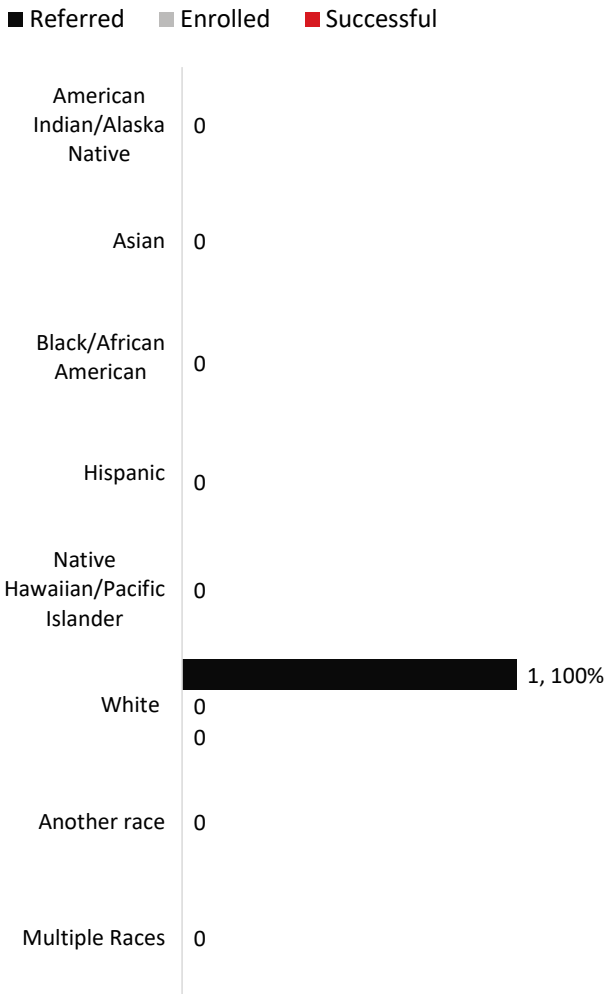
1
Youths Referred

0
Enrolled

0
Successful

100%
Truancy Intervention

Program Involvement by Race and Ethnicity



Gender and Grades of Youths Referred

0
Male

100% (1)
Female

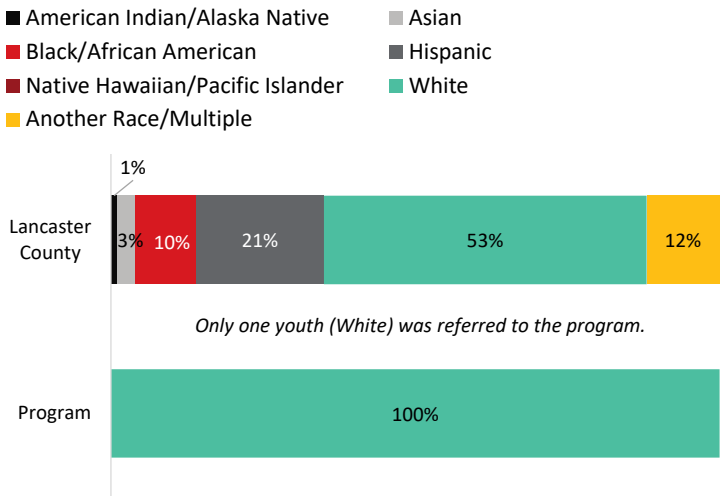
0
Nonbinary

0
Elementary Grades (K-6)

100% (1)
Middle Grades (7-8)

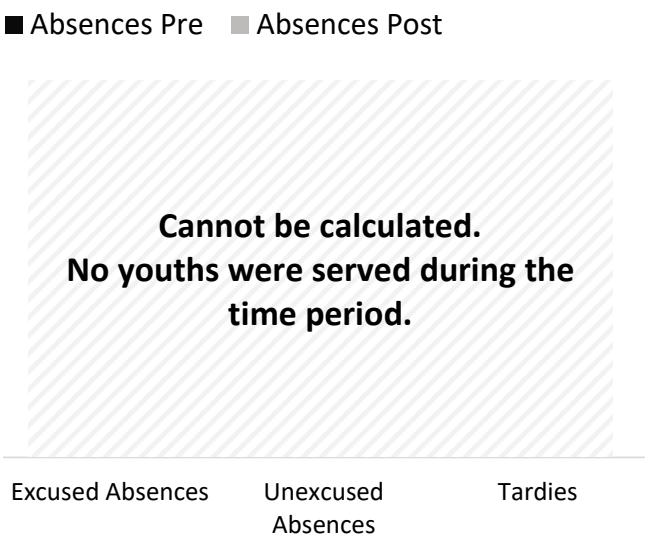
0
High School Grades (9-12)

Program Population Compared to Lancaster County's Chronic Absentee Population

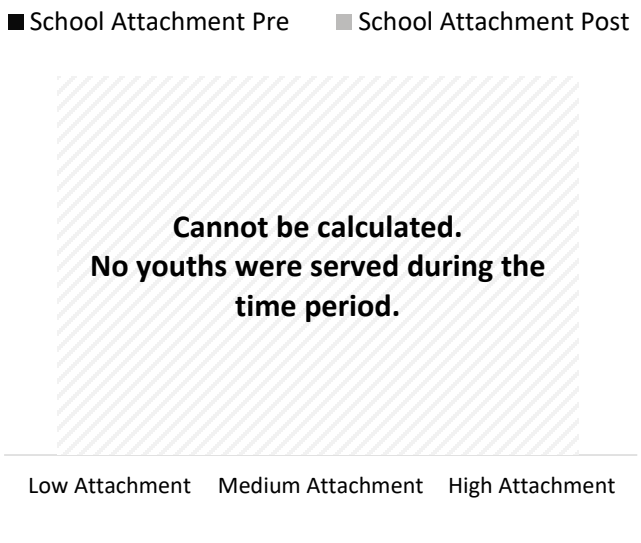


Outcomes for Successful Cases

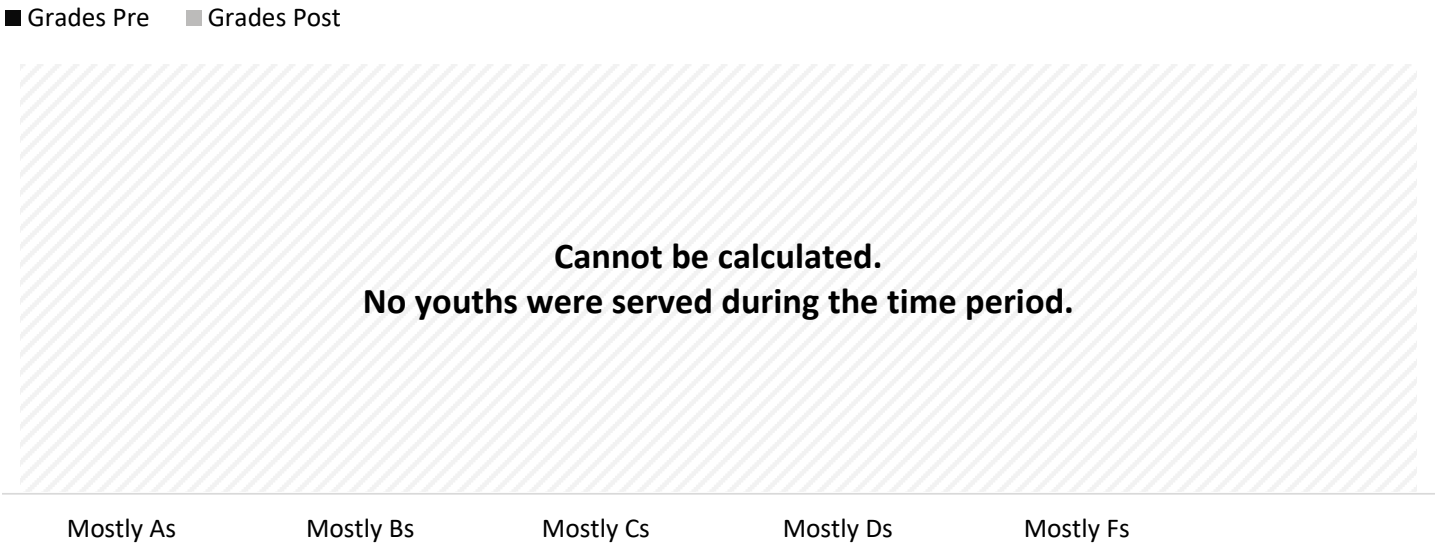
Change in Attendance



Change in School Attachment



Change in Grades



Youths' Future System Involvement[1]

Status Offenses	Law Violations	Probation	Detention
X	X	X	X

[1] FSI cannot be calculated because the case is still open in JCMS.

2024 Program Evaluation[2]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has more than 80% of data on attendance measures.	**Meets Data Standards**
Does not receive referrals for youths overrepresented in chronic absenteeism in county.	**Program Population**
Closes fewer than 40% of cases successfully.	**Successful Cases**
No successful youths to compare attendance outcomes for.	**Impacts on Absences**
No successful youths to compare school outcomes for.	**School Outcomes**
No successful youths to compare FSI for - Only case is still open.	**Future System Involvement**

Overall Program Rating

Ineffective Promising Effective

Inconclusive

[2] For full evaluation criteria, please see the Absenteeism Program Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

Only one youth was referred between July 2020 and June 2022, and they were not enrolled in the program. Because no youths were served, the evaluation of the Goodrich Middle School's truancy program is ***inconclusive***.

Recommendations

Goodrich Middle School should review the referral process for their program and seek out ways to expand the reach of their program to serve more youths in the school/district. Goodrich is in a large city and has a student population over 800, it is likely there are more students who would benefit from the truancy intervention services provided by the program.

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JUVENILE JUSTICE INSTITUTE

Lancaster County Human Services | Lincoln East High School

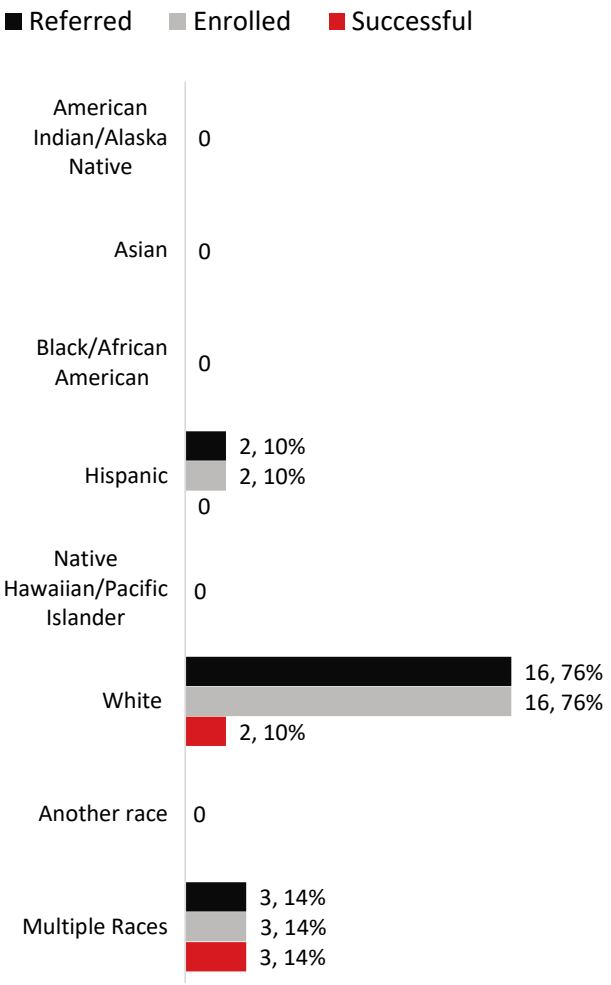
Lancaster County | July 2020-June 2022 | Truancy

21	21	5
Youths Referred	Enrolled	Successful

100%

Truancy Diversion

Program Involvement by Race and Ethnicity

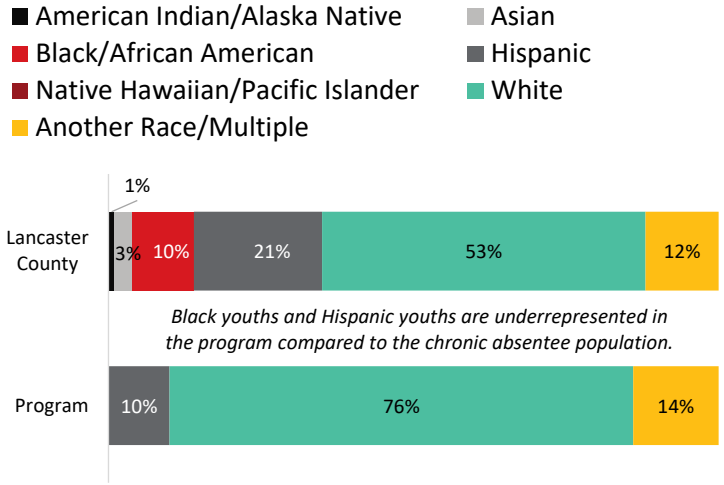


Gender and Grades of Youths Referred

48% (10)	52% (11)	0
Male	Female	Nonbinary

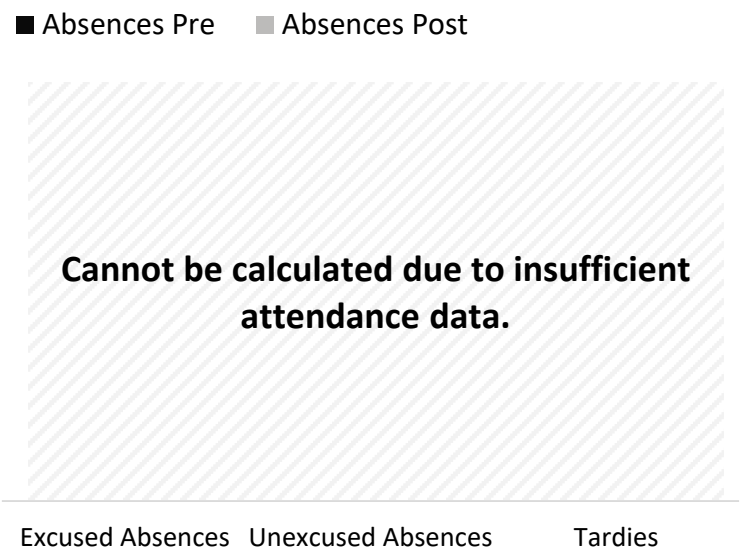
0	0	100% (21)
Elementary Grades (K-6)	Middle Grades (7-8)	High School Grades (9-12)

Program Population Compared to Lancaster County's Chronic Absentee Population



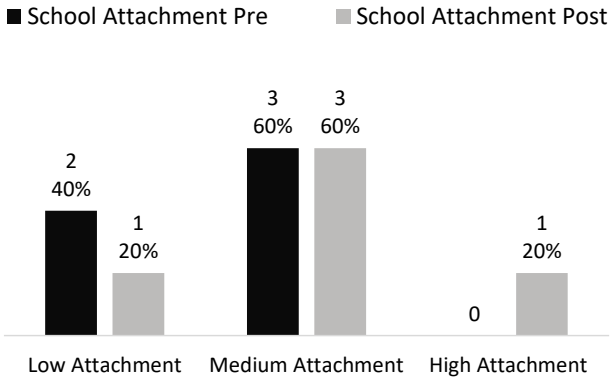
Outcomes for Successful Cases

Change in Attendance



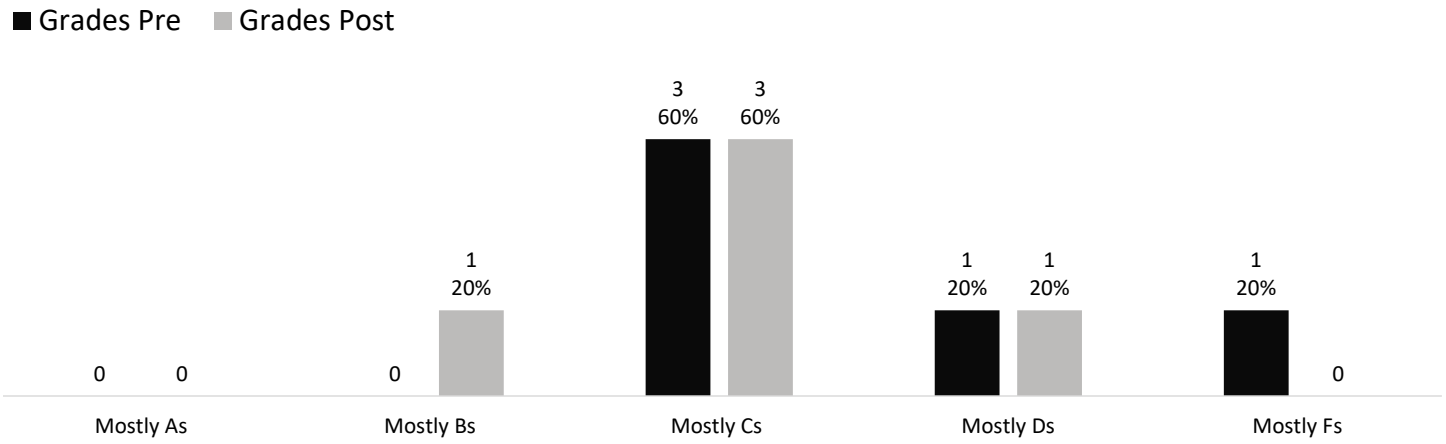
Change in School Attachment

Successful youth showed improved school attachment post-intervention: Low attachment declined and 20% more students had high attachment.



Change in Grades

Student grade outcomes improved after the program. While 20% of students had mostly Fs prior to enrollment, none had mostly Fs afterwards and 20% had mostly B's after completing the program.



Youths' Future System Involvement

5 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
1 20%	0	1 20%	0

16 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

2024 Program Evaluation[1]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has more than 80% of data on attendance measures.	**Meets Data Standards**
Receives referrals for youths proportionate to school's population.	**Program Population**
Closes fewer than 40% of cases successfully.	**Successful Cases**
Fewer than 10 cases had complete attendance data for both pre-enrollment and enrollment periods. Attendance change could not be calculated.	**Impacts on Absences**
Youths successfully discharged demonstrated higher school attachment and had higher grades compared to pre-intervention.	**School Outcomes**
Approximately the same rate or a higher rate of successfully closed cases had FSI compared to unsuccessful/other closed cases in all or most FSI categories.	**Future System Involvement**

Overall Program Rating

Ineffective | **Promising** | Effective

[1] For full evaluation criteria, please see the Absenteeism Program Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

Lincoln East High School's truancy program is rated as ***promising***. The program served youths from almost all racial/ethnic groups overrepresented in Lancaster county's chronic absentee population. While none of the youths referred were Black, despite making up 10% of Lancaster County's chronic absenteeism population, this may be reflective of Lincoln East High School's enrollment. We could not run tests for significant changes in attendance post-intervention because fewer than 10 successful cases had complete attendance data for both the pre-enrollment and enrollment periods. However, both school attachment and grades improved from pre-enrollment to post-intervention for successful youth. The program was not effective in preventing future system involvement (FSI; i.e., court filings, probation, or detention) for the youths who successfully completed the program, compared to those whose cases were not successfully closed. However, FSI rates should be interpreted with caution due to the few number of cases in the successful category. The impacts of this program may also be limited by how few cases are closed successfully (only 24% of the 21 youths referred and enrolled).

Recommendations

We encourage the high school's truancy program to concentrate on expanding the reach of the program to serve more youths, particularly Black youths, who were not served during the evaluated time period. School outcomes (with the exception of attendance, which could not be assessed) were positive for youths successfully completing the program and indicate Lincoln East could have a greater impact by serving more youths. While none of the youths referred or served were Black, and Hispanic youths were underrepresented compared to the county's chronic absentee population, this may be reflective of Lincoln East High School's student population. To increase successful closures, the program may survey youths/families who were not successfully discharged about their satisfaction with program and where the program could have served them better. Implementing changes based on the results of such surveys could strengthen the program's ability maintain youths successfully through the program. Finally, we acknowledge that we are unable to determine potential reasons why cases are closed unsuccessfully without assessment tool findings for youths referred and enrolled in the program. Assessments can identify youths service needs and results can be used to assess whether youths are receiving appropriate treatment.

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JUVENILE JUSTICE INSTITUTE

Lancaster County Human Services | Lincoln High School

Lancaster County | July 2020-June 2022 | Truancy

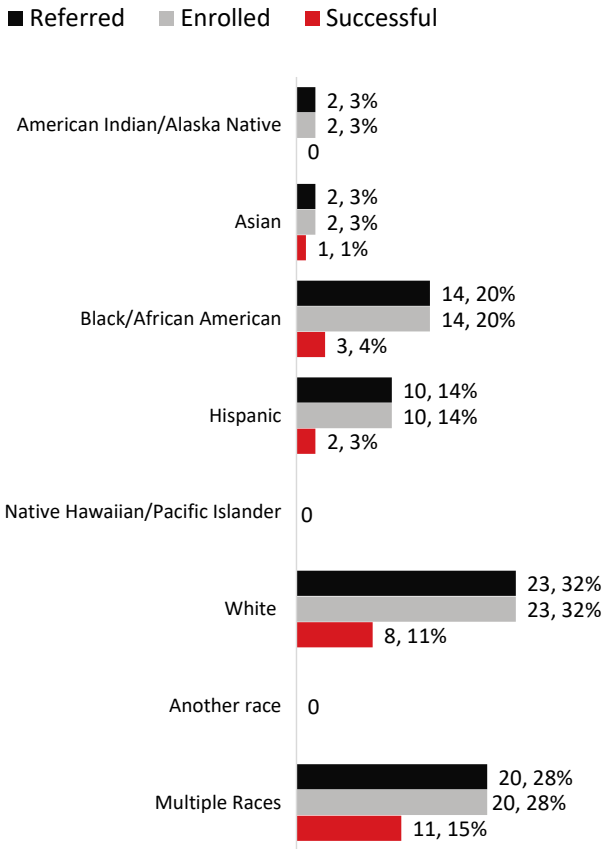
71
Youths Referred

71
Enrolled

25
Successful

100%
Truancy Diversion

Program Involvement by Race and Ethnicity



Gender and Grades of Youths Referred[1]

45% (32)
Male

54% (38)
Female

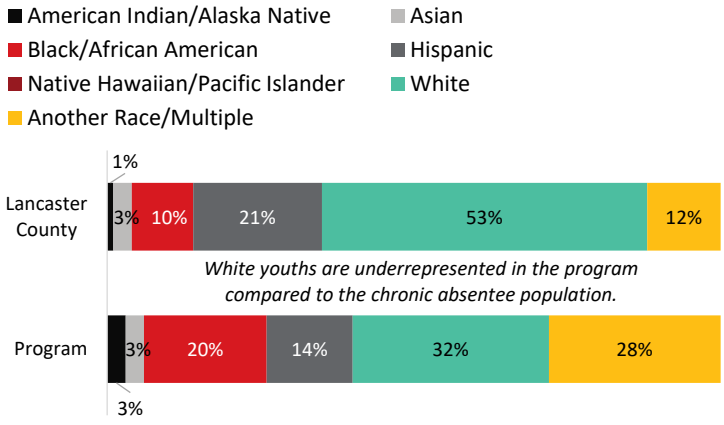
0
Nonbinary

0
Elementary Grades (K-6)

0
Middle Grades (7-8)

100% (71)
High School Grades (9-12)

Program Population Compared to Lancaster County's Chronic Absentee Population

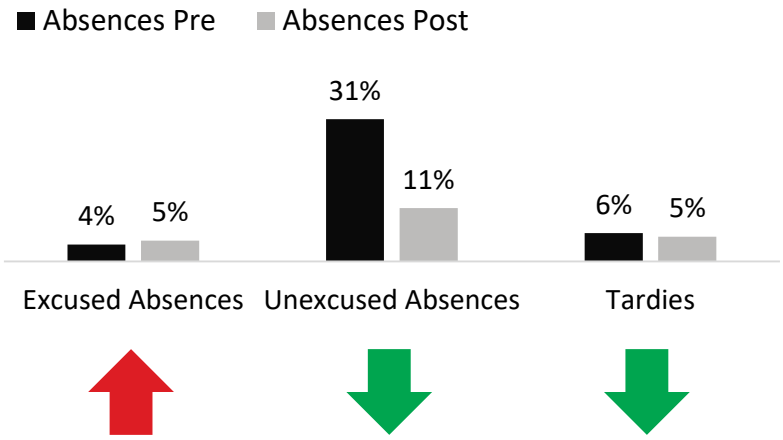


[1] The youth's gender was unspecified/missing for four cases (3%) and grade was missing for 19 cases (16%).

Outcomes for Successful Cases

Change in Attendance

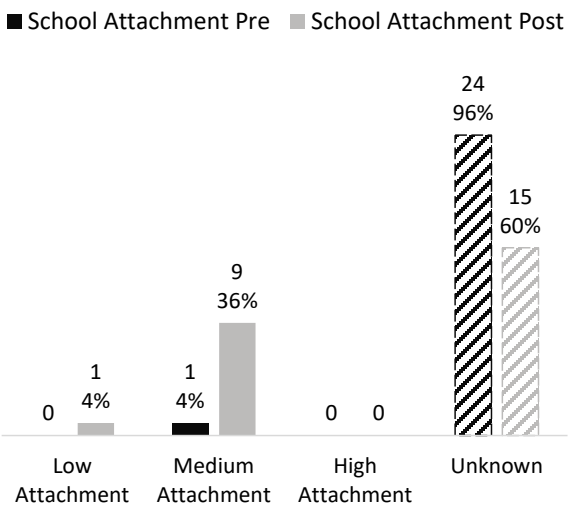
Overall, absences declined by 18% post-intervention, but excused absences slightly increased. Tardies slightly declined post-intervention.



Note: The overall attendance change was statistically significant.

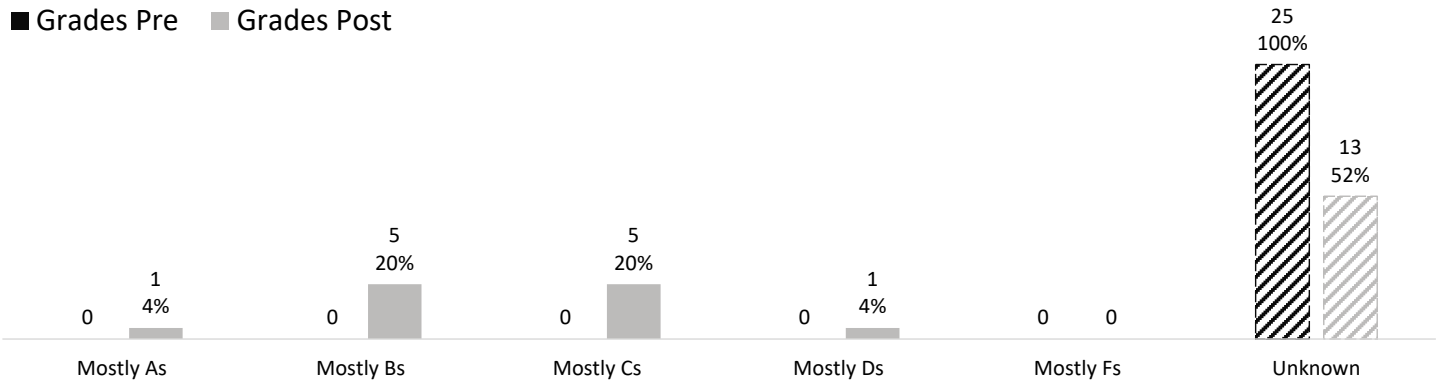
Change in School Attachment

Over half of youths' attachment to school was unknown both pre- and post-intervention.



Change in Grades

Over half of youths' grades were unknown both pre- and post-intervention.



Youths' Future System Involvement

25 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
1	**0**	**1**	**0**
4%		**4%**	

46 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
1	**4**	**6**	**0**
2%	**9%**	**13%**	

2024 Program Evaluation[2]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has more than 80% of data on attendance measures.	**Meets Data Standards**
Receives referrals for youths proportionate to school's population.	**Program Population**
Closes fewer than 40% of cases successfully.	**Successful Cases**
Attendance significantly improved during the post-enrollment period.	**Impacts on Absences**
School attachment and grades data missing for more than 20% of sample.	**School Outcomes**
Fewer successfully closed cases had FSI than unsuccessful/ other closed cases in two or more FSI categories.	**Future System Involvement**

Overall Program Rating

Ineffective **Promising** ➡ **Effective**

[2] For full evaluation criteria, please see the Absenteeism Program Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

Lincoln High School's truancy program is rated as ***promising to effective***. The program served youths from all racial/ethnic groups overrepresented in Lancaster county's chronic absentee population, but White youths were not enrolled at a proportionate rate. However, this is likely reflective of Lincoln High School's student population. For youths successfully discharged from the program, overall absences significantly declined post-intervention. Changes in school attachment or grades could not be evaluated because over 20% of cases were missing data on these outcomes for both pre-enrollment and post-intervention. The program was partially effective in preventing future system involvement (i.e., court filings, probation, or detention) for the youths who successfully completed the program, compared to those whose cases were not successfully closed. However, the impacts of this program may be limited by the relatively low numbers of successfully closed cases (only 35% of the 71 youths referred and enrolled).

Recommendations

We encourage the high school's truancy program to concentrate on increasing the proportion of youths successfully completing the program. To accomplish this, the program may survey youths/families who were not successfully discharged about their satisfaction with program and where the program could have served them better. Implementing changes based on the results of such surveys could strengthen the program's ability maintain youths successfully through the program. It is also essential for the program to collect and report complete data for all youths served in order to facilitate an accurate evaluation. The program should review their process for collecting students' school attachment and grades to reduce rates of missing data for these outcomes. Finally, we acknowledge that we are unable to determine potential reasons why cases are closed unsuccessfully without assessment tool findings for youths referred and enrolled in Lincoln High School's program. Assessments can identify youths service needs and results can be used to assess whether youths are receiving appropriate treatment.

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JUVENILE JUSTICE INSTITUTE

Lancaster County Human Services | Lincoln Northeast High School

Lancaster County | July 2020-June 2022 | Truancy

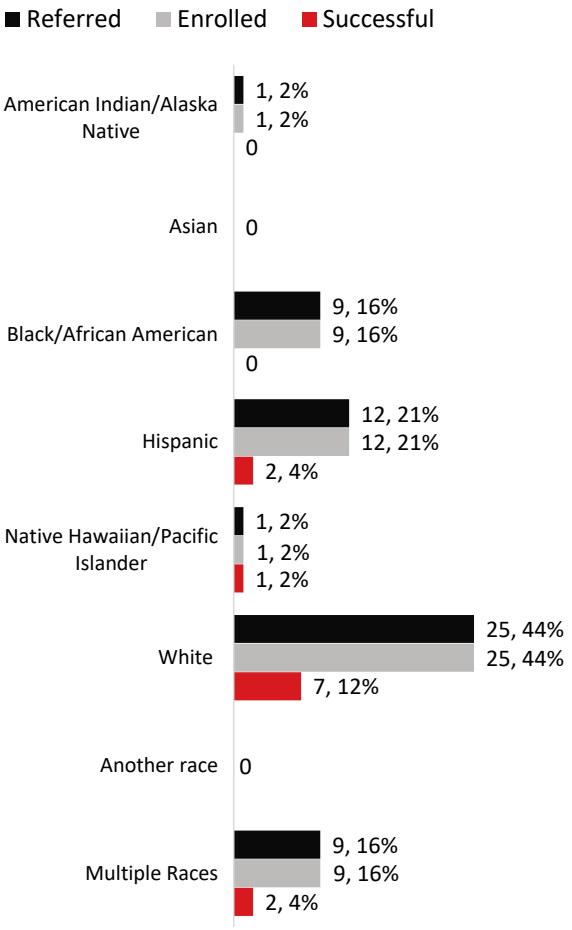
57
Youths Referred

57
Enrolled

12
Successful

100%
Truancy Diversion

Program Involvement by Race and Ethnicity



Gender and Grades of Youths Referred[1]

53% (30)
Male

47% (27)
Female

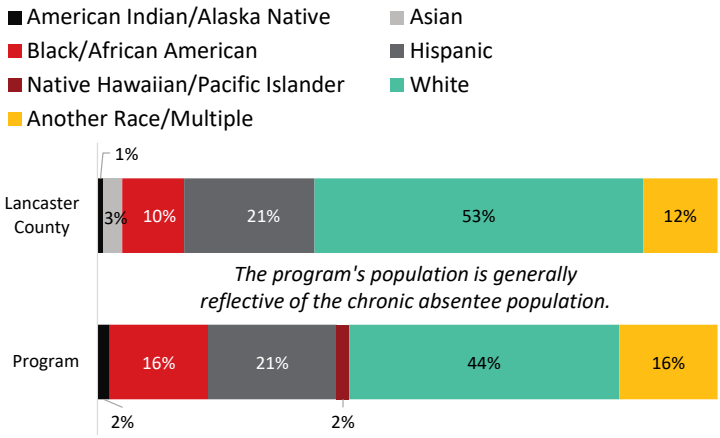
0
Nonbinary

0
Elementary Grades (K-6)

0
Middle Grades (7-8)

98% (56)
High School Grades (9-12)

Program Population Compared to Lancaster County's Chronic Absentee Population

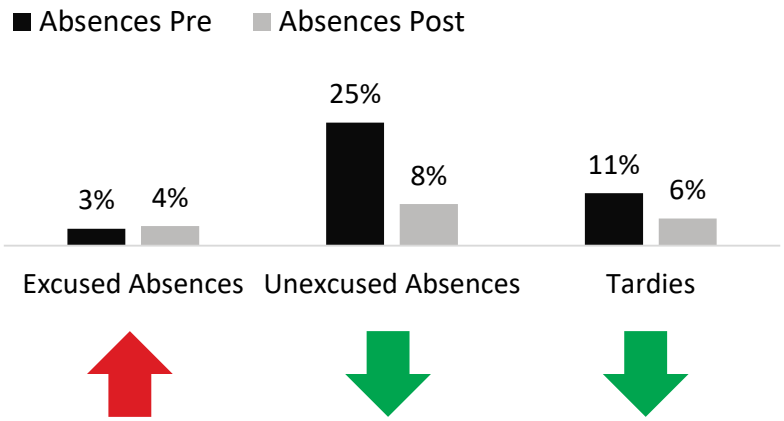


[1] The youth's grade was missing for one case.

Outcomes for Successful Cases

Change in Attendance

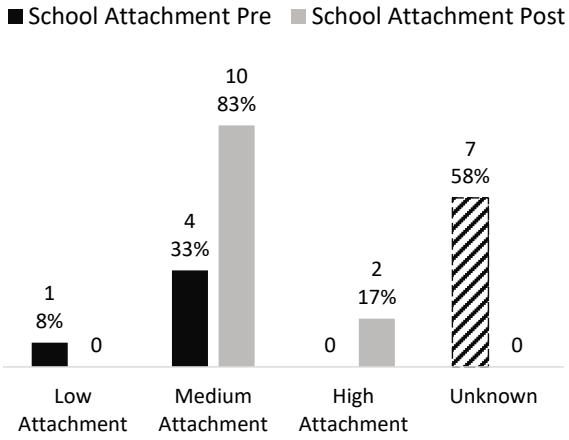
Overall, absences declined by 16% post-intervention, but excused absences slightly increased. Tardies declined by 5% post-intervention.



Note: The overall attendance change was statistically significant.

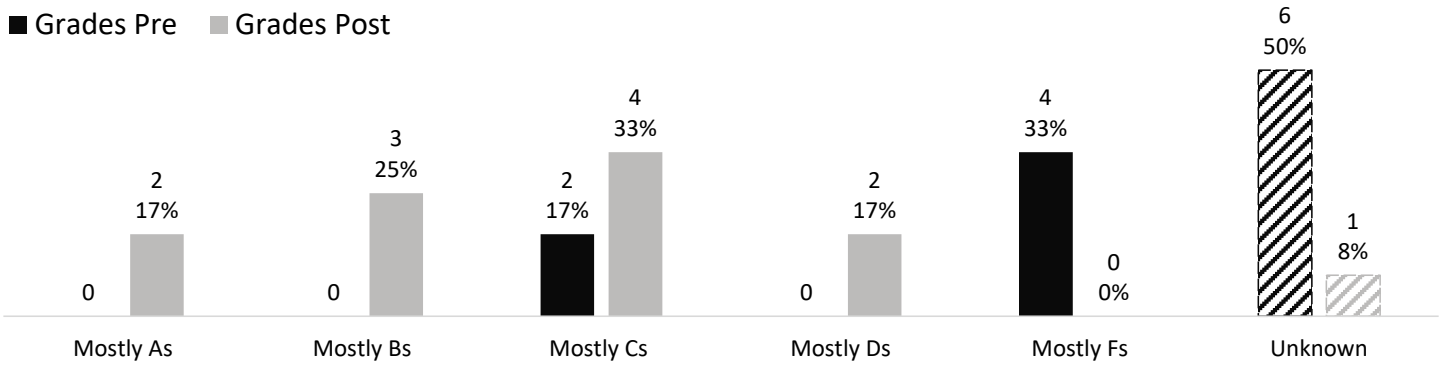
Change in School Attachment

School attachment pre-enrollment was unknown for over half of the youths, but all youths had medium or high attachment post-intervention.



Change in Grades

Student grade outcomes improved after the program. While 33% of students had mostly Fs prior to enrollment, none had mostly Fs afterwards. Over 40% had mostly As and Bs after completing the program. However, over half of student's grades were unknown for the pre-enrollment period.



Youths' Future System Involvement

12 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
1 8%	0	1 8%	0

45 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	4 9%	4 9%	4 9%

2024 Program Evaluation[2]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome	
Has more than 80% of data on attendance measures.	**Meets Data Standards**	
Receives referrals for youths proportionate to the rate of chronic absenteeism in county.	**Program Population**	✓+
Closes fewer than 40% of cases successfully.	**Successful Cases**	∅
Attendance significantly improved during the post-enrollment period.	**Impacts on Absences**	✓+
Over 20% of data missing for pre-enrollment. Youths successfully discharged demonstrated higher school attachment and had higher grades compared to pre-intervention.	**School Outcomes**	
Fewer successfully closed cases had FSI than unsuccessful/ other closed cases in two or more FSI categories.	**Future System Involvement**	✓

Overall Program Rating

Ineffective **Promising** ➡ **Effective**

[2] For full evaluation criteria, please see the Absenteeism Program Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

Lincoln Northeast High School's Truancy program is rated as ***promising to effective***. The program served youths from all racial/ethnic groups overrepresented in Lancaster county's chronic absentee population. For youths successfully discharged from the program, overall attendance significantly improved post-intervention. Youths who successfully completed the program also demonstrated higher attachment to school and improved grades after enrollment in the program, but over 20% of data was missing for the pre-enrollment period limiting accurate evaluation. The program was partially effective in preventing future system involvement (i.e., court filings, probation, or detention) for the youths who successfully completed the program, compared to those whose cases were not successfully closed. However, the impacts of this program may be limited by the relatively low numbers of successfully closed cases (only 21% of the 57 youths referred and enrolled).

Recommendations

We encourage the high school's truancy program to concentrate on increasing the proportion of youths successfully completing the program. To accomplish this, the program may survey youths/families who were not successfully discharged about their satisfaction with program and where the program could have served them better. Implementing changes based on the results of such surveys could strengthen the program's ability maintain youths successfully through the program. Finally, we acknowledge that we are unable to determine potential reasons why cases are closed unsuccessfully without assessment tool findings for youths referred and enrolled in Lincoln Northeast's program. Assessments can identify youths service needs and results can be used to assess whether youths are receiving appropriate treatment.

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JUVENILE JUSTICE INSTITUTE

Lancaster County Human Services | Lincoln Southeast High School

Lancaster County | July 2020-June 2022 | Truancy

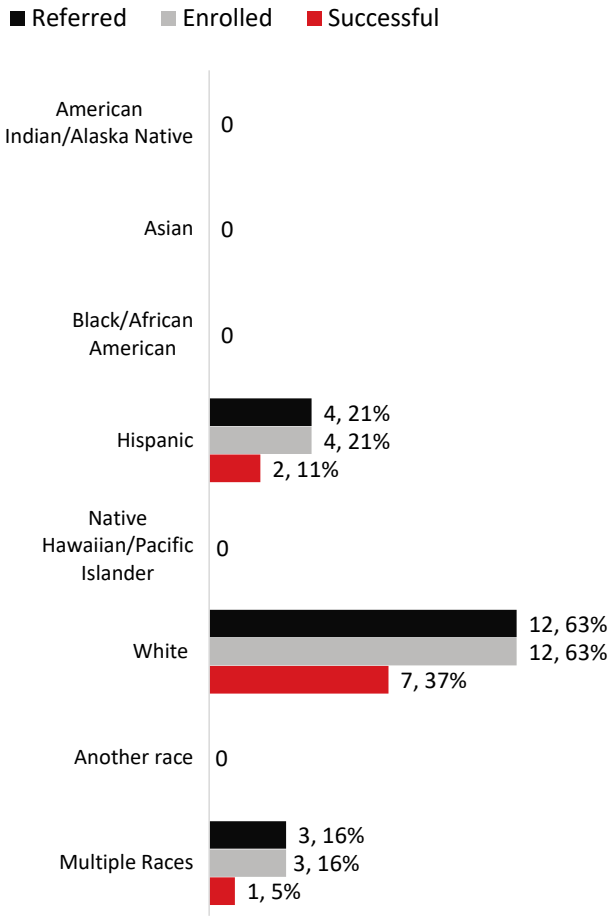
19
Youths Referred

19
Enrolled

10
Successful

100%
Truancy Diversion

Program Involvement by Race and Ethnicity



Gender and Grades of Youths Referred[1]

47% (9)
Male

47% (9)
Female

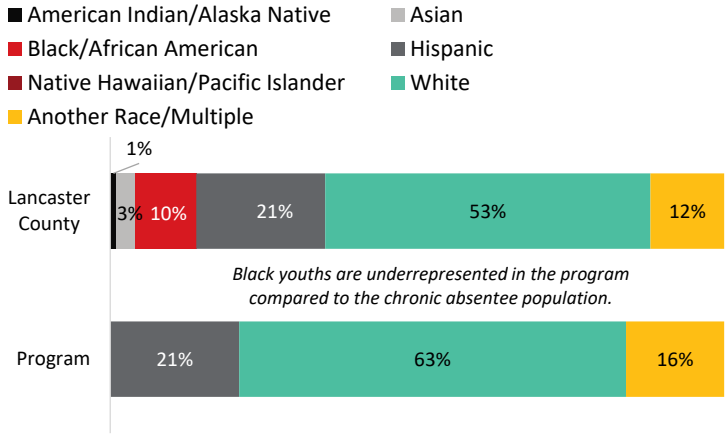
0
Nonbinary

0
Elementary Grades (K-6)

0
Middle Grades (7-8)

100% (19)
High School Grades (9-12)

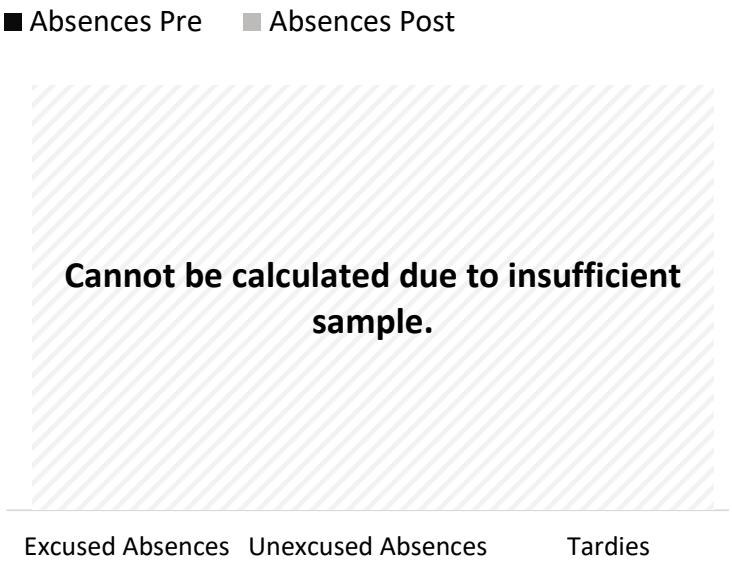
Program Population Compared to Lancaster County's Chronic Absentee Population



[1] One youth preferred not to report their gender.

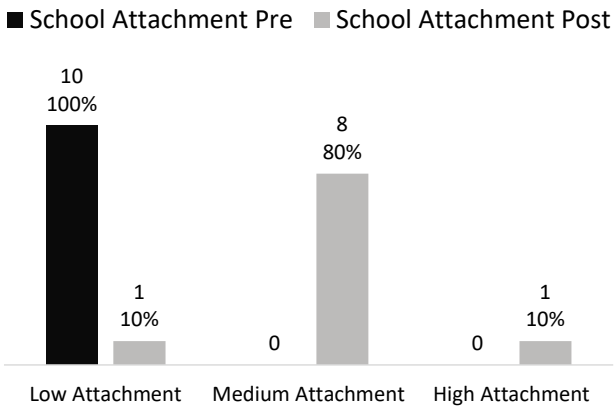
Outcomes for Successful Cases

Change in Attendance



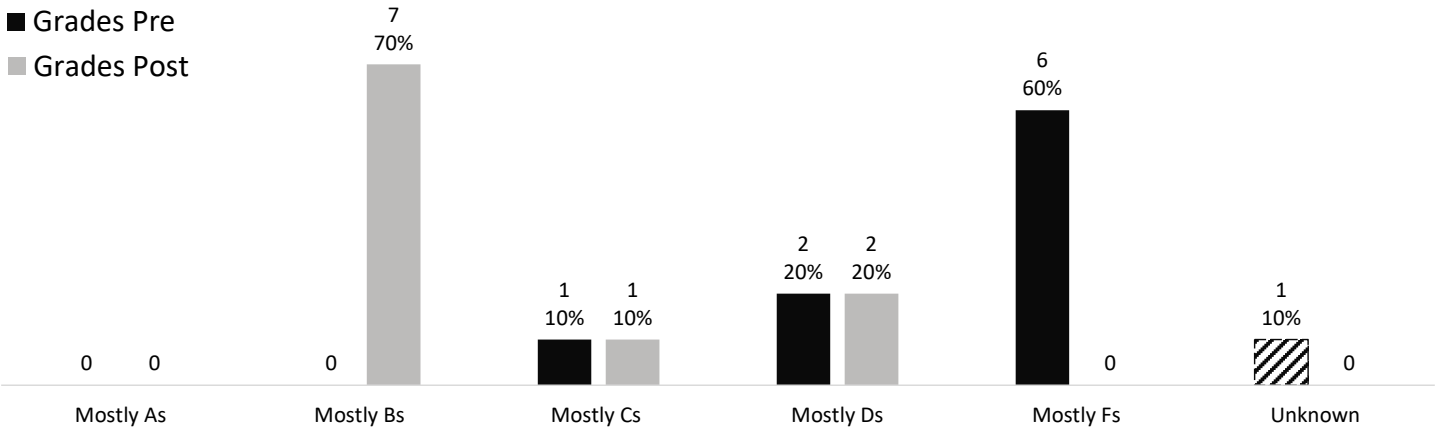
Change in School Attachment

Successful youth showed improved school attachment: All youths had low attachment pre-enrollment, but 80% had medium and 10% had high attachment post-intervention.



Change in Grades

Student grade outcomes improved after the program. While 60% of students had mostly Fs prior to enrollment, none had mostly Fs afterwards. Seven, or 70%, had mostly Bs after completing the program.



Youths' Future System Involvement

10 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
1 10%	0	1 10%	0

9 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	1 11%	1 11%	1 11%

2024 Program Evaluation[2]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome	
Has more than 80% of data on attendance measures.	**Meets Data Standards**	
Receives referrals for youths proportionate to school's population.	**Program Population**	✓+
Closes between 40% and 80% of cases successfully.	**Successful Cases**	✓
Fewer than 10 cases had complete attendance data for both pre-enrollment and enrollment periods. Attendance change could not be calculated.	**Impacts on Absences**	
Youths successfully discharged demonstrated higher school attachment and had higher grades compared to pre-intervention.	**School Outcomes**	✓+
Fewer successfully closed cases had FSI than unsuccessful/ other closed cases in two or more FSI categories.	**Future System Involvement**	✓

Overall Program Rating

Ineffective **Promising** ➡ **Effective**

[2] For full evaluation criteria, please see the Absenteeism Program Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

Lincoln Southeast High School's truancy program is rated as ***promising to effective***. The program served youths from almost all racial/ethnic groups overrepresented in Lancaster county's chronic absentee population. However, none of the youths referred or served were Black, despite Black youths making up 10% of the county's chronic absentee population. We could not run tests for significant changes in attendance post-intervention because fewer than 10 successful cases had complete attendance data for both the pre-enrollment and enrollment periods. However, both school attachment and grades improved from pre-enrollment to post-intervention for successful youth. The program was partially effective in preventing future system involvement (FSI; i.e., court filings, probation, or detention) for the youths who successfully completed the program, compared to those whose cases were not successfully closed. However, FSI rates should be interpreted with caution due to the few number of cases in either the successful or unsuccessful/other categories.

Recommendations

We encourage the high school's truancy program to concentrate on expanding the reach of the program to serve more youths, particularly Black youths, who were not served during the evaluated time period. School outcomes (with the exception of attendance, which could not be assessed) were positive for youths successfully completing the program and indicate Lincoln Southeast could have a greater impact by serving more youths. While none of the youths referred or served were Black, this may be reflective of Lincoln Southeast High School's student population. To increase successful closures, the program may survey youths/families who were not successfully discharged about their satisfaction with program and where the program could have served them better. Implementing changes based on the results of such surveys could strengthen the program's ability maintain youths successfully through the program. Finally, we acknowledge that we are unable to determine potential reasons why cases are closed unsuccessfully without assessment tool findings for youths referred and enrolled in Lincoln Southeast High School's program. Assessments can identify youths service needs and results can be used to assess whether youths are receiving appropriate treatment.

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JUVENILE JUSTICE INSTITUTE

Lancaster County Human Services | North Star High School

Lancaster County | July 2020-June 2022 | Truancy

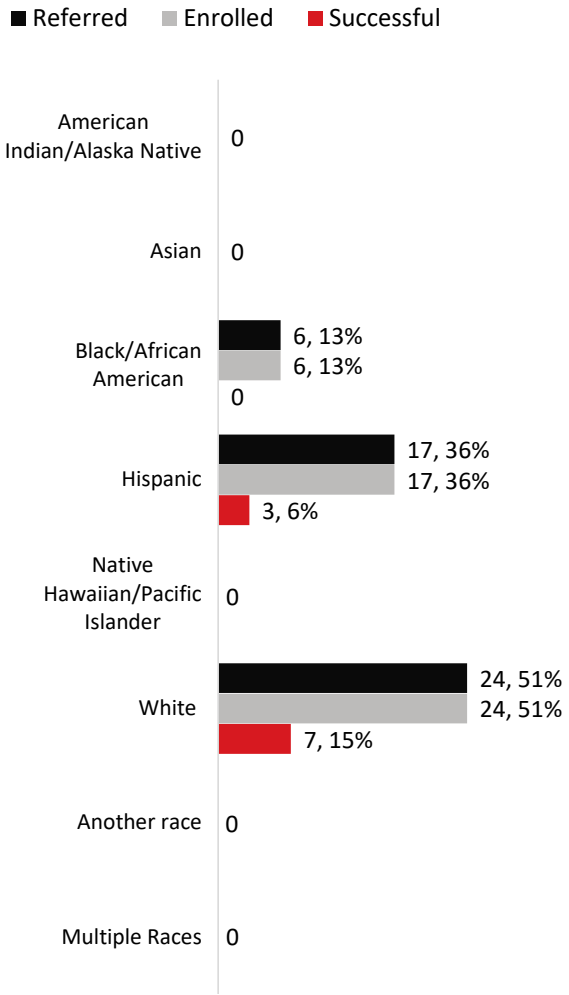
47
Youths Referred

47
Enrolled

10
Successful

100%
Truancy Diversion

Program Involvement by Race and Ethnicity



Gender and Grades of Youths Referred

55% (26)
Male

45% (21)
Female

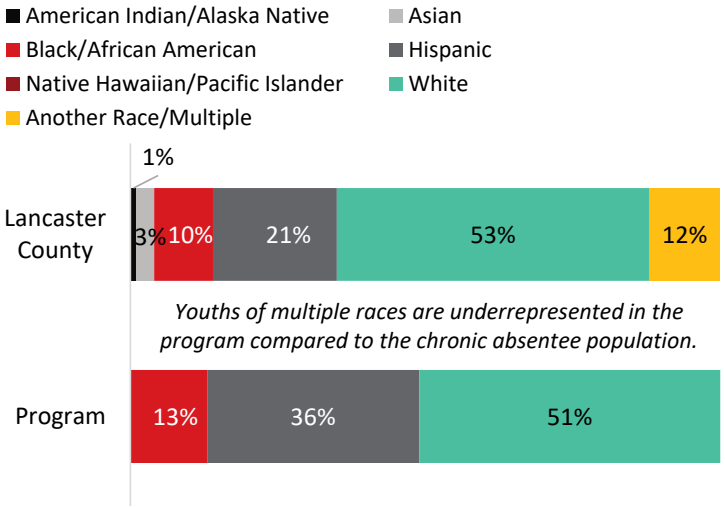
0
Nonbinary

0
Elementary Grades (K-6)

2% (1)
Middle Grades (7-8)

98% (46)
High School Grades (9-12)

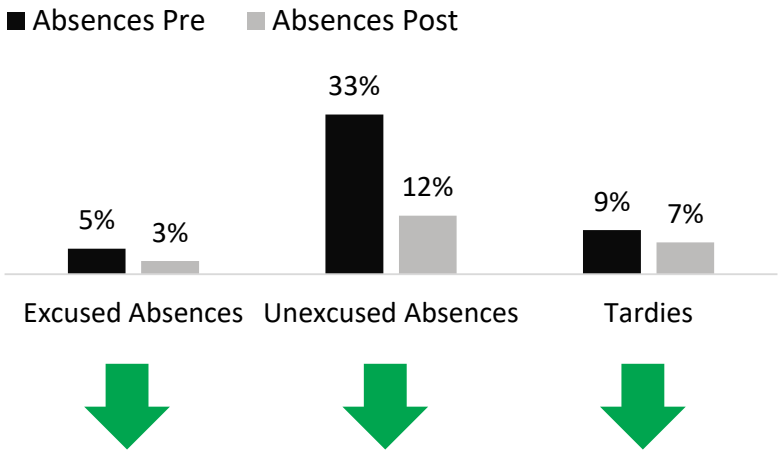
Program Population Compared to Lancaster County's Chronic Absentee Population



Outcomes for Successful Cases

Change in Attendance

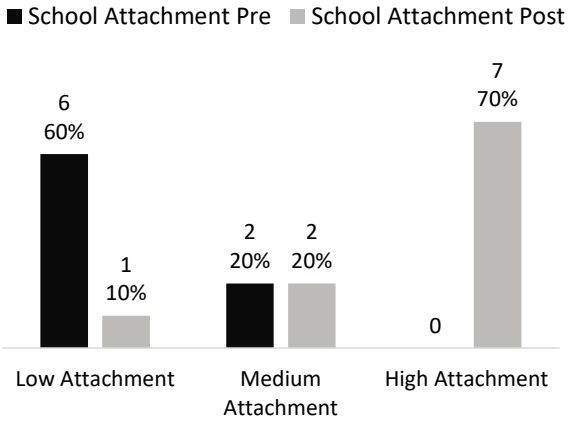
Overall, absences declined by 24% post-intervention. Tardies declined by 7% post-intervention.



Note: The overall attendance change was statistically significant.

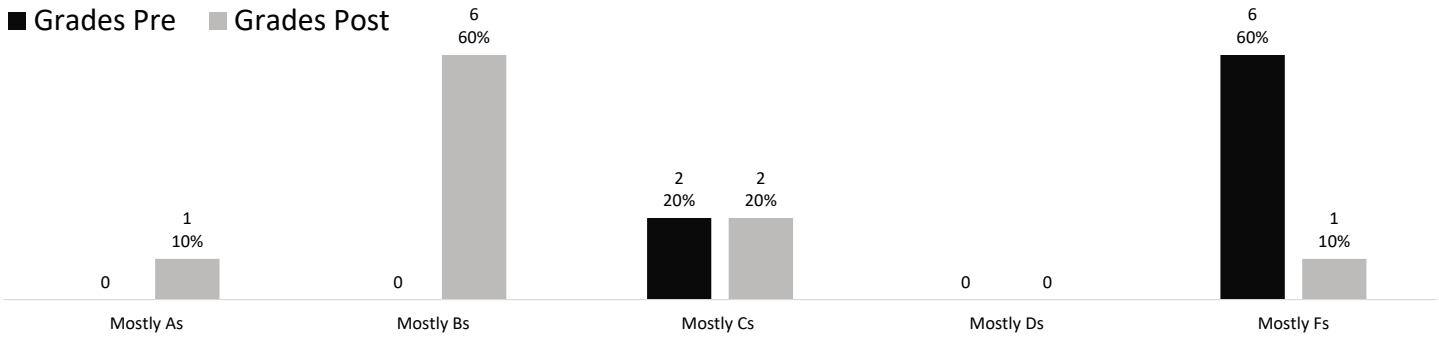
Change in School Attachment

Successful youth showed improved school attachment post-intervention: only one students had low attachment and 70% more students had high attachment.



Change in Grades

Student grade outcomes improved after the program. While 60% of students had mostly Fs prior to enrollment, only one had mostly Fs afterwards. Over 61% had mostly As and Bs after completing the program.



Youths' Future System Involvement (for 46 closed cases)[1]

10 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
1 10%	0	1 10%	0

36 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
1 3%	0	2 6%	3 8%

[1] One case was not included in FSI calculations because it remains open (i.e., no discharge date).

2024 Program Evaluation[2]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome	
Has more than 80% of data on attendance measures.	**Meets Data Standards**	
Receives referrals for youths proportionate to school's population.	**Program Population**	✓+
Closes fewer than 40% of cases successfully.	**Successful Cases**	∅
Attendance significantly improved during the post-enrollment period.	**Impacts on Absences**	✓+
Youths successfully discharged demonstrated higher school attachment and had higher grades compared to pre-intervention.	**School Outcomes**	✓+
Approximately the same rate or a higher rate of successfully closed cases had FSI compared to unsuccessful/other closed cases in all or most FSI categories.	**Future System Involvement**	✓

Overall Program Rating

Ineffective **Promising** ➡ **Effective**

[2] For full evaluation criteria, please see the Absenteeism Program Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

North Star High School's truancy program is rated as ***promising to effective***. The program served youths from all racial/ethnic groups overrepresented in Lancaster county's chronic absentee population, but youths of two or more races were not enrolled at a proportionate rate. However, this may be reflective of North Star High School's student population. For youths successfully discharged from the program, overall absences significantly declined post-intervention. Both school attachment and grades also improved from pre-enrollment to post-intervention for successful youth. The program was not effective in preventing future system involvement (i.e., court filings, probation, or detention) for the youths who successfully completed the program, compared to those whose cases were not successfully closed. However, the higher rate of successful youth with a status violation or probation involvement after discharge from the program may be due to the relatively low numbers of successful youths. Likewise, the impacts of this program may be limited by how few cases are closed successfully (only 21% of the 47 youths referred and enrolled).

Recommendations

We encourage the high school's truancy program to concentrate on increasing the proportion of youths successfully completing the program. To accomplish this, the program may survey youths/families who were not successfully discharged about their satisfaction with program and where the program could have served them better. Implementing changes based on the results of such surveys could strengthen the program's ability maintain youths successfully through the program. Finally, we acknowledge that we are unable to determine potential reasons why cases are closed unsuccessfully without assessment tool findings for youths referred and enrolled in North Star High School's program. Assessments can identify youths service needs and results can be used to assess whether youths are receiving appropriate treatment.

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JUVENILE JUSTICE INSTITUTE

Lancaster County Attorney | Truancy Diversion

Lancaster County | July 2020-June 2022 | Truancy

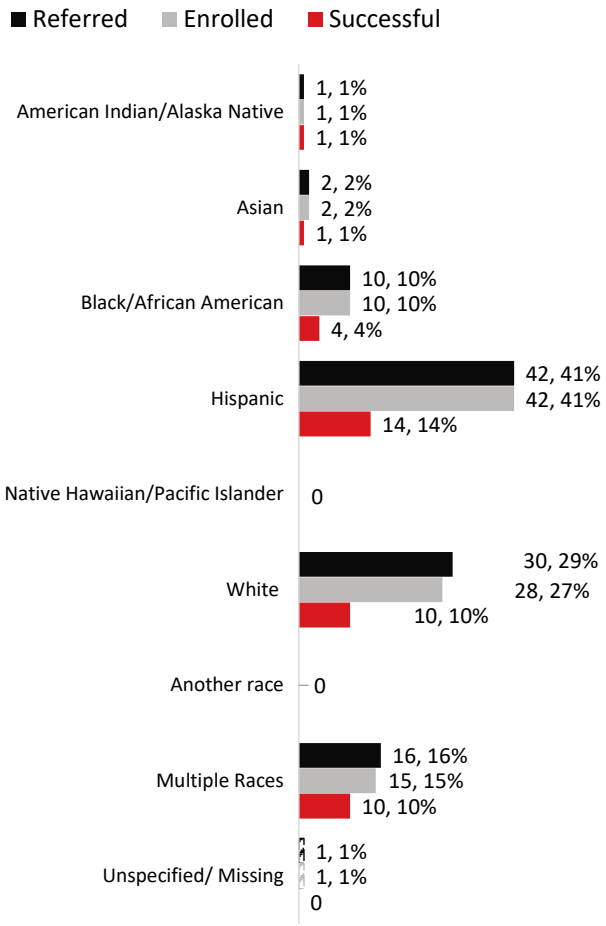
102
Youths Referred

99
Enrolled

40
Successful

100%
Truancy Diversion[1]

Program Involvement by Race and Ethnicity



Gender and Grades of Youths Referred

51% (52)
Male

49% (50)
Female

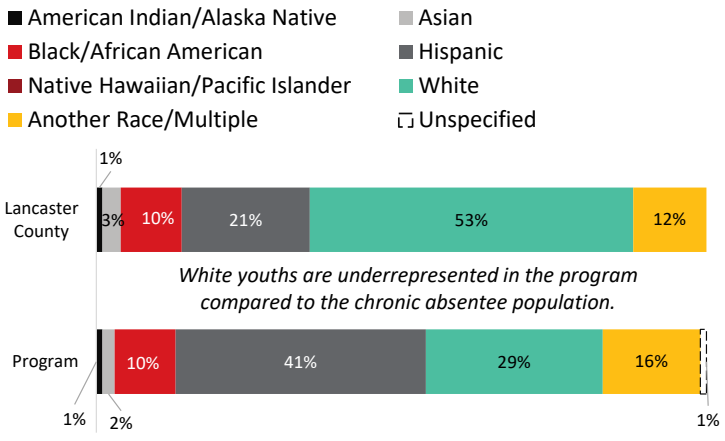
0
Nonbinary

11% (11)
Elementary Grades (K-6)

82% (84)
Middle Grades (7-8)

7% (7)
High School Grades (9-12)

Program Population Compared to Lancaster County's Chronic Absentee Population

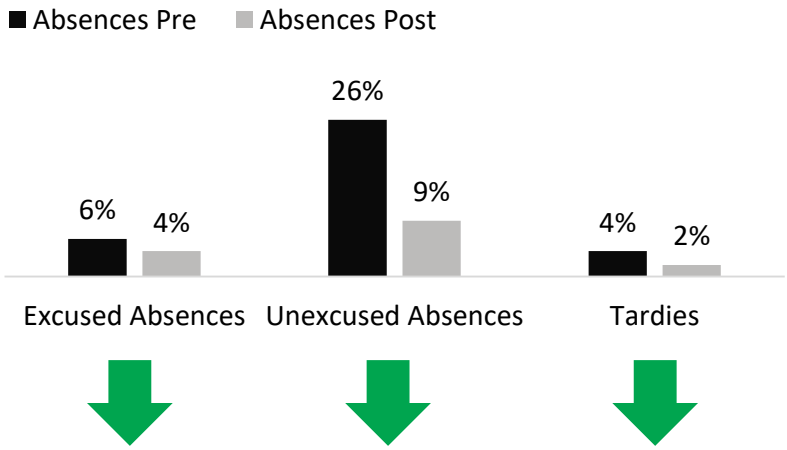


[1] The type of truancy service provided (monitor only, truancy intervention, or truancy diversion, was missing for 22 cases (20%).

Outcomes for Successful Cases

Change in Attendance

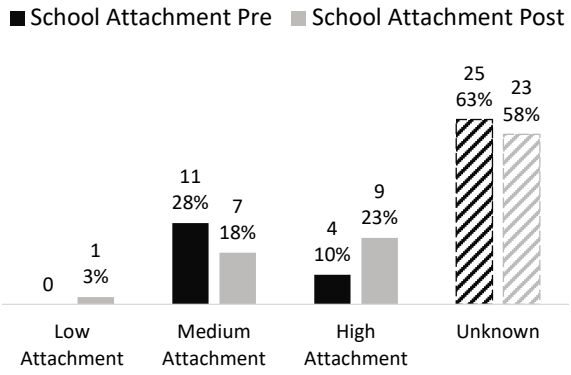
Total absences declined by 18% post-intervention. Tardies also declined by 2%.



Note: The overall attendance change was statistically significant.

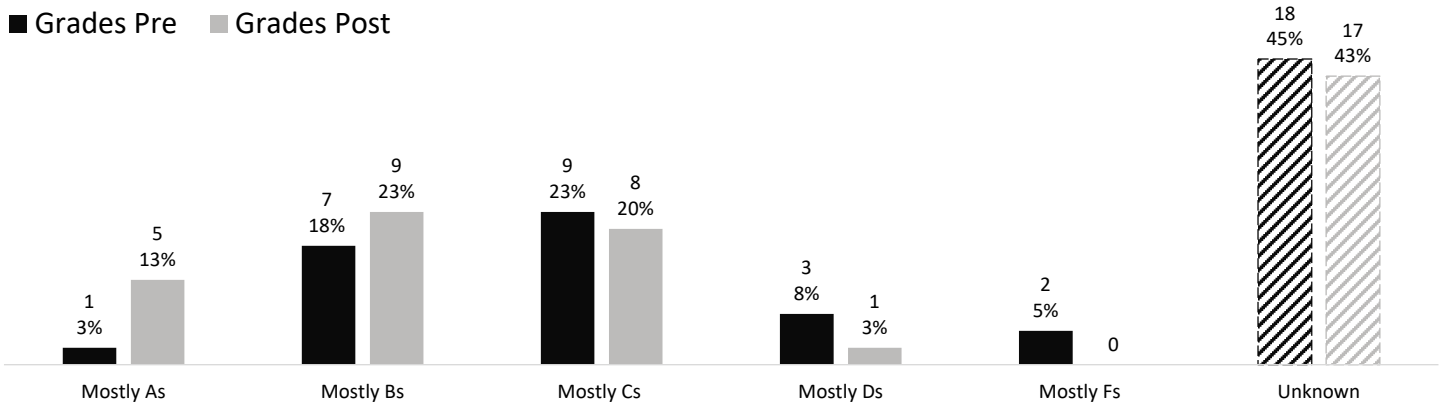
Change in School Attachment

School attachment may have improved after the program. While 13% more students had high attachment post-intervention, level of attachment was missing for over half of youths for both pre- and post-periods.



Change in Grades

Student grade outcomes may have improved after the program. While 10% more students had mostly As post-intervention, grades were missing for over 40% of youths for both pre- and post-periods.



Youths' Future System Involvement

40 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
3 8%	0	3 8%	0

62 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
21 34%	5 8%	25 40%	0

2024 Program Evaluation[2]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome	
Has more than 80% of data on attendance measures.	**Meets Data Standards**	
Receives referrals for youths over-represented in chronic absenteeism in county, but not proportionately.	**Program Population**	✓
Closes between 40% and 80% of cases successfully.	**Successful Cases**	✓
Attendance significantly improved during the post-enrollment period.	**Impacts on Absences**	✓+
Missing over 20% of grades and school attachment data for successful youths.	**School Outcomes**	
Fewer successfully closed cases had FSI than unsuccessful/other closed cases in all FSI categories.	**Future System Involvement**	✓+

Overall Program Rating

Ineffective Promising **Effective**

[2] For full evaluation criteria, please see the Absenteeism Program Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

Lancaster County Attorney's Truancy Diversion program is rated as ***effective***. The program served youths from all racial/ethnic groups overrepresented in Lancaster county's chronic absentee population. However, White youths were underrepresented among youths referred and Hispanic youths were less likely to be successful. For youths successfully discharged from the program, overall attendance significantly improved post-intervention. It appears that grades and school attachment also improved for successful youths, but over 20% of cases were missing level of school attachment and grades, limiting the accuracy of the evaluation. The program was very effective in preventing future system involvement (FSI; i.e., court filings, probation, or detention) for the youths who successfully completed the program, compared to those whose cases were not successfully closed.

Recommendations

We encourage Lancaster County Attorney's Office to review referral processes and sources to identify why White youths are not being referred to the program at a proportionate rate to their chronic absenteeism. We also recommend the program concentrate on increasing the proportion of youths successfully completing the truancy program, particularly Hispanic youths. The positive school outcomes for youths successfully completing the program indicate the program could have a greater impact by serving more youths. To accomplish this, the program may survey youths/families who were not successfully discharged about their satisfaction with program and where the program could have served them better. Implementing changes based on the results of such surveys could strengthen the program's ability maintain youths successfully through the program. It is also essential for the program to collect and report complete data for all youths served in order to facilitate an accurate evaluation. The program should review their process for collecting students' school attachment and grades to reduce rates of missing data for these outcomes. Finally, we acknowledge that we are unable to determine potential reasons why cases are closed unsuccessfully without assessment tool findings for youths referred and enrolled in the program. Assessments can identify youths service needs and results can be used to assess whether youths are receiving appropriate treatment.

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JUVENILE JUSTICE INSTITUTE

Lighthouse | Restorative Justice

Lancaster County | July 2020-June 2022 | Mediation

113	112	92	81
Youths Referred	Enrolled[1]	Agreements Made	Successful

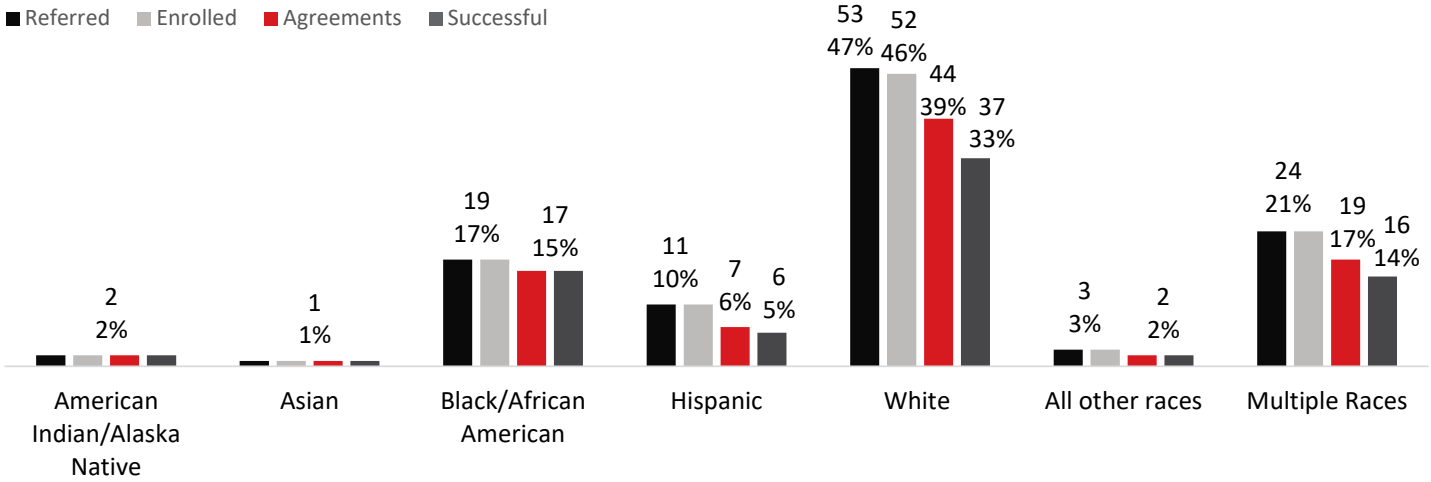
Gender of Youths Referred[2]

72% (81)	27% (30)	0
Male	Female	Nonbinary

Age of Youths Referred

Average Age – **14**
Age Range – **11-17**

Program Involvement by Race and Ethnicity



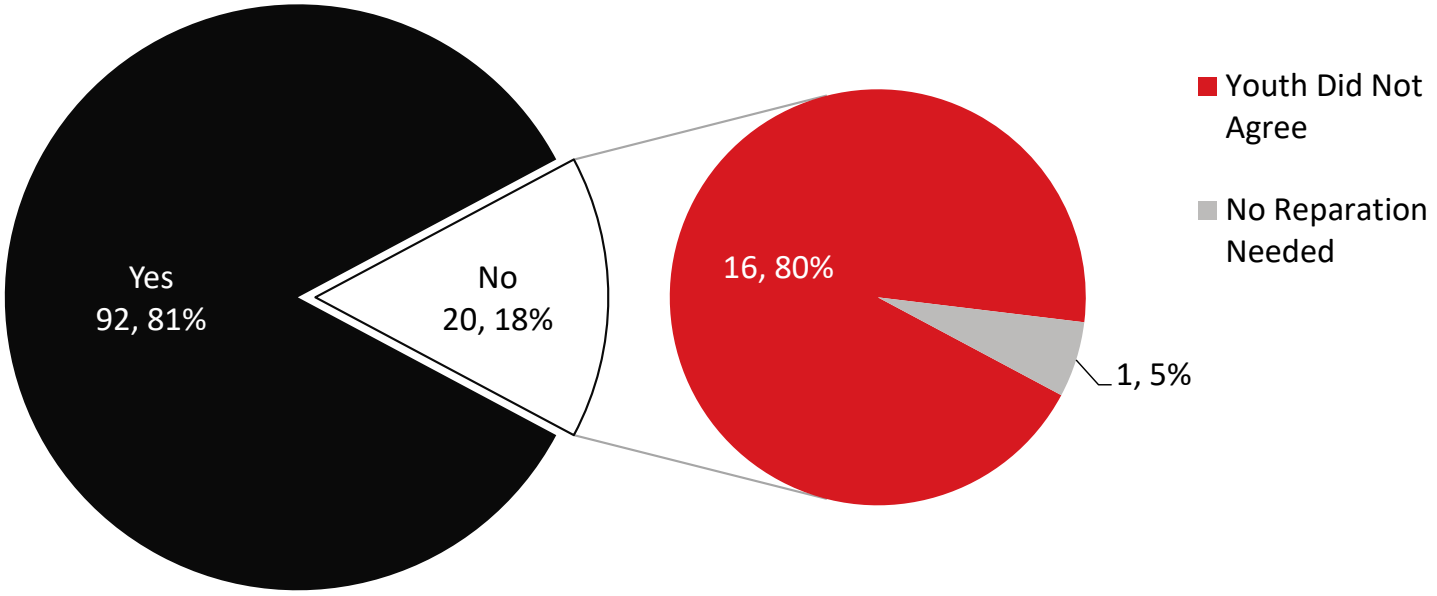
Note: No youths referred/served were Native Hawaiian/Pacific Islander.

[1] One case was dropped due to missing data on whether a reparation agreement was made.
[2] Gender was missing for two youths.

Outcomes

Reparation Agreements

Reparation agreements were made in 81% of cases. For most cases in which an agreement was not made the youth did not agree. No reparation was needed in one case.



Note: Missing whether a reparation agreement was made for one youth and the reason why the agreement was not made for three youths.

Outcome of Agreements[3]

88% (81) Agreements Successfully Fulfilled

9% (8) Agreements Partially Fulfilled

1% (1) Agreements Unsuccessfully Fulfilled

Youths' Future System Involvement (for 113 closed cases)

79 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
2 3%	6 8%	12 15%	3 4%

34 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	2 6%	5 15%	3 9%

[3] Outcome of reparation agreement was missing for two youths.

2024 Program Evaluation[4]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program referred, enrolled, and successful populations are reflective of county's population.	**Referrals/Enrollment** ✓+
Created a reparation agreement in at least 80% of cases.	**Reparation Agreements** ✓+
80% or more of reparation agreements made were completed successfully.	**Completed Agreements** ✓+
Approximately the same rate or more successfully closed cases had FSI than unsuccessful/other closed cases in two or more FSI categories.	**Future System Involvement** ∅

Overall Program Rating

Ineffective **Promising** ➡ **Effective**

[4] For full evaluation criteria, please see the Mediation Program Evaluation Matrix on the Evidence-based Nebraska website.

Evaluation Summary

The Lighthouse in Lancaster County is rated as a ***promising to effective*** program. Compared to the juvenile population of this county, White youths are underrepresented (47% of program, 71% of county population) and youths of multiple races are overrepresented in the program (24% in program, 6% of county population). All other racial/ethnic groups served align with Lancaster's youth population. However, we note a better comparison population for the program would be youths suspended from school, than the entire county youth population. Of the 113 cases referred, a reparation agreement was reached in 82%, or 92 cases. Youths successfully fulfilled (88%) or partially fulfilled (9%) the agreement 97% of the time, or in 89 of the 92 cases. Youths who successfully fulfilled an agreement, had higher rates of future court filings than youths who had unsuccessfully or other closed cases, with two (2%) successful youths charged with status offenses and six youths (7%) with a law violation. Approximately the same rate of successful youths were involved in probation as unsuccessful/other youths and detentions were slightly lower for youths who successfully completed. Of note, this program conducted a high number of restorative circles and proactive work with youths that is not reflected in the current process/outcome data.

Recommendations

In 18% of cases (20 cases) no reparation agreement was reached. In 80% of these (16 cases) the youth did not agree to the reparation agreement in one case (5%) no reparation was needed. Because this is a relatively high rate of non-agreement, the program may wish to interview the youth who reject an agreement. Lighthouse does circles with youth, and these may not result in a reparation agreement. Lighthouse should work with the JJI to capture a different outcome and documentation for the youths and cases where a reparation agreement is not sought. Finally, this program may wish to examine the specifics of re-offense patterns for youths who successfully completed their reparation agreements, since the rates are higher than non-successful completion.

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JUVENILE JUSTICE INSTITUTE

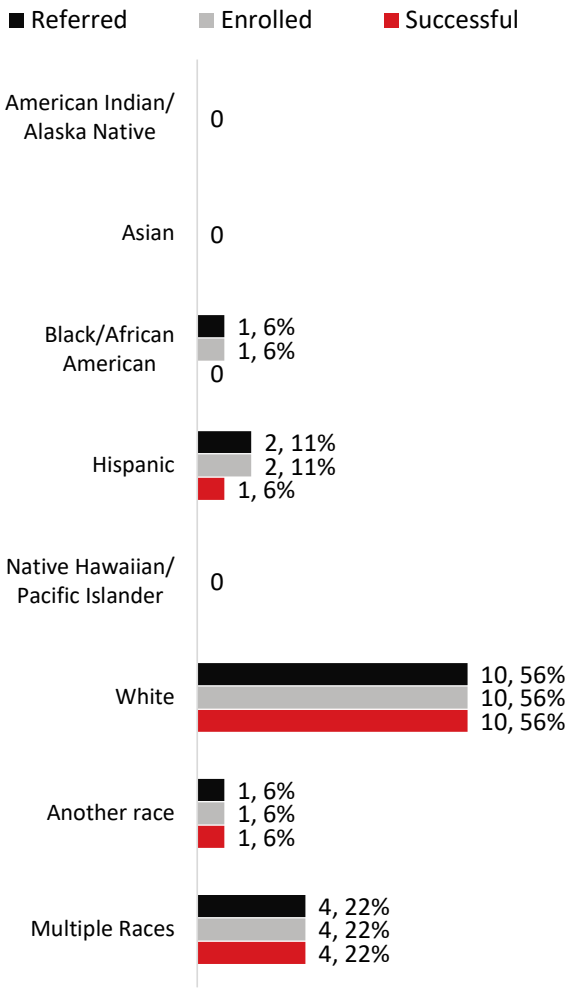
Lighthouse | StrengthsFinder Coaching

Lancaster County | July 2020-June 2022 | Promotion/Prevention

18	18	1	16
Youths Referred	Enrolled	R/P Factors Survey	Successful

The StrengthFinder program intends to identify and promote youths' strengths and positive career paths. The typical target population for the program was youths on diversion or those seeking self-improvement or struggling with self-esteem, confidence, or positive life skills.

Program Involvement by Race and Ethnicity

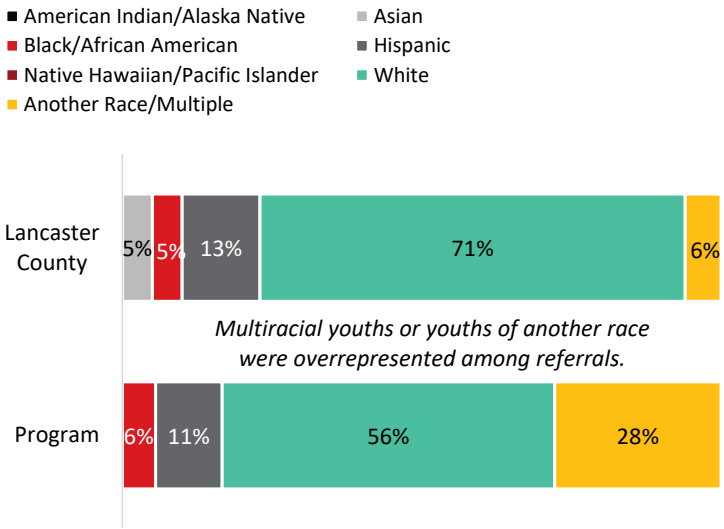


Gender and Age of Youths Referred

39% (7)	61% (11)	0
Male	Female	Nonbinary

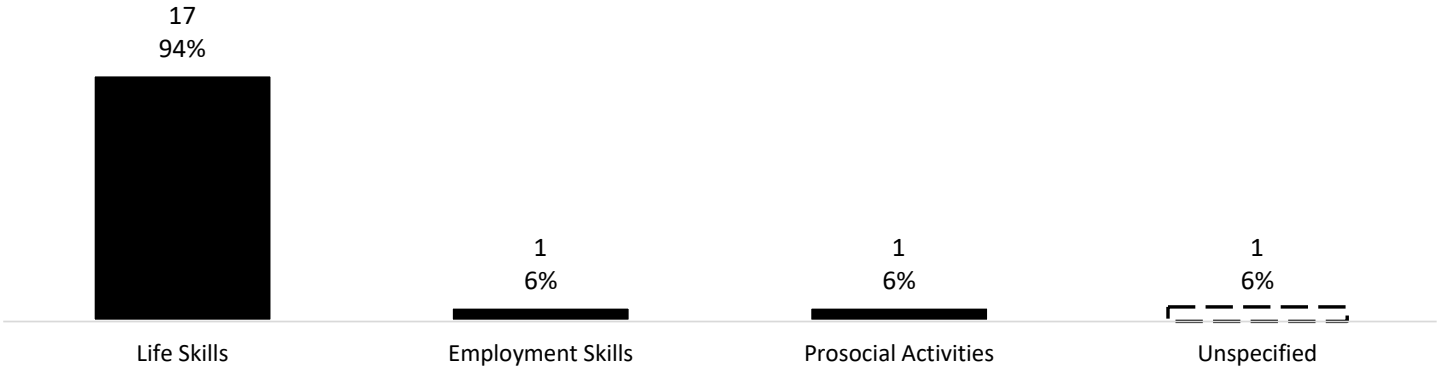
Average Age – **15**
Age Range – **13-17**

Program Population Compared to Lancaster County's Youth Population



Youths' Needs and Program Activities

Most youths were referred to the program as a diversion requirement (50%), for leadership development (28%), or because of high-risk behaviors (17%). **94% of youths participated in programming activities matching their needs.**



Note: Youths could participate in multiple types of program activities, percentages do not total to 100%.

Program Attendance

Average

5 hours

91% of program hours

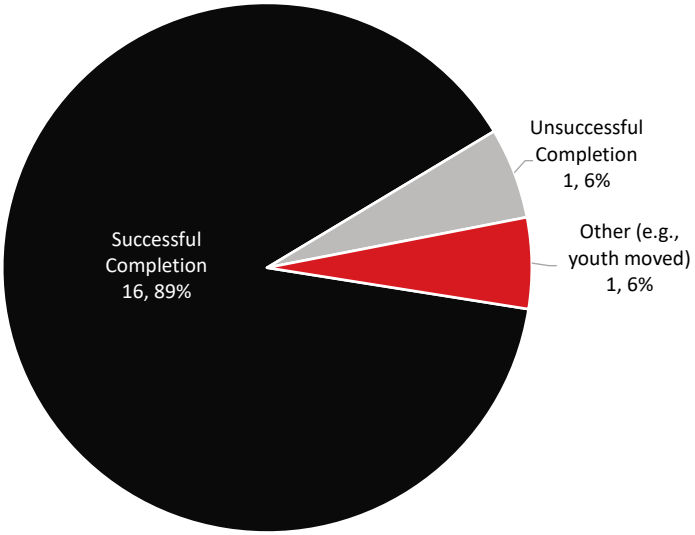
Range

2 to 6 hours

33% to 120% of required hours

Discharge Outcomes

89% of youths successfully completed the program.



Youths' Future System Involvement

16 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	3 19%	4 25%	0

2 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

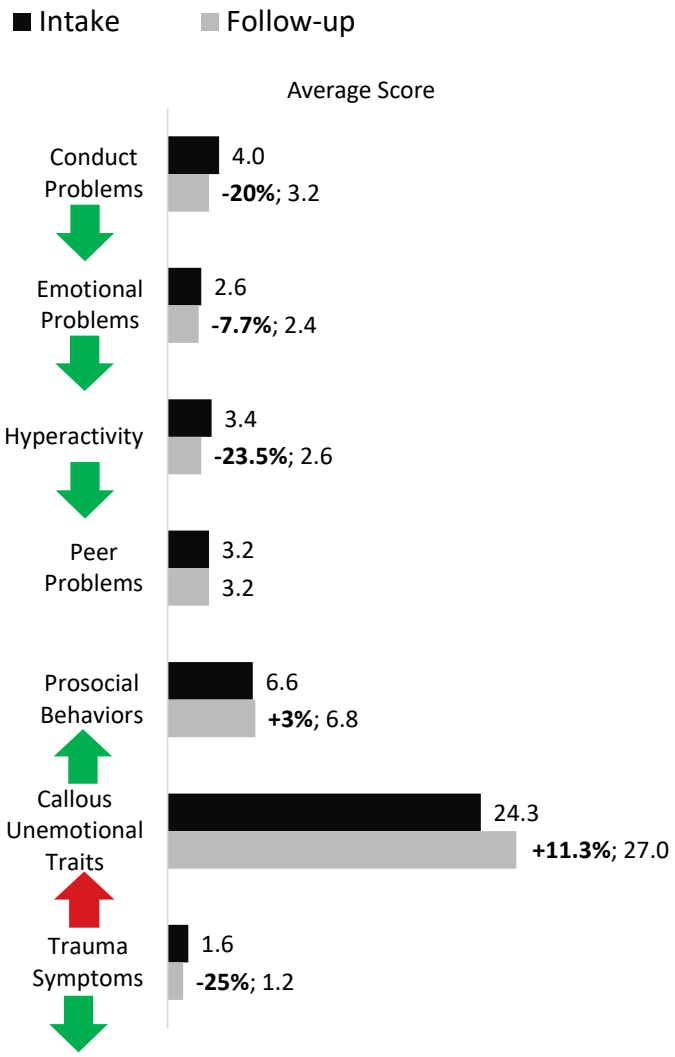
EB NE Assessment Tool

Number Completed at Intake
10 (56%)

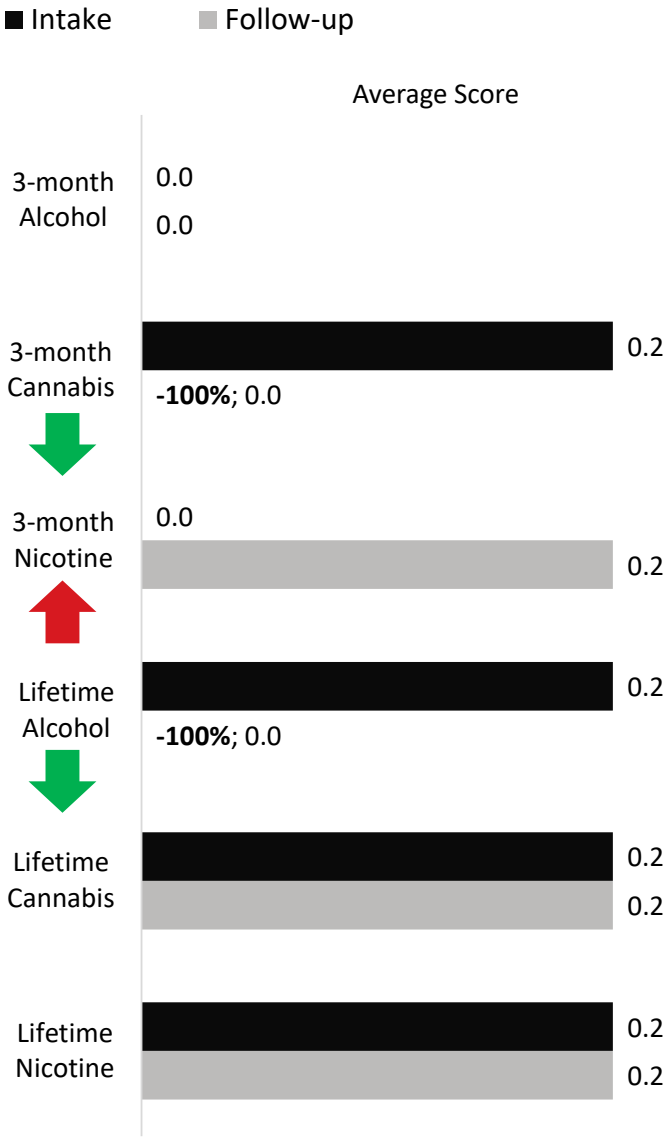
Number Completed at Follow-up
10 (56%)

Change in Risk and Protective Factors[1]

Youths' emotional and behavioral functioning and trauma symptoms all improved from intake to follow-up.



Youths' 3-month cannabis use and lifetime alcohol use reduced from intake to follow-up.



[1] Tests for statistically significant change in outcomes could not be run because fewer than 10 youths had both intake and follow-up data available (N = 5). Prosocial behaviors are reverse coded, meaning higher scores are better (on a scale of 0 to 10).

2024 Program Evaluation[2]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population includes most racial/ethnic groups but is not proportionate to county's population. Youths' risk factors could not be identified to confirm if they align with the program's target.	**Program Population** ✓
Over 80% of youths enrolled received programming matching their need.	**Programming Activities** ✓+
Youths attended, on average, at least 60% of the required hours.	**Program Attendance** ✓+
Closes at least 80% of cases successfully.	**Successful Cases** ✓+
Youths' average scores on relevant risk and/or protective factors improved, but changes were not statistically significant.	**Change in Risk Factors** ✓
Approximately the same rate or more successfully closed cases had FSI than unsuccessful/other closed cases in two or more FSI categories.	**Future System Involvement**

Overall Program Rating

Ineffective **Promising** ➡ **Effective**

[2] For full evaluation criteria, see Promotion/Prevention Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The Lighthouse StrengthsFinder Coaching program is rated as ***promising to effective***. The youths referred to the program were somewhat reflective of the overall Lancaster County youth population, but multiracial youths and youths of another race were overrepresented in the program compared to their proportion of the county's youths. The program identified youths eligible for or on diversion, or youths seeking self-improvement or struggling with self-esteem or confidence, as their target population. However, between July 2020 and June 2022, none of the program's youth completed risk and protective factors surveys, so a risk profile of the youths served cannot be assessed. Consistent with the program's target, half of the youths (nine or 50%) were referred to the program as a diversion requirement, five (28%) for leadership development, three (17%) for high-risk behaviors, and one (6%) because of a law violation. All youths whose program activities were known (one case was unspecified) received programming appropriate to their referral reason: 17 (94%) received life skills training, one (6%) received employment skills, and one (6%) participated in prosocial activities. Youth participation in the program was good. Youths completed, on average, five hours of programming and an average of 91% of their required hours (range of two to six hours or 33% to 120% of hours). Most youths (16 or 89%) successfully completed the program, one (6%) was unsuccessful, and one (6%) was closed for other reasons. After discharge from the program, Future System Involvement (FSI; i.e., status and law violation court filings, probation involvement, or detention intake) was moderate (between 10% and 30% of cases) for the successfully discharged youths across law violations and probation. Comparisons of FSI between youths who were successfully discharged and youths unsuccessfully discharged cannot be made due to the low number of unsuccessful/other closed cases. Finally, youths in the program experienced improvement in the average scores across several risk and protective factors (emotional/behavioral functioning improved, prosocial behaviors increased, 3-month cannabis and lifetime alcohol use declined, and trauma symptoms were reduced). We could not assess whether the improvements were statistically significant because fewer than 10 youths completed both the intake and follow-up EB NE Assessment Tool/Surveys.

Recommendations

The Lighthouse StrengthsFinder Coaching program should focus on completing a risk profile for youth served, to ensure that the youth is matched to programming appropriate to their needs. Secondly, completing the Risk and Protective surveys for all can help Lighthouse determine whether focusing on StrengthsFinder helps youth significantly improving in areas like emotional and behavioral functioning and trauma symptoms, and substance use. Of note, ideal dosage (e.g., program hours/attendance) varies for youths based on risk level, with low risk youths ideally receiving fewer hours of services than moderate risk youths. The program should ensure each youths' program hours and requirements are guided by risk and needs assessment outcomes.

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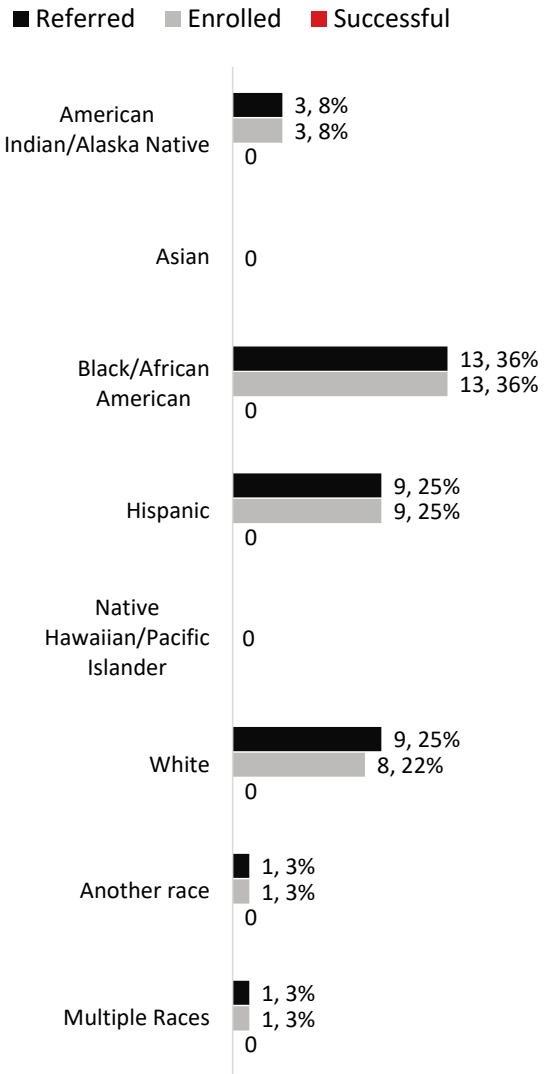
JUVENILE JUSTICE INSTITUTE

Lighthouse | Afterschool Program

Lancaster County | July 2020-June 2022 | After-school

36	35	0
Youths Referred	Enrolled	Successful

Program Involvement by Race and Ethnicity



Gender and Grades of Youths Referred[1]

58% (21) Male

42% (15) Female

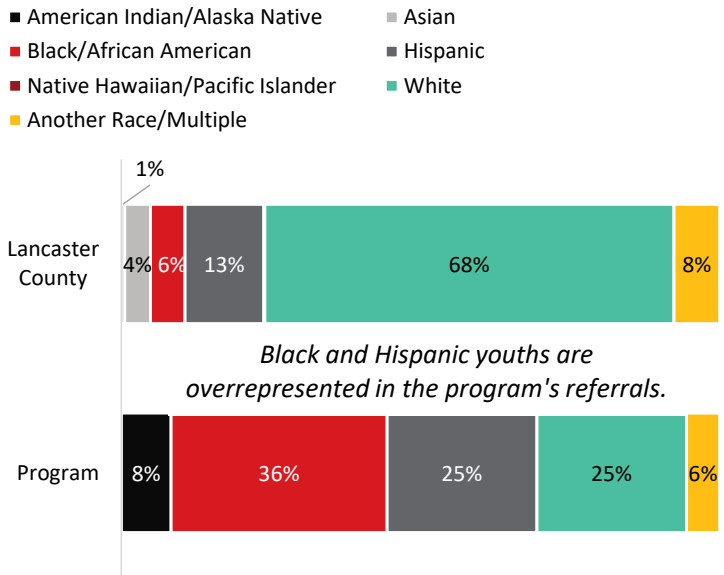
0 Nonbinary

6% (2) Elementary Grades (K-6)

31% (11) Middle Grades (7-8)

61% (22) High School Grades (9-12)

Program Population Compared to Lancaster County's School Membership



[1] One youth's grade was missing.

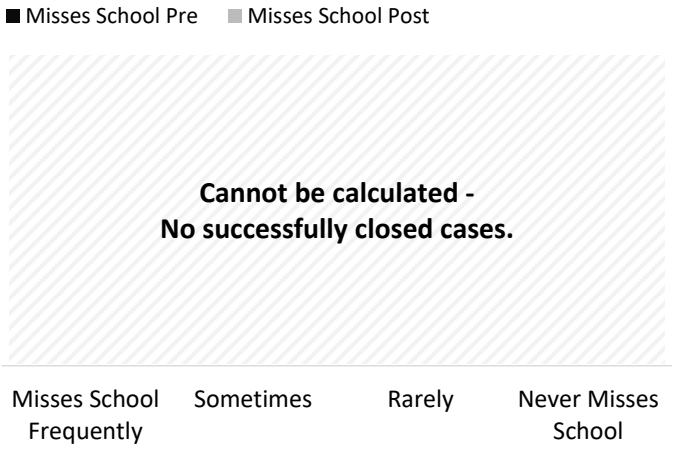
Program Attendance

Average
0 hours
0% of program hours

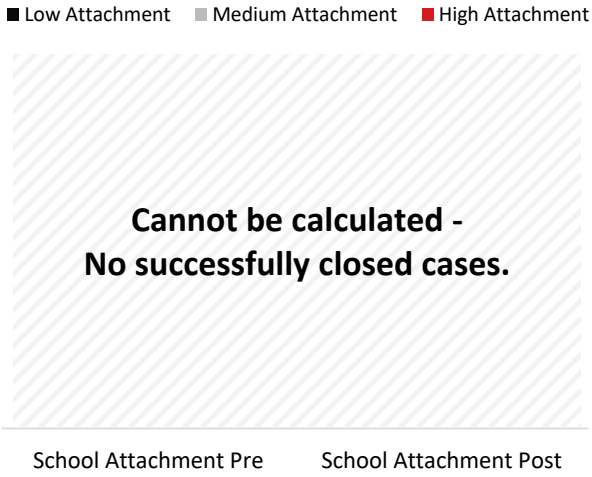
Youths' program attendance could not be assessed because all cases were missing data on attendance hours.

School Outcomes for Successful Cases

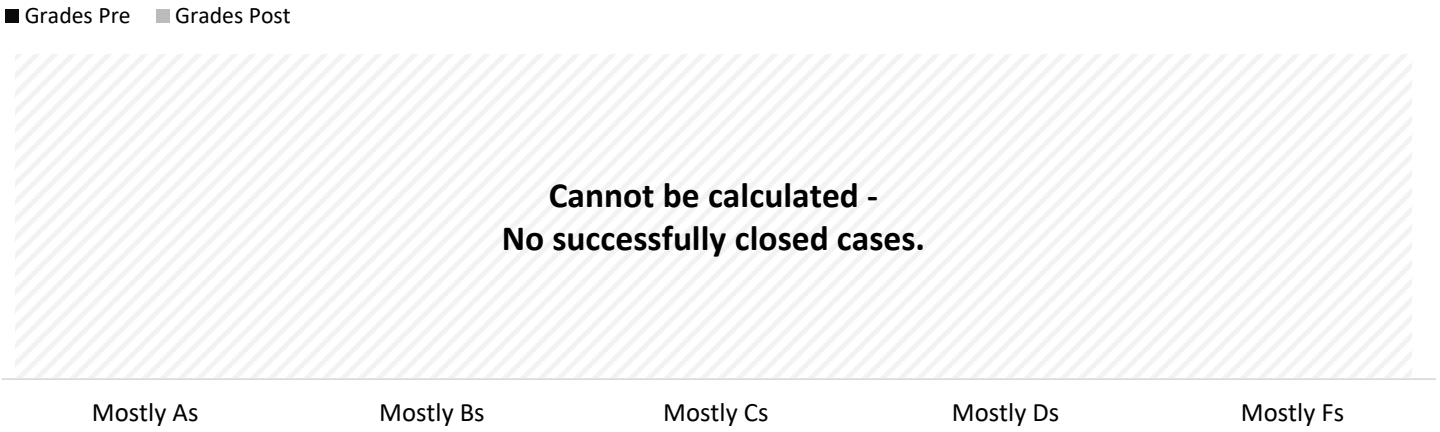
School Attendance



School Attachment



Grades



Youths' Future System Involvement (for 34 closed cases)[2]

Status Offenses	Law Violations	Probation	Detention
1	2	4	1
3%	6%	12%	3%

[2] Two cases were not included in FSI calculations because they remain open (i.e., no discharge date).

2024 Program Evaluation[3]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Missing more than 20% of data on process and outcome measures (rated Inconclusive).	**Does Not Meet Data Standards**
Program's population includes most racial/ethnic groups but is not proportionate to county's school membership.	**Program Population**
Missing all attendance data.	**Program Attendance**
Closes fewer than 40% of cases successfully.	**Successful Cases**
Improvements in school outcomes for successful youths cannot be evaluated as none of the cases were closed successfully.	**School Outcomes**
FSI cannot be compared between successful and unsuccessful/other closed cases because none of the cases were closed successfully.	**Future System Involvement**

Overall Program Rating

Ineffective Promising Effective

Inconclusive

[3] For full evaluation criteria, see School-based Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The evaluation of the Lighthouse Afterschool Program is ***inconclusive*** because none of the program's youths successfully completed the program and therefore outcomes (i.e., school attachment, attendance, grades, and future system involvement) could not be evaluated. The youths referred to and served by the program were somewhat reflective of the Lancaster County school membership, but Hispanic and Black youths were overrepresented compared to their proportion of youths enrolled in county schools. Program information and youths attendance data was missing for all cases. Nearly all cases were closed for "other" reasons or because the youths had other commitments, two cases remain open with no outcome provided. While Future System Involvement (i.e., court filings, probation, or detention) was relatively low for the 34 youths with a discharge date, four (12%) of the youths were involved with probation at some point after discharge from the program.

Recommendations

This program should examine why all of its cases closed as "other." Further exploration of this may reveal necessary changes to the program design, or may indicate help is needed on data entry. For example, cases that closed because the youth had other commitments might be positive outcomes like the youth joined a sports team, or got a job. The program should pay close attention to changes in school attendance, attachment, and grades on closed cases — especially as they compare to youth who are not successful in the program. It is also important to track attendance/participation in the program, as attendance in high quality after-school programs are linked to increased school engagement. The JJI aims to help programs improve outcomes for the youths they work with and encourages the program to attend a school-based focused best practice webinar scheduled for 3 P.M. on March 26, 2024.

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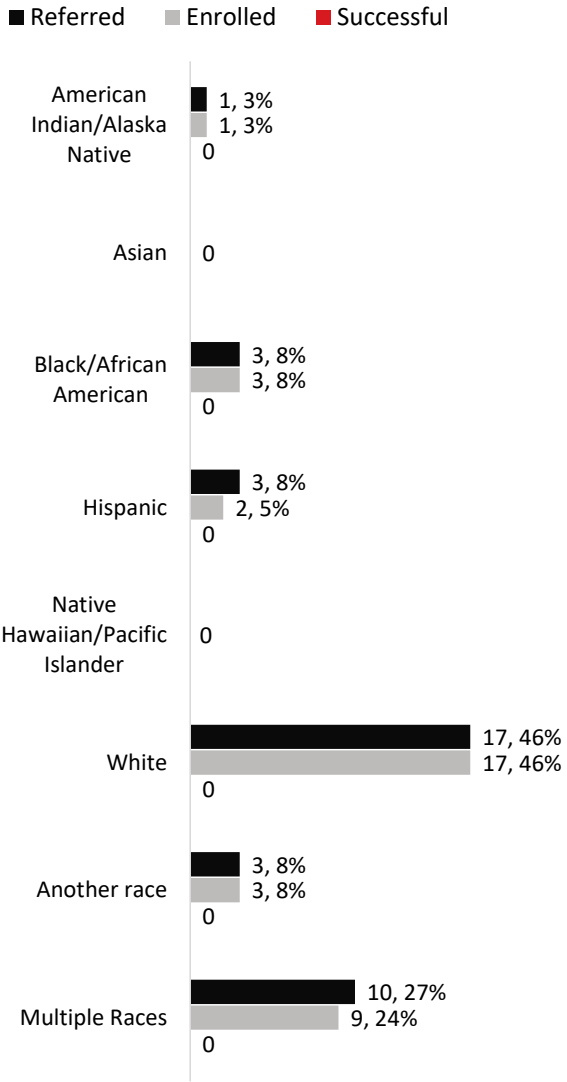
JUVENILE JUSTICE INSTITUTE

Lighthouse | Alternative to Suspension Program

Lancaster County | July 2020-June 2022 | Alternative School

37	35	0
Youths Referred	Enrolled	Successful

Program Involvement by Race and Ethnicity



Gender and Grades of Youths Referred[1]

70% (26) Male

30% (11) Female

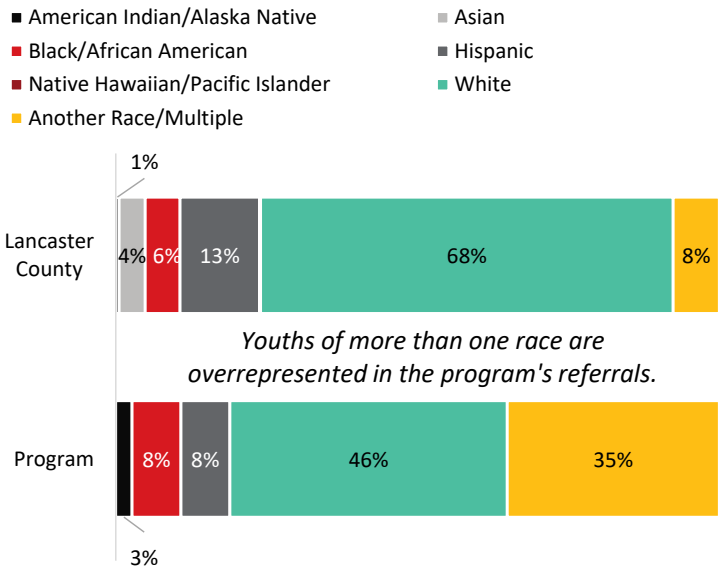
0 Nonbinary

11% (4) Elementary Grades (K-6)

49% (18) Middle Grades (7-8)

38% (14) High School Grades (9-12)

Program Population Compared to Lancaster County's School Membership



[1] One youth's grade was missing.

Program Attendance

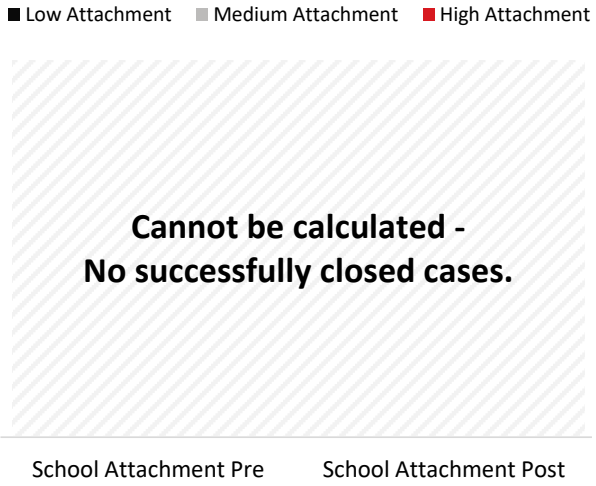
Average
0 hours
0% of program hours

Youths' program attendance could not be assessed because all cases were missing data on attendance hours.

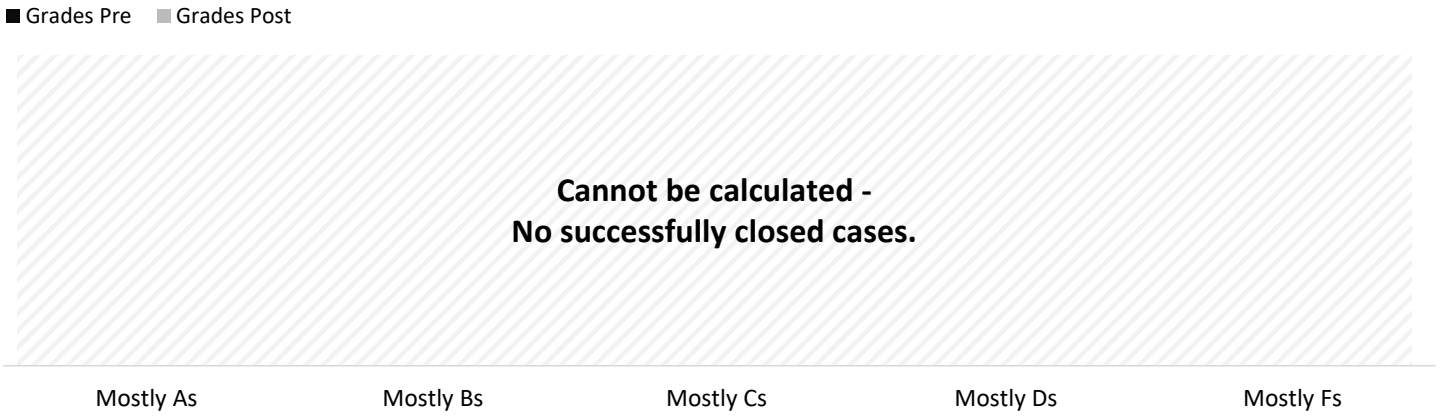
School Outcomes for Successful Cases

School Attendance

School Attachment



Grades



Youths' Future System Involvement (for 35 closed cases)[2]

Status Offenses	Law Violations	Probation	Detention
1	2	4	2
3%	6%	11%	6%

[2] Two cases were not included in FSI calculations because they remain open (i.e., no discharge date).

2024 Program Evaluation[3]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Missing more than 20% of data on process and outcome measures (rated Inconclusive).	**Does Not Meet Data Standards**
Program's population includes most racial/ethnic groups but is not proportionate to county's school membership.	**Program Population**
Missing all attendance data.	**Program Attendance**
Closes fewer than 40% of cases successfully.	**Successful Cases**
Improvements in school outcomes for successful youths cannot be evaluated as none of the cases were closed successfully.	**School Outcomes**
FSI cannot be compared between successful and unsuccessful/other closed cases because none of the cases were closed successfully.	**Future System Involvement**

Overall Program Rating

Ineffective Promising Effective

Inconclusive

[3] For full evaluation criteria, see School-based Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The evaluation of the Lighthouse Alternative to Suspension Program is ***inconclusive*** because none of the program's youths successfully completed the program and therefore outcomes (i.e., school attachment, attendance, grades, and future system involvement) could not be evaluated. The youths referred to and served by the program were somewhat reflective of the Lancaster County school membership, but youths of multiple races were overrepresented compared to their proportion of students enrolled in county schools. Program information and youths' attendance data was missing for all cases. Nearly all cases were closed for "other" reasons, two cases remain open with no outcome provided. While Future System Involvement (i.e., court filings, probation, or detention) was relatively low for the 35 youths with a discharge date, four (11%) of the youths were involved with probation at some point after discharge from the program.

Recommendations

This program should examine why all of its cases closed as "other." Further exploration of this may reveal necessary changes to the program design, or may indicate help is needed on data entry. For example, cases that closed because the youth had other commitments might be positive outcomes like the youth joined a sports team, or got a job. The program should pay close attention to changes in school attendance, attachment, and grades on closed cases — especially as they compare to youth who are not successful in the program. It is also important to track attendance/participation in the program, as attendance in high quality alternative school programs are linked to increased school engagement. The JJI aims to help programs improve outcomes for the youths they work with and encourages the program to attend a school-based focused best practice webinar scheduled for 3 P.M. on March 26, 2024.

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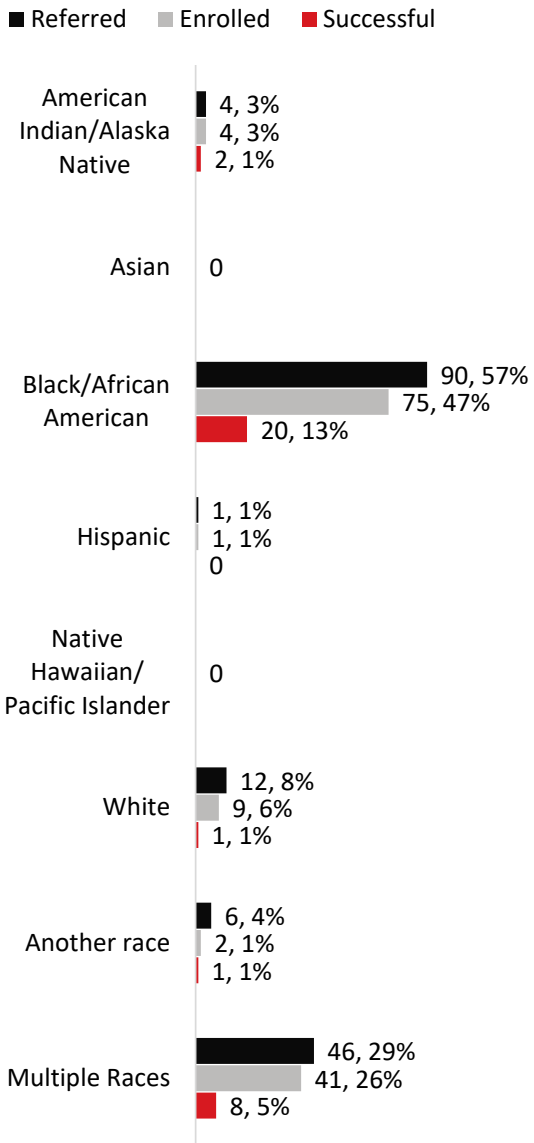
JUVENILE JUSTICE INSTITUTE

Malone Community Center | Therapist

Lancaster County | July 2020-June 2022 | Mental Health

159	132	32
Youths Referred	Enrolled	Successful

Program Involvement by Race and Ethnicity

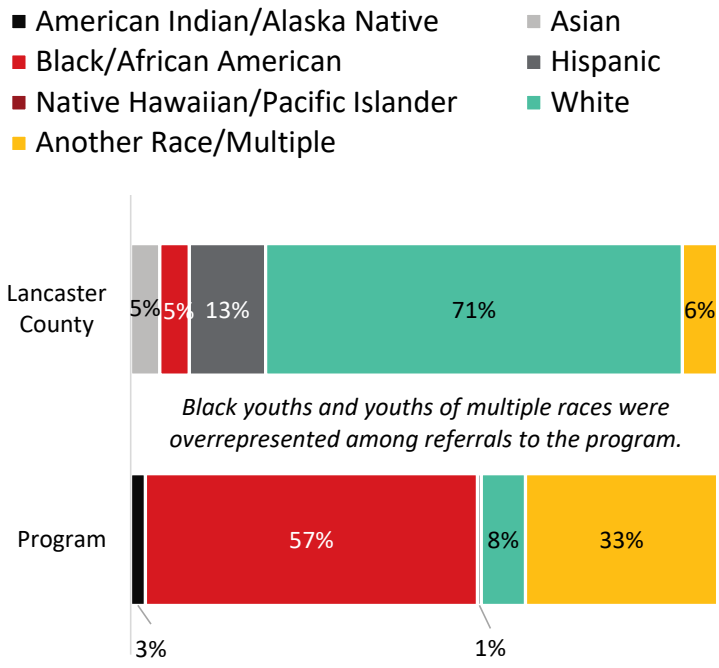


Gender and Age of Youths Referred

♂	♀	⚧
52% (82) Male	**48% (77)** Female	**0** Nonbinary

Average Age – **10**
Age Range – **5-16**

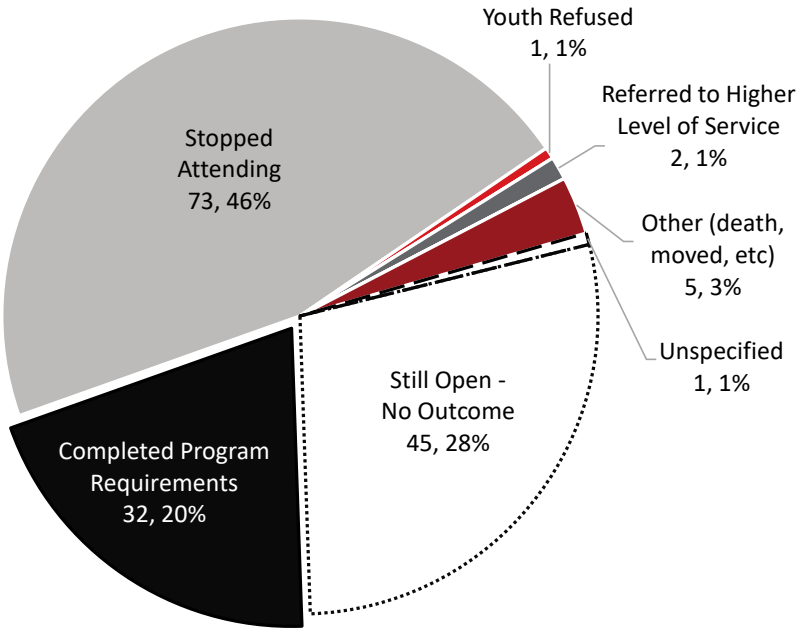
Program Population Compared to Lancaster County's Youth Population



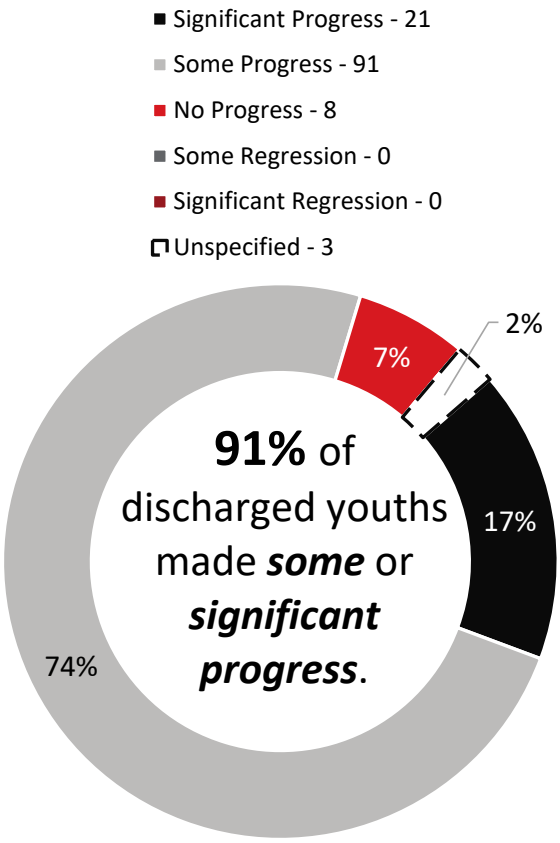
Black youths and youths of multiple races were overrepresented among referrals to the program.

Discharge Reasons

19% of youths referred to the program were enrolled and successfully completed the program. Nearly half of the cases referred remain open with no outcomes.



Progress at Discharge



Youths' Future System Involvement (for 114 closed cases)[1]

32 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

82 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	2 2%	4 5%	0

[1] 45 cases were not included in FSI calculations because they remain open (i.e., no discharge date).

2024 Program Evaluation[2]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome	
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**	
Program's population includes most racial/ethnic groups but is not proportionate to county's population.	**Program Population**	✓+
Closes fewer than 40% of cases successfully. Missing outcomes for 29% of cases because they remain open or are missing the discharge reason.	**Successful Cases**	
Over 80% of youths enrolled made "some" or "significant progress" by discharge.	**Progress at Discharge**	✓+
Fewer successfully closed cases had FSI than unsuccessful/other closed cases in all FSI categories.	**Future System Involvement**	✓+

Overall Program Rating

Ineffective Promising **Effective**

[2] For full evaluation criteria, see Mental Health Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

Malone Community Center's Therapist program is rated as ***effective***. Malone Community Center predominantly serves Black youths; the program's population reflects this. Under a quarter of youths (32 or 20%) successfully completed program requirements. Nearly half of the cases (73 or 46%) were closed because the youth stopped attending. However, 45 cases (28%) remain open with no discharge reason or outcome provided. For the youths who were discharged from the program, over 90% (112 or 91%) of youths made some or significant progress by the time they were discharged from the program. The remaining eight discharged youths (7%) made no progress by discharge, or their progress at discharge was unknown (three or 2%). Finally, the program was very effective in preventing Future System Involvement (FSI; i.e., status offense or law violation court filings, probation, or detention) for the youths who successfully completed the program, compared to those whose cases were not successfully closed. None of the successful youths had any court filings, probation involvement, or admissions to detention after being discharged from the program.

Recommendations

Malone Community Center's Therapist program should examine why almost half of the cases (73 or 46%) were closed because the youth stopped attending. Additionally, 27 youths (17%) referred to the program were not enrolled. Surveying youths and families who do not engage in services may be informative for improving services and increasing the number of youths who benefit from therapeutic services. The program should also examine any cases marked as open, as 45 cases (28%) remained open with no discharge reason or outcome provided.

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JUVENILE JUSTICE INSTITUTE

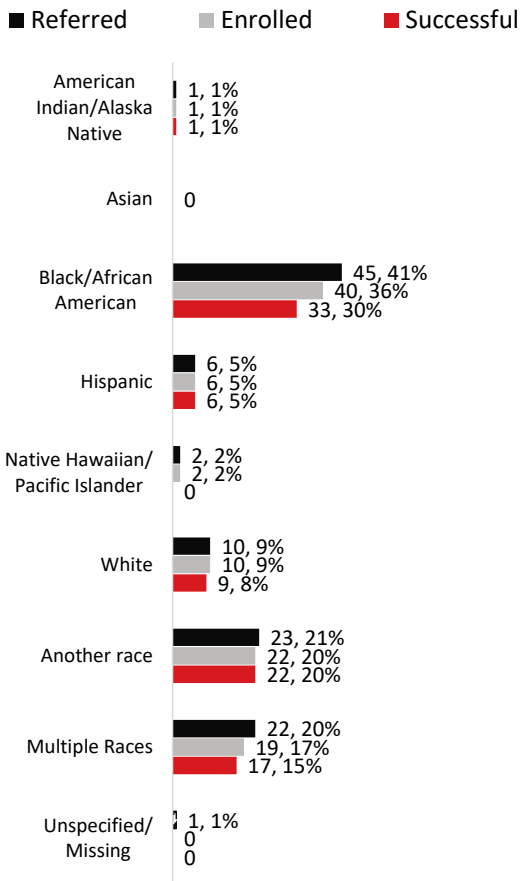
Malone Community Center | Take Pause 2.0 & Leadership Academies

Lancaster County | July 2020-June 2022 | Promotion/Prevention

110	100	0	88
Youths Referred	Enrolled	R/P Factors Survey	Successful

The Malone Community Center hosts three promotion/prevention programs: Take Pause 2.0, and the Malone Leadership Academies for Young Women, and for Young Men[1]. Take Pause intends to prevent harm between teens and police by promoting positive relationships. The Leadership Academies intend to promote life and leadership skills in youths. The typical target populations for the programs were 13-18 year old Black youths.

Program Involvement by Race and Ethnicity

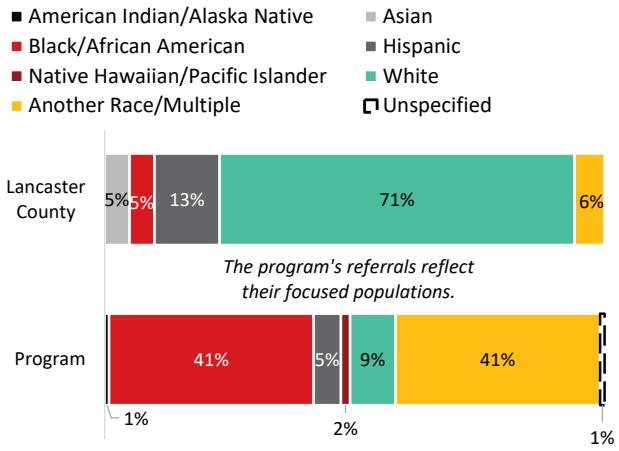


Gender and Age of Youths Referred

62% (68)	38% (42)	0
Male	Female	Nonbinary

Average Age – **15**
Age Range – **11-18**

Program Population Compared to Lancaster County's Youth Population



[1] Cases for the three different programs could not be distinguished because program names were missing for all cases referred to the Malone Community Center. Data reported in this evaluation come from all three programs.

Youths' Needs and Program Activities

Most youths were referred to the program for life skills (61%) or community engagement (29%). No program activities were specified, it is unclear if youths participated in programming activities matching their needs.

Program Attendance[2]

Average

X hours

X% of program hours

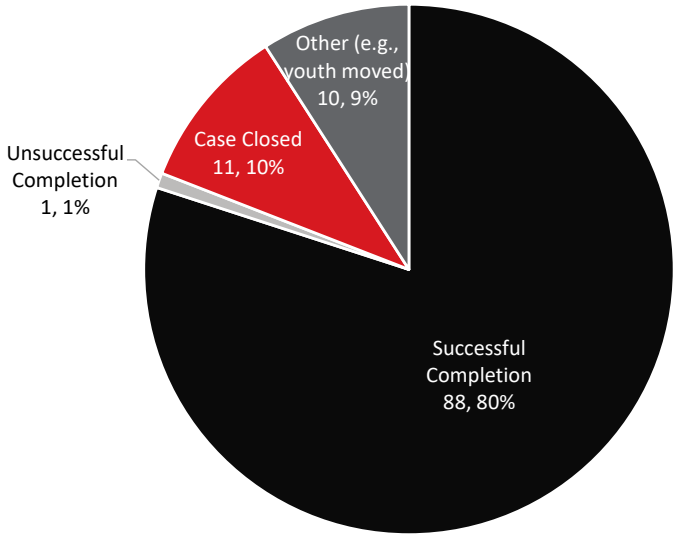
Range

X to X hours

X% to X% of required hours

Discharge Outcomes

80% of youths successfully completed the program.



Youths' Future System Involvement

88 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

22 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

[2] All cases were missing data on the youth's attendance hours.

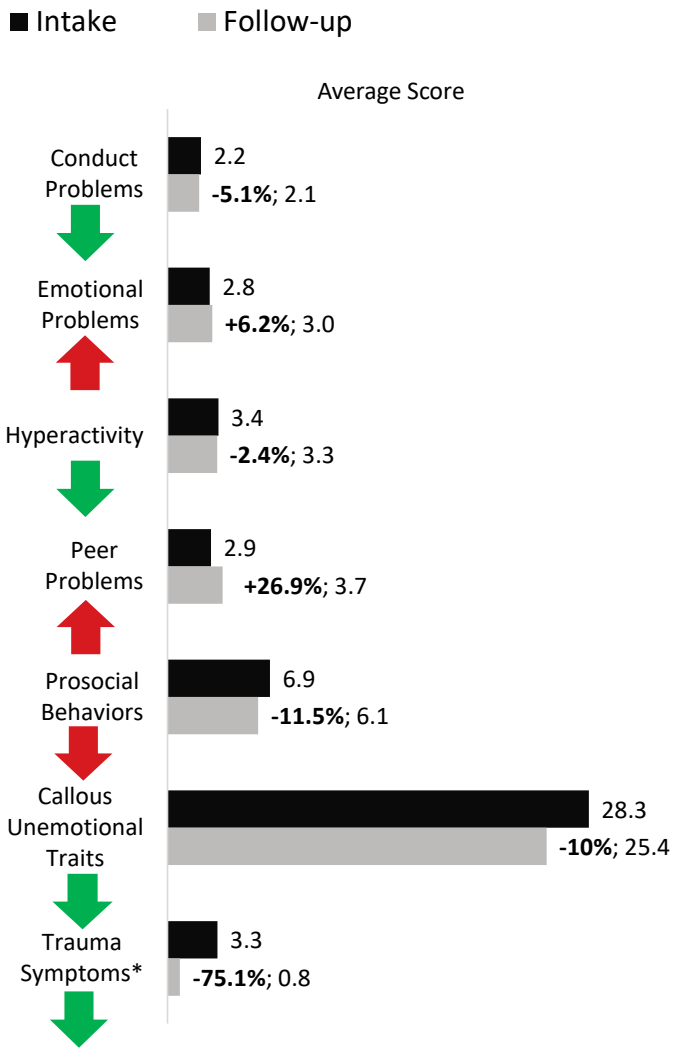
EB NE Assessment Tool

Number Completed at Intake
32 (32%)

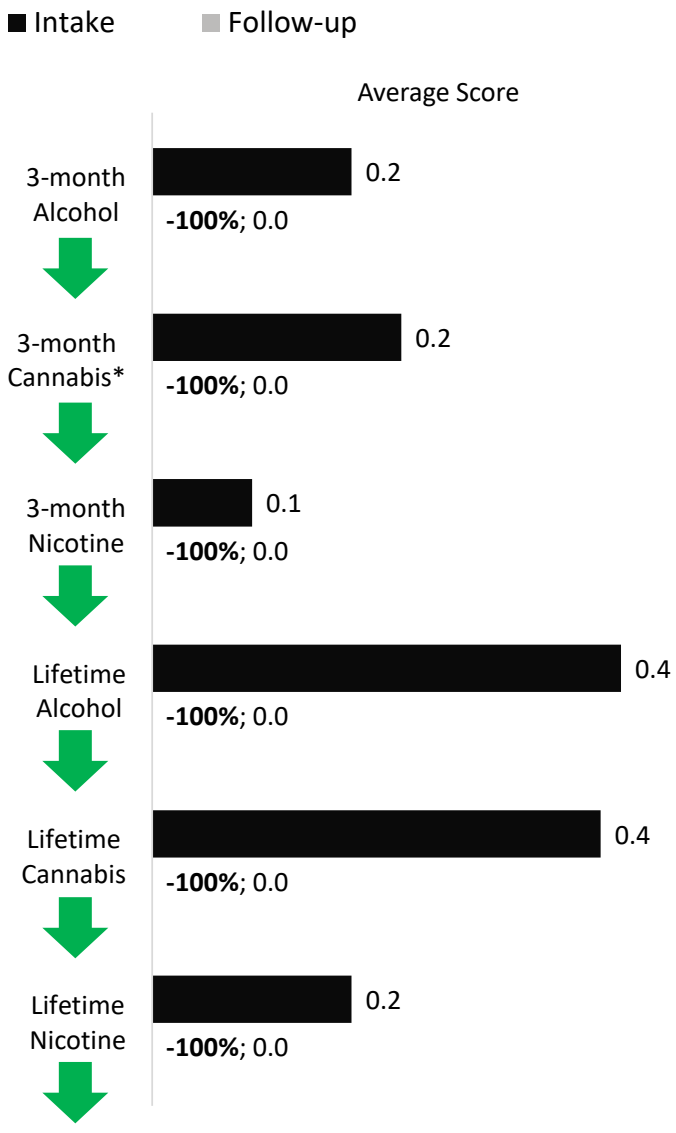
Number Completed at Follow-up
24 (24%)

Change in Risk and Protective Factors[3]

Youths' callous unemotional traits, trauma symptoms, and some emotional/behavioral functioning improved from intake to follow-up.



Youths' 3-month and lifetime substance use reduced across all categories (alcohol, cannabis, and nicotine) from intake to follow-up.



[3] Prosocial behaviors are reverse coded, meaning higher scores are better (on a scale of 0 to 10). Reductions in both 3-month cannabis use and trauma symptoms were statistically significant.

2024 Program Evaluation[4]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population is reflective of the agency's focus population. Youths' risk factors could not be identified to confirm if they align with the program's target.	**Program Population**
All cases were missing program activity types.	**Programming Activities**
All cases were missing youth's attendance hours.	**Program Attendance**
Closes at least 80% of cases successfully.	**Successful Cases**
Youths' average scores on relevant risk and/or protective factors significantly improved.	**Change in Risk Factors**
None of the youths had any FSI after discharge from the program.	**Future System Involvement**

Overall Program Rating

Ineffective Promising **Effective**

[4] For full evaluation criteria, see Promotion/Prevention Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The Malone Community Center's Promotion/Prevention programs (i.e., Take Pause 2.0, Malone Leadership Academy for Young Women, and Malone Leadership Academy for Young Men) are rated as ***effective***. Cases could not be distinguished between programs because the program name was unspecified for all cases referred to the Malone Community Center. All data are reported together. While youths referred to the programs did not reflect the overall Lancaster County youth population, each program was targeted to Black youths. Between July 2020 and June 2022, none of the programs' youths completed risk and protective factors surveys, so a risk profile of the youths served cannot be assessed. Youths were referred to the programs for life skills training (67 or 61%), community engagement (32 or 29%), or leadership development (one, 1%). 10 cases (9%) were missing the reason for referral. We could not evaluate how many youths received programming appropriate to their referral reasons because all programming activities were unspecified. Likewise, all cases were missing data on the youths' program attendance. Most cases (88 or 80%) were closed successfully, 11 (10%) were closed without further detail, 10 (9%) for other reasons, and one youth was unsuccessfully discharged. After discharge from the programs, none of the youths, whether successful or not, had any Future System Involvement (FSI; i.e., status and law violation court filings, probation involvement, or detention intake). Finally, youths in the programs experienced improvement in the average scores across several risk and protective factors (behavioral functioning improved, callous unemotional traits reduced, trauma symptoms declined, and all 3-month and lifetime substance use declined), and reductions in youths' 3-month cannabis use and trauma symptoms from intake to follow-up were statistically significant.

Recommendations

The Malone Community Center's Promotion/Prevention programs should distinguish between the multiple programs, so that intervention effects can be assessed for each program. It may be that Take Pause 2.0 and The Leadership Academies are achieving different results. Specific programs can be specified for each case on the Activity tab in the Juvenile Case Management System. The program should also track and enter program activities to better assess whether they meet the youth's needs. Additionally, ideal dosage (e.g., program hours/attendance) varies for youths based on risk level, with low-risk youths ideally receiving fewer hours of services than moderate-risk youths. The program should ensure each youths' program hours and requirements are guided by risk and needs assessment outcomes.

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The Mediation Center | Diversion Restorative Justice Practices

Lancaster County | July 2020-June 2022 | Mediation

261	261	236	228
Youths Referred	Enrolled	Agreements Made	Successful

Gender of Youths Referred

49% (128) Male

51% (133) Female

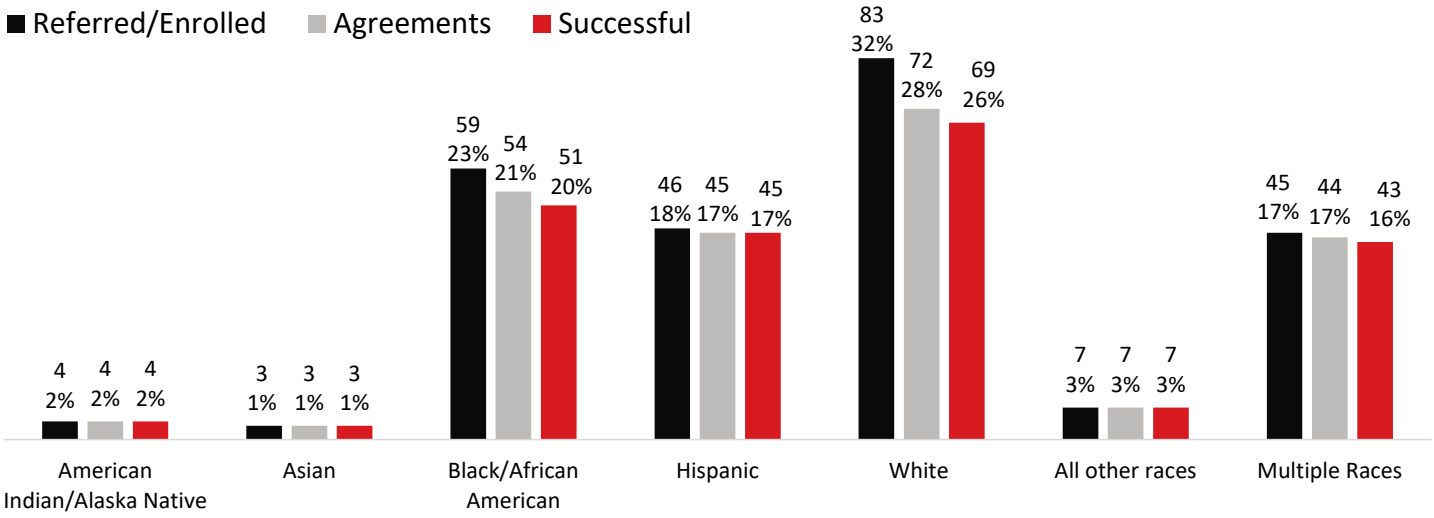
0 Nonbinary

Age of Youths Referred

Average Age – **14**

Age Range – **10-18**

Program Involvement by Race and Ethnicity

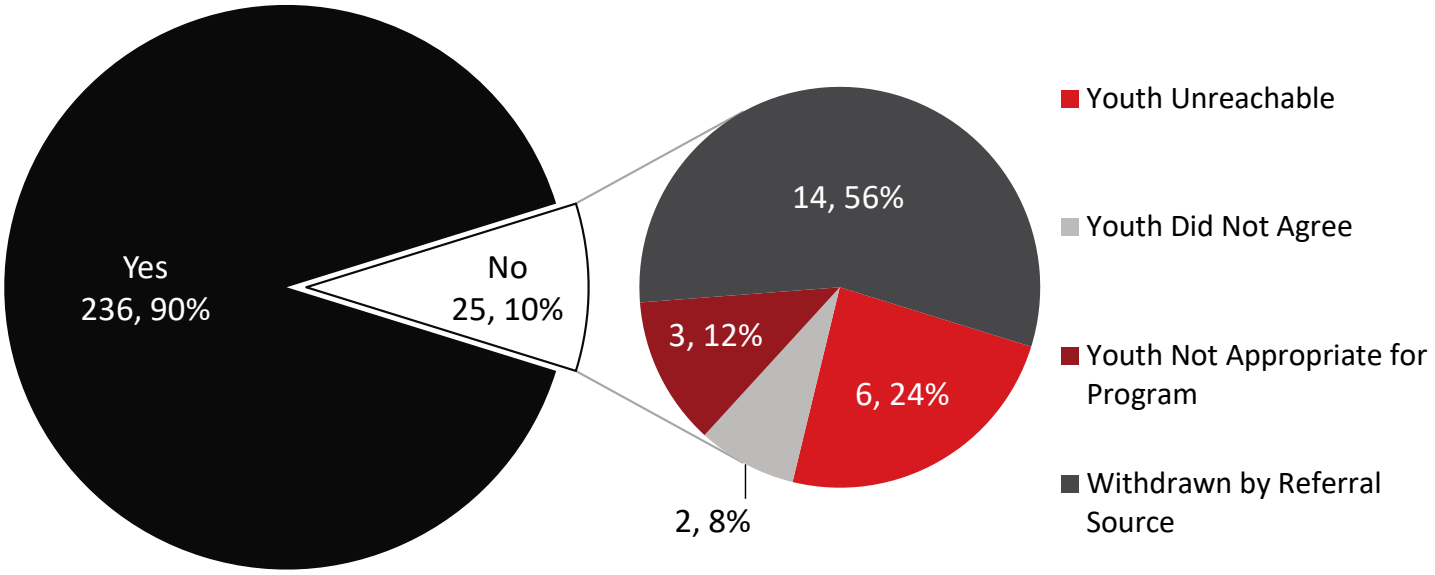


Note: No youths referred/served were Native Hawaiian/Pacific Islander. Race/ethnicity was unspecified/missing for seven youths.

Outcomes

Reparation Agreements

Reparation agreements were made in 90% of cases. Reasons why an agreement was not made include the youth was unreachable, did not agree, or was not appropriate for the program, or the referral source withdrew the referral.



Outcome of Agreements

97% (228)
Agreements Successfully Fulfilled

3% (8)
Agreements Partially Fulfilled

0
Agreements Unsuccessfully Fulfilled

Youths' Future System Involvement (for 261 closed cases)

228 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
22	18	50	18
10%	8%	22%	8%

33 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
3	7	11	3
9%	21%	33%	9%

2024 Program Evaluation[1]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome	
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**	
Program referred, enrolled, and successful populations include most racial/ethnic groups, but are not proportionate to county's population.	**Referrals/Enrollment**	✓
Created a reparation agreement in at least 80% of cases.	**Reparation Agreements**	✓+
80% or more of reparation agreements made were completed successfully.	**Completed Agreements**	✓+
Fewer successfully closed cases had FSI than unsuccessful/other closed cases in two or more FSI categories.	**Future System Involvement**	✓

Overall Program Rating

Ineffective **Promising** ➡ **Effective**

[1] For full evaluation criteria, please see the Mediation Program Evaluation Matrix on the Evidence-based Nebraska website.

Evaluation Summary

The Mediation Center in Lancaster County is rated as a ***promising to effective*** program. In proportion to the juvenile population of this county, White youths are underrepresented (32% of program, 71% of county population) and Black youths and youths of multiple races are overrepresented in the program (23% in program, 5% of county population for Black youths and 17% in program, 6% of county population for youths of multiple races). All other racial/ethnic groups align with the county population. However, race/ethnicity is missing for 5.36% of the program's youths (14 youths). Additionally, we note a better comparison population for the program would be diversion eligible youths. Of the 261 cases referred, a reparation agreement was reached in 90%, or 236 cases. Youths successfully fulfilled (97%) or partially fulfilled (3%) the agreement in the 236 cases. With the exception of status offenses (10% of successful compared to 9% of unsuccessful), fewer successfully closed cases had future system involvement than unsuccessful/other closed cases across law violations, probation, and detention.

Recommendations

In 10% of cases (25 cases) an agreement was not reached, most often because the referral source withdrew the referral (14 cases) or because the youth was unreachable (six cases), did not agree (two cases), or was not appropriate for the program (three cases). This program may wish to examine whether program eligibility criteria should be reviewed. Additionally, mediation programs have historically not tracked an enrollment date. Tracking enrollment dates would allow for the calculation of the length of time a case takes from referral to reparation (and fulfillment).

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JUVENILE JUSTICE INSTITUTE

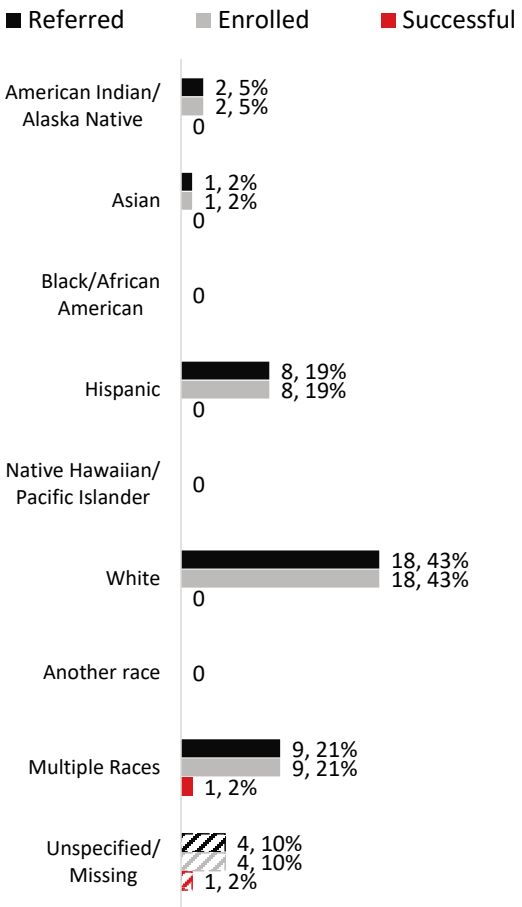
Rabble Mill | All-Access Pass

Lancaster County | July 2020-June 2022 | Promotion/Prevention

42	42	0	2
Youths Referred	Enrolled	R/P Factors Survey	Successful

The All-Access Pass program was intended to promote prosocial activities and positive, healthy relationships in youths. The typical target population for the program was youths, ages 5 to 19, who identified as a racial or ethnic minority and/or qualified for free and reduced lunch.

Program Involvement by Race and Ethnicity



Gender and Age of Youths Referred[1]

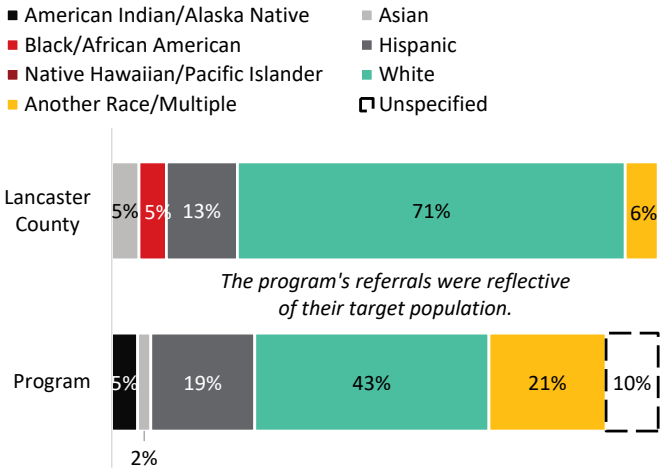
48% (20) Male

26% (11) Female

17% (7) Nonbinary

Average Age – **14**
Age Range – **11-18**

Program Population Compared to Lancaster County's Youth Population

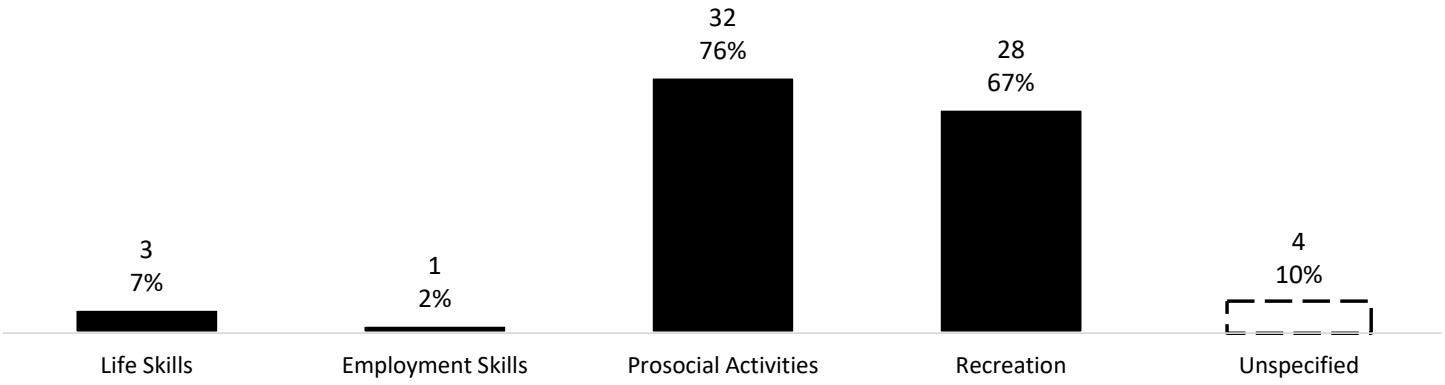


[1] Gender was unspecified for four youths.

Youths' Needs and Program Activities

Half of the youths were referred to the program for prosocial activity (50%) and one was referred for community engagement (2%), but 48% of the youths' referral reasons were unknown.

43% of youths participated in programming activities matching their needs.



Note: Youths could participate in multiple types of program activities, percentages do not total to 100%.

Program Attendance[2]

Average

X hours

X% of program hours

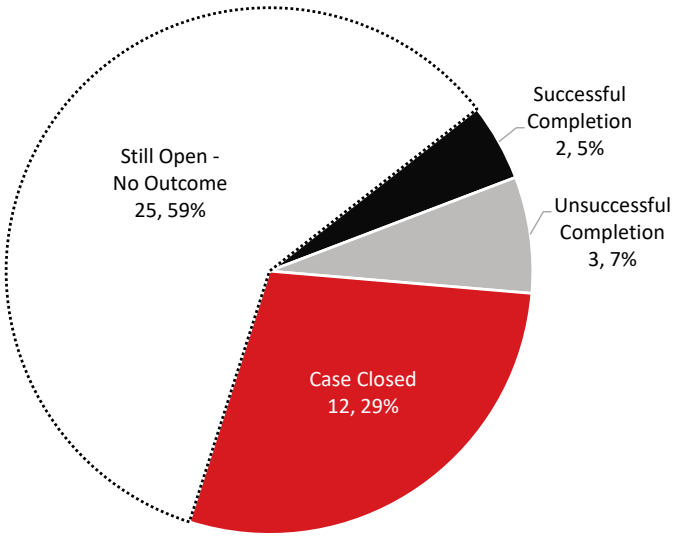
Range

X to X hours

X% to X% of required hours

Discharge Outcomes

5% of youths successfully completed the program.



Youths' Future System Involvement (for 17 closed cases)[3]

2 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

15 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

[2] All cases were missing data on the youth's attendance hours.

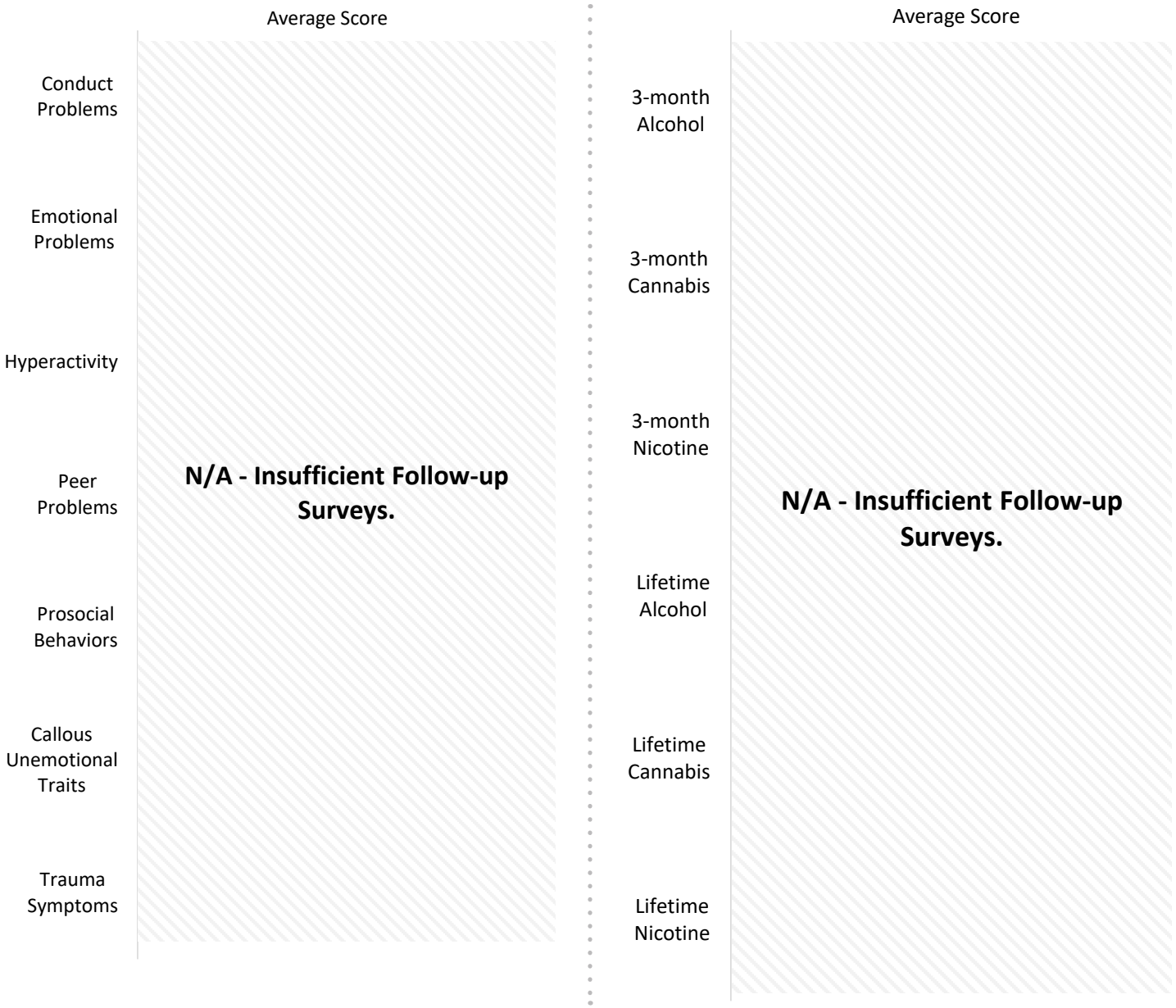
[3] 25 cases were not included in FSI calculations because they remain open (i.e., no discharge date) and did not indicate any program end dates for the youths.

EB NE Assessment Tool

Number Completed at Intake
14 (33%)

Number Completed at Follow-up
7 (17%)

Change in Risk and Protective Factors[4]



[4] Tests for statistically significant change in outcomes could not be run because fewer than 10 youths had both intake and follow-up data available.

2024 Program Evaluation[5]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population is reflective of the agency's focus population. Youths' risk factors could not be identified to confirm if they align with the program's target.	**Program Population** ✓
Between 40% and 80% of youths enrolled received programming matching their need.	**Programming Activities** ✓
All cases missing youth's attendance hours.	**Program Attendance**
Over 20% of cases remain open with no outcomes.	**Successful Cases**
No available data on youths' risk factors or change after completing the program.	**Change in Risk Factors**
None of the youths had any FSI after discharge from the program.	**Future System Involvement** ✓+

Overall Program Rating

Ineffective **Promising** Effective

[5] For full evaluation criteria, see Promotion/Prevention Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The Rabble Mill All-Access Pass program is rated as ***promising***. While the program's referrals do not reflect the overall Lancaster County youth population, the program identified youths who identify as racial/ethnic minorities or who qualify for free and reduced lunch as their target population. Between July 2020 and June 2022, none of the program's youth completed risk and protective factors surveys, so a risk profile of the youths served cannot be assessed. Half of the youths (21 or 50%) were referred to the program for prosocial activities and one for community engagement. However, 20 youths' (48%) referral reasons were unspecified so we were unable to accurately determine how many youths received programming appropriate to their referral reason. Of those with known referral reasons and activity types, 32 (76%) participated in prosocial activities, 28 (67%) in recreational activity, three (7%) in life skills training, and one (2%) in employment skills training. We also could not evaluate the youths' participation in the program because all cases were missing the youth's attendance hours. Over half of the cases remain open with no outcome indicated, 12 cases (29%) were closed without further detail, three (7%) were closed unsuccessfully, and two youths (5%) successfully completed the program. After discharge from the program, none of the youths (whether successful or not) had any Future System Involvement (FSI; i.e., status and law violation court filings, probation involvement, or detention intake). Finally, changes in the youths' risk or protective factors from intake to follow-up after program completion could not be evaluated because too few youths completed both an intake and follow-up EB NE Assessment Tool/Survey.

Recommendations

The Rabble Mill All-Access Pass program should focus on asking youth to complete risk and protective factors surveys, so a youth profile may be assessed. If the youth are asked to complete risk or protective factors at both intake and after program, the program could be evaluated for impacting change in those areas. Data could be improved by entering the youth's attendance hours. Of note, ideal dosage (e.g., program hours/attendance) varies for youths based on risk level, with low risk youths ideally receiving fewer hours of services than moderate risk youths. The program should ensure each youths' program hours and requirements are guided by risk and needs assessment outcomes. The program should examine whether 59% of cases still remain open with no outcome indicated.

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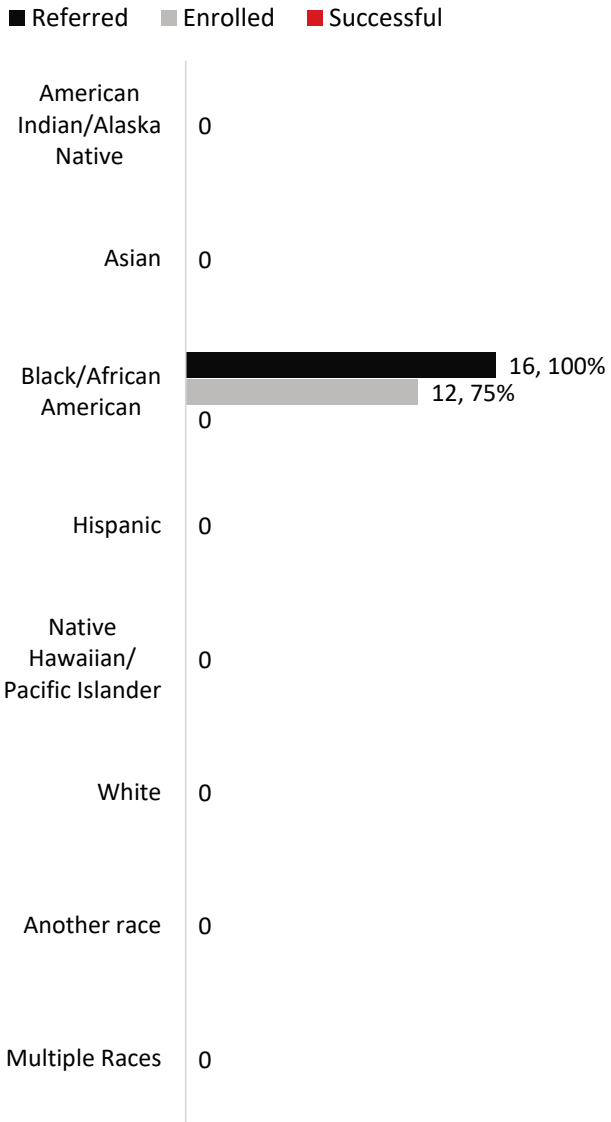
JUVENILE JUSTICE INSTITUTE

The Salvation Army | Sudanese Advocacy

Lancaster County | July 2020-June 2022 | Family Support

16	12	0
Youths Referred	Enrolled	Successful

Program Involvement by Race and Ethnicity

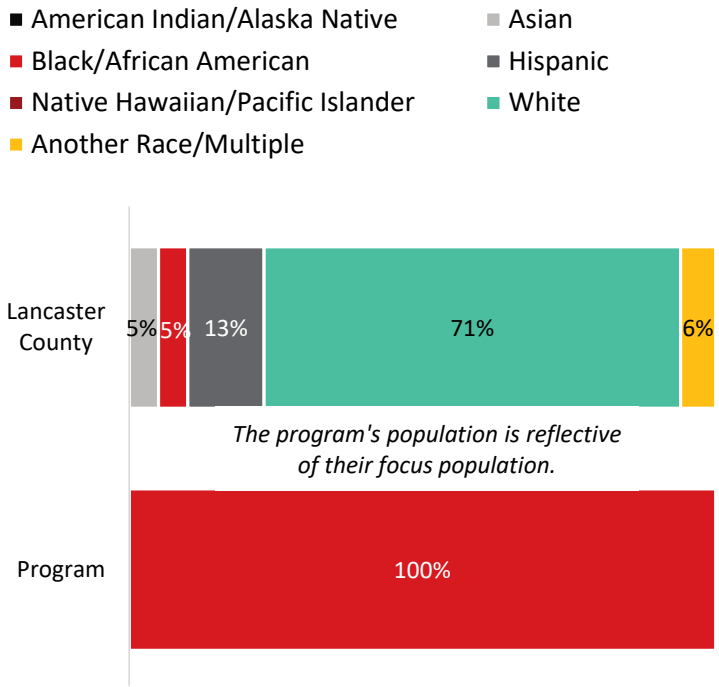


Gender and Age of Youths Referred

50% (8)	50% (8)	0
Male	Female	Nonbinary

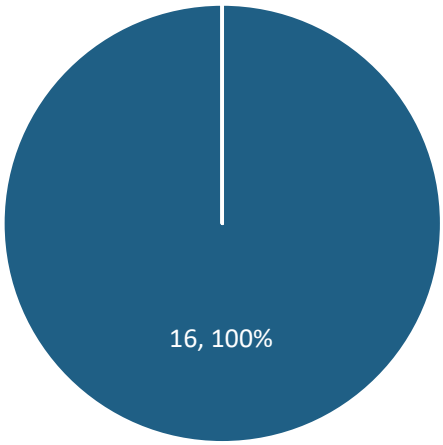
Average Age – **7**
Age Range – **0-17**

Program Population Compared to Lancaster County's Youth Population



Case Outcomes

- Completed Program Requirements
- Stopped Attending
- Youth Refused
- Parent Refused
- Family Plans to Follow Through
- Transferred Schools
- Other (moved away/death/etc)
- Still Open



All cases remain open with no case outcomes listed. We cannot determine if any of the youths/families were successful or unsuccessful.

Family Outcomes for Successful Cases

Family Function

Family Function Pre Family Function Post

Cannot be calculated.
No successful cases.

Very Poor Poor Average Good Very Good

Family Communication

Family Communication Pre Family Communication Post

Cannot be calculated.
No successful cases.

Very Poor Poor Average Good Very Good

Youths' Future System Involvement[1]

Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
X	X	X	X

Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
X	X	X	X

[1] FSI cannot be calculated because all cases remain open (i.e., no discharge date).

2024 Program Evaluation[2]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Missing more than 20% of data on process and outcome measures (rated Inconclusive).	**Does Not Meet Data Standards**
Program's population is reflective of their target population.	**Program Population**
Closes fewer than 40% of cases successfully. Outcomes missing for 100% of cases because they remain open.	**Successful Cases**
Improvements in family outcomes for successful youths cannot be evaluated as none of the cases were closed successfully.	**Family Outcomes**
FSI cannot be compared between successful and unsuccessful/other closed cases because none of the cases were closed successfully.	**Future System Involvement**

Overall Program Rating

Ineffective Promising Effective

Inconclusive

[2] For full evaluation criteria, see Family Support Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

Due to excessive missing data on case outcomes, the evaluation of the Salvation Army's Sudanese Advocacy program is ***inconclusive***. All 16 cases referred to the program between July 2020 and June 2022 remain open, with no discharge dates or case outcomes provided. Without case outcomes, we cannot determine whether cases were successfully closed and cannot assess changes in family function or communication for successful families. We also are unable to calculate Future System Involvement (FSI; i.e., status or law violation court filings, probation, detention) for any youths served because FSI is calculated based on the date of discharge from the program.

Recommendations

We are unable to determine whether the program is Effective or Ineffective. Regarding missing data, the JJI analyzed data completeness for family support programs in July and August 2023. We notified programs that showed less than 80% data on August 16, 2023, and held a webinar on September 5, 2023, to discuss the importance of inputting good data, and to explain that each program would receive it's own individualized report. The Salvation Army did not attend/attended this webinar. The JJI aims to help programs improve outcomes for the youth and families they work with and encourages the program to attend a family support focused best practice webinar scheduled for 1:30 P.M. on March 26, 2024.

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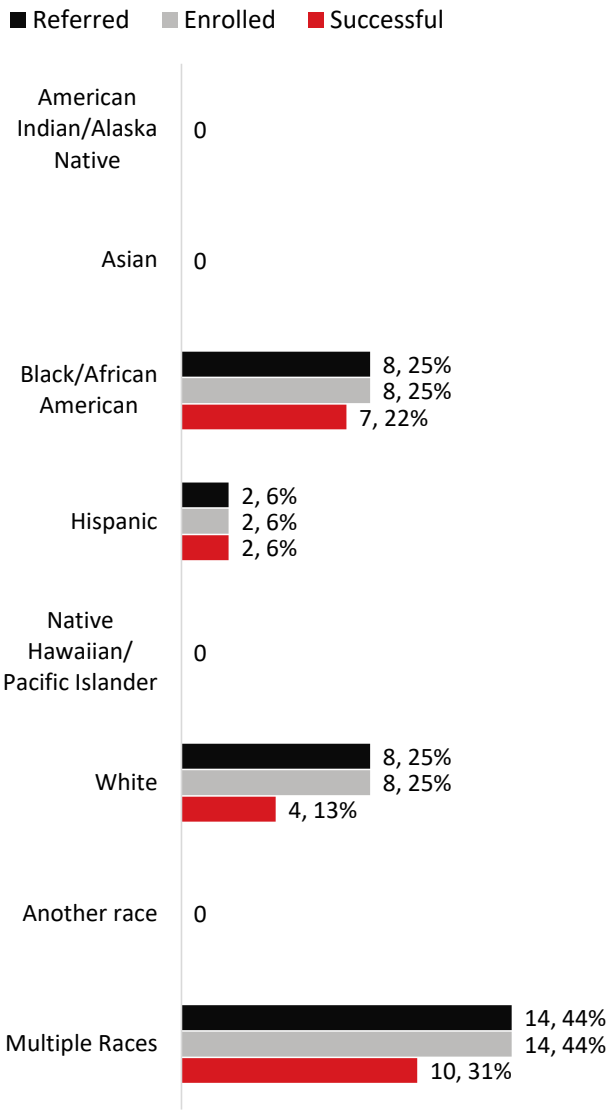
JUVENILE JUSTICE INSTITUTE

YWCA Lincoln | Life Skills

Lancaster County | July 2020-June 2022 | Family Support

32	32	23
Youths Referred	Enrolled	Successful

Program Involvement by Race and Ethnicity

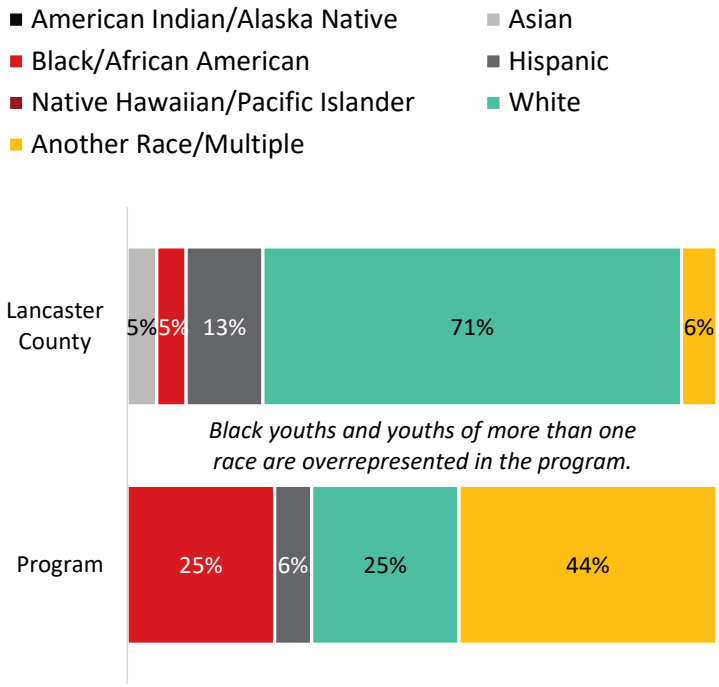


Gender and Age of Youths Referred

0	97% (31)	3% (1)
Male	Female	Nonbinary

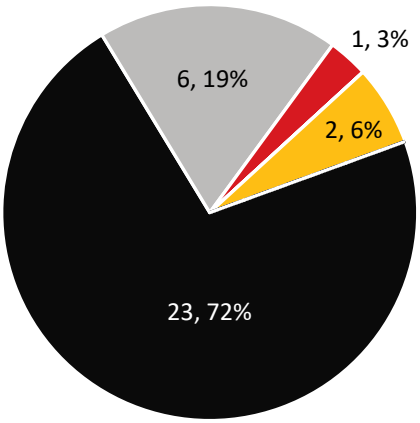
Average Age – **15**
Age Range – **14-18**

Program Population Compared to Lancaster County's Youth Population



Case Outcomes

- Completed Program Requirements
- Stopped Attending
- Youth Refused
- Parent Refused
- Family Plans to Follow Through
- Transferred Schools
- Other (moved away/death/etc)

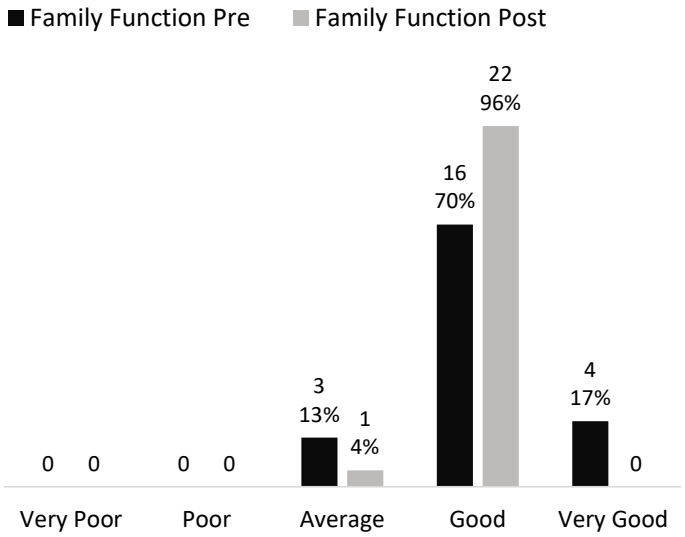


72% of families referred to the program were enrolled and successfully completed the program. Most cases were unsuccessfully discharged because the family stopped attending (19%) or the youth refused (3%).

Family Outcomes for Successful Cases

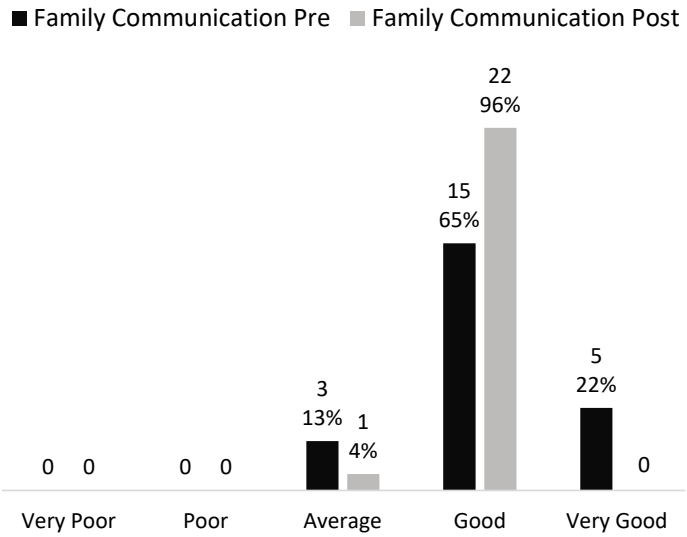
Family Function

The mean score for successful cases on family function was good for both pre-enrollment and post-intervention periods.



Family Communication

The mean score for successful cases on family communication was good for both pre-enrollment and post-intervention periods.



Youths' Future System Involvement

23 Successful Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	0	0	0

9 Unsuccessful/Other Closed Cases

Status Offenses	Law Violations	Probation	Detention
0	1 11%	1 11%	1 11%

2024 Program Evaluation[1]

Needs Attention | Promising | Working Well | Cannot be Assessed

Criteria the Program Met	Process/Outcome
Has over 80% of data on process and outcome measures entered.	**Meets Data Standards**
Program's population includes most racial/ethnic groups, but is not proportionate to county's population.	**Program Population** ✓
Closes between 40% and 80% of cases successfully.	**Successful Cases** ✓
For cases successfully closed, neither family function nor family communication improved compared to pre-intervention.	**Family Outcomes** ∅
Fewer successfully closed cases had FSI than unsuccessful/other closed cases in all FSI categories.	**Future System Involvement** ✓+

Overall Program Rating

Ineffective **Promising** Effective

[1] For full evaluation criteria, see Family Support Programs Evaluation Matrix on the Evidence-based Nebraska Website.

Evaluation Summary

The YWCA Lincoln's Life Skills program is rated as ***promising***. Compared to Lancaster County's youth population, Black youths and youths of more than one race were overrepresented among referrals. Nearly three quarters (72%) of families referred to the program successfully completed program requirements. However, neither family function nor family communication improved from pre-enrollment for families successfully discharged from the program. The program was very effective in preventing Future System Involvement (FSI; i.e., status or law violation court filings, probation, or detention) for the youths who successfully completed the program. None of the successful youths had any FSI after being discharged from the program. However, comparisons of FSI between successful and unsuccessful/other closed cases should be interpreted with caution due to the small number of unsuccessful closed cases available for comparison.

Recommendations

While the program is serving a higher percent of minority families (compared to the population), this may reflect the need of the community. Because neither family outcome substantially improved for the youths and families successfully completing, we recommend the program review their practices. The program should seek areas in which they could incorporate current best practices for improving family function and communication (see the Evidence-based Nebraska website for helpful resources). If the program does not already gather youth and family perspectives through surveys, this could help explore why some families stop attending services before completion. We recommend implementing a survey mid program, as an exit survey may not be feasible once a family stop attending.

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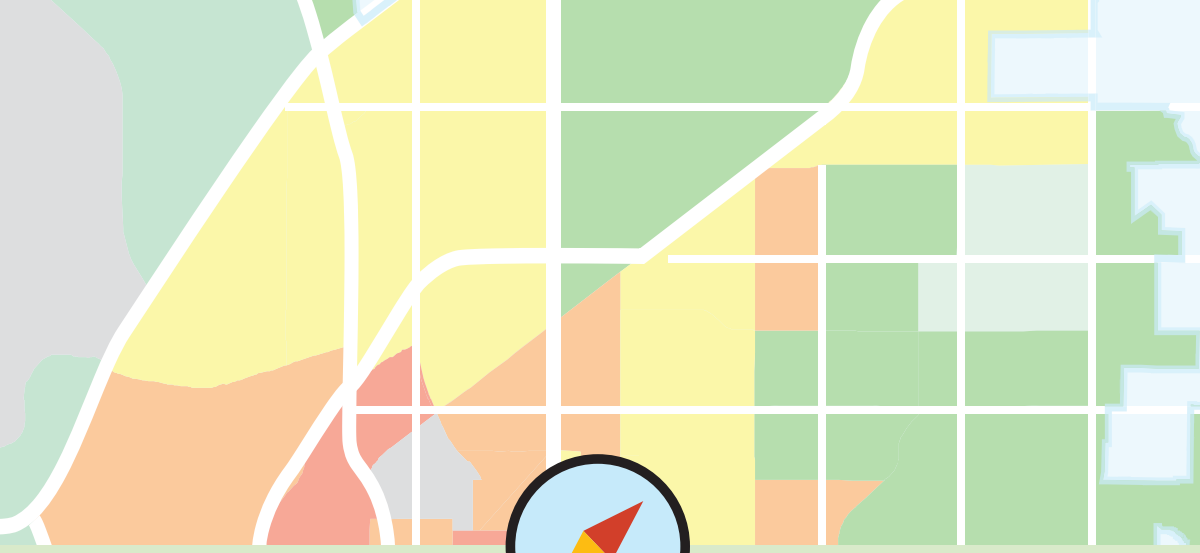
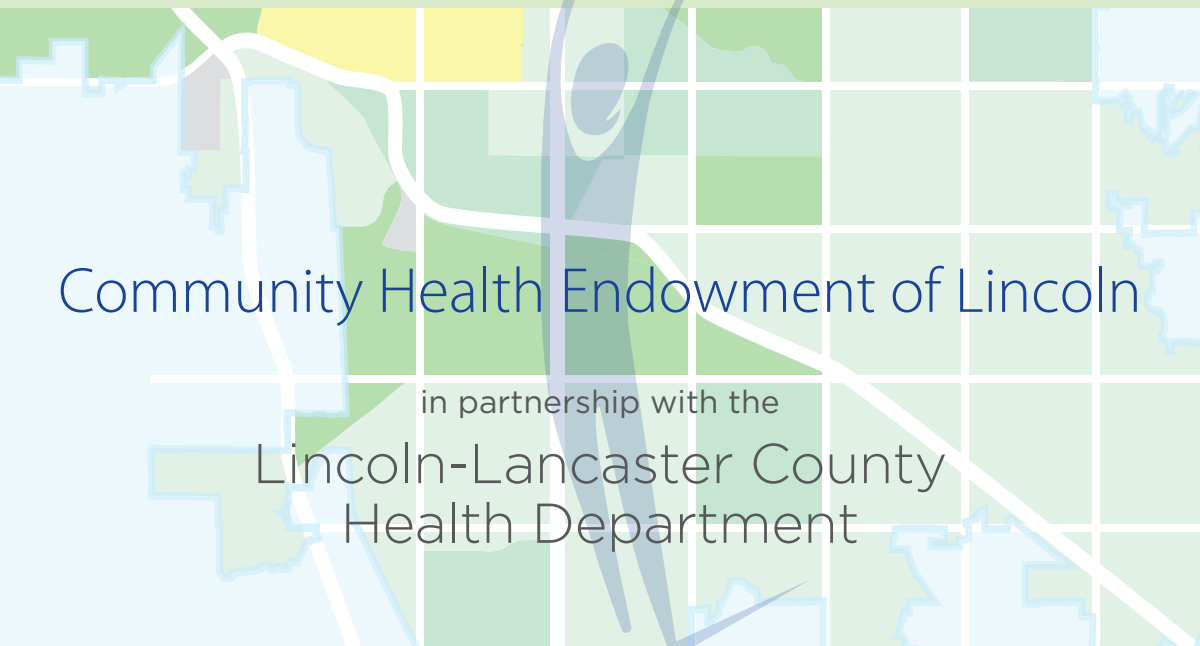


PLACE matters 5.0

2023



Community Health Endowment of Lincoln

in partnership with the

Lincoln-Lancaster County Health Department

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Since Place Matters 4.0 was released, the U.S. Census has divided and reshaped some Lincoln census tracts. As a result, not all maps in Place Matters 4.0 and 5.0 are comparable.

Place Matters 5.0 | 2023

Welcome to the fifth edition of Place Matters. Every two years, CHE, in partnership with the Lincoln-Lancaster County Health Department and other community partners, embarks on a data journey to create place-based maps. We meet, plan, discuss, research, and create. Why do we do it? It's simple: **DATA=UNDERSTANDING**. With new understanding, our community can dive deeper, spend wisely, develop better projects, and create stronger policy. Time and time again, these maps lead to "aha!" moments of discovery about how to make Lincoln even better.

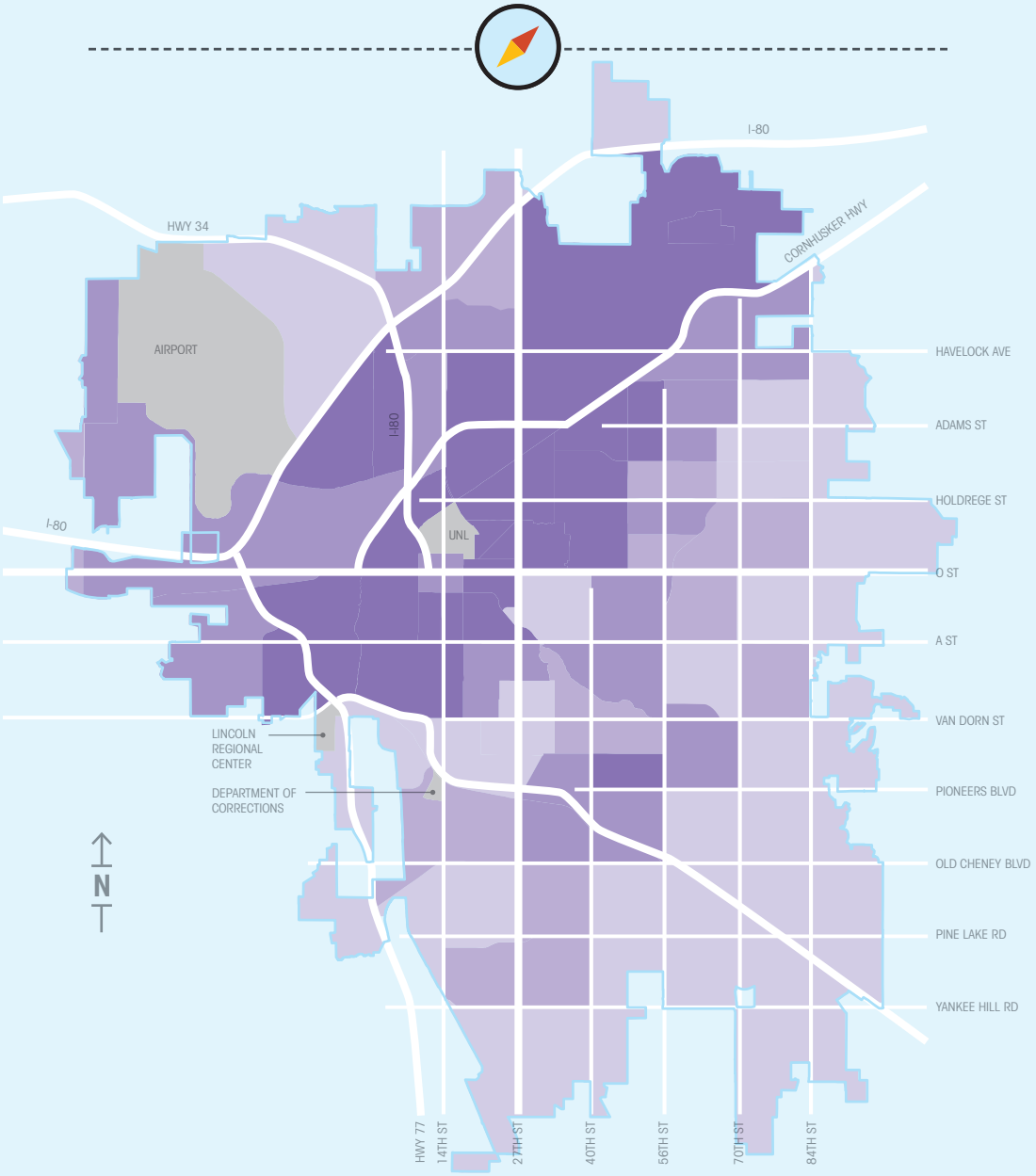
New to Place Matters 5.0:

- On the heels of the COVID pandemic, the Social Vulnerability Index map (page 3) identifies the neighborhoods that would benefit the most from early intervention in the case of a hazardous event like a tornado or disease outbreak.
- We have deepened our understanding of maternal health by expanding the definition to include **early and adequate prenatal care** (page 6). This map highlights where timely and intensive community investments can be made to ensure healthier moms and babies.
- A map on Rental Housing Burden (page 10) makes clear that rental costs disproportionally impact low-income individuals and families.
- Take time to review the dramatic decline (pre- vs. post-COVID) in youth fitness rates (pages 12 and 13). This is a troubling trend that, without intentional community intervention and investment, will have implications on the social, emotional, educational, and health status of our youngest residents for years to come.

So why a 5.0 edition?

Not only does **DATA=UNDERSTANDING**, but **UNDERSTANDING=OPPORTUNITY**. CHE's calling is to make the most of what we learn with each new set of maps, and we encourage the community join us in this work.

For more information about Place Matters, please visit www.chelincoln.org or watch the video linked to the QR code.



Less vulnerable

More vulnerable

Excluded

2023 City Limits

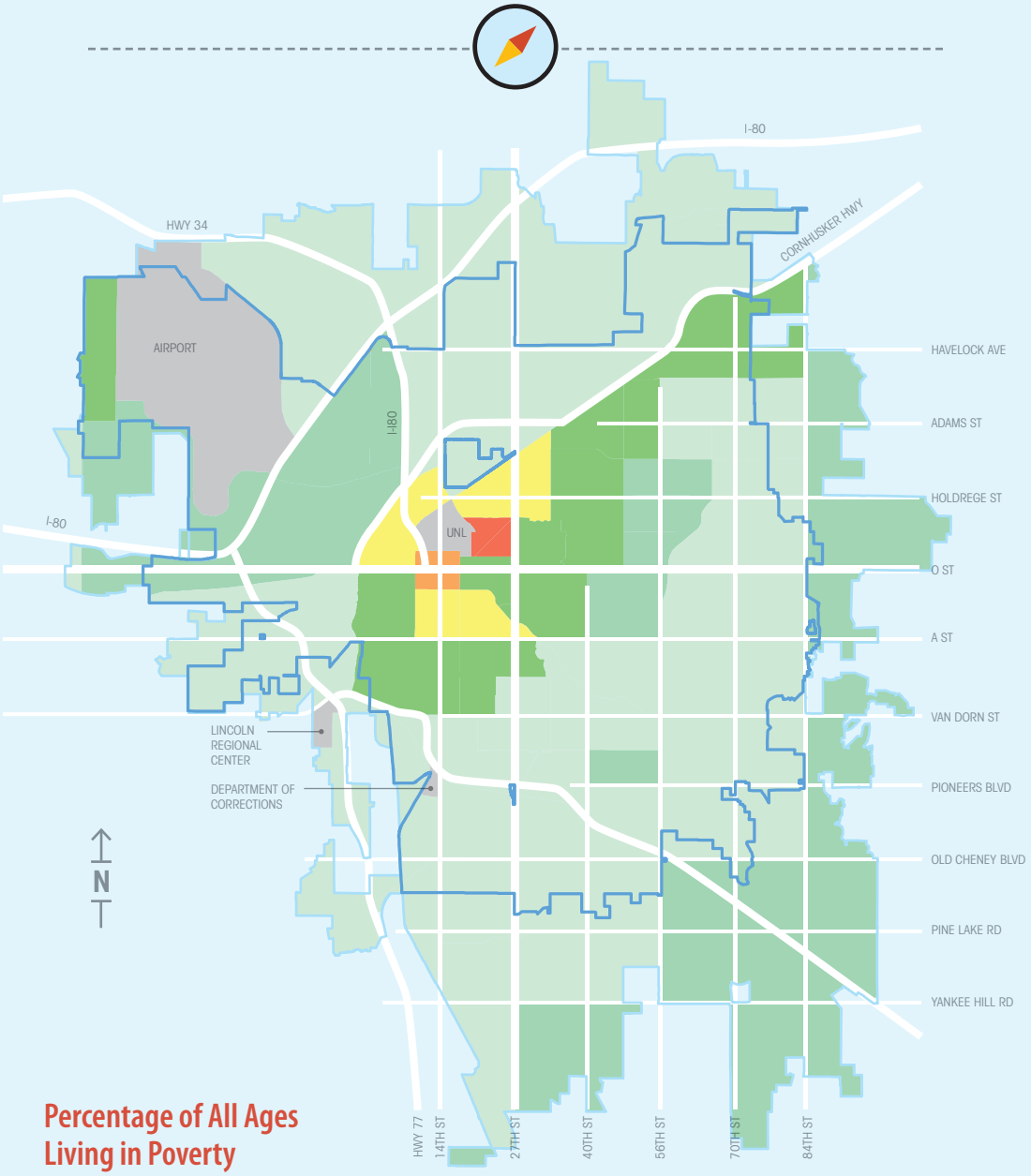
Data Source: CDC/ATSDR

Map: Lincoln-Lancaster County Health Department (LLCHD)

Social Vulnerability Index 2020

The Social Vulnerability Index (SVI) uses U.S. census data to rank census tracts on 14 social factors and group them into four related themes (socioeconomic status, household composition and disability, minority status and language, and housing and transportation).* SVI assists public health and other local officials in identifying neighborhoods that could benefit the most from health promotion initiatives or may need support before, during, and after a hazardous event (e.g. tornado, disease outbreak).

** This index shows how Lincoln's census tracts rank compared to Nebraska census tracts.*
https://www.atsdr.cdc.gov/placeandhealth/svi/index.html



Percentage of All Ages Living in Poverty

- 0-5%
- 5.1-10%
- 10.1-20%
- 20.1-30%
- 30.1-40%
- 40.1-50%
- Excluded
- 2023 City Limits
- 1980 City Limits

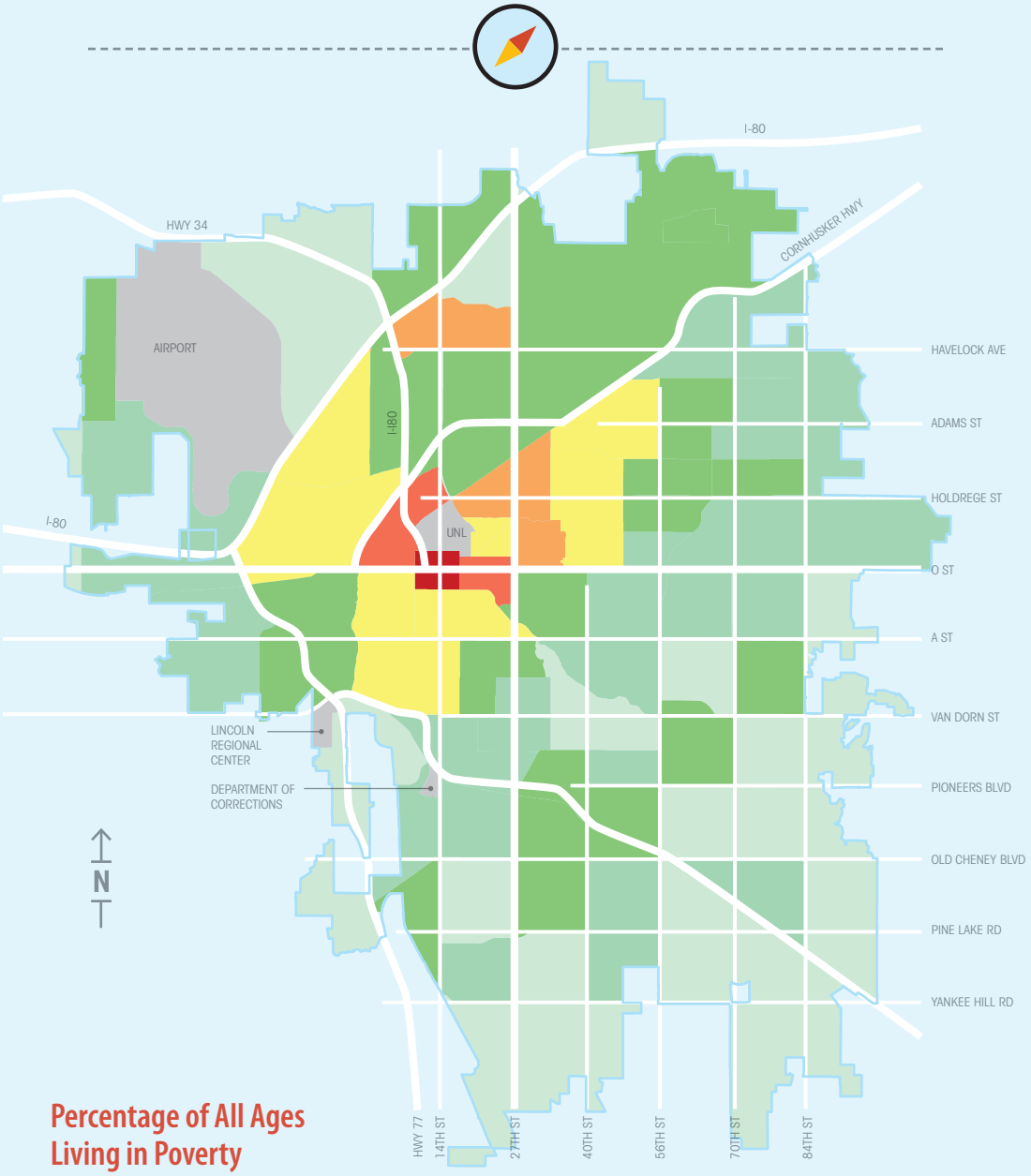
Data Source: U.S. Census Bureau

Map: LLCHD

Poverty 1980

In 1980, 8.6% of Lancaster County residents were considered to be living in poverty. Across the city, 18 census tracts had at least 8.6% of residents living in poverty.* Over the past four decades, poverty has expanded in every direction from Lincoln's core. Poverty should be viewed as the 'cause of causes' and the most powerful predictor of disease and mortality.

** Poverty is defined as 100% of the federal poverty threshold as determined by the U.S. Census Bureau.*



Percentage of All Ages Living in Poverty

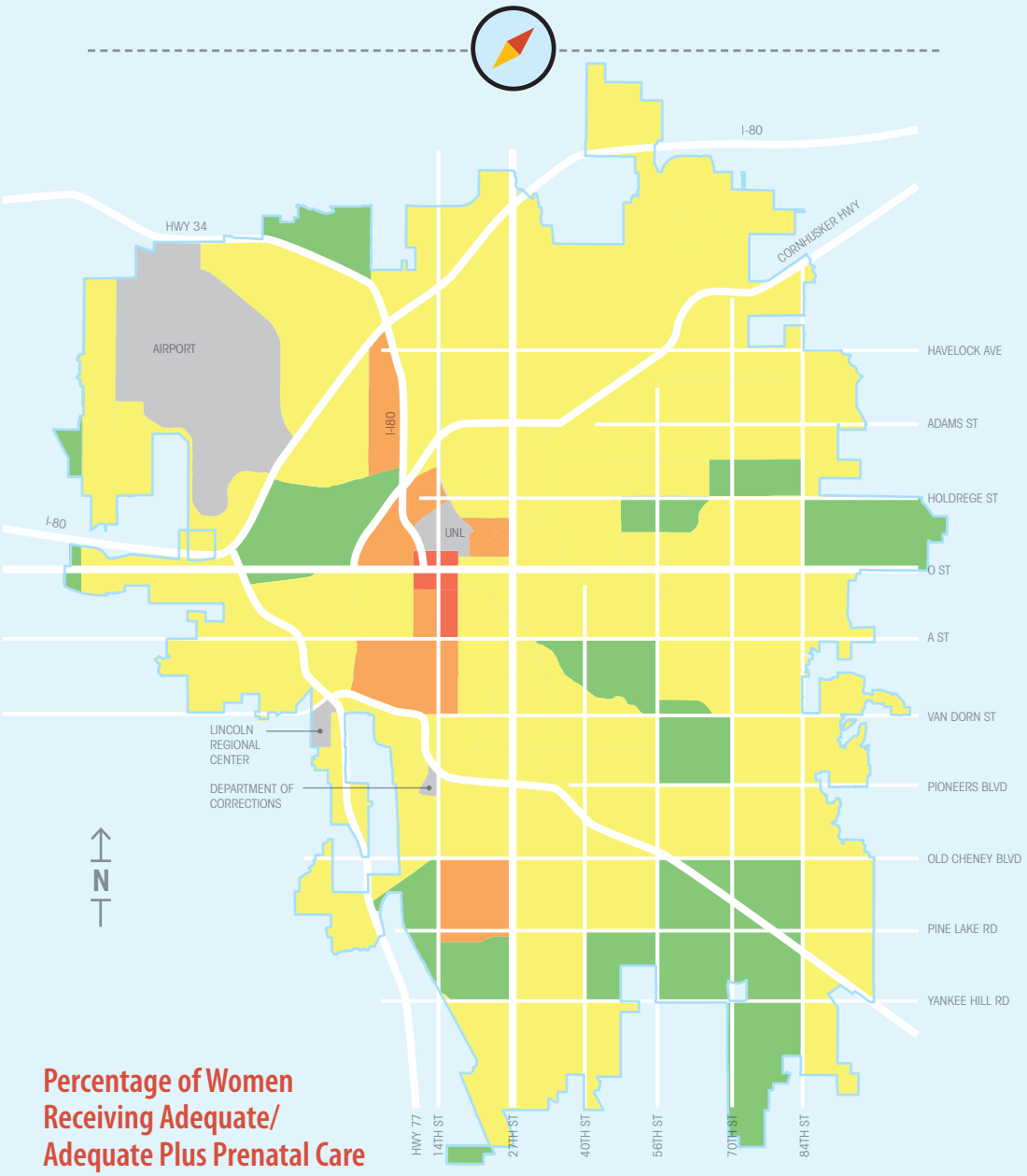
- 0-5%
- 5.1-10%
- 10.1-20%
- 20.1-30%
- 30.1-40%
- 40.1-50%
- 50.1-60%
- Excluded
- 2023 City Limits

Data Source: U.S. Census Bureau, 5-year estimate

Map: LLCHD

Poverty 2021

The most current data shows that 12% of Lancaster County residents live in poverty. Of the 77 census tracts mapped, 27 (35.1%) exceed a 12% poverty rate. Among the seven census tracts with the highest poverty levels (≥ 30%), the average life expectancy is 70.7 years. Among the 20 census tracts with the lowest poverty (< 5%), the average life expectancy is 81.3 years.



Percentage of Women Receiving Adequate/ Adequate Plus Prenatal Care

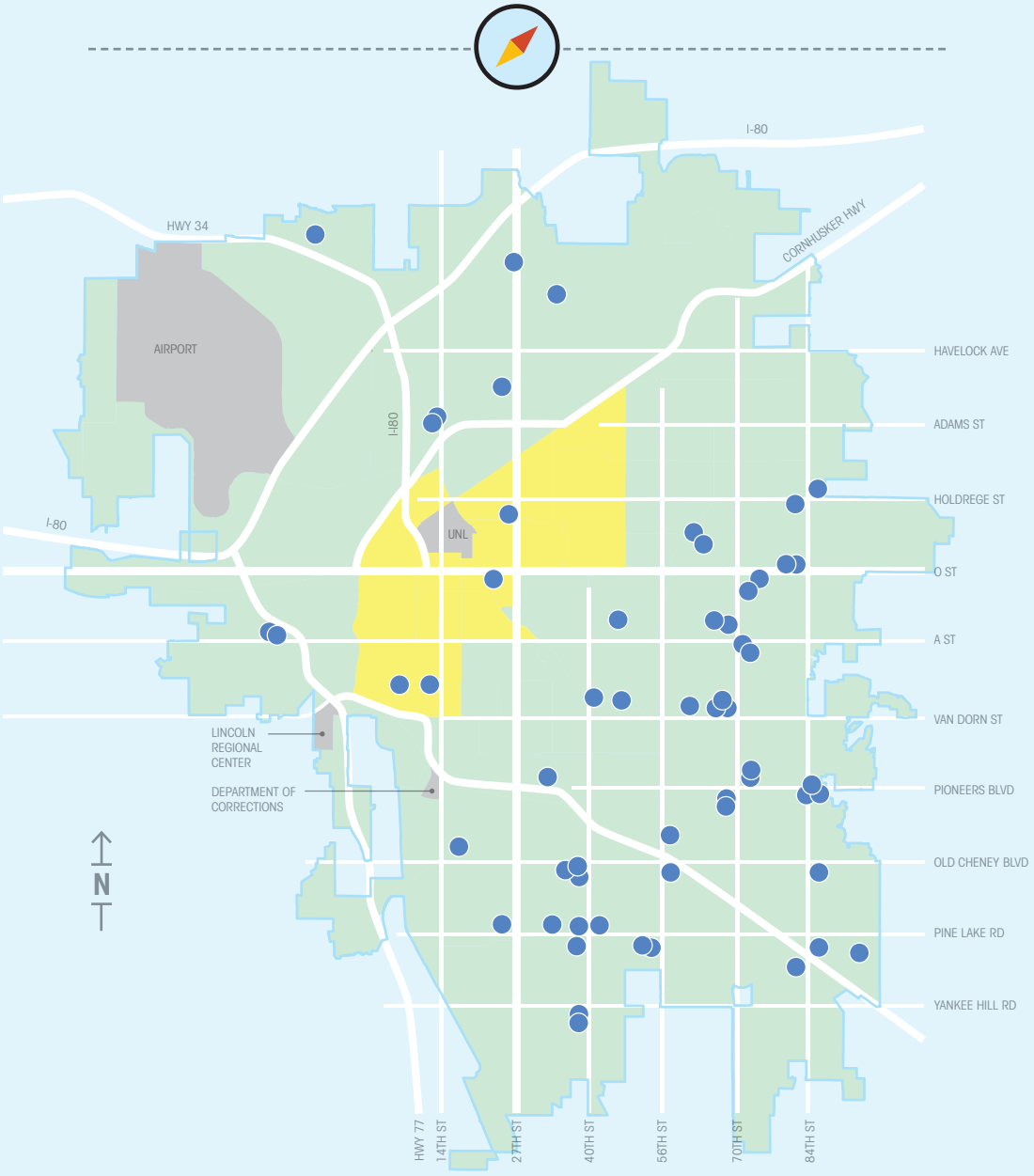
- 80.1-90 %
- 70.1-80%
- 60.1-70%
- 50.1-60%
- Excluded
- 2023 City Limits

Data Source: Lancaster County Vital Records

Map: LLCHD

Prenatal Care 2019-2021

Lincoln-Lancaster County's goal is that 80.5% of pregnant women receive "adequate/adequate plus" prenatal care which is defined as the percentage of women who received care prior to the fifth month and more than 80% of the appropriate number of visits for gestational age. The current percentage is 75.6%, with only 19.5% of all census tracts meeting that goal. The census tracts in red and orange represent the lowest percentages of prenatal care. Of these, the majority have a higher than average percentage of births covered by Medicaid.



- Primary Care
- Medically Underserved Areas
- Excluded
- 2023 City Limits

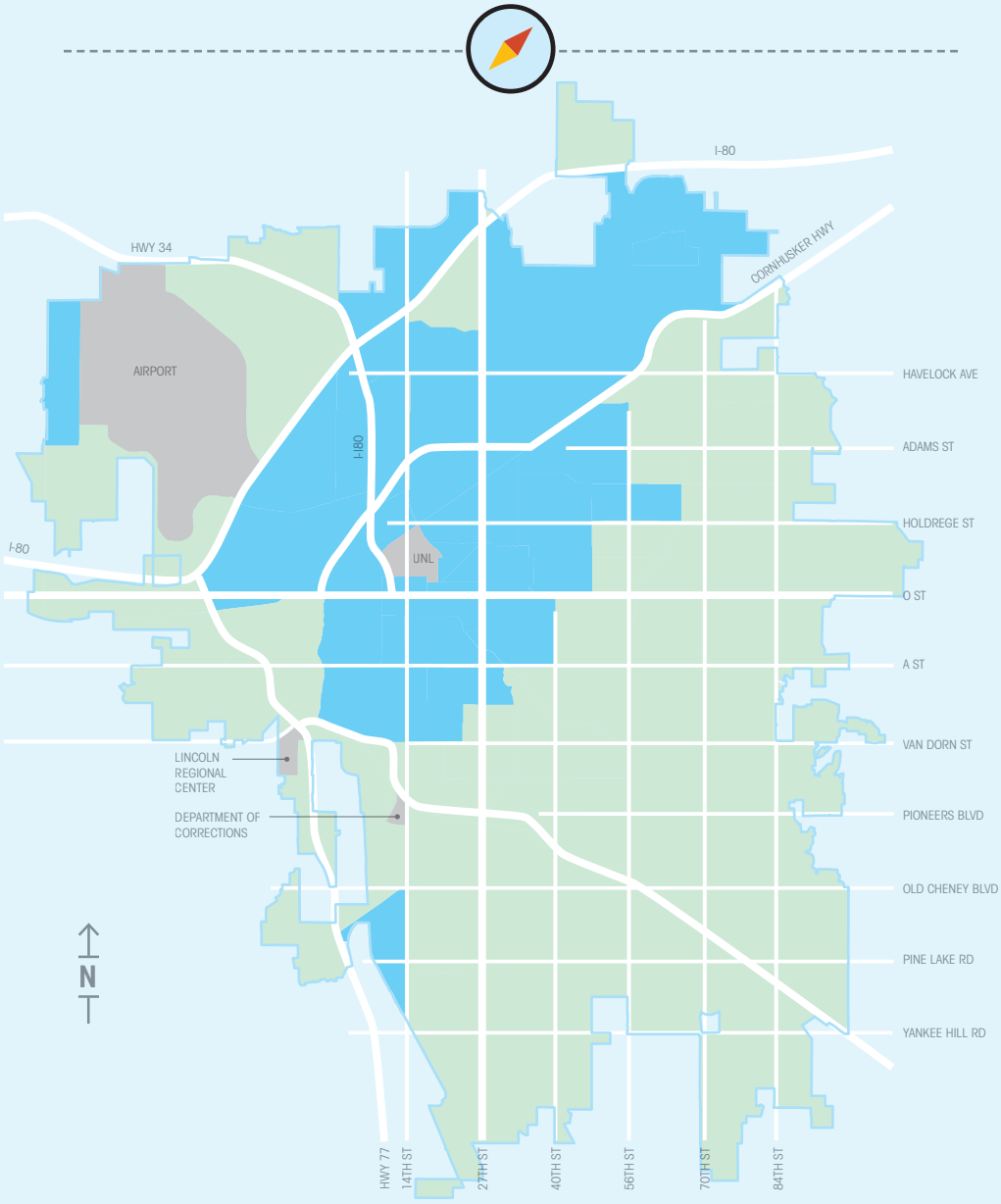
Data Source: Lancaster County Medical Society

Map: LLCHD

Primary Medical Care

This map identifies the 57 locations of primary medical care (family medicine, internal medicine and pediatrics) in Lincoln. Market forces remain a key factor in determining practice location; however, Lincoln has planted three primary care sites in medically underserved areas (MUA)* in recent years. This map does not distinguish between clinics that accept Medicaid, Medicare, and/or uninsured patients and those that do not. Rather, this map illustrates the geographic placement of medical services and the lack of a physical health presence in some neighborhoods.

** bhw.hrsa.gov/workforce-shortage-areas/shortage-designation#mups*



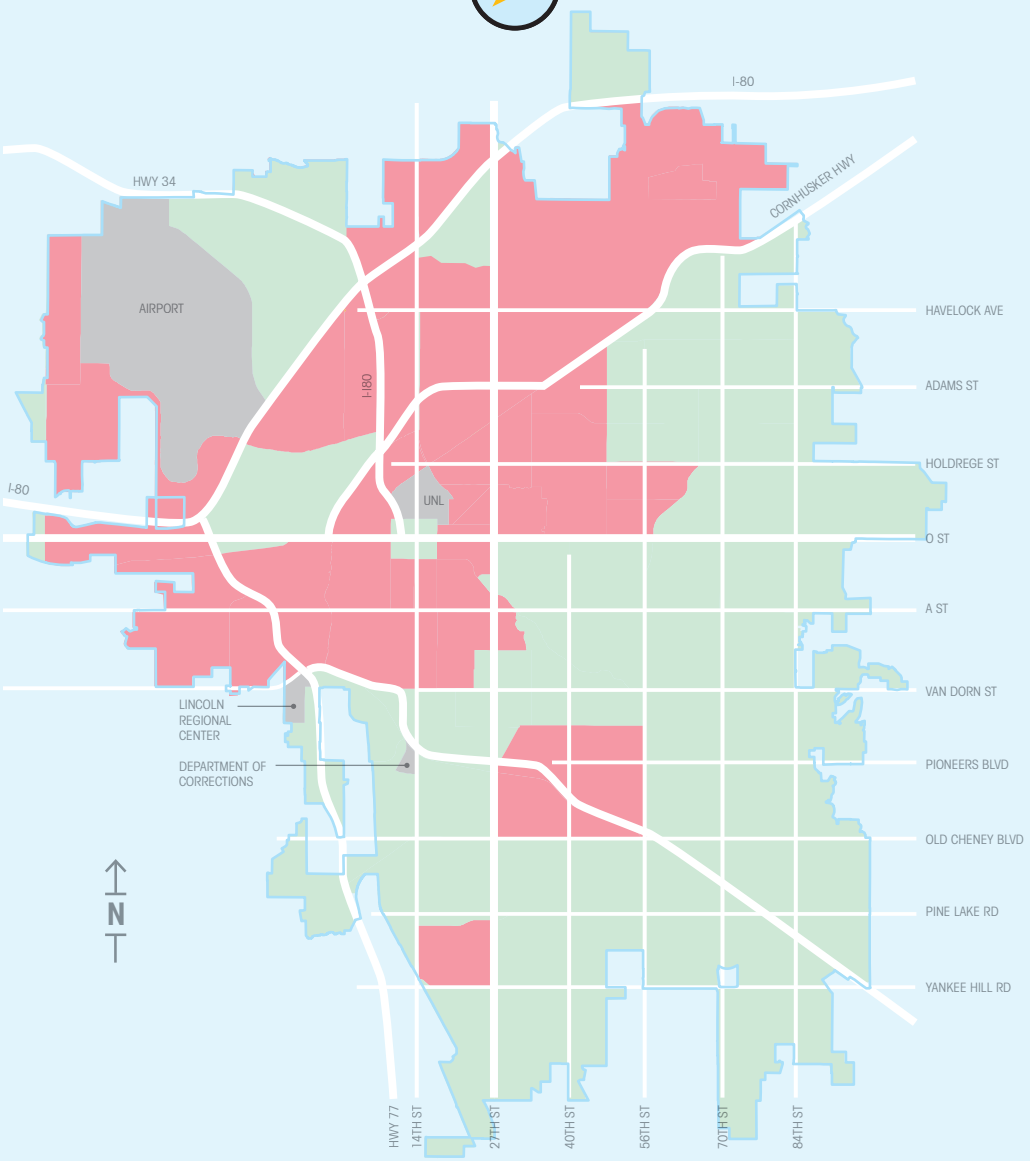
- Poverty > 12%
- Excluded
- 2023 City Limits

Data Source: U.S. Census Bureau
Map: LLCHD

Poverty 2021

Poverty* is often considered the 'cause of causes' and the most powerful predictor of disease and premature death. In 2021, the average poverty rate for Lancaster County was 12%. This map highlights the census tracts where the percentage of people living in poverty exceeded the community average of 12%.

** Poverty is defined as 100% of the federal poverty threshold as determined by the U.S. Census Bureau. In 2021, the poverty threshold for a family with two adults and two children was $26,500.(https://aspe.hhs.gov/2021-poverty-guidelines)*

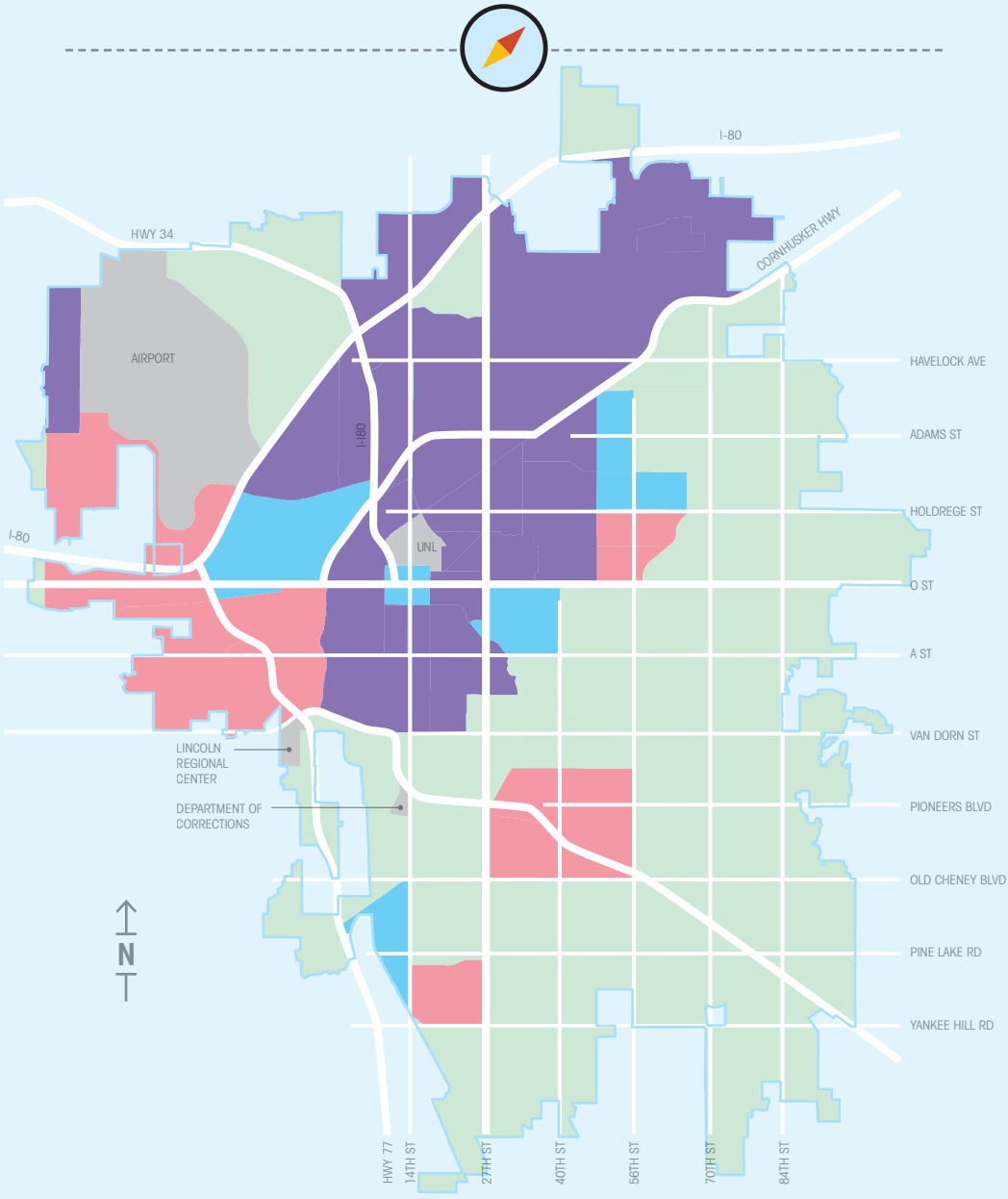


- Minority Population > 20%
- Excluded
- 2023 City Limits

Data Source: U.S. Census Bureau
Map: LLCHD

Minority Population 2021

While the majority of the population identifies as White and non-Hispanic (80%), Lincoln is becoming an increasingly diverse community. In 2000, the percentage of people who identified as minority (anyone who is not single-race White and not Hispanic) was 11.3% of the total population, compared to 20% in 2021. This map highlights the census tracts where the percentage of people identifying as a racial minority exceeds the community average of 20%.

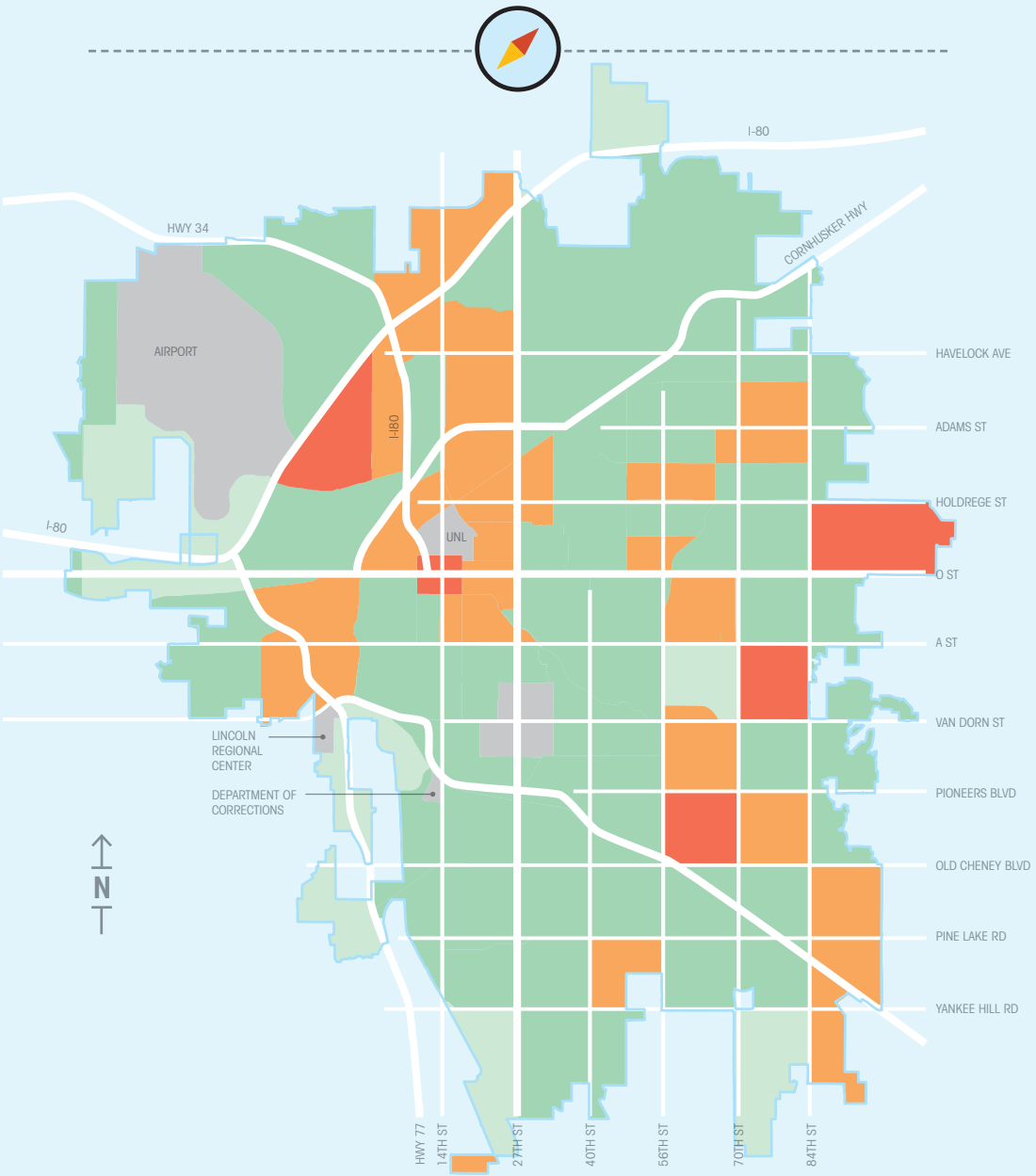


- Poverty > Average
- Minority Population > Average
- Both Poverty and Minority Population > Average
- Excluded
- 2023 City Limits

Poverty and Minority Population 2021

There is a correlation between census tracts with higher poverty and a higher percentage of people who identify as a minority. Of the 30 census tracts with above average minority population, 21 (70%) also have a higher than average poverty rate. Of the 47 census tracts with below average minority population, only 6 (13%) have a higher than average poverty rate. The purple census tracts reveal where both poverty and minority population exceed the community average.

Data Source: U.S. Census Bureau
Map: LLCHD



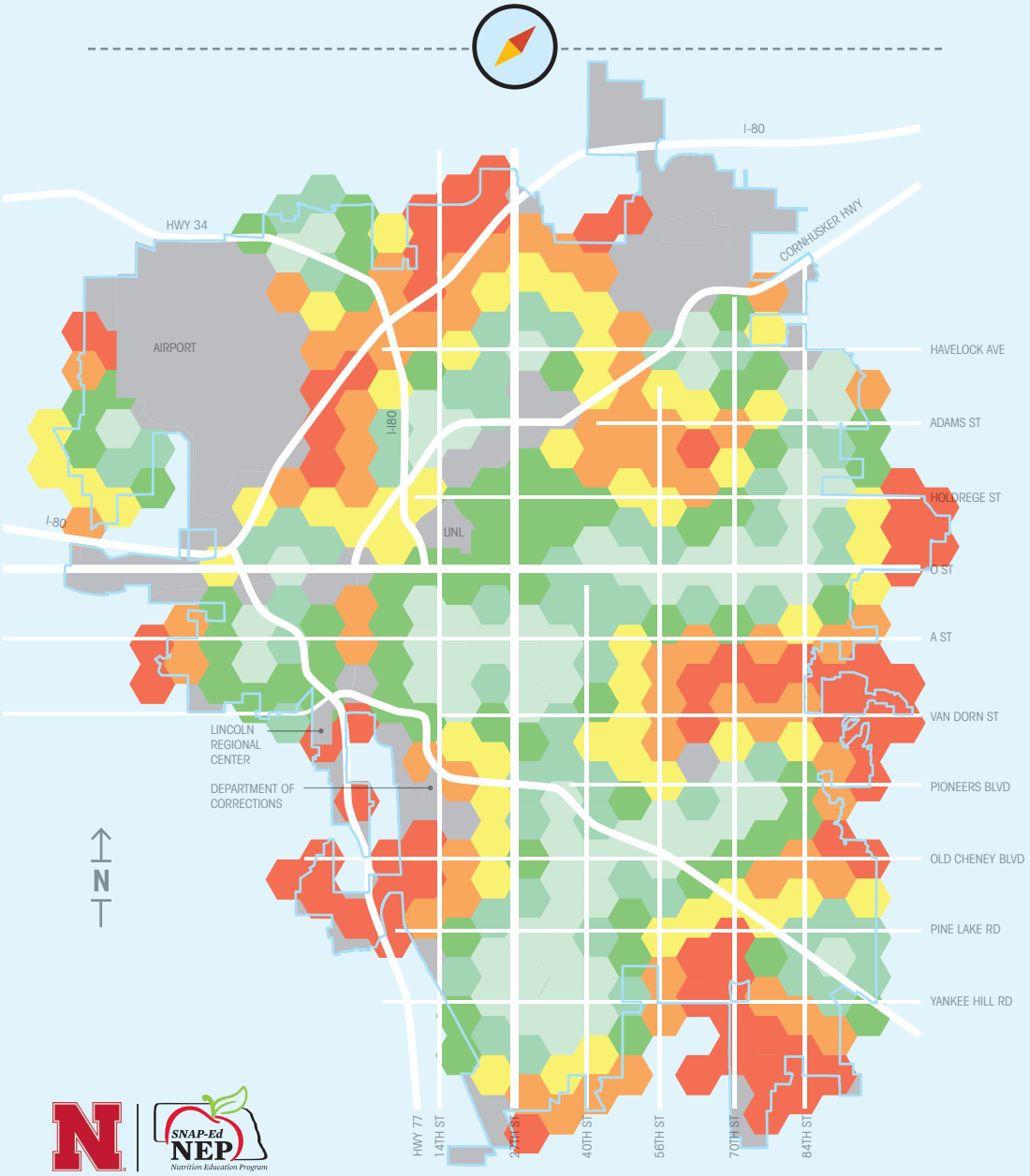
- 10.1-20%
- 20.1-30%
- 30.1-40%
- 40.1-50% +
- Excluded
- 2023 City Limits

Data Source: U.S. Census Bureau 2021, Five Year Estimate

Map: LLCHD

Rental Housing Burden 2021

The current industry standard is that no more than 30% of a renter's income should be used for housing costs, including utilities. The current median rental housing burden in Lancaster County is 27.5%. This map illustrates (in red and orange) where rental households exceed the 30% standard, and are referred to as 'cost-burdened.' Rental burdens disproportionally impact low-income individuals and families, especially when accompanied by the increasing cost of basic necessities.



SNAP-Ed NEP Nutrition Education Program

Highest

Lowest

Excluded (including parks, floodways, and select zoning districts)

2023 City Limits

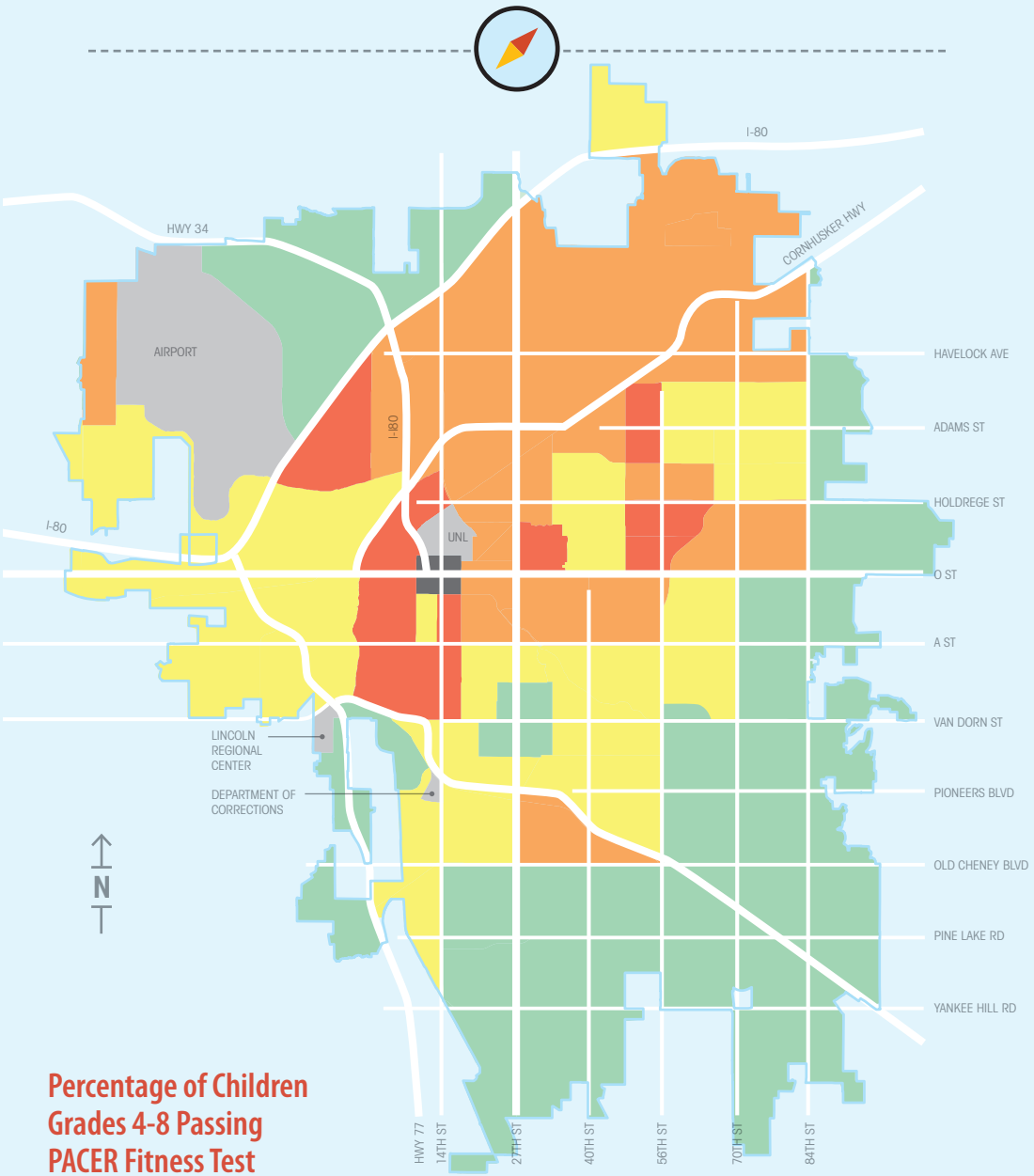
Data Source: Nebraska Extension

Map: Urban Development Department, City of Lincoln

Healthy Food Access 2023

In 2023, Nebraska Extension (NE) completed a follow-up to their 2017, 2019, and 2021 NEBNEMS* survey of Lincoln food stores. This point-in-time survey recorded the availability of healthy food options (fruits with no added sugar, vegetables with no added sauce, lean protein, low-fat dairy, and whole grains) in 221 stores. This map shows (in red and orange) the neighborhoods where fewer options exist to access healthy food. In recent years, this information has been used for targeted geographic interventions, such as Lincoln Fresh mobile distributions, school markets, and NE programming to address healthy food disparities.

** Nebraska Nutrition Environment Measures Survey*



Percentage of Children Grades 4-8 Passing PACER Fitness Test

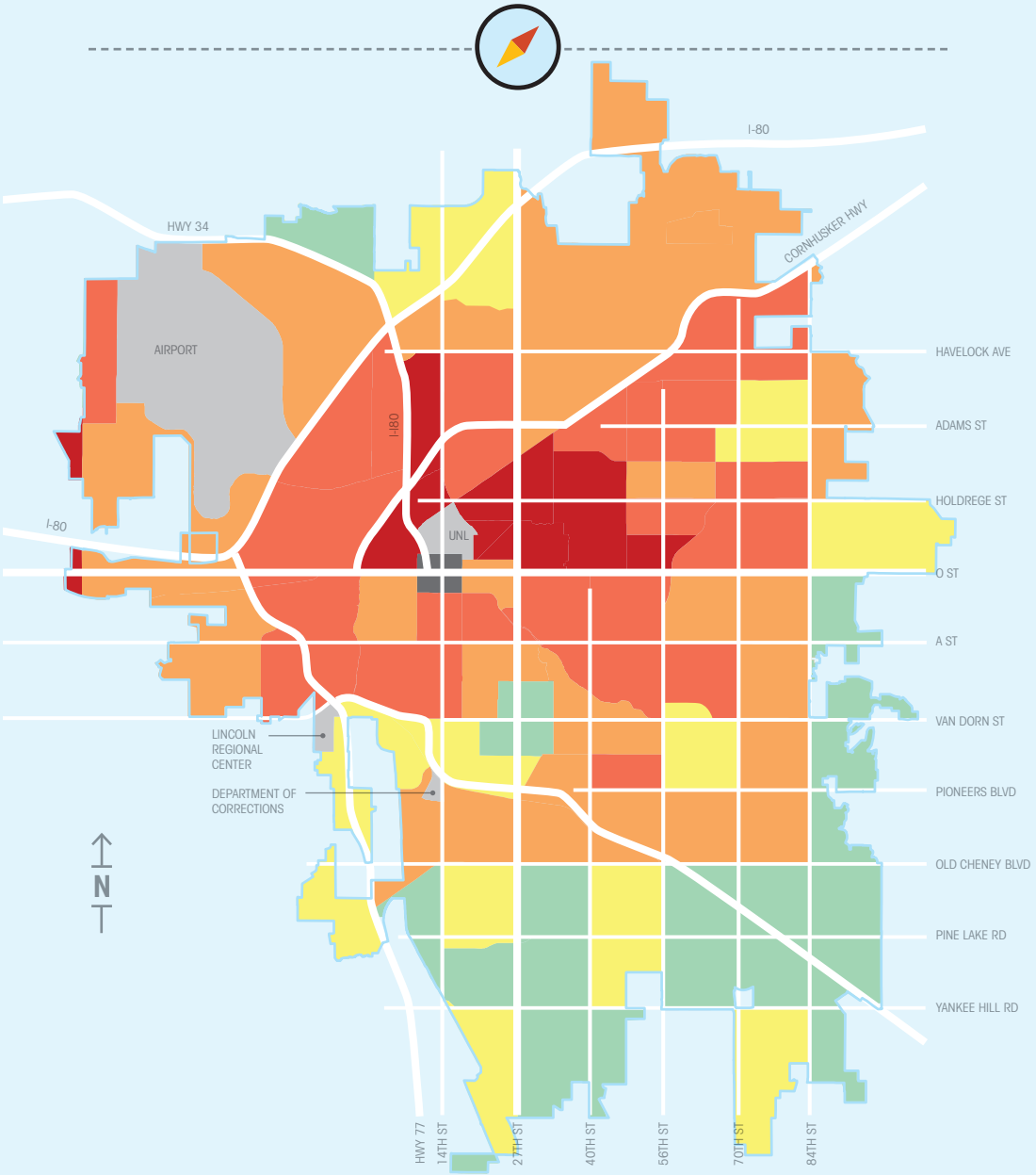
- 80.1-100%
- 70.1-80%
- 60.1-70%
- 50.1-60%
- Below 50%
- Insufficient Data
- Excluded
- 2023 City Limits

Data Source: Lincoln Public Schools
Map: LLCHD

Youth Fitness 2018-19

Cardiorespiratory fitness is a powerful predictor of illness/mortality, and influences academic performance, i.e. the better a student's aerobic fitness, the better their academic performance. In Lincoln Public Schools (LPS), aerobic fitness is measured using the Fitnessgram PACER, a multistage aerobic capacity test. Lincoln's goal is that 80% of LPS students pass* the PACER. In 2018-19, only 19 (27.1%) census tracts achieved that goal.

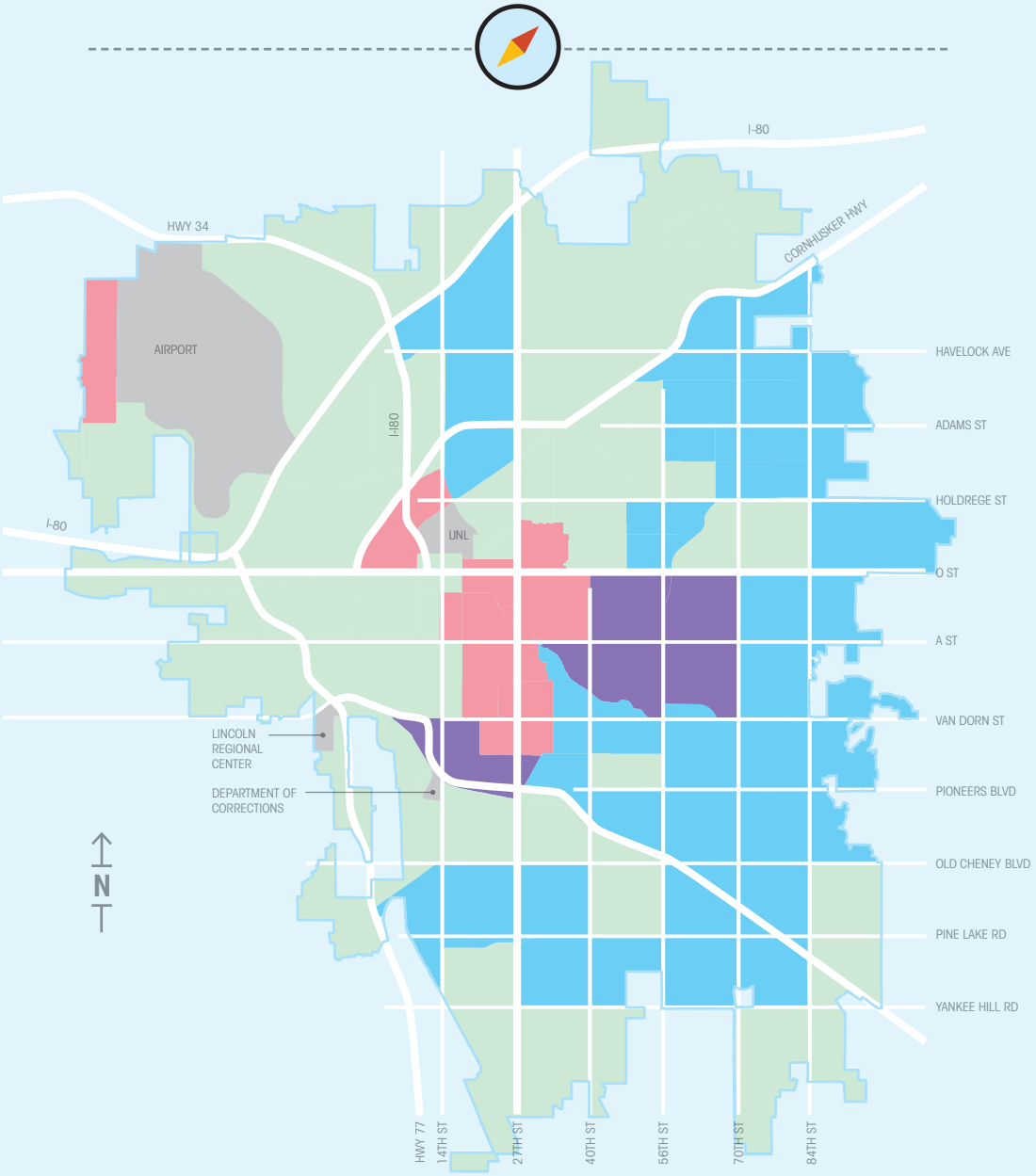
** Achieving the standardized, grade level aerobic capacity score.*



Youth Fitness 2022-23

As a likely result of the COVID pandemic, only 13 (16.9%) census tracts achieved the 80% goal in 2022-23. The overall pass rate fell from 74.9% in 2018-19 to 65.3% in 2022-23, with a range of 37.2% to 95.7%. In addition to physical health benefits, aerobically fit youth also show improved cognition (memory, academic performance) reduced symptoms of depression, and better lifelong health.

** cdc.gov/healthyschools/physicalactivity/guidelines.htm*



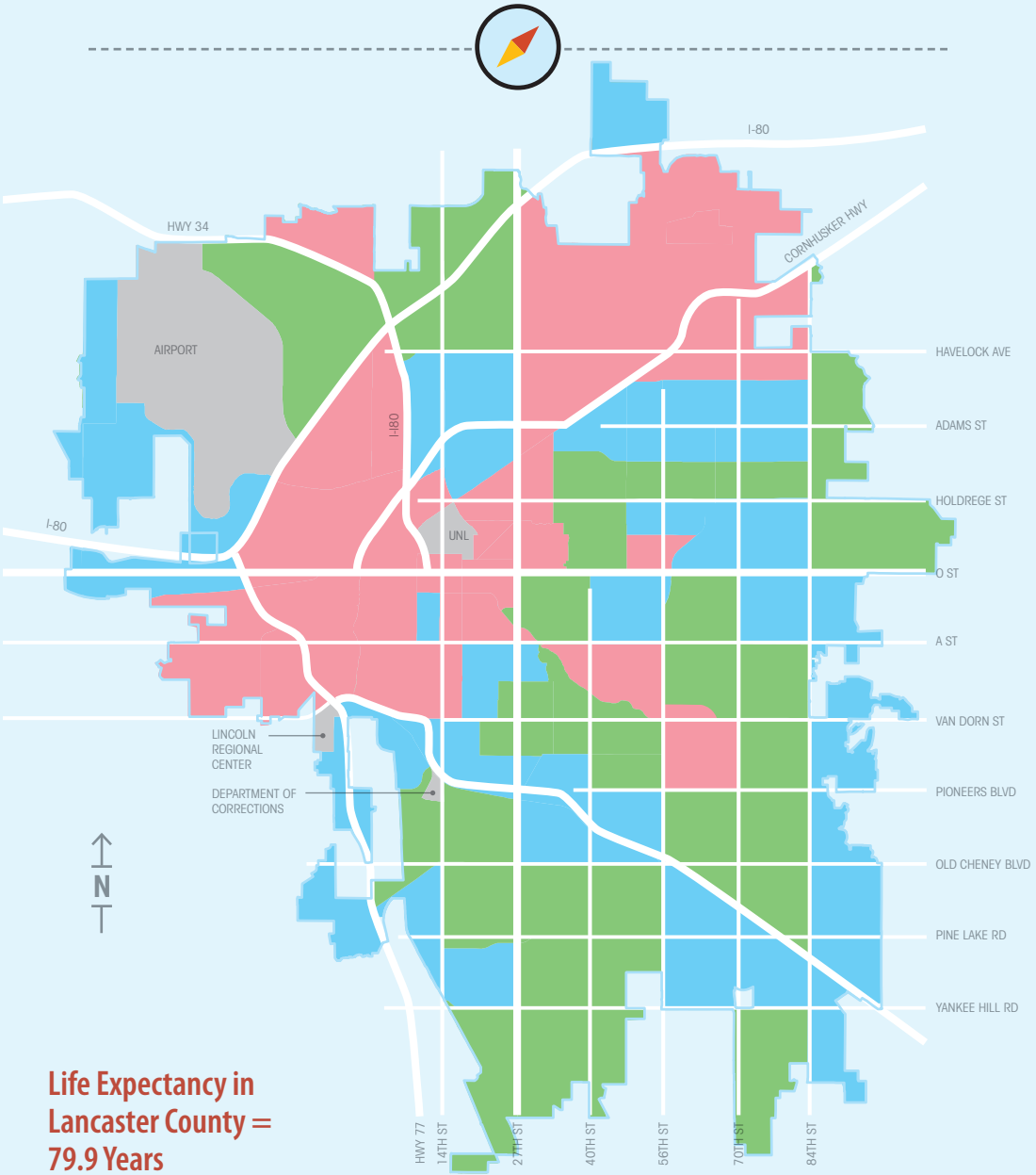
- At least 5% of population is 75+ years in 1980.
- At least 5% of population is 75+ years in 2021.
- At least 5% in 1980 and 2021.
- Excluded
- 2023 City Limits

Data Source: U.S. Census Bureau 2021, 5 Year Estimate

Map: LLCHD

Older Adults (75+ years) 1980 and 2021

'Baby Boomers,' or those born between 1946 and 1964, began turning 75 in 2021 and this aging trend will certainly impact Lincoln's future. It is projected that those age 75 and older will exceed those age 0-5 by 2025 for the first time in history, and comprise 1 in every 10 residents by 2050. This map offers a picture of how an aging population will undoubtedly influence Lincoln's housing, workforce, health, transportation, and senior service infrastructure and systems.



Life Expectancy in Lancaster County = 79.9 Years

- ≥ 79.9 Years
- Up to 5 Years Lower Than Average
- 5+ Years Lower Than Average
- Excluded
- 2023 City Limits

Data Source: Lancaster County Vital Records

Map: LLCHD

Life Expectancy 2017-2021

Life expectancy is the statistically probable length of time an individual born today can be expected to live. In this map, life expectancy is based on mortality patterns of the population in a specific census tract given the risk factors in that location. The average life expectancy in Lancaster County has remained relatively static in recent years. This map shows where life expectancy values are at or above average (green), up to 5 years lower than average (blue), and 5+ years lower than the average life expectancy (pink).

** Calculated using Reed-Merrill and Greville methods.*

SPECIAL THANKS TO:

Lincoln-Lancaster County Health Department
Lancaster County Medical Society
Lincoln Public Schools
Partnership for a Healthy Lincoln
City of Lincoln - Urban Development Department
Nebraska Extension

250 N. 21st Street, Suite 2, Lincoln, NE 68503
402-436-5516 / www.chelincoln.org

facebook.com/chelincoln @chelincolnne

For more information about the Place Matters Community Mapping Project and access to our interactive maps, visit chelincoln.org/placematters

If your organization would like a presentation about Place Matters, contact CHE at (402)436-5516.

School Resource Officer Program, School Perception, and Discipline Data Reports

in partial fulfillment of the Annual Report requirement of the

Safe and Successful Kids Interlocal Board

October, 2024

Information prepared by:

Assessment & Evaluation Team,
Lincoln Public Schools

and

Lincoln Police Department Crime Analysis Unit
Crime Analysis Unit Manager Jeff Peterson and Crime Analyst Trisha Todd

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Introduction

Lincoln Public Schools (LPS) and the city of Lincoln (City) share the goal of promoting school safety and a positive school climate. The two entities have enjoyed a successful partnership spanning decades. Through the School Resource Officer (SRO) program, Lincoln Police Department (LPD) officers are assigned to LPS schools, enhancing the safety of LPS students and staff. All parties acknowledge that crime prevention is most effective when LPS, LPD, parents, behavioral health professionals, and the community are working in a positive and collaborative manner. Student contact with LPD's SROs and LPS staff builds positive relationships leading to better student outcomes.

It is important to maintain a school environment in which conflicts are de-escalated and students are supported with developmentally appropriate and fair consequences for misbehavior. Such consequences should address the root causes of the misbehavior, while minimizing the loss of instruction time. To best accomplish this goal, LPS staff should be responsible for providing appropriate instruction and support, while enforcing LPS discipline policies when necessary. Ideally, an SRO would be called in by properly trained LPS administrators to respond to student actions only when the actions clearly meet the definition agreed upon between LPS and the County Attorney for behaviors appropriate for referral to law enforcement. However, due to the dynamic nature of some calls for service, it is important that all students, parents, staff and citizens feel comfortable calling for assistance for safety purposes. As these interests are balanced, referrals to the juvenile justice system need to be closely monitored to ensure fair and equitable treatment for all LPS students.

LPS and LPD's six-goals for the SRO program established in the summer of 2018:

1. To create a common understanding that
    - School administrators and teachers are ultimately responsible for school discipline and culture;
    - SROs should not be involved in the enforcement of school rules; and
    - A clear delineation of the roles and responsibilities of SROs as to student discipline, with regular review by all stakeholders, is essential.
2. To minimize student discipline issues so they do not become school-based referrals to the juvenile justice system.
3. To promote effectiveness and accountability.
4. To provide training as available to SROs and appropriate LPS staff on effective strategies to work with students that align with program goals.
5. To employ best practices so that all students are treated impartially and without bias by SROs and LPS staff in alignment with applicable City and LPS equity policies; and
6. To utilize best practices for training and oversight with the goal of reducing disproportionality.

In partial fulfillment of the Annual Report requirement of the Safe and Successful Kids

Interlocal Board, LPD, and LPS conduct an annual review of the SRO program, LPS perception data, and LPS discipline data to make modifications as necessary to accomplish the stated SRO program goals. The data and recommendations from that work are included in this report, which will be presented to the Safe and Successful Kids Interlocal Board and made available to the Lincoln Board of Education, the Lincoln City Council, the Mayor, and the public (to the extent permitted by law).

To lay the groundwork for this annual review, in 2018-19, the interlocal board established an evaluation process that included community stakeholders. The initial community meeting took place on November 8, 2018 at Schoo Middle School. Feedback from this meeting led to an evaluation process that includes the regular review of program goals and relevant data, including specific measures, data points, and metrics. The first of the annual reports was scheduled for the fall of 2020 based on data collected from the 2019-2020 school year. An initial FAQ was developed and posted online to respond to some questions from the community. These historical program materials remain on the interlocal board website: https://app.lincoln.ne.gov/city/sskib/.

In addition to completing this annual evaluation process, LPS and LPD will continue to partner with community and governmental agencies to further program goals, support strategies to divert students from the criminal justice system, and access additional support services for students.

Note about race/ethnicity data used in the 2022-23 and 2023-24 report: in previous years (2018-2021) the race/ethnicity information used for disparity index calculations were derived from National Crime Information Center (NCIC) race/ethnicity data as identified by LPD. In an effort to more consistently represent this information, race/ethnicity data in this report (and last year's report) is aligned with the US Census demographic categories as represented in the LPS student information system. These race/ethnicity categories are imperfect and may not align with the ways many people represent their own ethnic and racial backgrounds.It is important to note, however, that these US Census race/ethnicity categorizations are commonly used in most educational reports.

Lincoln Police Department Data

GLOSSARY

TERM	DEFINITION
CFS: Call for Service	An incident that requires the presence of an officer for assistance. A Call for Service (CFS) can be self-initiated by the officer or directed by dispatch at the request of any staff, student, or citizen.
Juvenile Referral	The juvenile legal equivalent to an adult citation. There can be multiple referrals during a single CFS.
Lodge	A juvenile is arrested and placed at the Youth Services Center (YSC).
PR: Person Responsible	A juvenile is considered a Person Responsible (PR) if probable cause exists to refer them for a crime *and* a referral was issued. There can be multiple PRs during a single CFS.
YSC: Youth Services Center	Provides temporary levels of detention for juveniles being processed through the justice system, or who have been adjudicated and ordered by the court to serve a specified period of time.

Creation of the Dataset & Coding Notes

LPD created a dataset by analyzing all calls for service (CFS) at LPS middle and high schools during the 2023-2024 school year. Incidents that occurred at a middle or high school in the summer were excluded. However, incidents that occurred at a middle or high school outside of normal school hours (for example, an assault at a school-sponsored event in the evening or vandalism to a school at night) are included in the dataset. All incidents, regardless of whether an SRO or a non-SRO police officer responded to the call were included, and it was possible to differentiate between what type of officer handled the call. Furthermore, “all incidents” include those incidents in which an officer responded to a call for service, regardless of who initiated the call for service or whether the call for service resulted in a police report and/or a referral. Essentially, if a police call for service occurred at an LPS middle or high school during the school year (regardless of the outcome), it was included in our database.

The LPD Crime Analysis Unit numerically coded the data from 2021-22, 2022-23, and 2023-24. A trained team of coders numerically coded the data from 2015-2021. Due to the impact of COVID, school years 2019-20 and 2020-21 are excluded from this report. The data from 2015-19 compose the “prior four-year average” frequently cited in this report. This endeavor would not have been possible without effective collaboration and communication between the two organizations.

A few coding notes are worth mentioning. First, the report includes only individuals in the dataset who were listed as a victim, suspect, and/or a person responsible (PR) in the LPD reports. Individuals listed as a “witness” or “other,” for example, were omitted. When an individual is listed as a suspect, it means that the officer had credible information to believe that they *might* be the individual responsible for the crime. For example, a witness might identify them or the digital/forensic evidence might suggest that an individual is responsible for the crime. However, depending on a variety of factors, a police officer may not be able to develop probable cause to consider the individual a party responsible.

Note about person responsible data used in the 2022-23 and 2023-24 reports: In the 2022-23 and 2023-24 data, when a juvenile or individual is listed as a person responsible (PR), this means there was probable cause to refer the juvenile or cite the adult for the crime and a referral/citation was issued. This is a coding change from previous years where an individual could be listed as a person responsible even if there was no referral/citation issued. There could be multiple PRs during a single CFS.

Throughout this document, the term “juvenile referral” is used. A juvenile referral is the legal equivalent of other terms that might be used in the community such as arrested or cited. There could be multiple juvenile referrals during a single CFS. Incidents of juvenile referral, arrest, or citation do *not* indicate that a student was placed in handcuffs and/or transported to the Youth Services Center (YSC). In fact, this rarely happens. The term “lodge” refers to placing an arrested juvenile at the YSC (see section “Juveniles Referred and Placed at the Youth Services Center (YSC)").

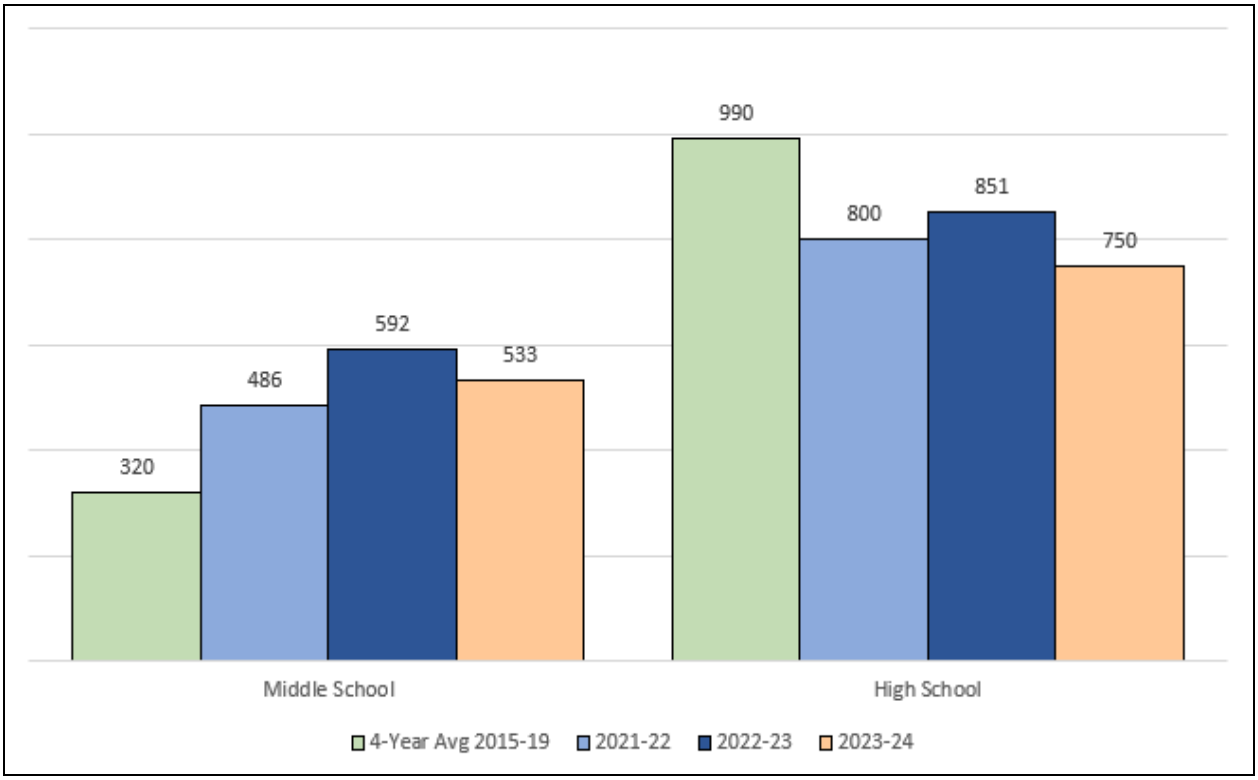
The four-year average refers to school years 2015-16 to 2018-19. 2019-20 and 2020-21 are outliers due to the impact of the pandemic. During 2019-20, the LPS school year was shortened due to COVID-19 (ended mid-March) and during 2020-21, LPS students could attend school remotely due to COVID-19. ***Data from these two school years are not included in this section of the report due to these reasons**.

The goal for future reports is to maintain historical data in the form of a four-year average prior to the addition of SROs in LPS middle schools and build toward a four-year average after the addition of SROs in LPS middle schools.

LPS Middle *and* High Schools: Number of Calls for Service (CFS)

In examining the number of calls for service (CFS) that occurred at LPS middle and high schools, we first analyzed whether the number of CFS increased, decreased, or remained about the same, and whether both middle and high schools witnessed similar trends.

*A CFS is an incident that requires the presence of an officer for assistance. A CFS can be self-initiated by an officer or directed by dispatch at the request of any staff, student, or citizen.

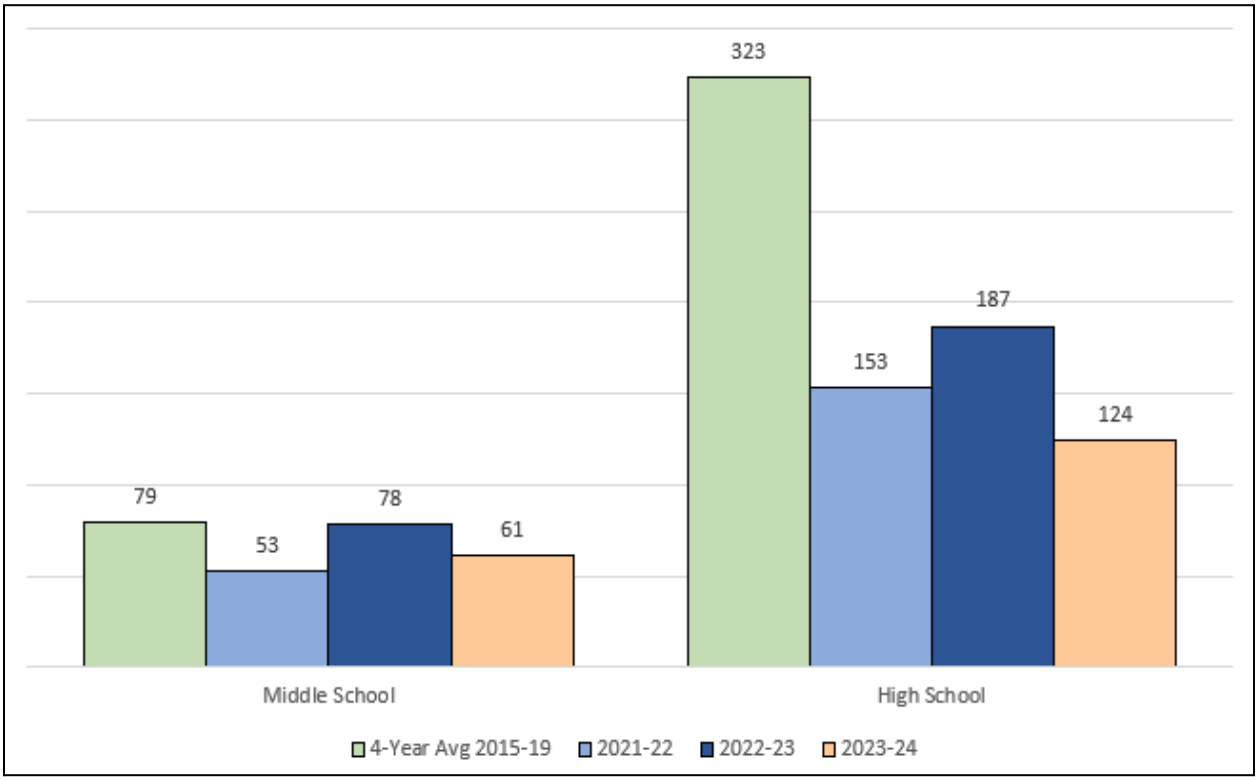


Calls for Service (CFS)	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
Middle School	320	486	592	533	67%
High School	990	800	851	750	-24%
Total	1310	1286	1443	1283	-2%

- Calls for Service (CFS) at Middle Schools have increased 67% over the 4-year average. In the fall of 2018, SROs were added to the 12 middle schools. This would naturally cause an increase in the CFS when compared to the 4-year average. CFS at all LPS schools decreased 11% from 2022-23.

LPS Middle *and* High Schools: Number of CFS that Resulted in a Juvenile Referral

Next, we examined whether the number of CFS that resulted in a juvenile referral at LPS middle and high schools increased, decreased, or remained about the same, and whether both middle and high schools witnessed similar trends.

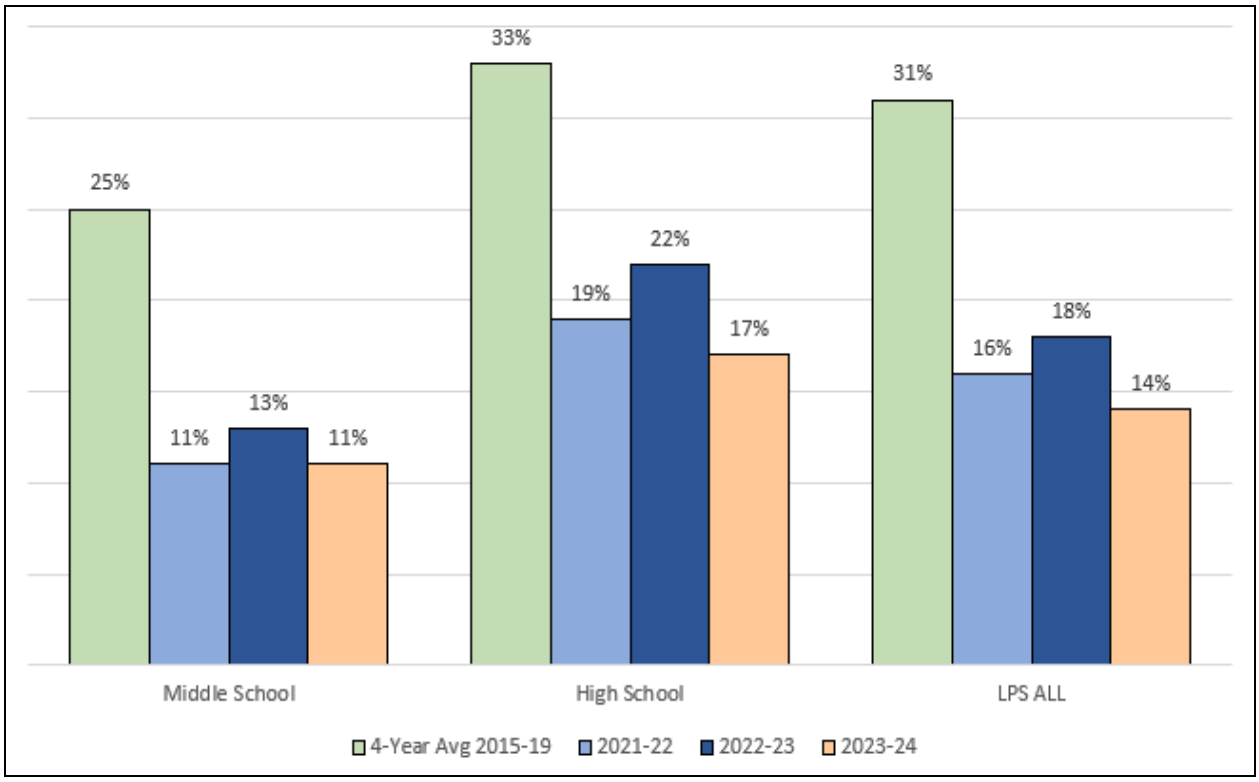


Middle *and* High School CFS w/ Referral	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
Middle School	79	53	78	61	-23%
High School	323	153	187	124	-62%
Total	402	206	265	185	-54%

- Despite the 67% increase in CFS at middle schools, the number of CFS that resulted in a referral decreased 23% from the 4-year average.
- CFS that resulted in a referral decreased at high schools 62% from the 4-year average and decreased 30% from 2022-23.

LPS Middle *and* High Schools:
Juvenile Referral/CFS Rate

To better understand the totality of the referrals, we need to examine the number of CFS that resulted in a referral compared to the total number of CFS in a percentage.

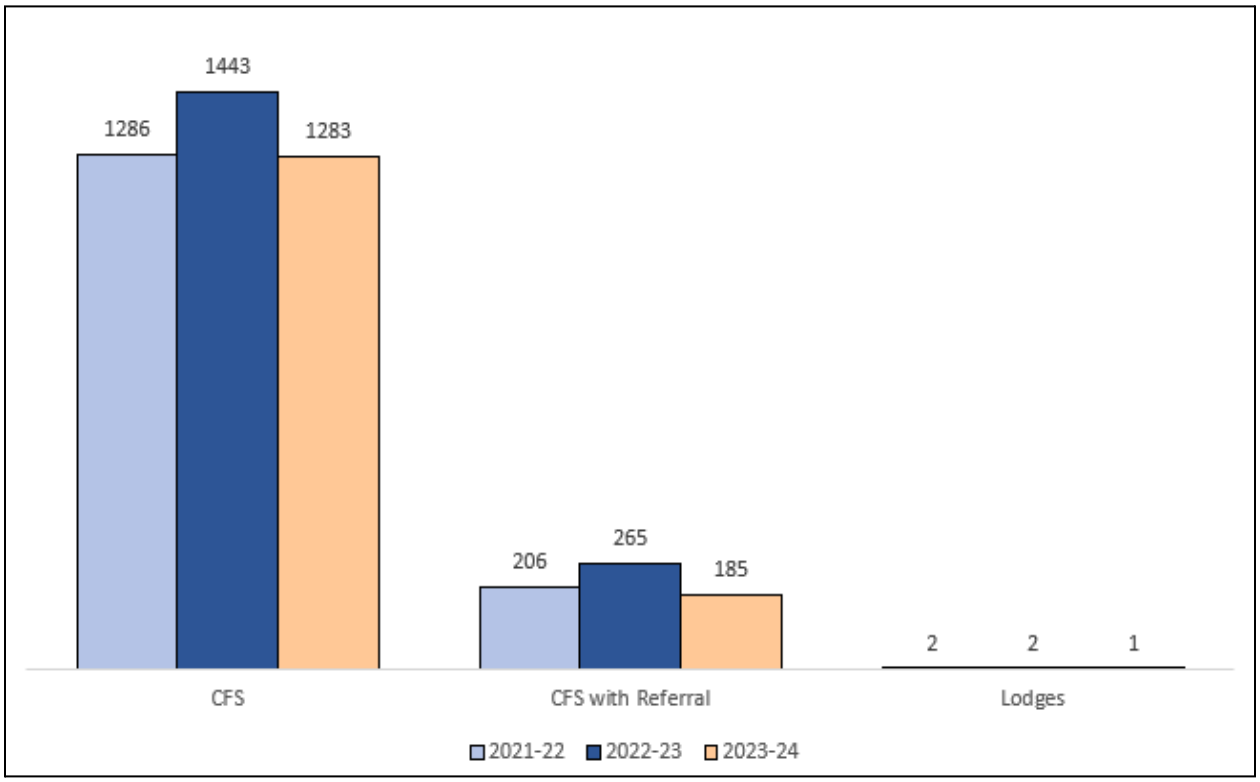


Referral/CFS %	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Middle School	25%	11%	13%	11%
High School	33%	19%	22%	17%
LPS ALL	31%	16%	18%	14%

- The referral rate for all LPS schools in 2023-24 has decreased by more than half from the prior 4-year average.

Juveniles Referred and Placed at the Youth Services Center (YSC)

LPS has approximately 22,000 middle and high school students. In 2023-24, LPD issued a juvenile referral for 185 CFS that occurred at an LPS middle or high school. Of these juvenile referrals, only one student was lodged at the Youth Services Center. This is a lodge rate of less than 0.5% of CFS resulting in referral, and 0.08% of all CFS.

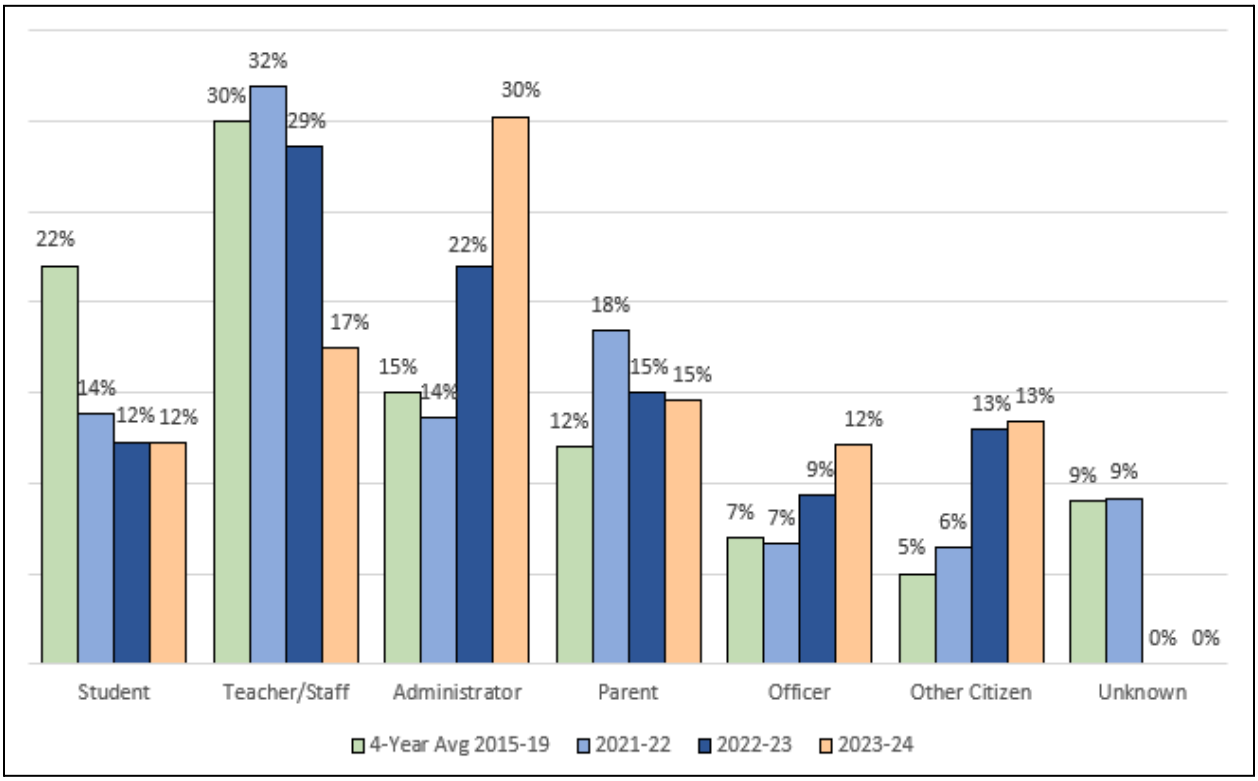


	2021-22	2022-23	2023-24
CFS	1286	1443	1283
CFS w/ Referral	206	265	185
Juvenile Lodges	2	2	1

LPS Middle *and* High Schools: Who Initiated Calls For Service?

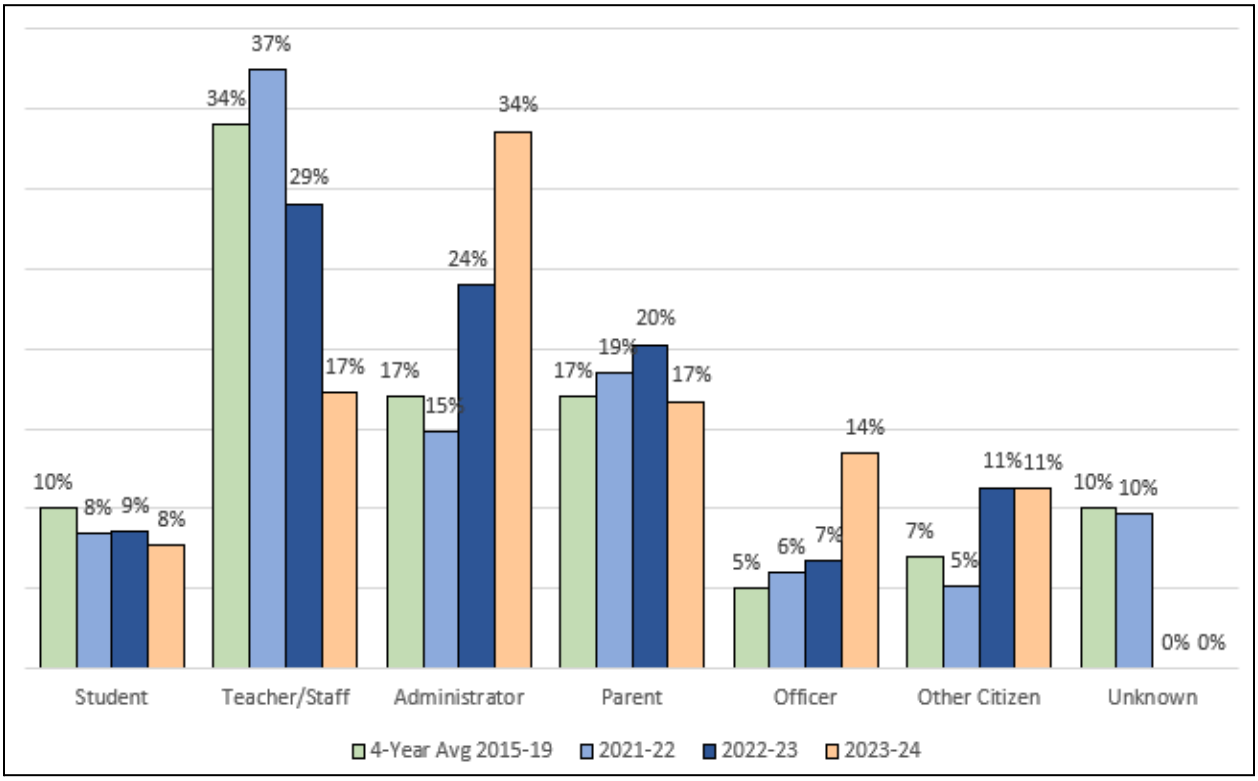
We analyzed who initiated CFS at LPS middle and high schools, and whether these trends changed in 2023-24 compared to previous years. We also examined who initiated CFS at LPS middle and high schools that resulted in a referral, and whether these trends changed in 2023-24.

- Note: In 2022-23, the "Unknown" and "Other" categories were combined into "Other Citizen".



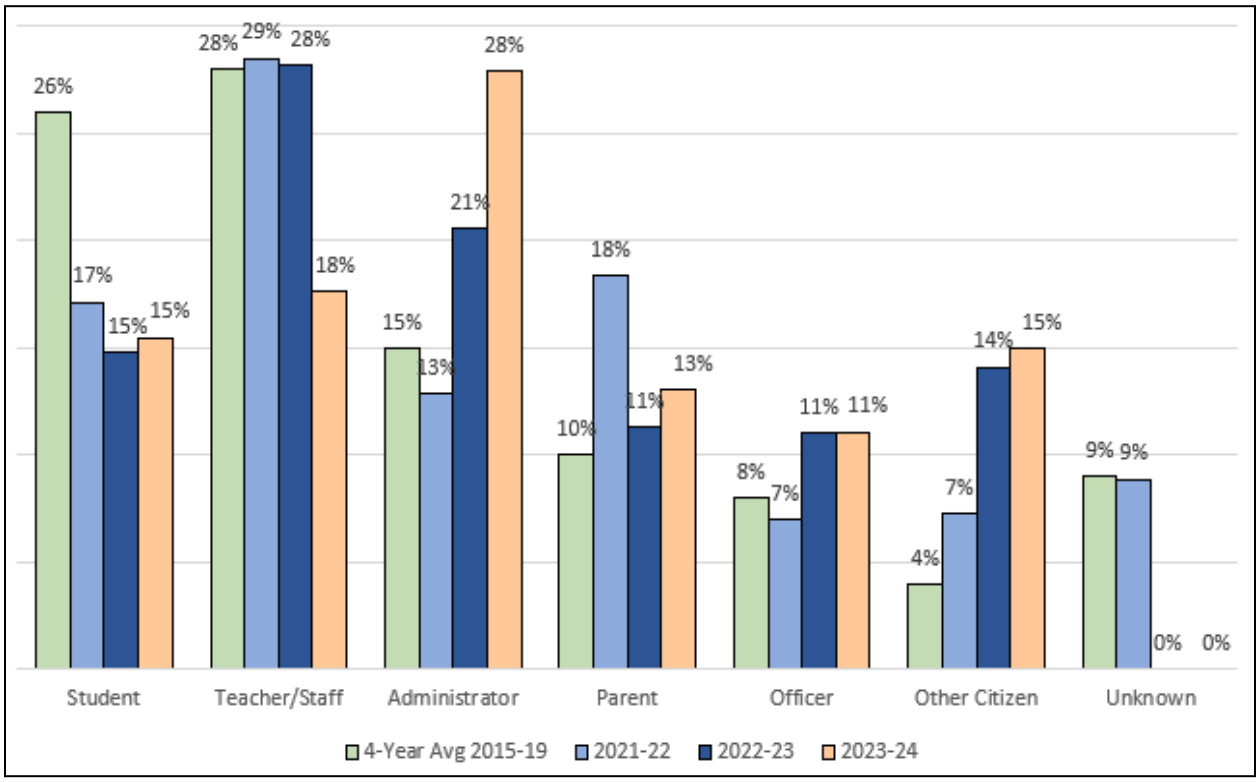
Middle and High School: Who Initiated CFS?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	287 (22%)	178 (14%)	177 (12%)	157 (12%)
Teacher/Staff	387 (30%)	410 (32%	412 (29%)	224 (17%)
Administrator	203 (15%)	175 (14%)	317 (22%)	**388 (30%)**
Parent	157 (12%)	237 (18%)	216 (15%)	187 (15%)
Officer	90 (7%)	85 (7%)	134 (9%)	155 (12%)
Other Citizen	64 (5%)	83 (6%)	187 (13%)	172 (13%)
Unknown	123 (9%)	118 (9%)	0	0

LPS Middle Schools:
Who Initiated Calls For Service?



Middle School: Who Initiated CFS?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	32 (10%)	41 (8%)	51 (9%)	41 (8%)
Teacher/Staff	110 (34%)	182 (37%)	172 (29%)	92 (17%)
Administrator	56 (17%)	72 (15%)	142 (24%)	**179 (34%)**
Parent	55 (17%)	90 (19%)	120 (20%)	89 (17%)
Officer	15 (5%)	29 (6%)	40 (7%)	72 (14%)
Other Citizen	21 (7%)	25 (5%)	67 (11%)	60 (11%)
Unknown	32 (10%)	47 (10%)	0	0

LPS High Schools:
Who Initiated Calls For Service?



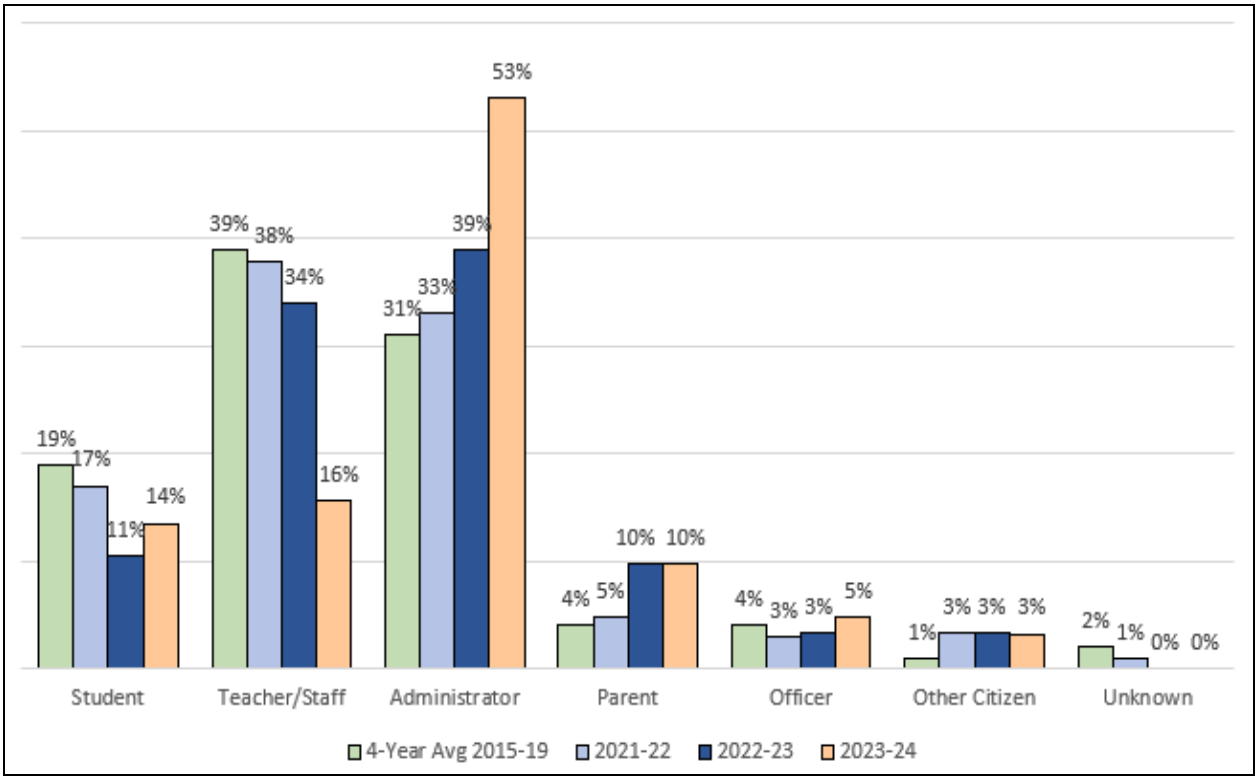
High School: Who Initiated CFS?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	255 (26%)	137 (17%)	126 (15%)	116 (15%)
Teacher/Staff	277 (28%)	228 (29%)	240 (28%)	132 (18%)
Administrator	147 (15%)	103 (13%)	175 (21%)	**209 (28%)**
Parent	102 (10%)	147 (18%)	96 (11%)	98 (13%)
Officer	75 (8%)	56 (7%)	94 (11%)	83 (11%)
Other Citizen	43 (4%)	58 (7%)	120 (14%)	112 (15%)
Unknown	91 (9%)	71 (9%)	0	0

- Of the 155 CFS initiated by officers at middle *and* high schools, 121 (78%) did not have a party listed. Examples of this type of CFS would be a found item or a vandalism with no suspect.

LPS Middle *and* High Schools:

Who Initiated Calls For Service (CFS) that Resulted in a Referral?

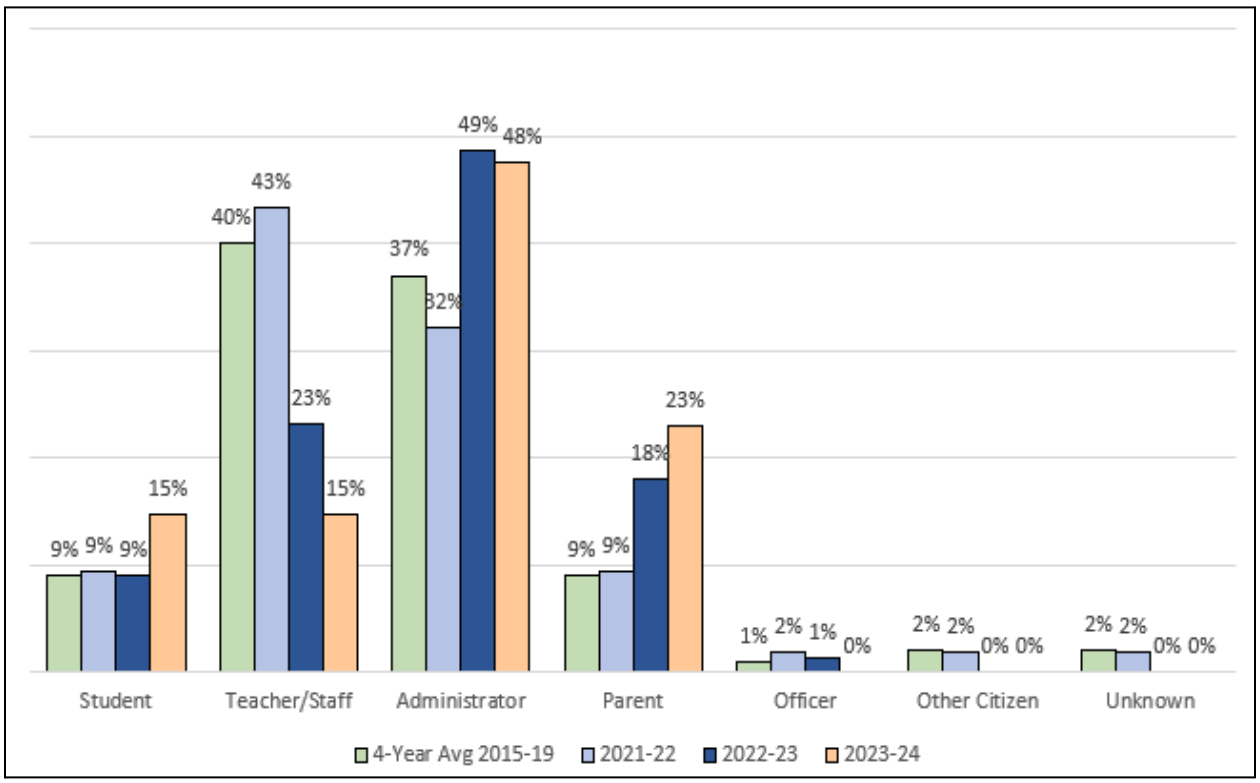
We examined who initiated a CFS at a middle or high school that resulted in a juvenile referral during the four-year average (2015-19), 2021-22, 2022-23 and 2023-24. Notably, in 2023-24, SROs or other officers initiated approximately 12% of all CFS occurring at LPS middle and high schools and 5% of CFS resulting in a juvenile referral. Of CFS that resulted in a referral, 95% were initiated by a party other than law enforcement. In 2023-24, Administrators initiated the greatest percentage of CFS (53%) that resulted in a referral, more than all the other parties combined. Teachers/Staff and Students initiated 30% of CFS that resulted in a referral.



Middle and High Schools: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	19%	17%	11%	14%
Teacher/Staff	39%	38%	34%	16%
Administrator	31%	33%	39%	**53%**
Parent	4%	5%	10%	10%
Officer	4%	3%	3%	5%
Other Citizen	1%	3%	3%	3%
Unknown	2%	1%	0%	0%

LPS Middle Schools:

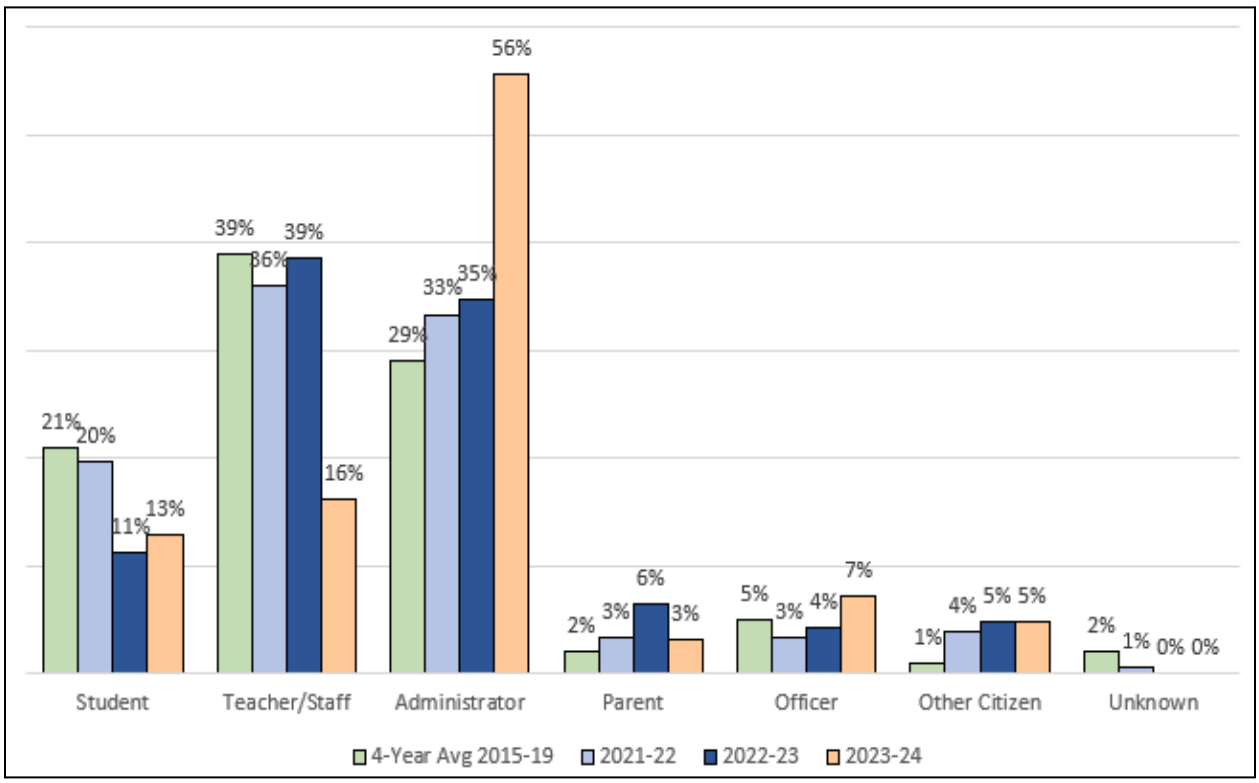
Who Initiated Calls For Service (CFS) that Resulted in a Referral?



Middle Schools: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	9%	9%	9%	15%
Teacher/Staff	40%	43%	23%	15%
Administrator	37%	32%	49%	**48%**
Parent	9%	9%	18%	23%
Officer	1%	2%	1%	0%
Other Citizen	2%	2%	0%	0%
Unknown	2%	2%	0%	0%

LPS High Schools:

Who Initiated Calls For Service (CFS) that Resulted in a Referral?



High Schools: Who Initiated CFS Resulting in Referral?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	21%	20%	11%	13%
Teacher/Staff	39%	36%	39%	16%
Administrator	29%	33%	35%	**56%**
Parent	2%	3%	6%	3%
Officer	5%	3%	4%	7%
Other Citizen	1%	4%	5%	5%
Unknown	2%	1%	0%	0%

CFS Types Occurring in LPS Middle and High Schools (Including Referrals)

We examined what types of CFS were occurring at LPS middle and high schools, as well as what contributed to the increase in CFS at LPS middle schools in 2023-24 compared to the four-year average from 2015-16 to 2018-19 as 2019-20 and 2020-21 were not calculated due to COVID limitations.

Consistent with the prior four-year average, the following CFS types in 2023-24 were among the most prevalent in LPS middle and high schools: disturbances, assaults, missing person incidents, vandalisms, narcotic offenses, and larcenies.

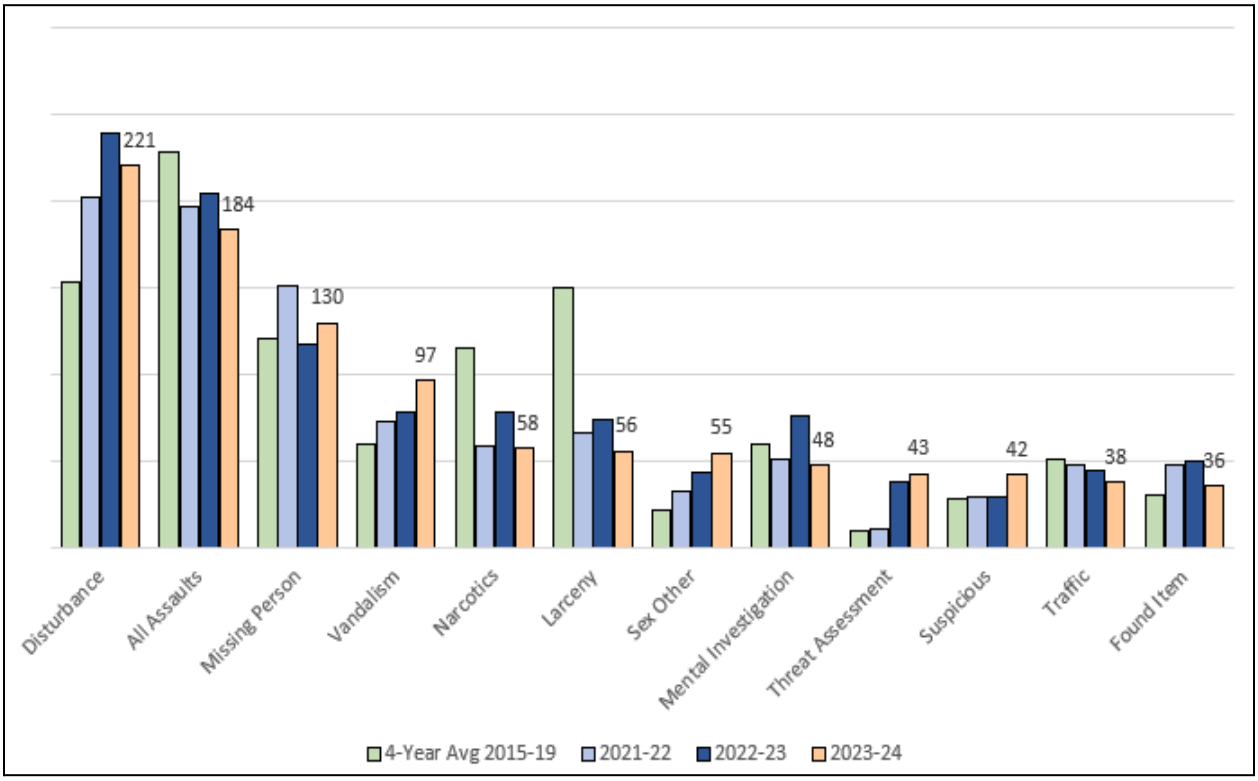
Historically, there are types of CFS that compose the majority of incidents that result in a juvenile referral: assaults, narcotic offenses, trespassing, disturbances, vandalisms, and alcohol offenses. An assault is not merely a student "shouldering" another student that he/she passes in the hallway, but rather a prolonged, violent encounter that disrupts school and places the involved students, onlookers, and/or staff members in danger of being injured. Disturbance referrals involve serious disruptions that impede learning, such as a prolonged mutual assault/fight between students that disrupts hallways/classrooms, students who are not simply being disruptive in class, but are damaging school property, and endangering other students, or a student who makes specific, credible school threat.

Threat assessments include an investigation of threats of violence toward staff, students, or the school. Threat assessments can be initiated by other types of calls for service such as a disturbance. SROs and LPS staff have participated in extensive training related to threat assessments including identifying behaviors of concern and responding to needs with a proactive intervention. Student's knowledge of the threat program, having trusting relationships with staff and feeling that the district's discipline system is fair, are all factors that increase threat reporting. Referrals have not increased as a result of increased threat reporting indicating LPS and SROs are managing concerns by introducing accountability and support to students and their families and are not trying to create safety through punitive measures.

We examined who initiated two types of CFS that resulted in a referral, assaults and narcotics, as the others had a much lower referral rate. 92% of Narcotics referrals were initiated by an Administrator or Teacher/Staff and 67% of Assault referrals were initiated by an Administrator or Teacher/Staff.

In summary, serious incidents compose the majority of CFS at LPS schools. Assaults, narcotic offenses, trespassing, disturbances, vandalisms and alcohol offenses, made up 83% of the incidents that resulted in a juvenile referral. School Administrators and Teachers/Staff initiated the largest percentage of these six types of incidents (73%).

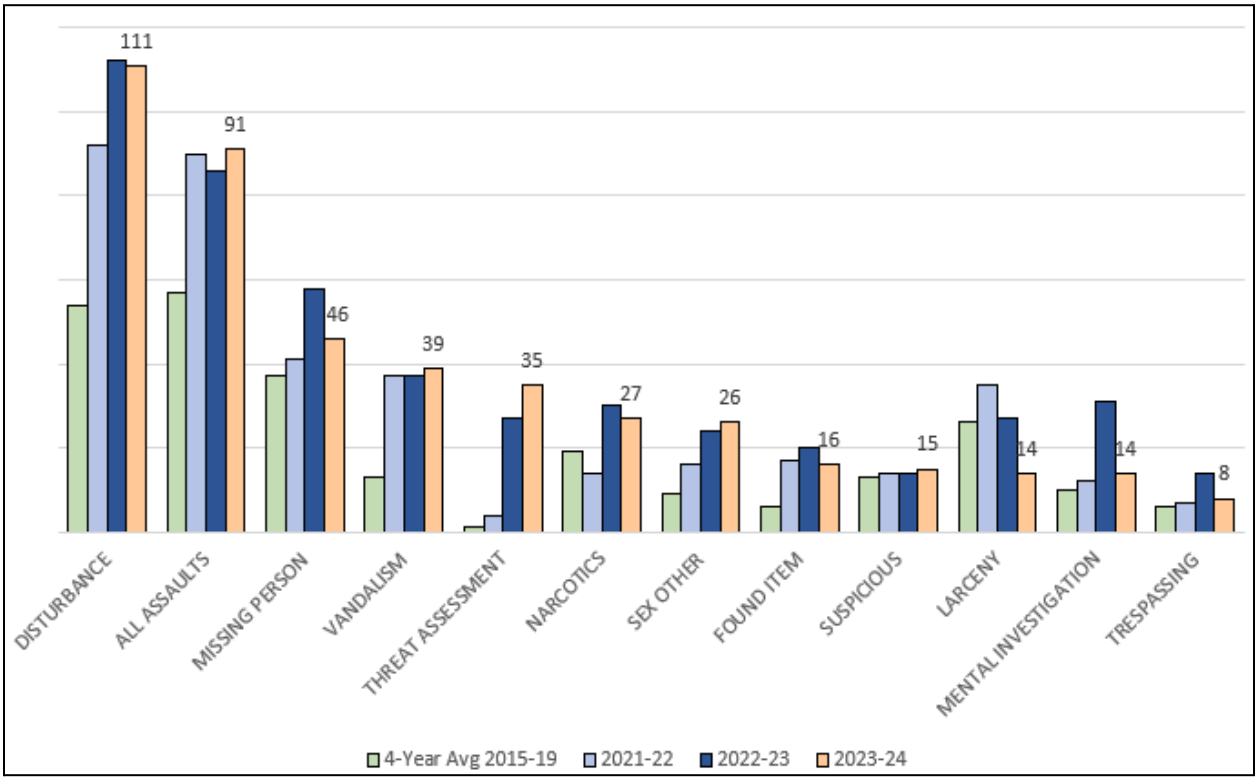
LPS Middle *and* High Schools:
Top 12 CFS Types



Middle and High Schools: Top 12 CFS	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
Disturbance	153	202	239	221	44%
All Assaults	228	197	205	184	-19%
Missing Person	121	151	118	130	7%
Vandalism	60	73	78	97	62%
Narcotics	115	59	78	58	-50%
Larceny	150	66	74	56	-63%
Sex Other*	22	33	44	55	150%
Mental Investigation	60	51	76	48	-20%
Threat Assessment	10	11	38	43	330%
Suspicious	28	30	29	42	50%
Traffic	51	48	45	38	-25%
Found Item	31	48	50	36	16%

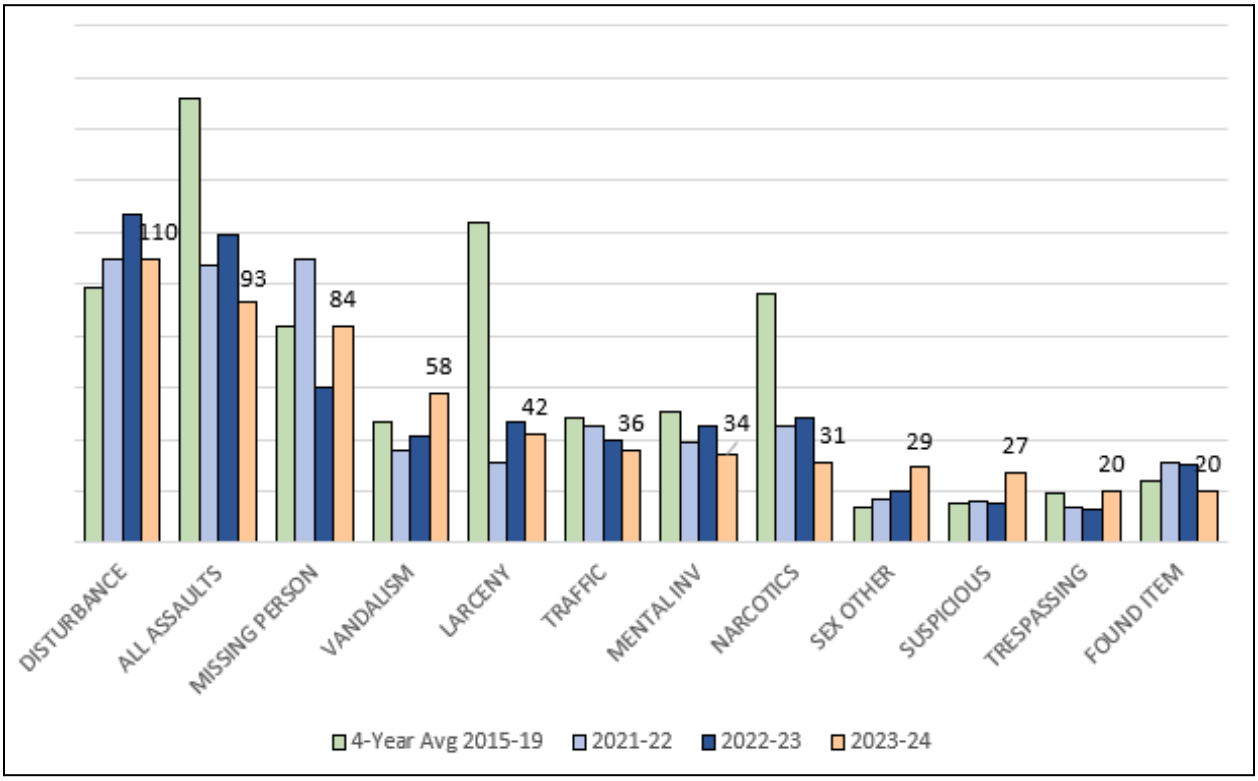
*Sex Other includes the offenses of Molest/Fondling, Incest, Sex Offense-Other, and Pornography

LPS Middle Schools:
Top 12 CFS Types



Middle Schools: Top 12 CFS	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
Disturbance	54	92	112	111	106%
All Assaults	57	90	86	91	60%
Missing Person	37	41	58	46	24%
Vandalism	13	37	37	39	200%
Threat Assessment	1	4	27	35	3400%
Narcotics	19	14	30	27	42%
Sex Other	9	16	24	26	189%
Found Item	6	17	20	16	167%
Suspicious	13	14	14	15	15%
Larceny	26	35	27	14	-46%
Mental Investigation	10	12	31	14	40%
Trespassing	6	7	14	8	33%

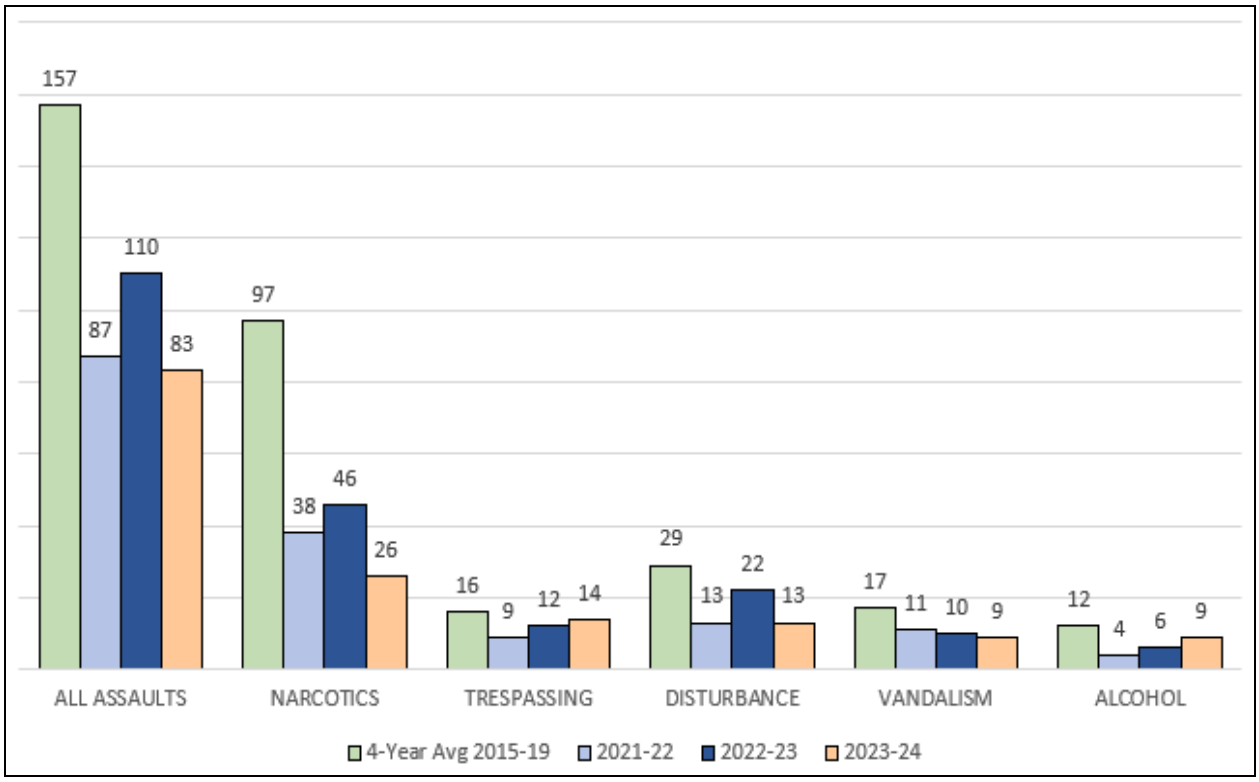
LPS High Schools:
Top 12 CFS Types



High Schools: Top 12 CFS	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
Disturbance	99	110	127	110	11%
All Assaults	172	107	119	93	-46%
Missing Person	84	110	60	84	0%
Vandalism	47	36	41	58	23%
Larceny	124	31	47	42	-66%
Traffic	48	45	40	36	-25%
Mental Investigation	51	39	45	34	-33%
Narcotics	96	45	48	31	-68%
Sex Other	14	17	20	29	107%
Suspicious	15	16	15	27	80%
Trespassing	19	14	13	20	5%
Found Item	24	31	30	20	-17%

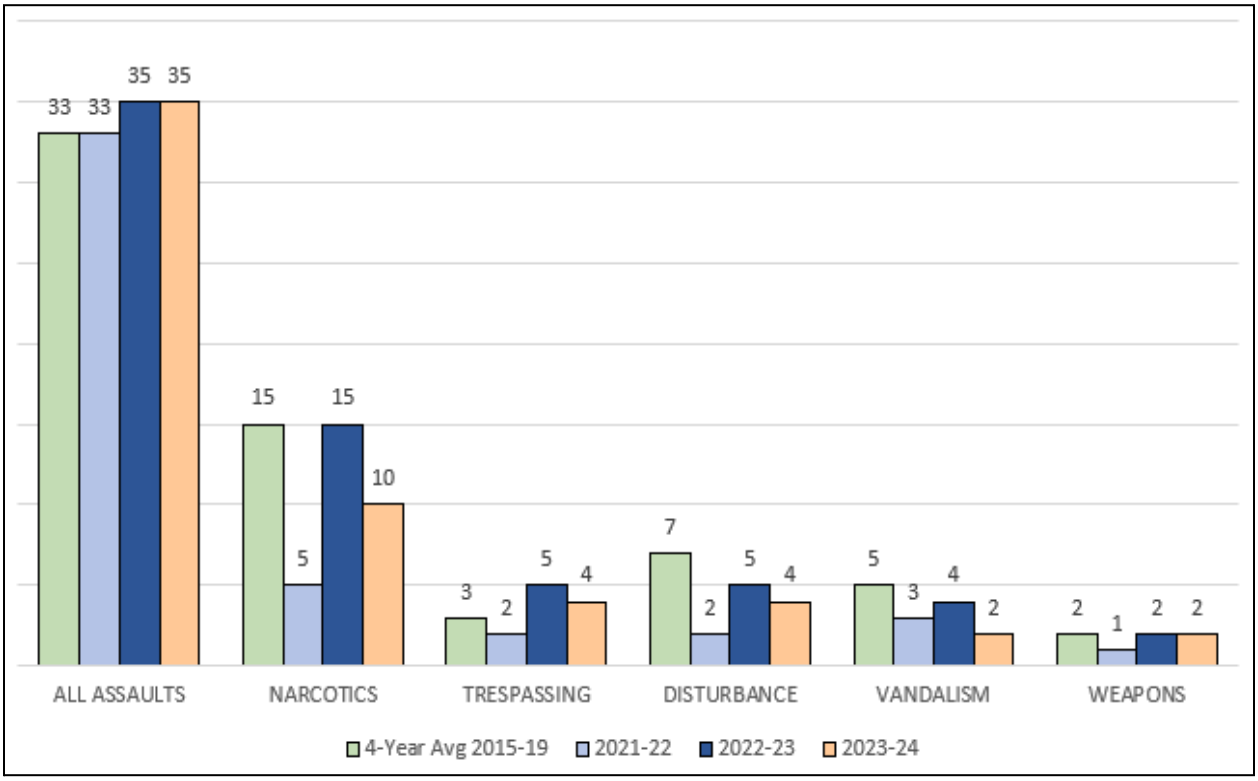
LPS Middle *and* High Schools:
CFS Involving Juvenile Referrals (Top 6)

These top 6 CFS represent 83% (154) of all CFS that resulted in a referral. 73% (113) were initiated by Teacher/Staff or Administrators and 3% (5) were initiated by officers.



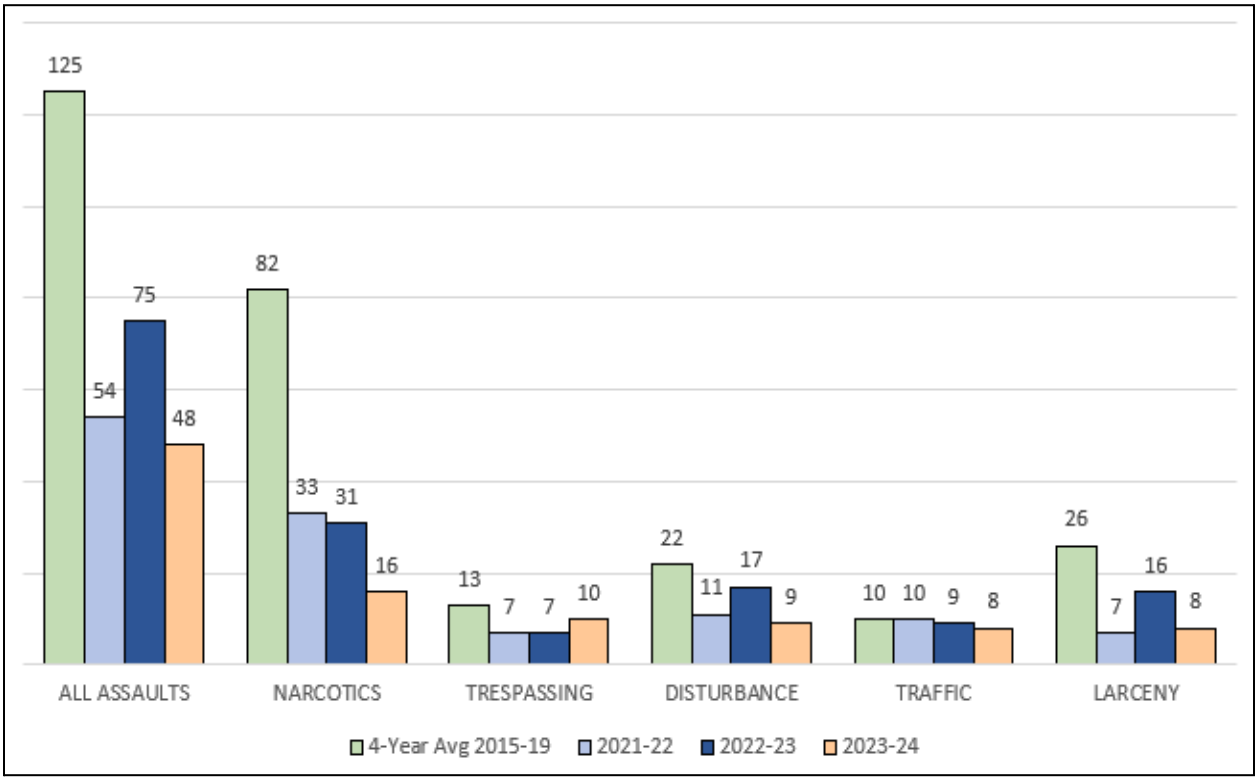
Middle and High Schools: Top 6 CFS W/ Referrals	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
All Assaults	157	87	110	83	-47%
Narcotics	97	38	46	26	-73%
Trespassing	16	9	12	14	-13%
Disturbance	29	13	22	13	-55%
Vandalism	17	11	10	9	-47%
Alcohol	12	4	6	9	-25%

LPS Middle Schools:
CFS Involving Juvenile Referrals (Top 6)



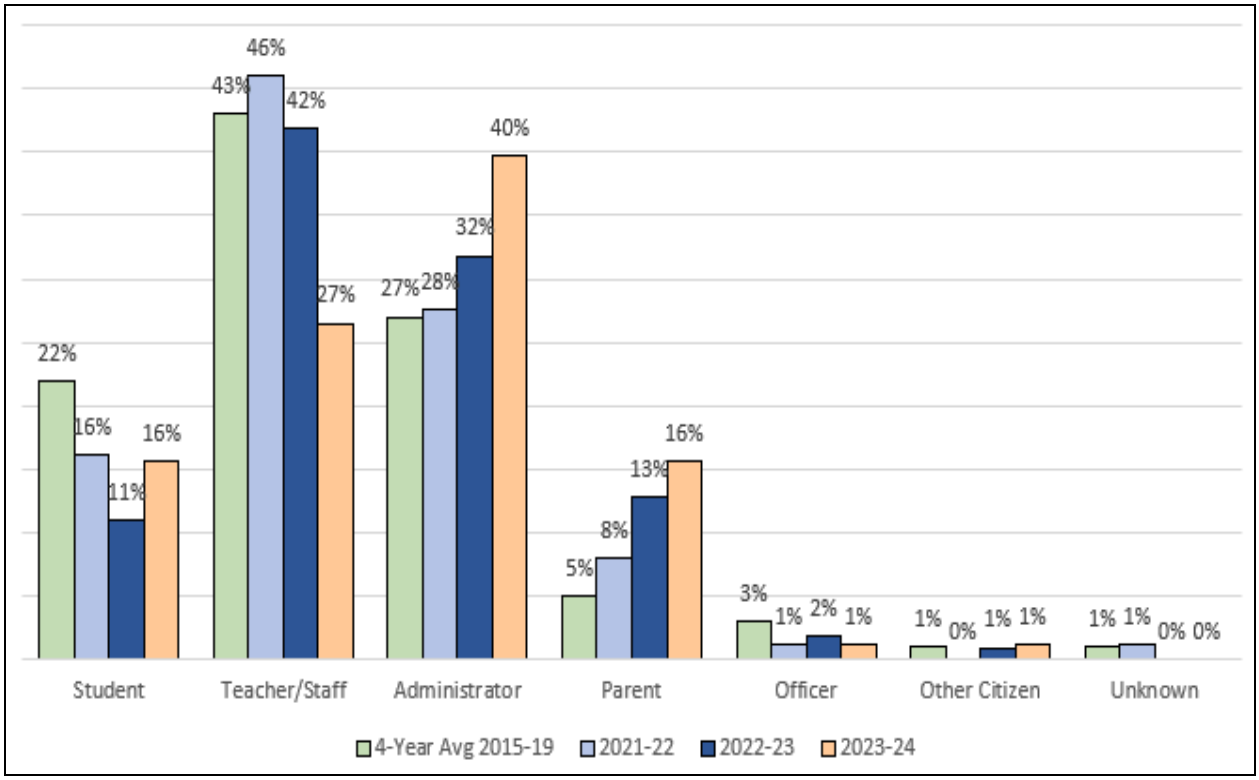
Middle Schools: Top 6 CFS W/ Referrals	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
All Assaults	33	33	35	35	6%
Narcotics	15	5	15	10	-33%
Trespassing	3	2	5	4	33%
Disturbance	7	2	5	4	-42%
Vandalism	5	3	4	2	-60%
Weapons	2	1	2	2	0%

LPS High Schools:
CFS Involving Juvenile Referrals (Top 6)



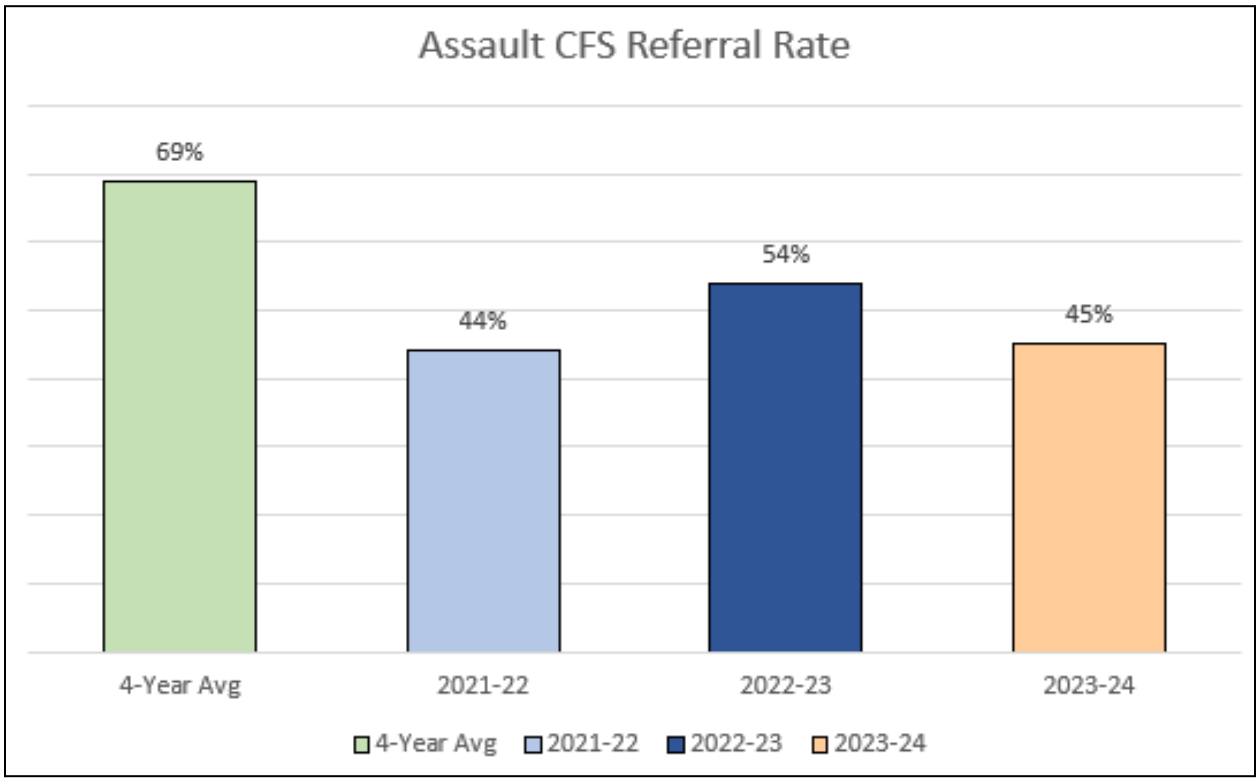
High Schools: Top 6 CFS W/ Referrals	4-Year Avg 2015-19	2021-22	2022-23	2023-24	% Change from 4-Year Avg
All Assaults	125	54	75	48	-62%
Narcotics	82	33	31	16	-80%
Trespassing	13	7	7	10	-23%
Disturbance	22	11	17	9	-59%
Traffic	10	10	9	8	-20%
Larceny	26	7	16	8	-69%

LPS Middle *and* High Schools:
Who Initiated Assault CFS that Resulted in a Juvenile Referral?



Who Initiated Assault Referrals?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	22% (35)	16% (14)	11% (12)	16% (13)
Teacher/Staff	43% (68)	46% (40)	42% (46)	27% (22)
Administrator	27% (42)	28% (24)	32% (35)	**40% (33)**
Parent	5% (7)	8% (7)	13% (14)	16% (13)
Officer	3% (5)	1% (1)	2% (2)	1% (1)
Other Citizen	1% (1)	0%	1% (1)	1% (1)
Unknown	1% (1)	1% (1)	0%	0%

LPS Middle *and* High Schools:
Assault CFS that Resulted in a Referral Review



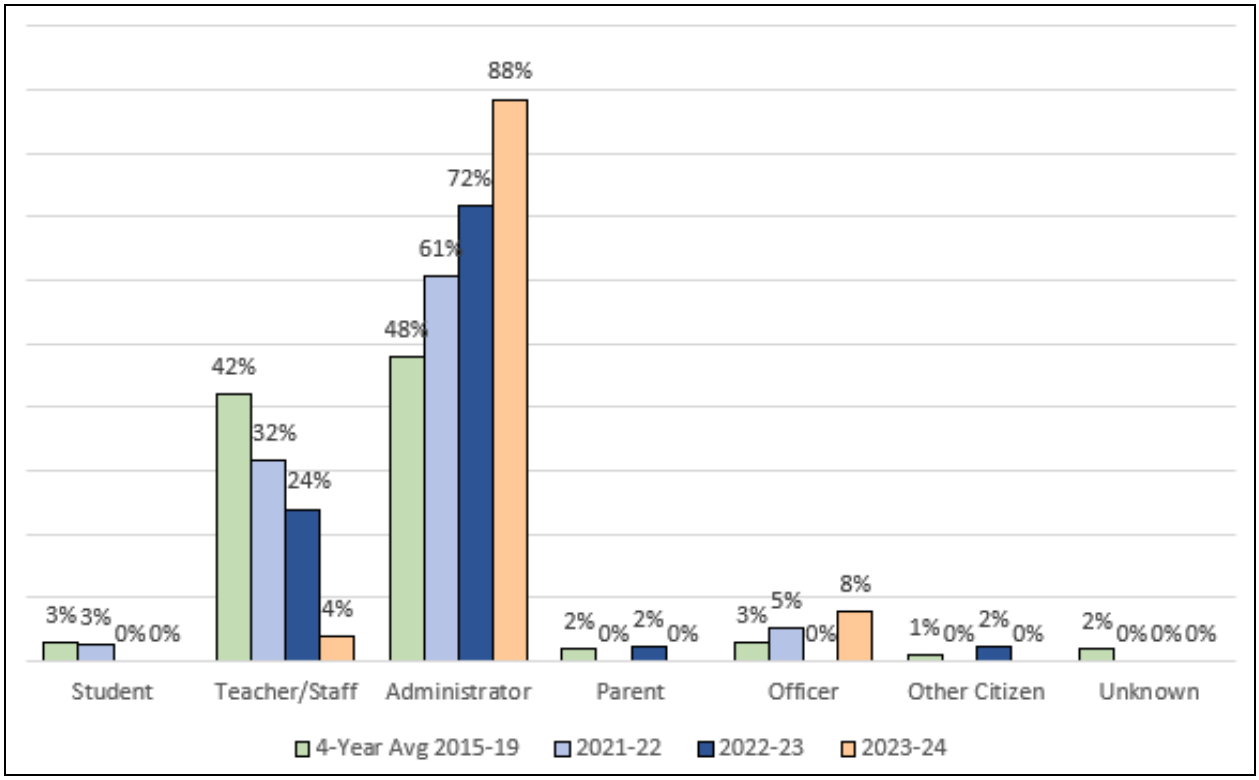
	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Assault CFS	228	197	205	184
Assault CFS W/ Referral	157	87	110	83
Referral Rate	**69%**	**44%**	**54%**	**45%**

A further review of the Assault CFS that resulted in a referral revealed that the referral rate for assaults has decreased from the 4-year average of 69% to 45% in 2023-24.

- 2023-24 Assault CFS include the crime types: Simple Assault (77), Aggravated Assault (4), Assault of Police Officer (1) and Assault- Threaten/Intimidation (1).
- These CFS occurred at 20 different schools and an SRO was involved 78% of the time (65 CFS).
- An Administrator was notified 82% of the time (68 CFS).
- 75% (62 CFS) involved 2 parties.
- There were 99 unique Juvenile PRs and 6 Juvenile PRs who appeared 2+ Times.

*More information regarding persons analysis is included on pages 28-31.

LPS Middle *and* High Schools: Who Initiated Narcotics CFS that Resulted in a Juvenile Referral?



Who Initiated Narcotics Referrals?	4-Year Avg 2015-19	2021-22	2022-23	2023-24
Student	3% (3)	3% (1)	0%	0%
Teacher/Staff	42% (40)	32% (12)	24% (11)	4% (1)
Administrator	48% (47)	61% (23)	72% (33)	**88% (23)**
Parent	2% (2)	0%	2% (1)	0%
Officer	3% (3)	5% (2)	0%	8% (2)
Other Citizen	1% (1)	0%	2% (1)	0%
Unknown	2% (2)	0%	0%	0%

Notification of Administrators

In 2023-24, SROS or other officers initiated approximately 12% of calls for service occurring at LPS middle and high schools and approximately 5% of calls for service that resulted in a juvenile referral. There were 2 CFS that an SRO initiated, which resulted in a referral, where it is unknown if an administrator was notified in 2023-24.

Teachers/staff members initiated 11 CFS that resulted in a referral where it is unknown if an administrator was notified in 2023-24. 7 of these CFS were handled by officers other than an SRO.

Administrators were notified during 85% (157) of the 185 CFS that resulted in a referral. There are 28 (15%) CFS in which the CFS does not indicate if an administrator was notified. These 28 CFS do not raise concerns with analysts due to their decentralized nature as they occurred at 15 different schools. Of those 28 CFS, 18 were issued by an officer other than an SRO, 8 were issued to adults and 9 occurred after school hours.

Who Initiated CFS?	Administrator Notified	Notification Unknown
Student	23	2
Teacher/Staff	18	11
Administrator	98	0
Parent	10	8
Officer	6	3
Other Citizen	2	4
Total	**157 (85%)**	**28 (15%)**

Crime Type	Total
Alcohol	2
All Assaults	15
Disturbance	1
Larceny	1
Missing Person	1
Narcotics	2
Parking	1
Traffic	1
Trespassing	1
Vandalism	1
Weapons	2
Total	**28**

Persons Analysis

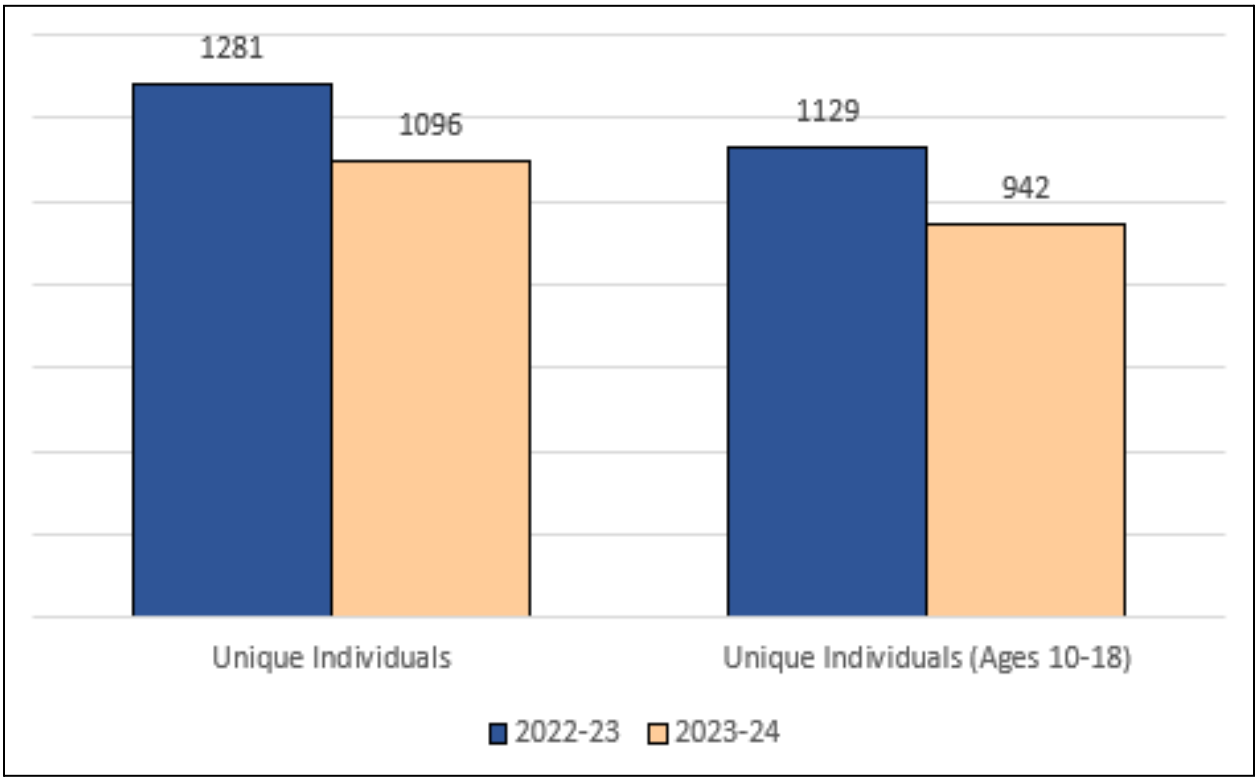
In 2022-23 a coding change was made to more accurately capture the number of students receiving referrals. This was continued through 2023-24. This section of the report was added due to historical questions about students who had repeated contacts.

The first part of this analysis is to look at how many CFS had an individual listed.

- In 2022-23, 69% (990) of all CFS had an individual listed.
- In 2023-24, 65% (831) of all CFS had an individual listed.
    - Examples of CFS when there would be no party listed include a found item or vandalism with no suspect information.

The second part is to examine how many of the individuals listed are unique.

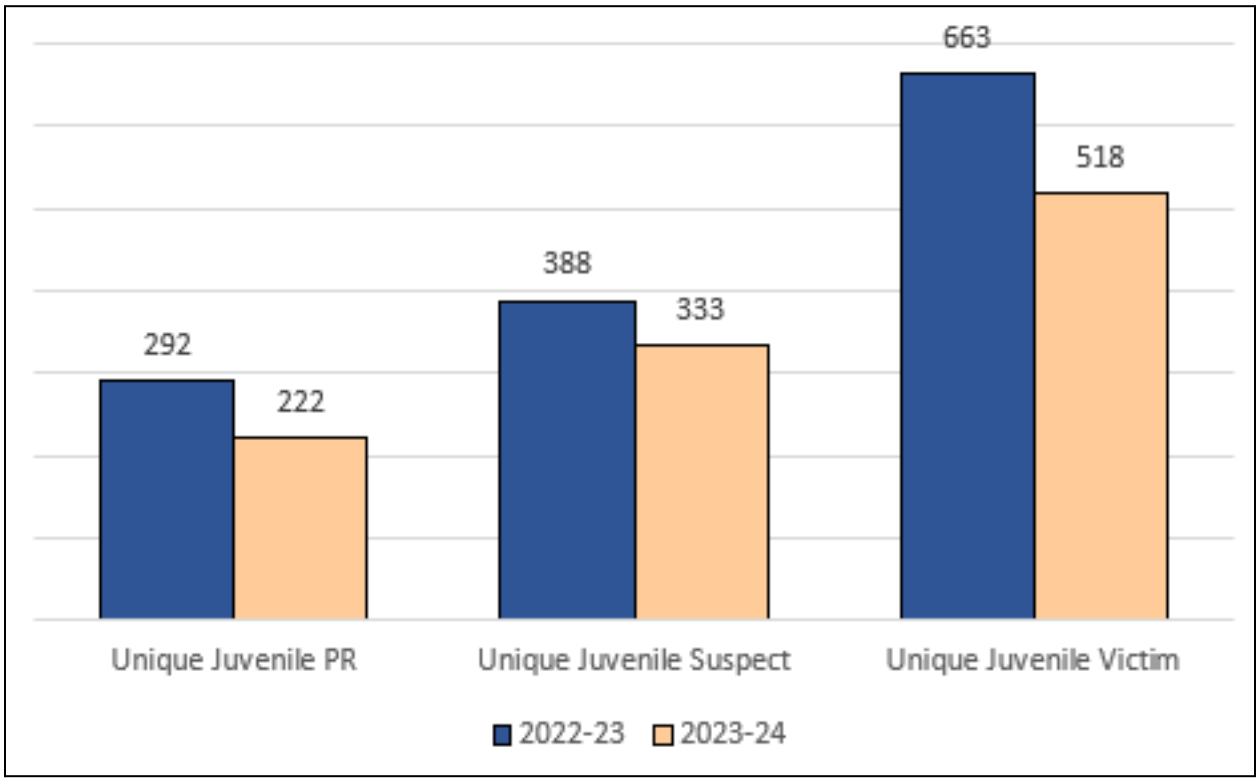
- In 2023-24, 942 unique juveniles, age 10-18, were listed as a party (Victim, Suspect or Person Responsible) on a CFS.
- This is 4% of the total school population.



Persons	2022-23	2023-24
Unique Individuals	1281	1096
Unique Individuals (Ages 10-18)	1129	942

Person Analysis

The next step is to see how many unique individuals are listed as specific party types.



Ages 10-18	2022-23	2023-24
Unique Juvenile PR	292	222
Unique Juvenile Suspect	388	333
Unique Juvenile Victim	663	518
Total	1343	1073

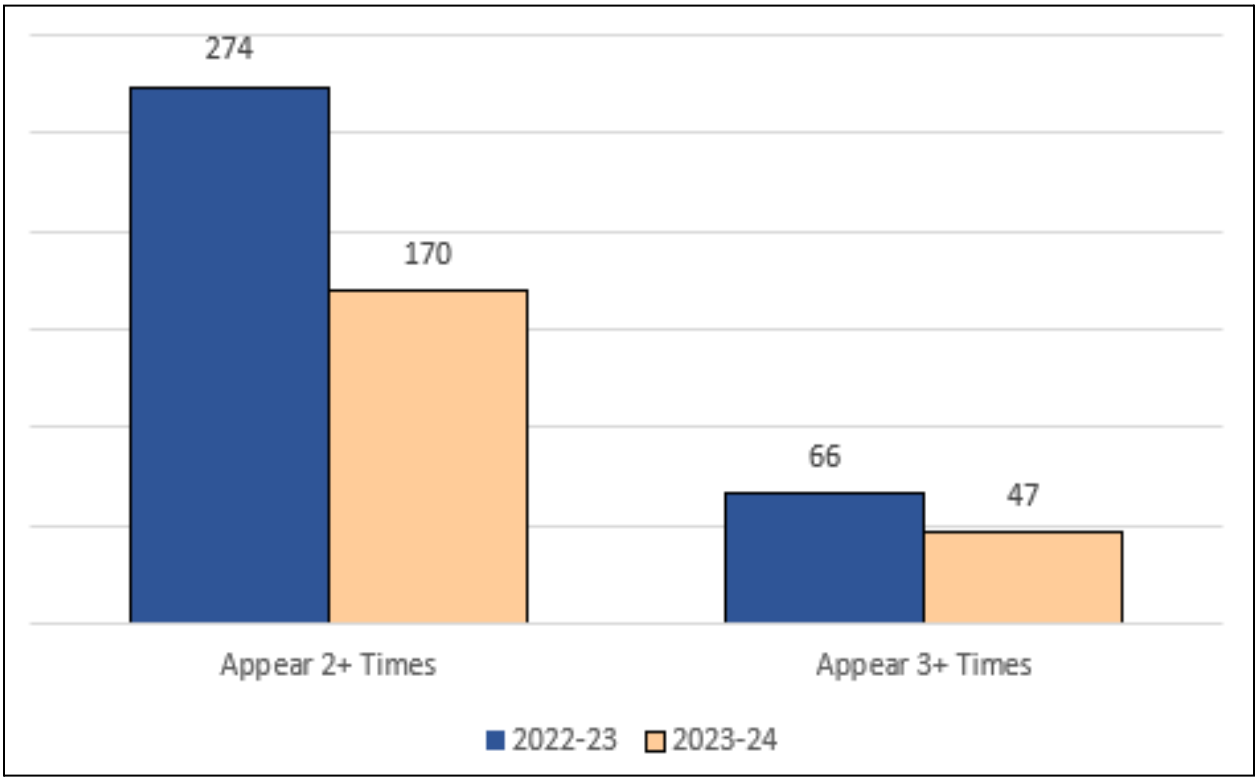
These totals are larger than the “Unique Individuals (Ages 10-18)” seen on the previous page because a unique individual can appear in the data multiple times across party types.

Person Analysis

A unique individual appearing in the data multiple times across party types, begins to answer the question of repeated contacts.

Of the 942 unique juvenile individuals seen in 2023-24:

- 170 appear 2+ times, as any party type
- 47 appear 3+ times, as any party type

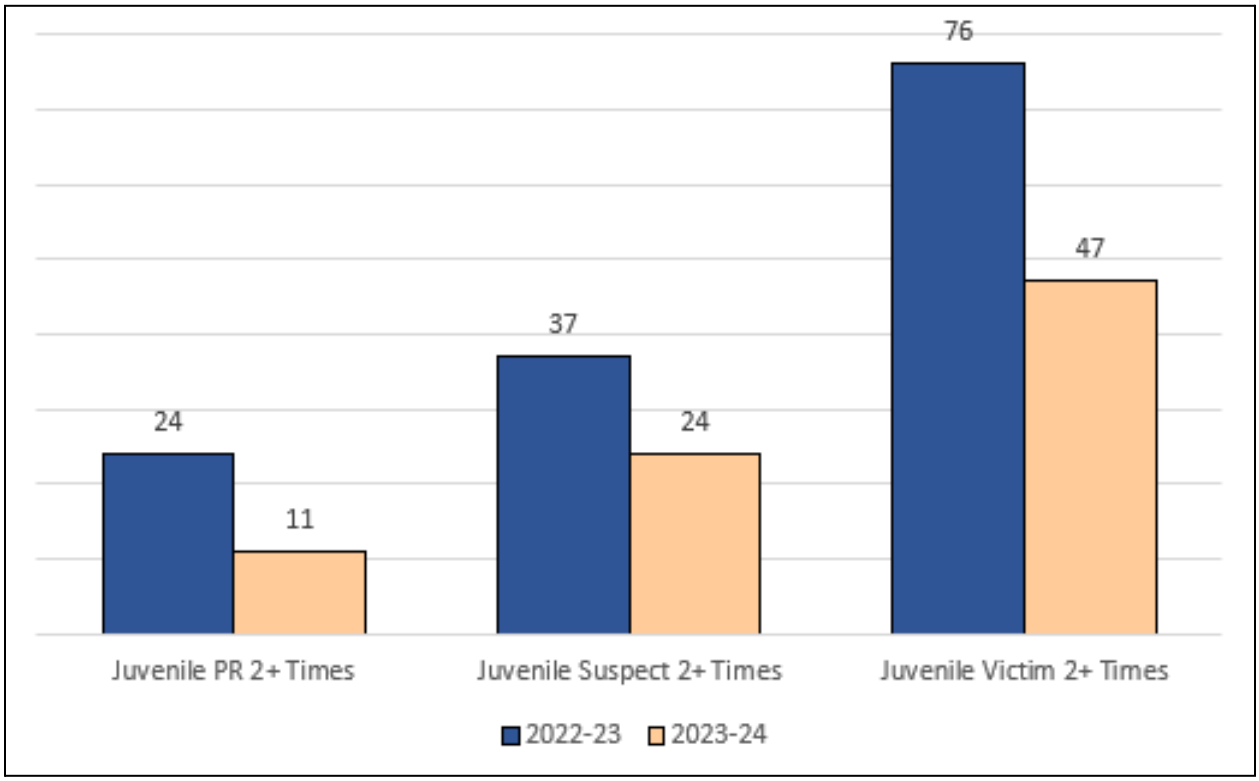


Ages 10-18	2022-23	2023-24
Unique Juvenile Appears 2+ Times	274	170
Unique Juvenile Appears 3+ Times	66	47

Person Analysis

To look even further at repeated contacts, we can examine how many unique individuals were seen as the same party type multiple times.

- Out of the 47 individuals who were listed as Victims 2+ times, 18 were the result of multiple Missing Persons CFS.

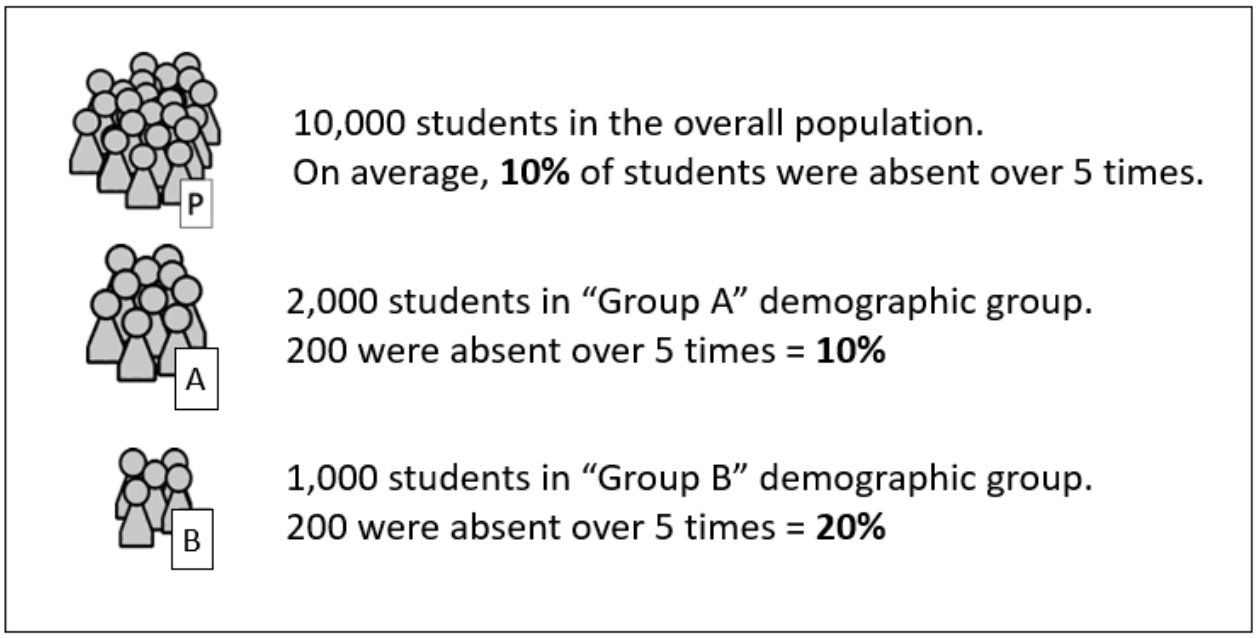


Ages 10-18	2022-23	2023-24
Unique Juvenile PR 2+ Times	24	11
Unique Juvenile Suspect 2+ Times	37	24
Unique Juvenile Victim 2+ Times	76	47

Disparity Indices for CFS

The disparity index is a measure of the over or underrepresentation in a particular category, such as being a victim or suspect.

- A disparity index over 1.0 = Overrepresentation
- A disparity index under 1.0 = Underrepresentation
- A disparity index of 1.0 = Equitable Representation



- Students in Group "A" had an equitable representation (index = 1.0)
- Students in Group "B" were overrepresented (index = 2.0)

It is important to note that the disparity index can be subject to large changes due to small population sizes. For example, if a population is very small in LPS and a handful of those students received a referral for a single incident, then the disparity index for this group may change dramatically simply because of the small sample size. Hence, it is best to look at the disparity index over time using multiple years.

In general, the racial disparity index for all victims in 2021-22 approximated the four-year average. The racial disparity index for all suspects/persons responsible in 2021-22 closely corresponded with the four-year average for nearly every group of students.

LPS Student Population

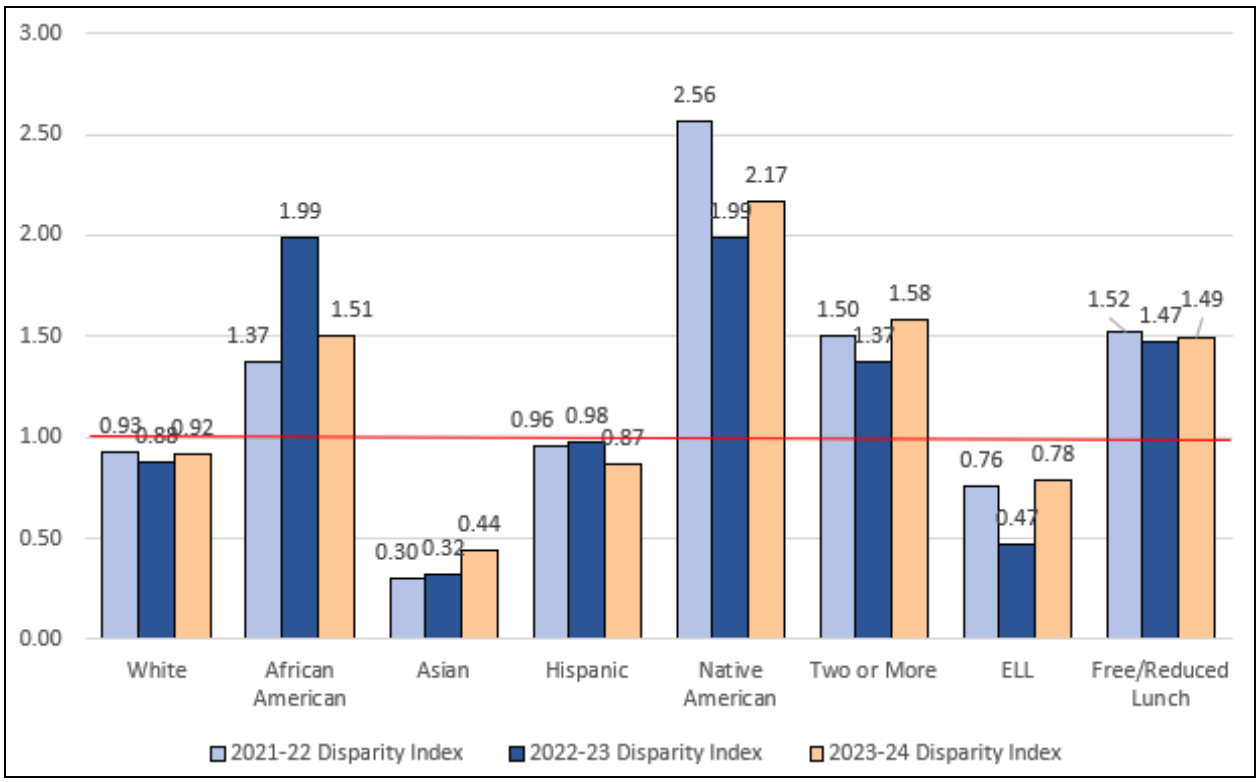
Note about race/ethnicity data used in the 2023-24 report: In previous years (2018-2021), the race/ethnicity information used for disparity index calculations was derived from National Crime Information Center (NCIC) race/ethnicity data as identified by LPD. In an effort to more consistently represent this information, race/ethnicity data in this report is aligned with the US Census demographic categories as represented in the LPS student information system. These race/ethnicity categories are imperfect and may not align with the ways many people represent their own ethnic and racial backgrounds. It is important to note, however, that these US Census race/ethnicity categorizations are commonly used in most educational reports.

Historical data before 2021-22 is not currently available with the transition to the LPS student information system race/ethnicity US Census demographic categories. However, in general, the racial disparity index for all victims and suspects/persons responsible in 2021-22 closely corresponded with the prior 4-year average.

LPS Student Population	2021-22 LPS Middle and High School	2021-22 Middle School	2021-22 High School	2022-23 LPS Middle and High School	2022-23 Middle School	2022-23 High School	2023-24 LPS Middle and High School	2023-24 Middle School	2023-24 High School
White	**14060**	5826	8234	**13943**	5804	8139	**13767**	5693	8074
African American	**1514**	652	862	**1591**	690	901	**1614**	681	933
Asian	**996**	392	604	**1028**	413	615	**1011**	425	586
Hispanic	**3405**	1457	1948	**3496**	1447	2049	**3617**	1429	2188
Native American	**154**	50	104	**150**	64	86	**138**	55	83
Two or More	**1993**	918	1075	**1998**	895	1103	**2014**	873	1141
ELL	**782**	261	521	**880**	279	601	**1002**	321	681
Free/Reduced Lunch	**9230**	4023	5207	**10064**	4535	5529	**10602**	4559	6043
All Students	**22142**	9302	12840	**22224**	9319	12905	**22178**	9162	13016

LPS Middle *and* High Schools:
Victim Disparity Index

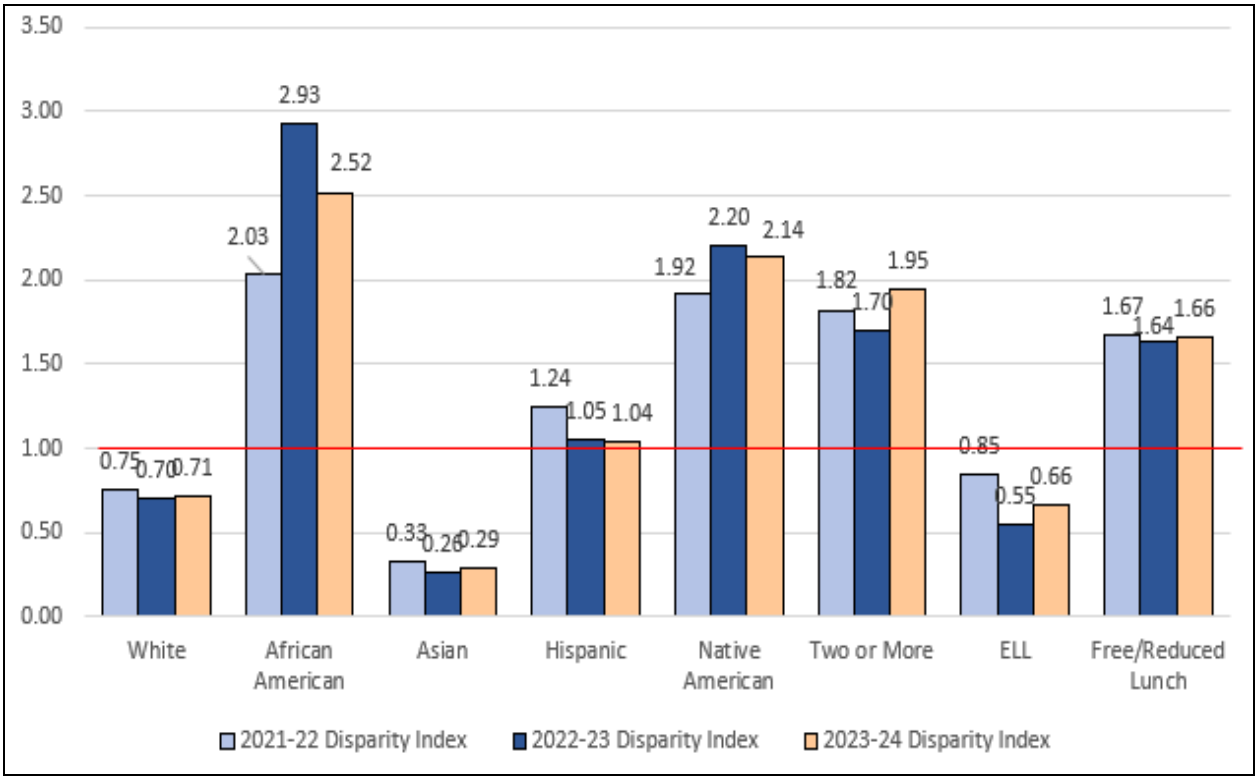
*Small total population numbers can cause the disparity index to vary greatly.
The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



Middle and High School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	398	0.93	409	0.88	338	0.92
African American	63	1.37	106	1.99	65	1.51
Asian	9	0.3	11	0.32	12	0.44
Hispanic	99	0.96	115	0.98	84	0.87
Native American	12	2.56	10	1.99	8	2.17
Two or More	91	1.5	92	1.37	85	1.58
ELL	18	0.76	14	0.47	21	0.78
Free/Reduced Lunch	426	1.52	496	1.47	422	1.49

LPS Middle *and* High Schools:
Suspect/Person Responsible Disparity Index

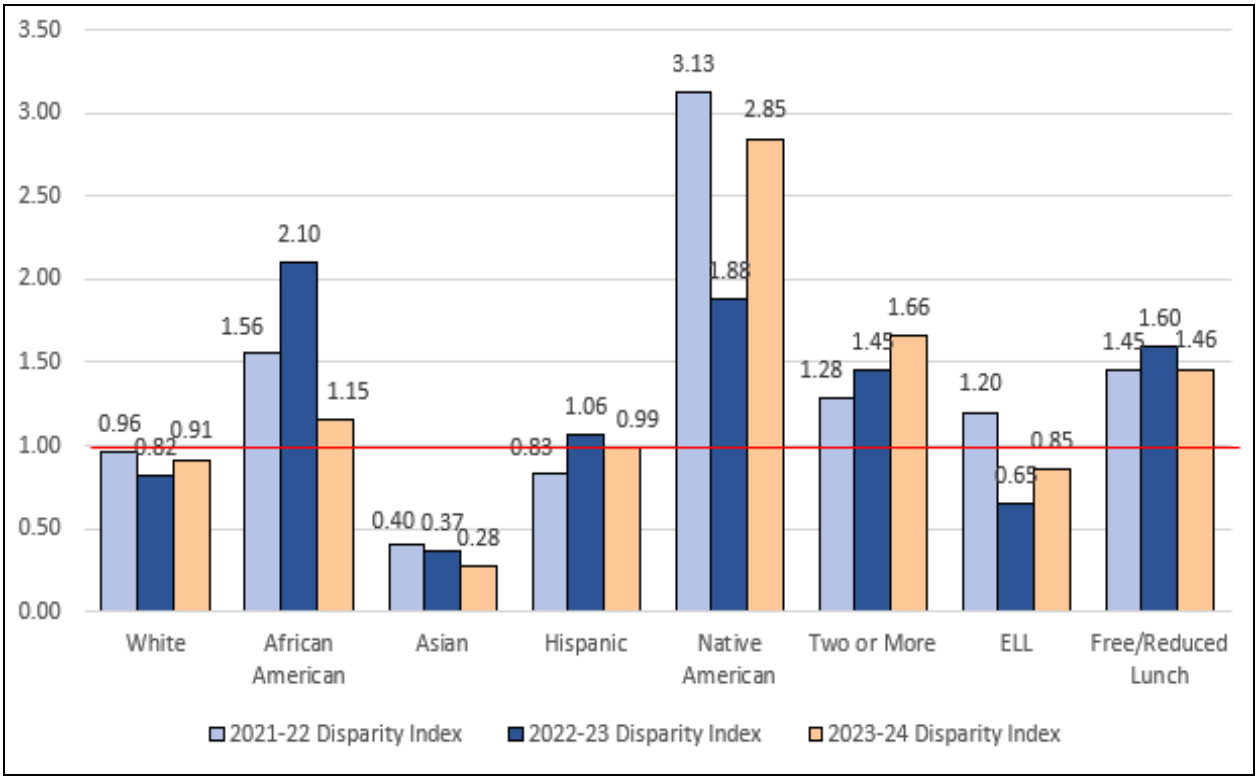
*Small total population numbers can cause the disparity index to vary greatly.
The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



Middle and High School Suspect/Person Responsible Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	286	0.75	327	0.7	265	0.71
African American	83	2.03	155	2.93	110	2.52
Asian	9	0.33	9	0.26	8	0.29
Hispanic	114	1.24	122	1.05	102	1.04
Native American	8	1.92	11	2.2	8	2.14
Two or More	98	1.82	113	1.7	106	1.95
ELL	18	0.85	16	0.55	18	0.66
Free/Reduced Lunch	417	1.67	549	1.64	477	1.66

LPS Middle Schools:
Victim Disparity Index

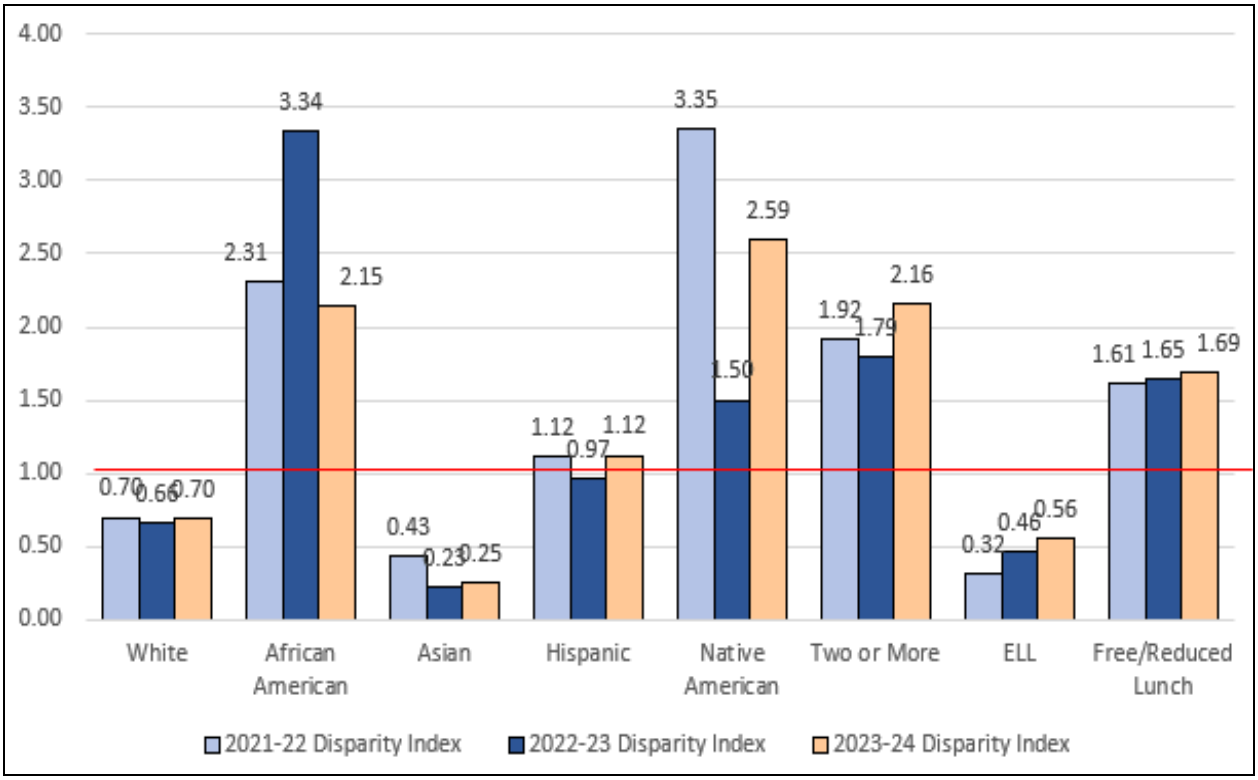
*Small total population numbers can cause the disparity index to vary greatly.
The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



Middle School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	143	0.96	158	0.82	133	0.91
African American	26	1.56	48	2.1	20	1.15
Asian	4	0.4	5	0.37	3	0.28
Hispanic	31	0.83	51	1.06	36	0.99
Native American	4	3.13	4	1.88	4	2.85
Two or More	30	1.28	43	1.45	37	1.66
ELL	8	1.2	6	0.65	7	0.85
Free/Reduced Lunch	149	1.45	240	1.6	170	1.46

LPS Middle Schools:
Suspect/Person Responsible Disparity Index

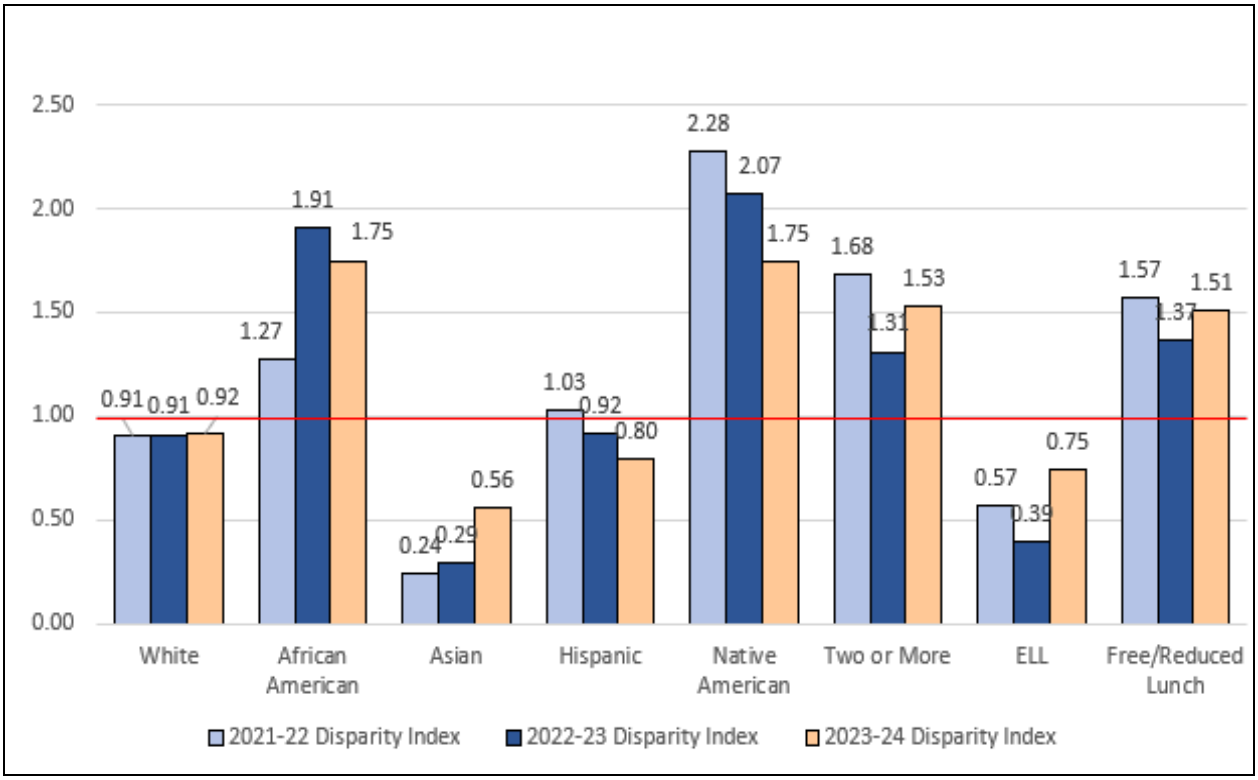
*Small total population numbers can cause the disparity index to vary greatly.
The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



Middle School Suspect/Person Responsible Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	97	0.7	119	0.66	111	0.7
African American	36	2.31	72	3.34	41	2.15
Asian	4	0.43	3	0.23	3	0.25
Hispanic	39	1.12	44	0.97	45	1.12
Native American	4	3.35	3	1.5	4	2.59
Two or More	42	1.92	50	1.79	53	2.16
ELL	2	0.32	4	0.46	5	0.56
Free/Reduced Lunch	155	1.61	234	1.65	216	1.69

LPS High Schools:
Victim Disparity Index

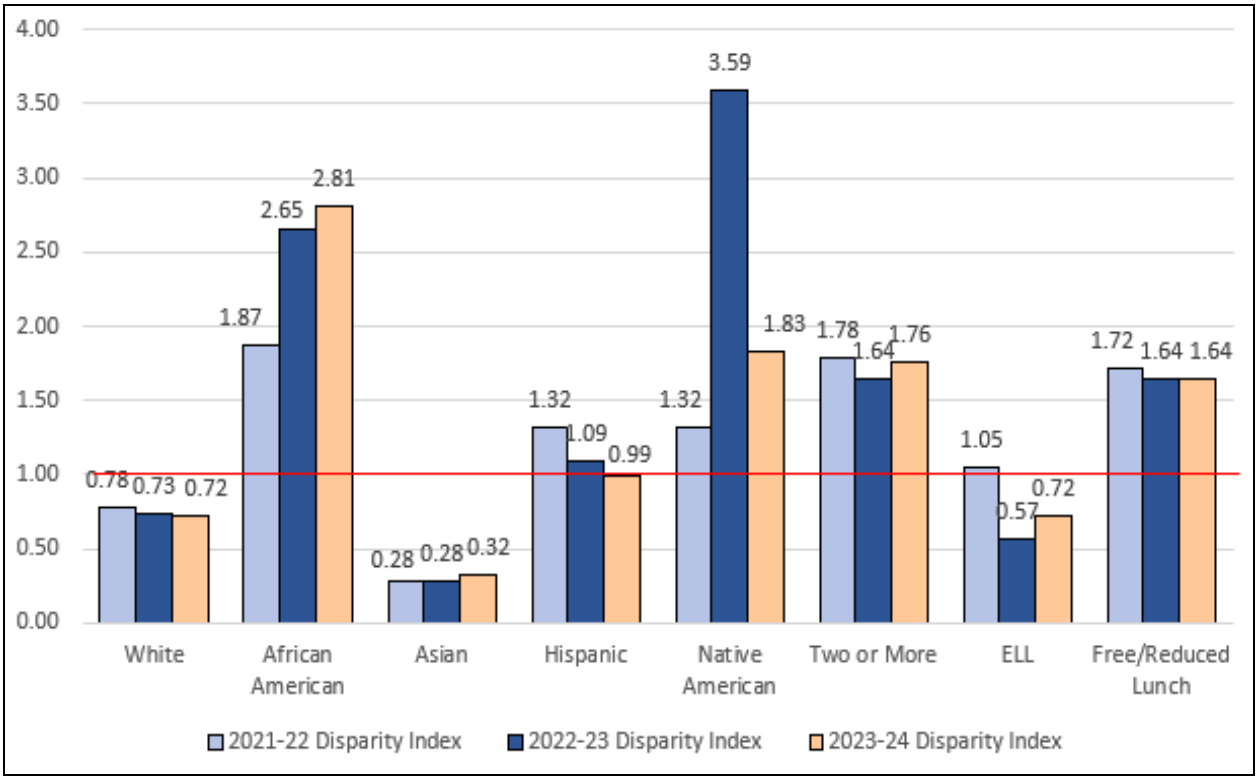
*Small total population numbers can cause the disparity index to vary greatly.
The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity



High School Victim Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	254	0.91	251	0.91	205	0.92
African American	37	1.27	58	1.91	45	1.75
Asian	5	0.24	6	0.29	9	0.56
Hispanic	68	1.03	64	0.92	48	0.8
Native American	8	2.28	6	2.07	4	1.75
Two or More	61	1.68	49	1.31	48	1.53
ELL	10	0.57	8	0.39	14	0.75
Free/Reduced Lunch	277	1.57	256	1.37	252	1.51

LPS High Schools:
Suspect/Person Responsible Disparity Index

*Small total population numbers can cause the disparity index to vary greatly.
The red line shown in the graph represents a disparity ratio of 1.0 indicating no disparity.



High School Suspect/Person Responsible Disparity Index	2021-22 Number of Students	2021-22 Disparity Index	2022-23 Number of Students	2022-23 Disparity Index	2023-24 Number of Students	2023-24 Disparity Index
White	188	0.78	208	0.73	154	0.72
African American	47	1.87	83	2.65	69	2.81
Asian	5	0.28	6	0.28	5	0.32
Hispanic	75	1.32	78	1.09	57	0.99
Native American	4	1.32	8	3.59	4	1.83
Two or More	56	1.78	63	1.64	53	1.76
ELL	16	1.05	12	0.57	13	0.72
Free/Reduced Lunch	261	1.72	315	1.64	261	1.64

SRO Information

SRO Complaints and Commendations:

In 2023-24, LPD investigated one complaint against an SRO, which was exonerated.
In 2023-24, LPD SROs received nine commendations for a variety of events.

- One of the commendations was a result of an SRO's quick action performing the Heimlich maneuver on a choking student.

SRO Presentations:

In 2023-24, SROs conducted presentations on a variety of topics, including Alcohol/DUI, General Law Enforcement and Internet Safety. In previous years, the total number of presentation hours was included in this report. This was removed as there is not a way to accurately capture presentation data.

SRO Training:

SROs received a total of 727.5 training hours in 2023-24. Some examples of training topics included: Fair and Impartial Policing, De-Escalation, Active Shooter and Critical Incidents, Threat Assessment, Crisis Intervention, School Violence, Legal Updates, Use of Force and Criminal Investigations. Legislative Bill 390, approved in 2019, outlined the requirement that SROs attend a minimum of 20 hours of training focused on school-based law enforcement. The average training hours for an SRO in 2023-24 was nearly 52 hours.

Lincoln Public Schools Data

Note about historical LPS data

Because of school disruptions caused by the COVID-19 pandemic in recent years, it may be useful to provide contextual information about the LPS data in this section of the report

- Because of the pandemic, LPS students were not able to attend school in person toward the end of the 2019-20 school year. LPS discipline data from 2019-20 should not be directly compared to other school years.
- Since some LPS students were not in school buildings, LPS discipline data from 2020-21 may not be representative of a “typical” school year, and should not be compared to other school years.
- Impact from the pandemic lessened during the 2022-23 school year, and data from 2022-23 is more comparable to pre-pandemic school years.

Lincoln Public Schools
District Perception Survey
2023-24

The results of Lincoln Public Schools Perception Survey are used by schools to improve teaching, learning, and school climate. During the 2023-2024 school year Lincoln Public Schools adopted a new strategic plan that will encompass the next 5 years. To better measure progress towards the goals of the *LPS Strategic Plan 2024-29,* the District Perception Survey was extensively revised. In response to feedback about the need to compare responses across surveys, LPS decided that the items and the scale should be the same on all three versions of the perception survey: student, family, and certified staff. The scale of the Student Perception was changed from 1=Not at All True, 2=Somewhat True, 3= Mostly True, 4= Completely True to 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

Items specific to school resource officers remained largely unchanged. One item was added and two items were removed from the survey:

- Based on feedback received in 2023, the item “Overall, my school is safer because the School Resource Officer (SRO) is in our building.” was added.
- The item “The School Resource Officer (SRO) was considerate of my feelings.” was removed because other items seemed to better reflect this idea.
- The item “Has the School Resource Officer (SRO) presented in any of your classes?” was removed because it was determined that presentations were not central to the school resource officer’s (SRO’s) job.

The 2024 District Perception Survey was scheduled to be administered April 1-15, 2024. Due to low participation rates and multiple requests from schools to extend the closing date, surveys remained open until April 26, 2024. 2024 survey participations:

- 13,816 middle and high school students responded, approximately 150 more students than in 2023 (n= 13,670).
- 2,098 middle and high school families responded, which is slightly fewer than the 2,187 who responded in 2023.
- 1,218 middle and high school staff responded, representing a 55% increase over 2023 (n=788).

Pertinent information pertaining to the School Resource Officer (SRO) program evaluation report will be summarized here. These data can be found in their entirety in Appendices C-E.

Student Perception Survey 2023-24

Principals were given advance notice of the upcoming Student Perception Survey administration so they were able to make plans for survey administration in schools. In addition, leadership personnel for grants also communicated the importance of the data for grant applications and evaluations. In total 13,816 middle and high school students responded to the survey.

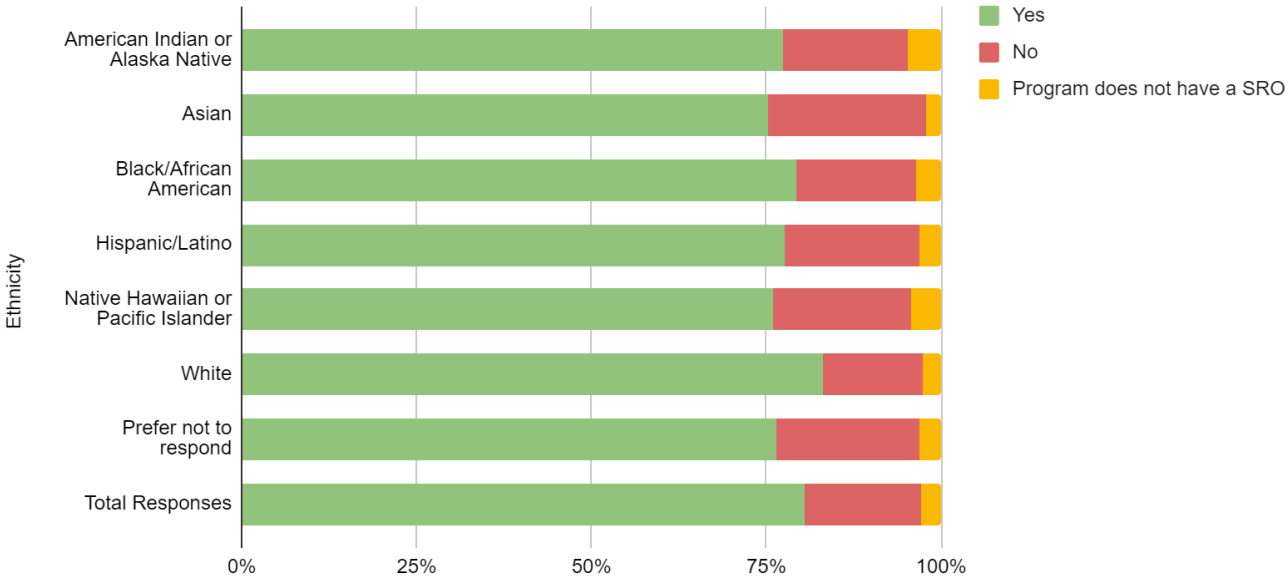
The majority of students responding to the survey identified white 7,713 (55%) as one of the ethnic groups to which they belong. The next largest group of respondents were those students who identified Hispanic/Latino 1,714 (12%) and Black/African American 1,529 (11%) as one of their ethnic groups. Each of the other ethnic groups were selected less than 10% of the time by the respondents.

School Level

	Middle School	High School	Total Responses
American Indian or Alaska Native	320	213	533
Asian	584	408	992
Black/African American	907	622	1,529
Hispanic/Latino	992	682	1,674
Native Hawaiian or Pacific Islander	127	81	208
White	4,101	3,612	7,713
Prefer not to respond	859	308	1,167
Total Responses	7,890	5,926	13,816

Of the 13,798 students responding to the survey question about awareness of the School Resource Officer (SRO) on campus, 11,119 or 81% indicated “yes” they knew there was a School Resource Officer (SRO) at their school. This reflects an increase in awareness over 2022 and 2023 where 72% and 76% respectively responded affirmatively to this item.

Were you aware that there is a School Resource Officer (SRO) at your school?

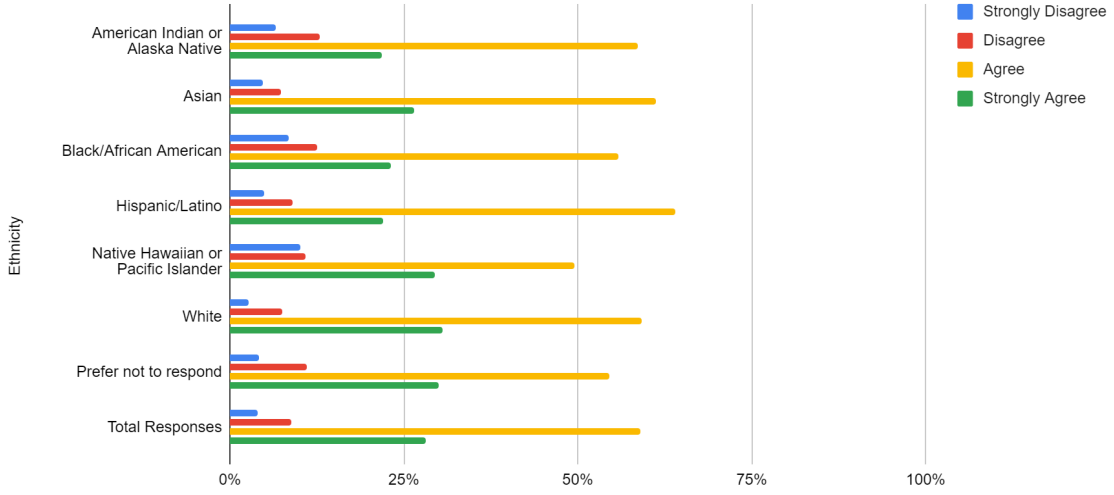


	Yes	No	Our program does not have an SRO	Total Responses
American Indian or Alaska Native	413	95	25	533
Asian	746	225	21	992
Black/African American	1,210	261	53	1,524
Hispanic/Latino	1,297	324	52	1,673
Native Hawaiian or Pacific Islander	158	41	9	208
White	6,407	1,101	199	7,707
Prefer not to respond	888	238	35	1,161
Total Responses	11,119	2,285	394	13,798

Of the 8,984 students who responded to the item “I feel safer at school because the SRO is in our building,” 82% indicated they either “Agree” or “Strongly Agree” with the statement. When reviewing the responses by ethnic group, it was noted that 83% and 84% of students with Asian and White as part of their background responded positively. These proportions are higher than that of the overall group. The proportions of students responding positively in the other groups were 75% of American Indian or Alaska Native and Black/African American, 81% of Hispanic/Latino students, and 74% of Native Hawaiian or Pacific Islander students.

For those whose response was Yes, they were aware that there is a School Resource Officer (SRO) at their school:

I feel safer at school because the SRO is in our building.

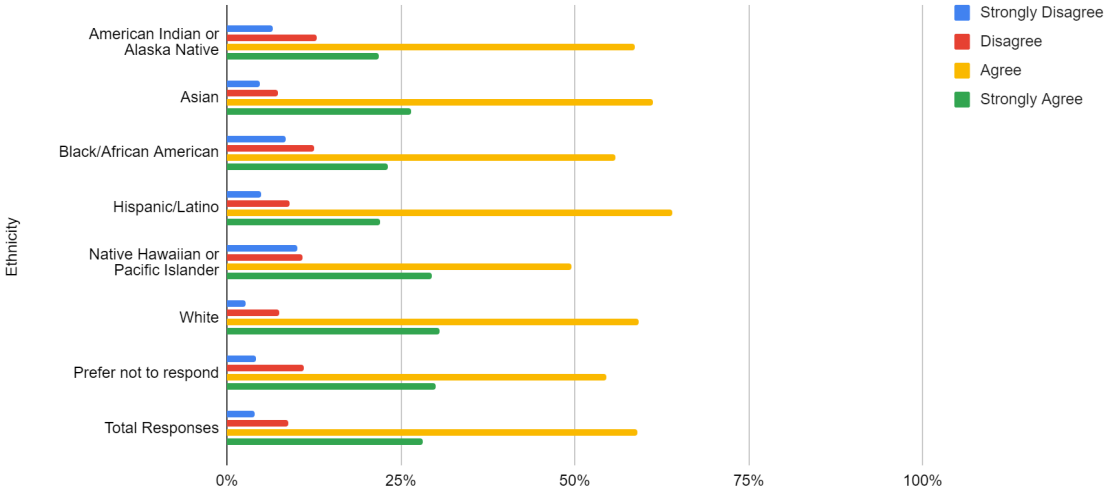


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	28	57	178	76	339
Asian	34	68	355	153	610
Black/African American	92	143	512	203	950
Hispanic/Latino	53	137	578	245	1,013
Native Hawaiian or Pacific Islander	15	18	51	44	128
White	198	603	2,858	1,616	5,275
Prefer not to respond	42	98	321	208	669
Total Responses	462	1,124	4,853	2,545	8,984

In response to feedback received in 2023, the item “Overall, my school is safer because the School Resource Officer (SRO) is in our building” was added to the survey. Of the 8,532 students who responded to this item, 87% indicated that they Agreed or Strongly Agreed with this statement. Students indicating White as one of their ethnic groups tended to agree with this statement in a higher proportion than all other ethnic groups with about 90% either agreeing or strongly agreeing with this statement. Students choosing Asian and Hispanic as one of their ethnic groups had the next highest rates of agreement, 88% and 86%, respectively. The proportion of students indicating American Indian or Alaska Native as part of their background was 80%, and Black/African American and Native Hawaiian or Pacific Islander had the lowest levels of agreement with the statement with each group at 79%.

For those whose response was Yes, they were aware that there is a School Resource Officer (SRO) at their school:

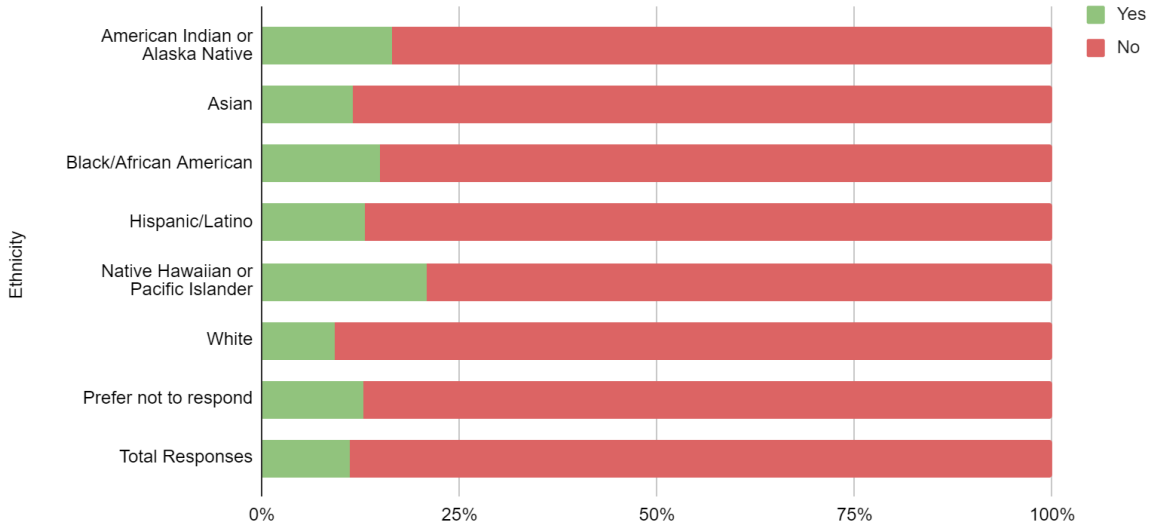
Overall, my school is safer because the SRO is in our building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	21	41	185	69	316
Asian	28	43	356	154	581
Black/African American	76	111	497	205	889
Hispanic/Latino	48	87	614	211	960
Native Hawaiian or Pacific Islander	12	13	59	35	119
White	136	380	2,970	1,533	5,019
Prefer not to respond	27	72	354	195	648
Total Responses	348	747	5,035	2,402	8,532

Students were asked if the School Resource Officer (SRO) contacted them about an issue at school during the year. Eleven percent of the students who indicated they were aware there was a School Resource Officer (SRO) on campus said they had been contacted by the officer (1,237 out of 11,101 students). When reviewing the data by ethnic group, the proportions of students indicating they were contacted by a School Resource Officer (SRO) ranged from 9% (586 out of 6399) for white students to 21% (33 out of 158) for those students of Native Hawaiian or Pacific Islander heritage. Proportions for other ethnic backgrounds indicating they were contacted by a SRO: American Indian 17% (68 out of 413), Black/African American 15% (181 out of 1,205), Hispanic/Latino 13% (170 out of 1295).

Did the School Resource Officer (SRO) contact you about an issue at school this year?

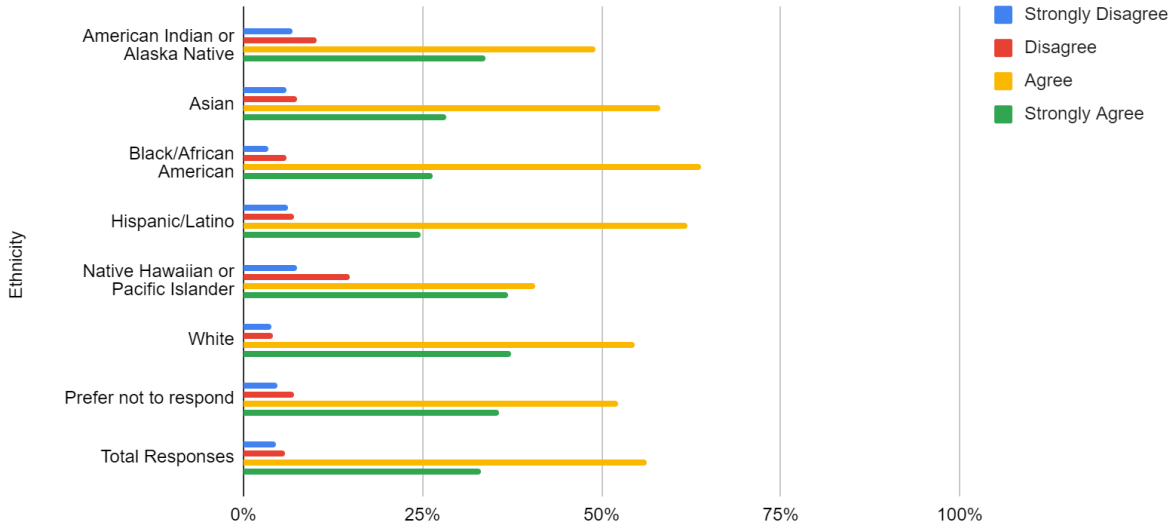


	Yes	No	Total Responses
American Indian or Alaska Native	68	345	413
Asian	85	659	744
Black/African American	181	1,024	1,205
Hispanic/Latino	170	1,125	1,295
Native Hawaiian or Pacific Islander	33	125	158
White	586	5,813	6,399
Prefer not to respond	114	773	887
Total Responses	1,237	9,864	11,101

Students who were contacted by the School Resource Officer (SRO) were asked a series of questions about those interactions. Data from those items are summarized here.

When presented with the statement “The School Resource Officer (SRO) listened to my side of the story,” the overall student responses were positive for this item with 89% (893 out of 998) indicating either “Agree” or “Strongly Agree.” This proportion held relatively steady across Asian, Black/African American, Hispanic/Latino and White groups, where there proportions were 83%, 87% 90%, 87%, and 92%, respectively. The proportion of students in agreement with this item who indicated that part of their background included Native Hawaiian or Pacific Islander was much lower at 78% (21 out of 27).

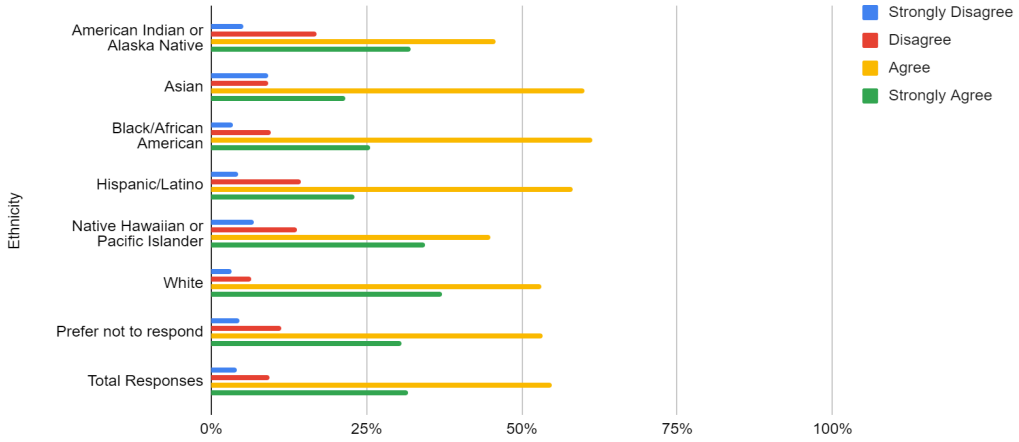
The SRO listened to my side of the story.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	4	6	29	20	**59**
Asian	4	5	39	19	**67**
Black/African American	5	9	94	39	**147**
Hispanic/Latino	8	9	80	32	**129**
Native Hawaiian or Pacific Islander	2	4	11	10	**27**
White	19	20	265	181	**485**
Prefer not to respond	4	6	44	30	**84**
Total Responses	**46**	**59**	**562**	**331**	**998**

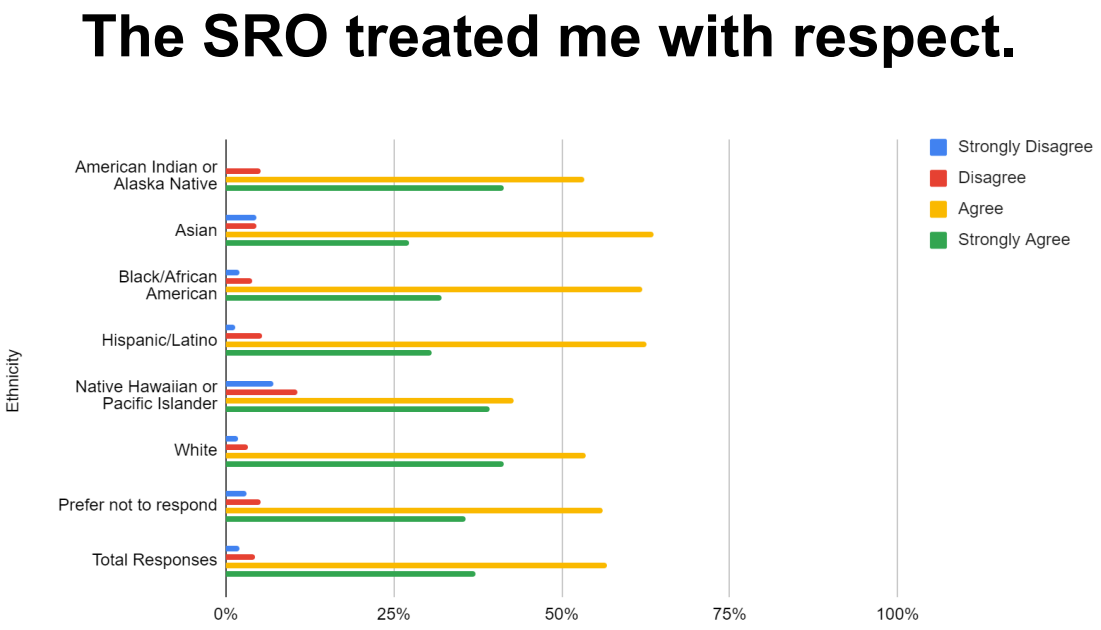
When presented with the statement “I was treated fairly in this situation,” the overall student response was positive with 86% (875 out of 1,012) indicating they “Agree” or “Strongly Agree” with this statement. This is higher than the 83% of students who indicated that they thought this statement was “Mostly True” or “Completely True” in the 2023 administration. When looking at the item by ethnicity, the proportion of White students agreeing that they were treated fairly is higher than that of the total group at 90% (440 out of 487). The proportion of Black/African American students was slightly higher than that of the total group at 87% or 126/145. In 2023 the proportion of Black/African American students who indicated that the statement “I was treated fairly in this situation” was “Mostly True” or “Completely True” was lower at 75%. The proportion of all other groups agreeing that they were treated fairly by the School Resource Officer (SRO) is lower than that of the total group: American Indian/Alaskan Native 78% (49/59), Asian 82% (53/65), Hispanic/Latino 81% (113/139), and Native Hawaiian or Pacific Islander 79% (23/29). For these groups the proportions of “Agree” and “Strongly Agree” are consistent with the proportions of “Mostly True” and “Completely True” from the 2023 survey administration.

I was treated fairly in this situation.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	3	10	27	19	59
Asian	6	6	39	14	65
Black/African American	5	14	89	37	145
Hispanic/Latino	6	20	81	32	139
Native Hawaiian or Pacific Islander	2	4	13	10	29
White	16	31	259	181	487
Prefer not to respond	4	10	47	27	88
Total Responses	42	95	555	320	1,012

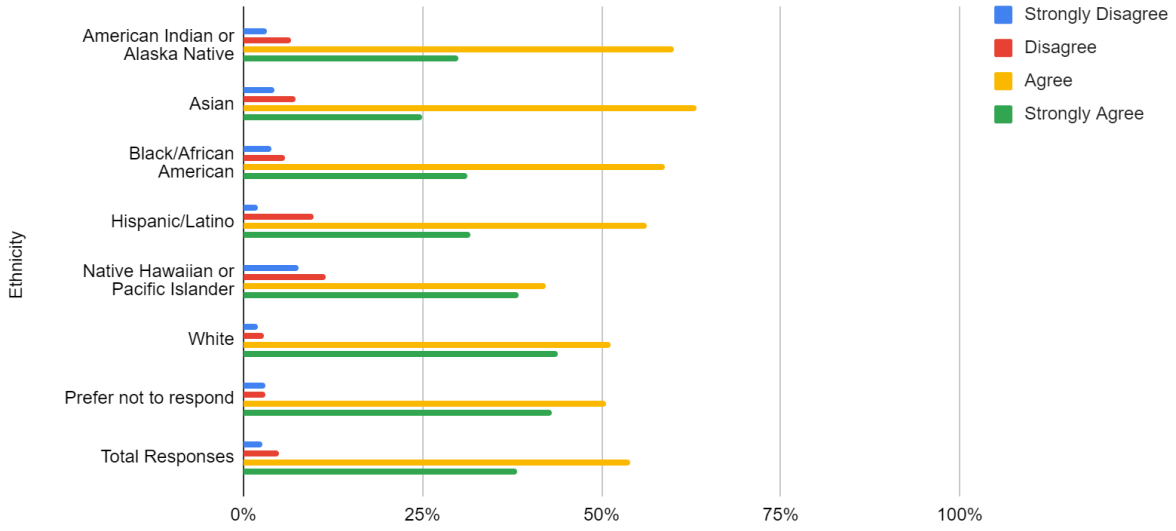
Students responded positively when presented with the statement “The School Resource Officer (SRO) treated me with respect,” with 94% of those who had an interaction with the School Resource Officer indicating that they either “Agreed” or “Strongly Agreed” with the statement. This proportion is higher than the 86% of students who indicated that this statement was “Mostly True” or “Completely True” on the 2023 survey. When examining this item by ethnic groups, the proportion for all groups except Native Hawaiian or Pacific Islander had were over 90%. Native Hawaiian or Pacific Islander had the lowest proportion of agreement with 82% (23 out of 29). Please note, however, that the interpretation of the proportion for this group should be done with caution because the group is so small.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	0	3	31	24	58
Asian	3	3	42	18	66
Black/African American	3	6	95	49	153
Hispanic/Latino	2	8	92	45	147
Native Hawaiian or Pacific Islander	2	3	12	11	28
White	9	17	275	212	513
Prefer not to respond	3	5	55	35	98
Total Responses	22	45	602	394	1,063

Students responded positively when presented with the statement “The School Resource Officer (SRO) behaved in a professional manner,” with 92% indicating they either “Agree” or “Strongly Agree” with this statement. This proportion is higher than the 88% indicating that this statement was either “Mostly True” or “Completely True” for them in 2023. When examining this item by ethnic group, Native Hawaiian or Pacific Islander had the lowest proportion of agreement with 81% (21 out of 26). All other ethnic groups had levels of agreement that ranged from 88% for Asian and Hispanic/Latino to 95% of those indicating that White was part of their background. Again, the interpretation of the proportion for the Native Hawaiian or Pacific Islander group should be done with caution because the groups are so small.

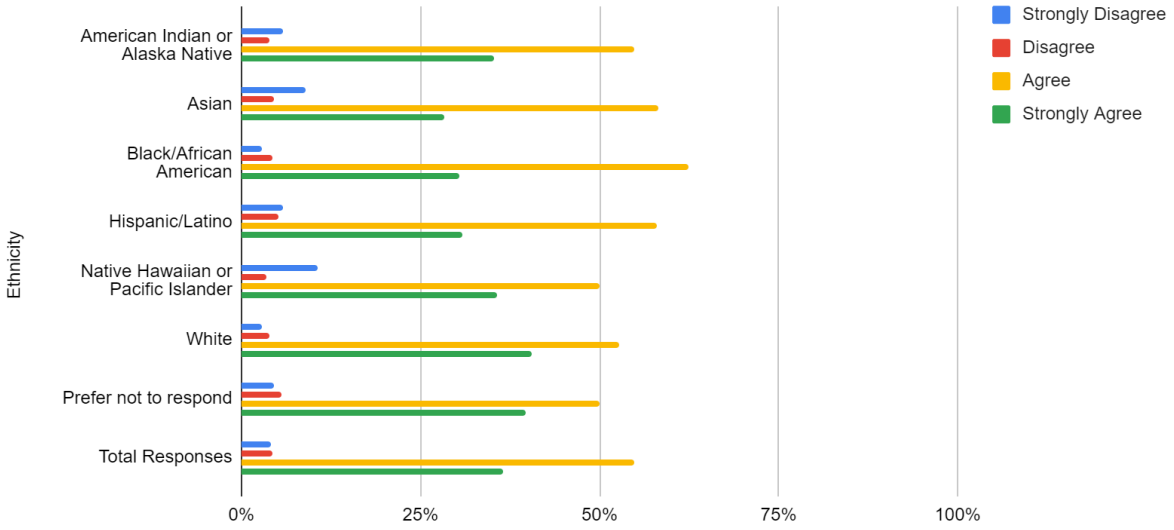
The SRO behaved in a professional manner.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	2	4	36	18	**60**
Asian	3	5	43	17	**68**
Black/African American	6	9	90	48	**153**
Hispanic/Latino	3	14	80	45	**142**
Native Hawaiian or Pacific Islander	2	3	11	10	**26**
White	10	15	263	226	**514**
Prefer not to respond	3	3	48	41	**95**
Total Responses	**29**	**53**	**571**	**405**	**1,058**

Students responded positively when presented with the statement “The School Resource Officer (SRO) did a good job handling this issue,” with 92% indicating either “Agree” or “Strongly Agree” with this statement. This positivity was relatively consistent across ethnic groups where the proportions ranged from 86% for Native Hawaiian or Pacific Islander to 93% for Black/African American and White students.

The SRO did a good job handling this issue.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	3	2	28	18	51
Asian	6	3	39	19	67
Black/African American	4	6	88	43	141
Hispanic/Latino	8	7	79	42	136
Native Hawaiian or Pacific Islander	3	1	14	10	28
White	14	20	265	204	503
Prefer not to respond	4	5	44	35	88
Total Responses	42	44	557	371	1,014

Key Takeaways:

Student Responses on 2024 Spring Perception Survey:

- There were 13,819 middle and high school students who responded to the survey. This was about 150 more than in 2023. As in the previous years, respondents were mostly White.
- 82% of student responses indicated they felt safer with the officer on campus. Asian and White students tended to agree with “I feel safer at school with the School Resource Officer (SRO) in our building” at higher rates than all other groups.
- 87% of students who were aware of the School Resource Officer (SRO) at their school agreed with the statement “Overall, my school is safer because the School Resource Officer (SRO) is in our building.” The proportions were consistent across ethnic groups. This was a new item that was added based on feedback from 2023.
- 11% of students who were aware of the School Resource Officer (SRO) were contacted by the officer for an issue at school. This proportion was consistent across ethnic groups.
- When contacted, students overall felt the School Resource Officer (SRO)
    - listened to them (89%),
    - treated them fairly (86%),
    - treated them with respect (94%),
    - behaved professionally (92%), and
    - did a good job (91%).

As in previous years, students reported overall positive perceptions about School Resource Officers (SROs) on campus. Overall students felt safer and felt the school was a safer place with the SRO in the building. Students who had interactions with the SRO felt that they were listened to, treated fairly, respected, and that the SRO behaved in a professional manner. Although all ethnic groups reported positive perceptions about SROs, in most cases White students were slightly more positive than other groups, and Black/African American students were more positive than they have been in past surveys.

Family Perception Survey 2023-24

Prior to secondary families being sent an email link to the LPS Family Perception Survey, the LPS Communication department helped the Assessment and Evaluation Team with a communication plan. Information about the Perception Survey was added to communications sent to families explaining that the survey was coming and the importance of the survey results. Additionally, information about the survey was placed on the district's website. Parents were asked to respond to the survey for each school they wished to provide feedback. A total of 1,992 secondary family responses to the survey were recorded. This was slightly less than the 2,187 response recorded in 2023.

In efforts to maintain the confidentiality of respondents, the decision was made to mask groups where the number of responses made reidentification possible. When possible, the total number of respondents for each ethnic group was provided.

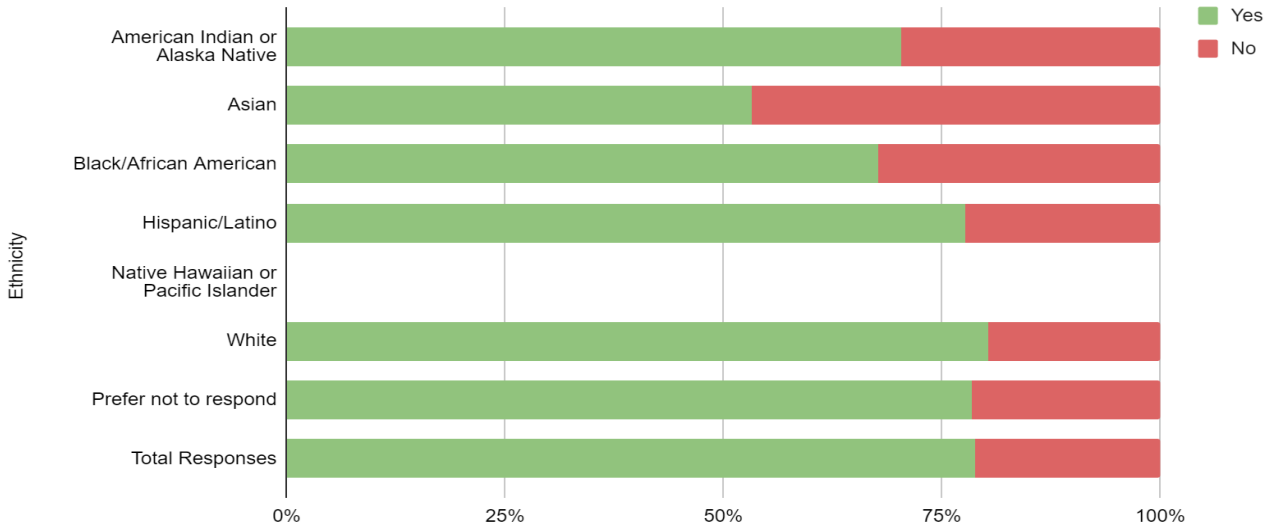
The vast majority of responses, 76%, indicated White as part of their background. Each of the other groups comprised less than 10% of the total number of responses except for those indicating “Prefer not to respond,” which made up 12% of the responses.

School Level

	Middle School	High School	Total Responses
American Indian or Alaska Native	16	11	27
Asian	28	17	45
Black/African American	35	24	59
Hispanic/Latino	52	50	102
Native Hawaiian or Pacific Islander	1	6	7
White	714	794	1,508
Prefer not to respond	119	125	244
Total Responses	965	1,027	1,992

Families were asked about their awareness of the School Resource Officer (SRO) at their student's school. Of the 1,996 responses to this question, 79% (1,572) indicated that they were aware of the officer on campus. The ethnic groups indicating the highest proportion of awareness were White (80%), and Hispanic/Latino (78%).The proportions for other ethnic groups responding affirmatively ranged from 53% for Asian families to 71% for Native Hawaiian or Pacific Islander families.

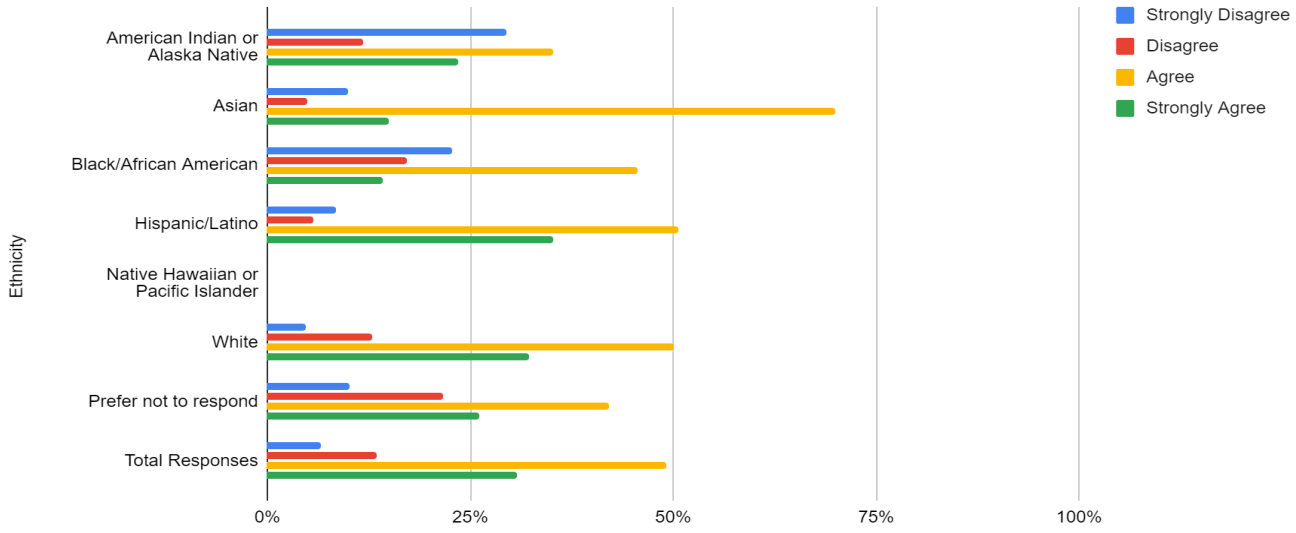
Are you aware that there is a School Resource Officer (SRO) at your student's school?



	Yes	No	Total Responses
American Indian or Alaska Native	19	8	27
Asian	24	21	45
Black/African American	40	19	59
Hispanic/Latino	80	23	103
Native Hawaiian or Pacific Islander	***	***	7
White	1,212	298	1,510
Prefer not to respond	192	53	245
Total Responses	1,567	422	1,996

Overall, 80% of those families responding that they were aware of the School Resource Officer (SRO) at their student's school responded that they felt safer when they visited the school because of the SRO. When reviewing this item by ethnicity, Asian (85%), Hispanic (86%), and White (82%) families tended to feel safer when visiting the school than American Indian or Alaska Native (59%) and Black/African American (60%) families.

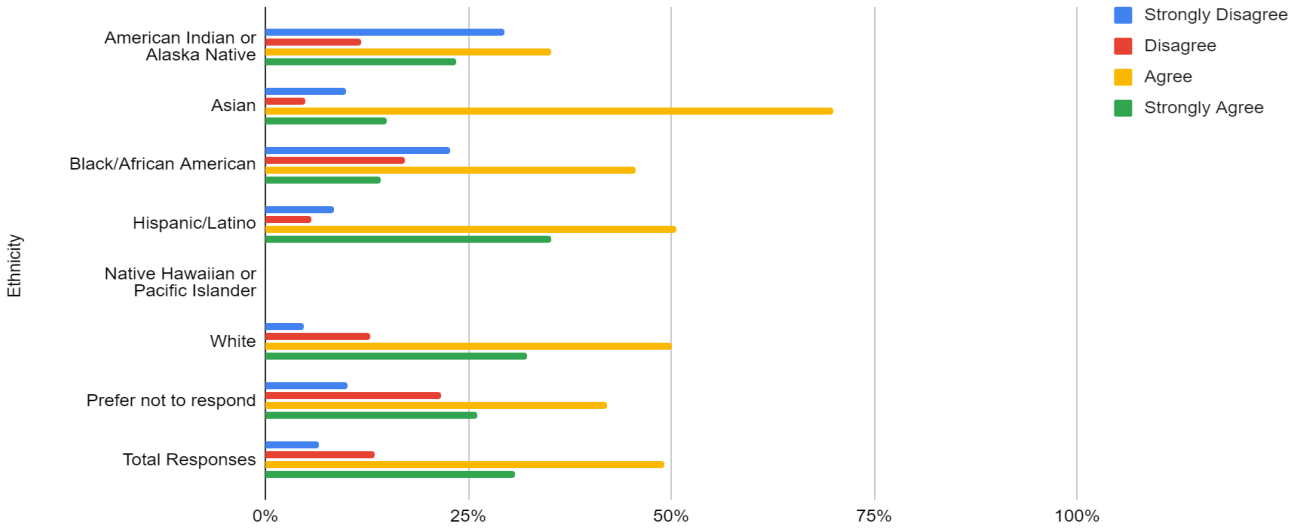
I feel safer when I visit my student's school because the School Resource Officer (SRO) is in the building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	5	2	6	4	17
Asian	2	1	14	3	20
Black/African American	8	6	16	5	35
Hispanic/Latino	6	4	36	25	71
Native Hawaiian or Pacific Islander	***	***	***	***	4
White	47	127	496	319	989
Prefer not to respond	16	34	66	41	157
Total Responses	86	175	635	397	1,293

When presented with the item “Overall, my student's school is safer because the School Resource Officer (SRO) is in our building”, 86% indicated their agreement by marking “Agree” or “Strongly Agree.” Asian (91%), Hispanic/Latino (86%), and White (89%) families tended to respond to this item more positively than American Indian or Alaska Native (61%) and Black/African American (63%) families.

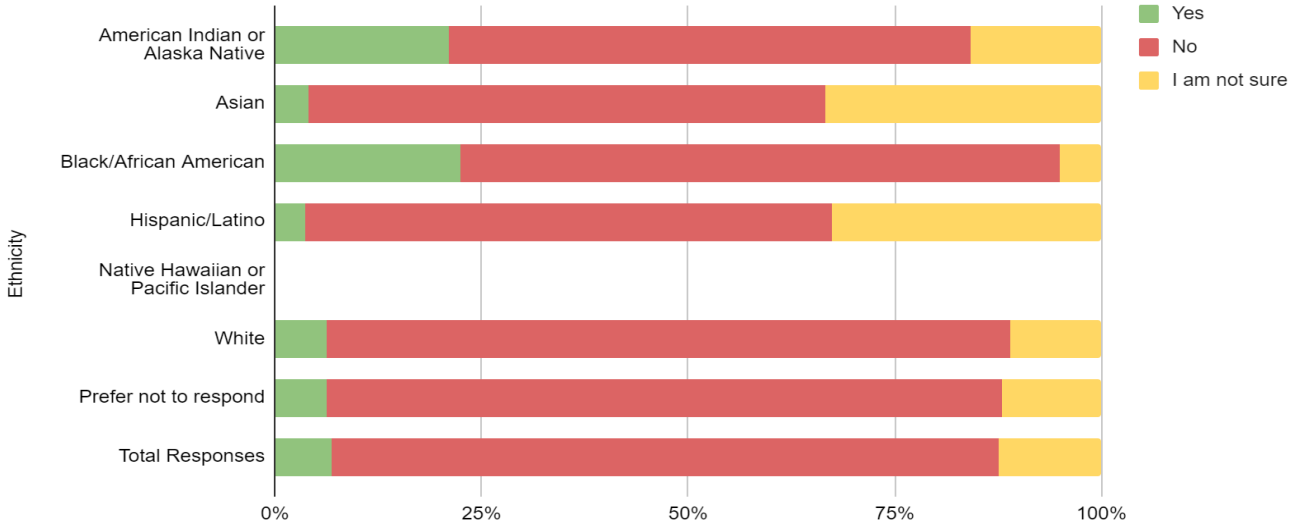
Overall, my student’s school is safer because the School Resource Officer (SRO) is in our building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
American Indian or Alaska Native	4	3	7	4	18
Asian	2	0	16	3	21
Black/African American	6	5	11	8	30
Hispanic/Latino	6	4	32	28	70
Native Hawaiian or Pacific Islander	***	***	***	***	3
White	44	66	477	378	965
Prefer not to respond	14	18	63	54	149
Total Responses	78	96	607	475	1,256

When asked if the School Resource Officer (SRO) had been in contact with their student during the school year, 7% (106) of the parents said their student had been contacted by the officer for an issue at school. The proportion of families indicating that their background included Black/African American (23%) and American Indian or Alaska Native (21%) were much higher than other ethnicities. The proportion for other ethnicities ranged from 4% for Asian and Hispanic/Latino families to 6% for White families.

Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?



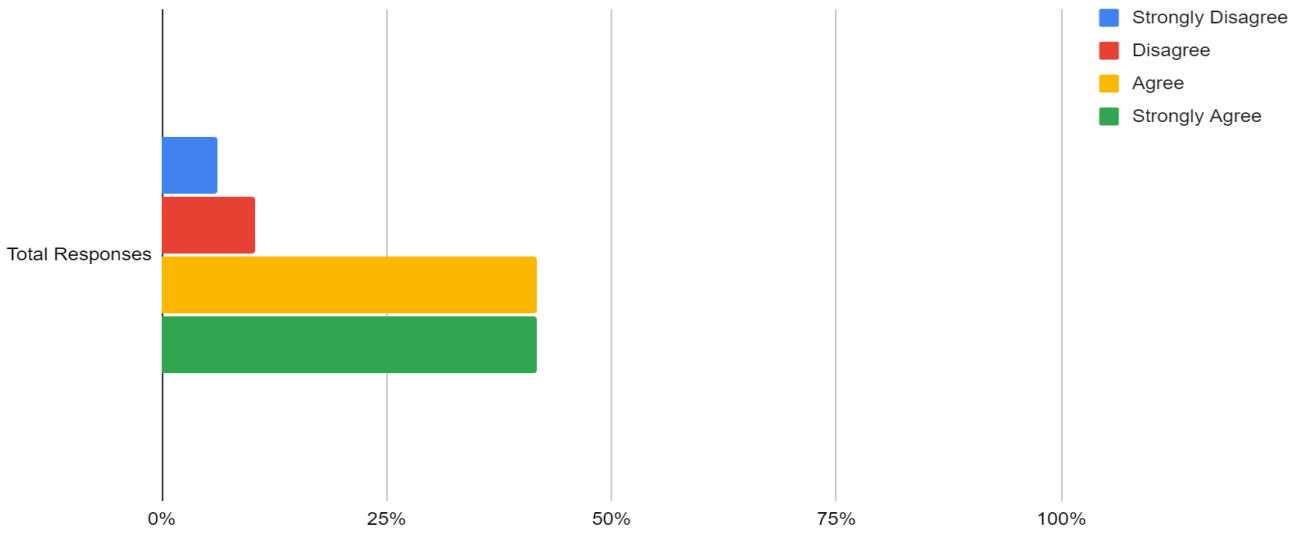
	Yes	No	I am not sure	Total Responses
American Indian or Alaska Native	4	12	3	19
Asian	1	15	8	24
Black/African American	9	29	2	40
Hispanic/Latino	3	51	26	80
Native Hawaiian or Pacific Islander	***	***	***	5
White	77	1,000	134	1,211
Prefer not to respond	12	157	23	192
Total Responses	106	1,264	196	1,571

Those parents responding that the School Resource Officer had been in contact with their student were asked a series of questions about the interaction. Those data are summarized in the tables below. For these items, numbers for all ethnicities except White fell below our 10 person threshold. Because of this small response pool, these items will be presented for the whole group only.

When presented with the item “The School Resource Officer (SRO) listened to my student,” 84% of parents responded positively.

Please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

The SRO listened to my student.

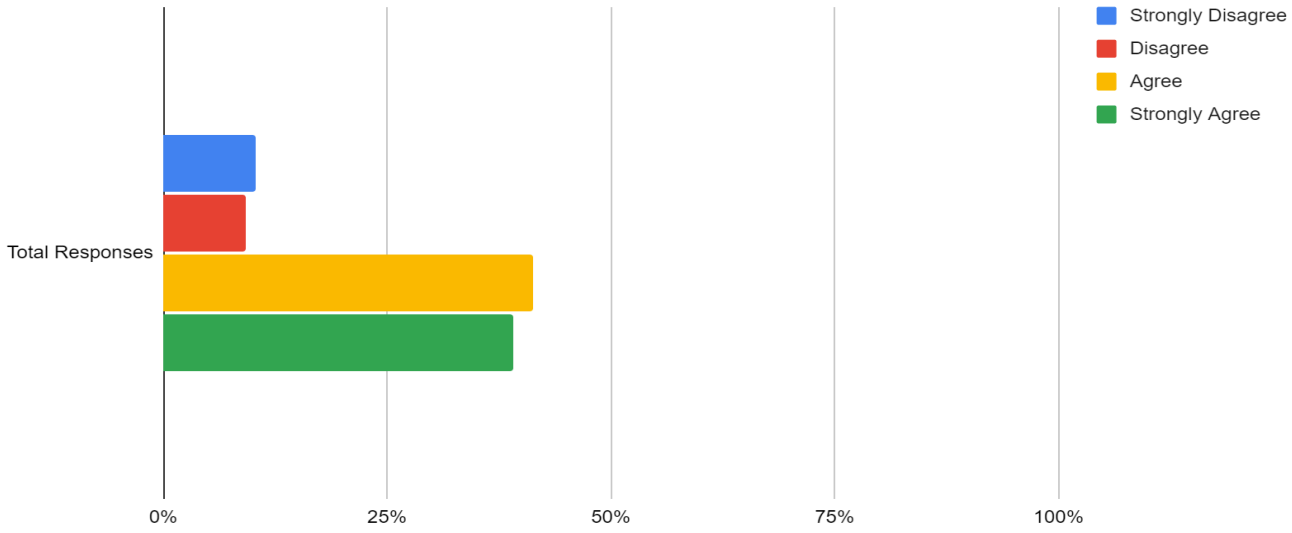


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	6	10	40	40	96

When presented with the item “My student was treated fairly in this situation,” 80% felt that their student was treated fairly.

Please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

My student was treated fairly in this situation.

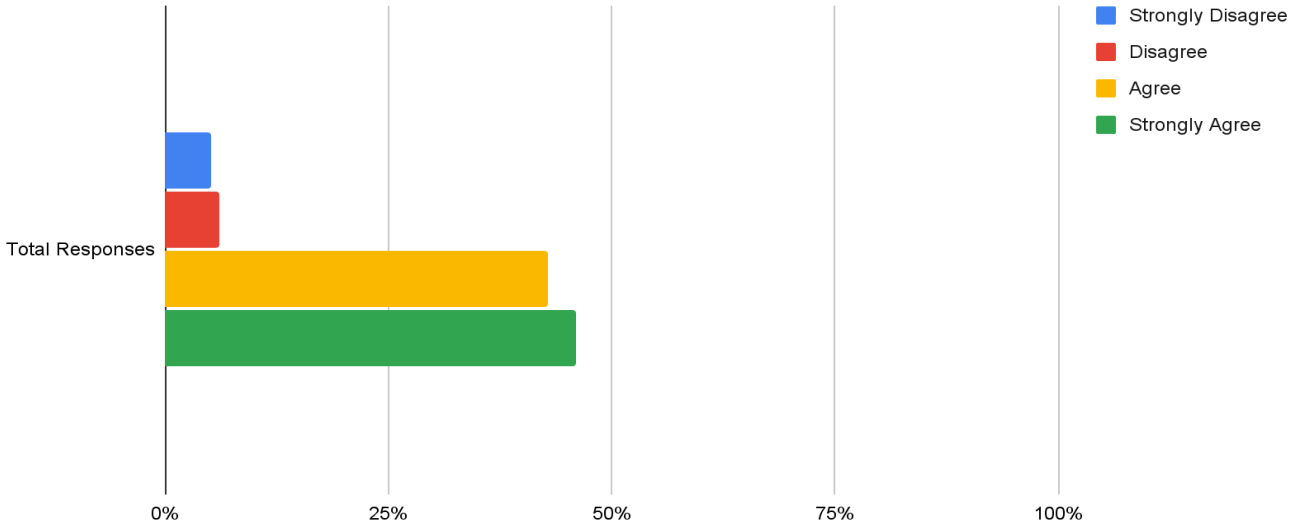


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	10	9	40	38	97

Eighty-nine percent of the parents responding felt their student was treated with respect and that the School Resource Officer (SRO) behaved professionally.

Please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

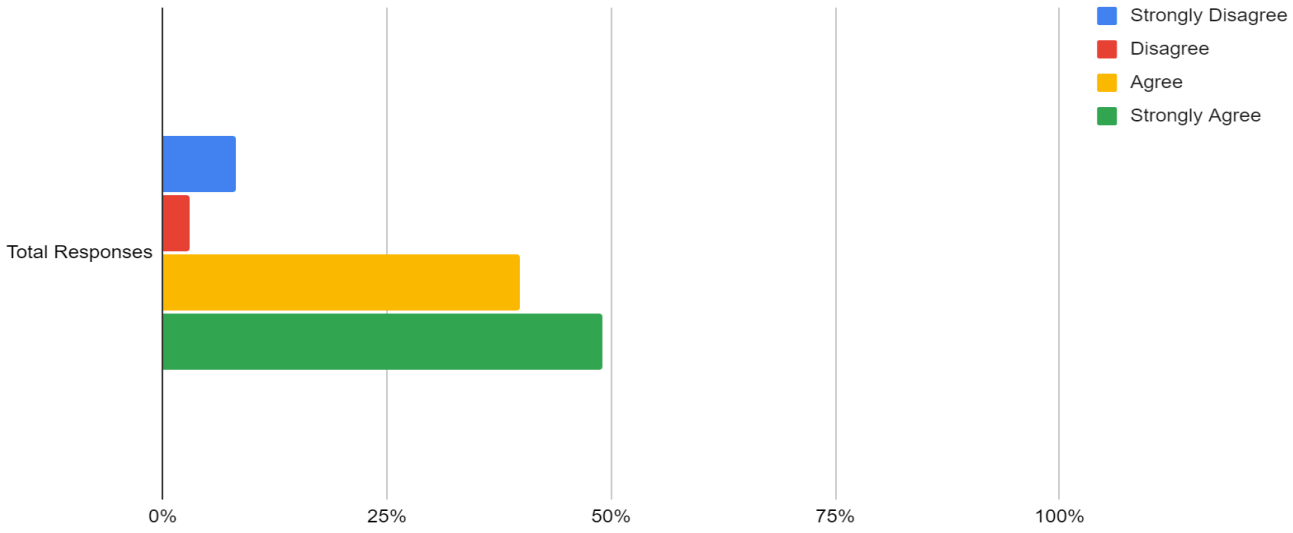
The SRO treated my student with respect.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	5	6	42	45	98

Please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

The SRO behaved in a professional manner.

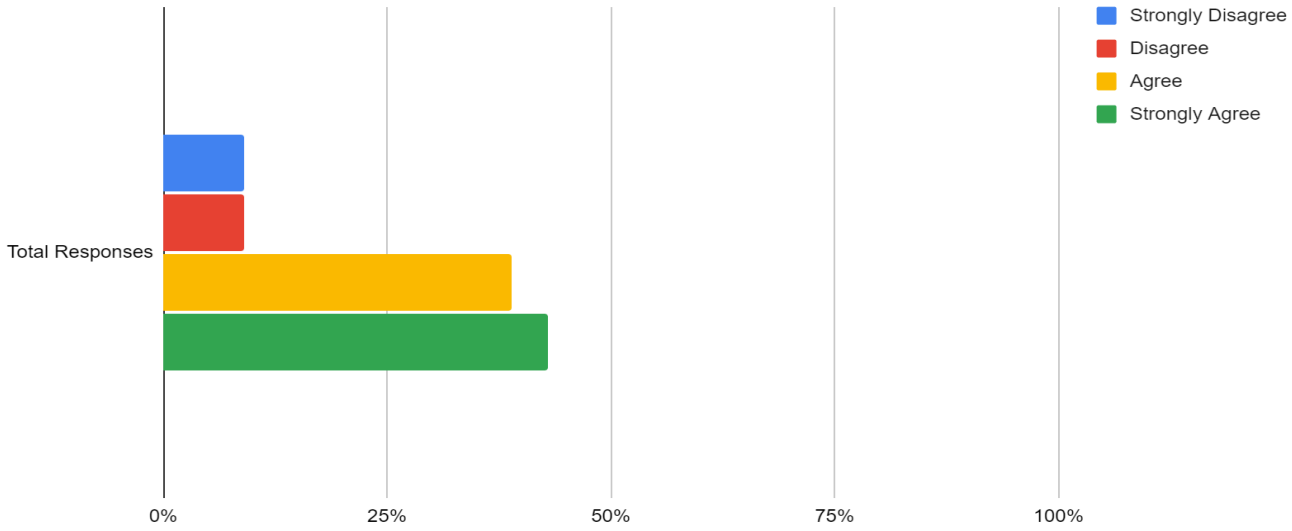


	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	8	3	39	48	98

Eighty-two percent of the parents responding felt the School Resource Officer (SRO) did a good job handling this issue.

Please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.

The SRO did a good job handling this issue.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	9	9	39	43	100

Key Takeaway:

Family Responses on 2024 Spring Perception Survey:

Families reported:

- positive perceptions of the School Resource Officer (SRO) in the building
- they felt safer and the school was safer with the SRO in the building

For those whose students had been in contact with an SRO, families felt their student was

- listened to,
- treated fairly, and
- respected.

These families also felt that the SRO behaved in a professional manner.

Note:
Because of low numbers of responses from parents in some of the race/ethnic categories, data reported here are not disaggregated by demographic groups.

Certified Perception Survey 2023-24

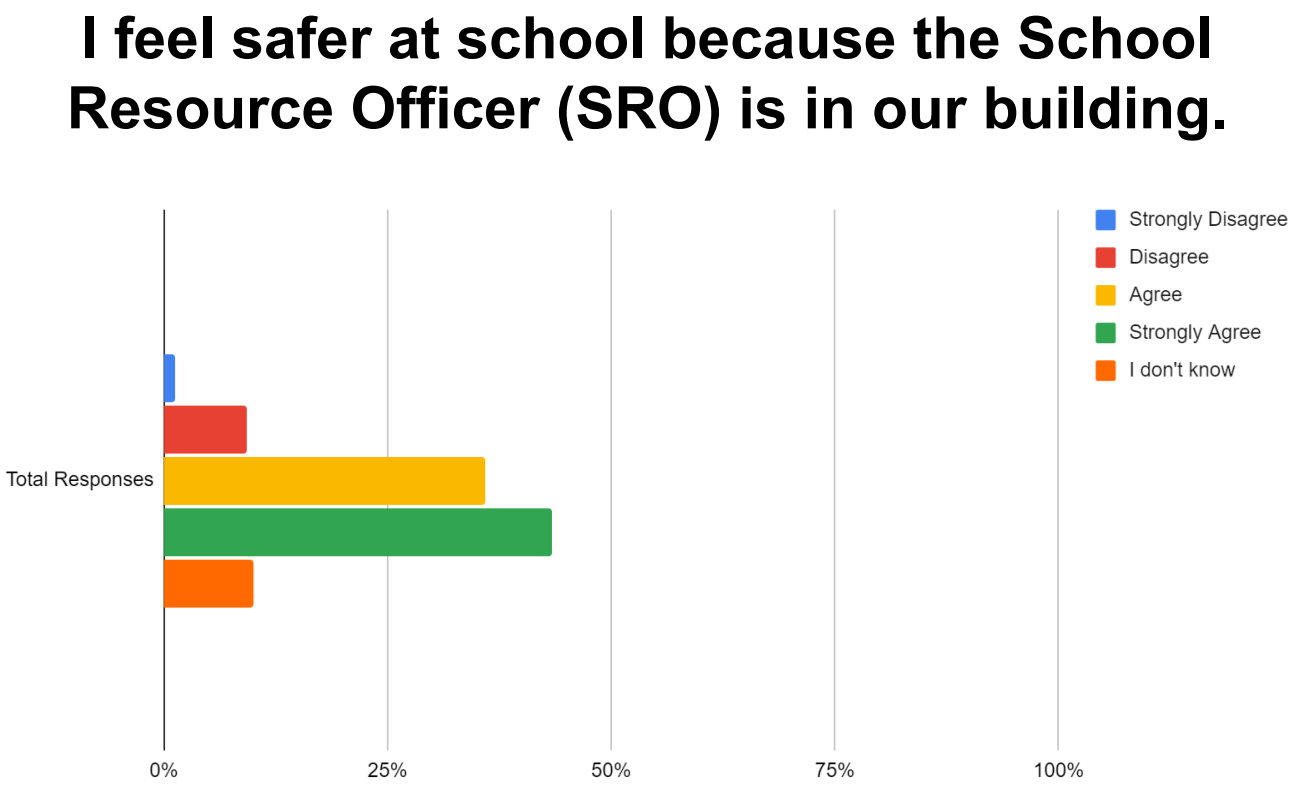
Certified staff were sent an email with a link to respond to the Certified Perception Survey. While the overall perception survey was sent out to all certificated staff, only the responses of secondary staff (middle and high schools) are included in this report, as there are no School Resource Officers (SROs) assigned to elementary schools. The 2024 Certified Perception Survey included 1,197 certified staff responses from middle and high school staff members. This represents a 52% increase over the 788 responses recorded in 2023. This number includes 586 middle school staff and 611 high school staff. Drawing meaningful conclusions by ethnicity is difficult because the certified staff responding to the survey were overwhelmingly White, therefore data are presented in aggregate.

School Level

	Middle School	High School	Total Responses
American Indian or Alaska Native	3	4	7
Asian	3	8	11
Black/African American	15	10	25
Hispanic/Latino	16	14	30
Native Hawaiian or Pacific Islander	0	0	0
White	466	513	979
Prefer not to respond	83	62	145
Total Responses	586	611	1,197

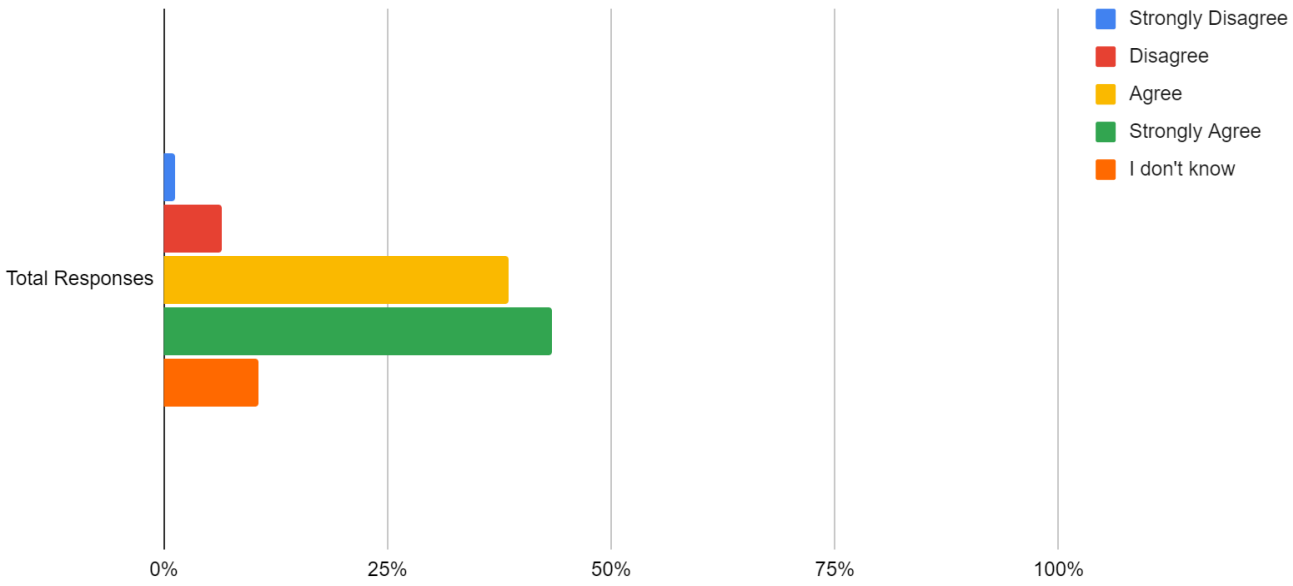
Two items asked staff about their perception of safety. Responses to both items were positive. When presented with the item "I feel safer at school because the School Resource Officer (SRO) is in the building," 79% of the staff responding were in agreement.

When presented with the statement "Overall, our school is safer because the School Resource Officer (SRO) is in our building," 82% of staff either agreed or strongly agreed with this statement.



	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know	Total Responses
Total Responses	14	106	412	497	115	1,144

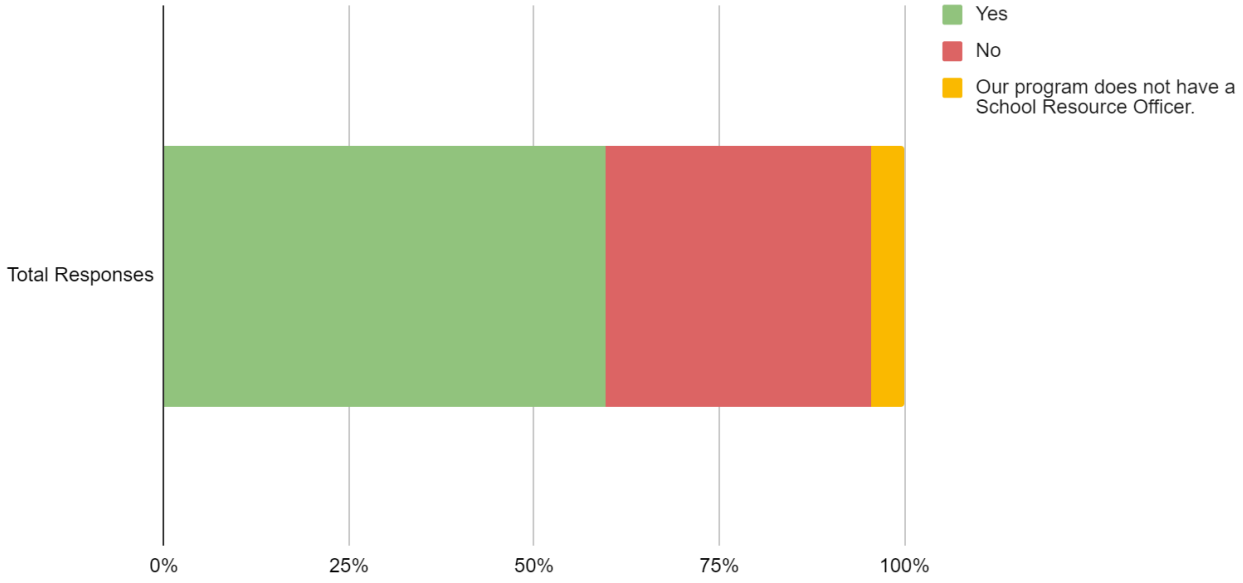
Overall, our school is safer because the School Resource Officer (SRO) is in our building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know	Total Responses
Total Responses	14	74	440	496	120	1,144

Sixty percent of staff indicated that they observed a School Resource Officer (SRO) interact with students because of an issue at school.

Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?



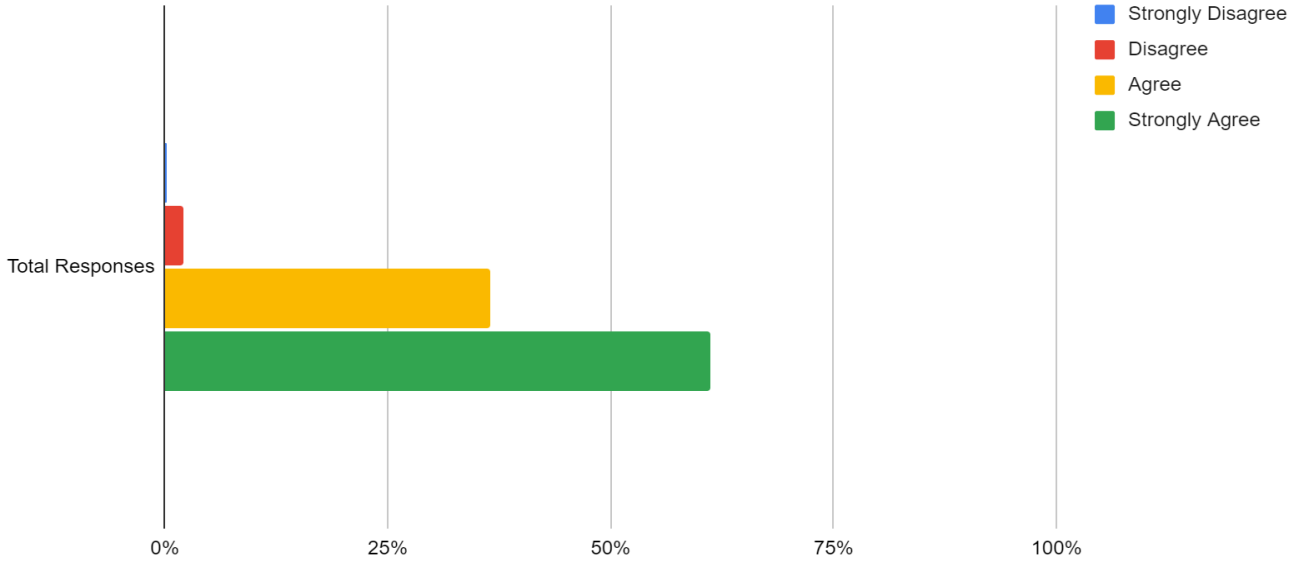
	Yes	No	Our program does not have a School Resource Officer	Total Responses
Total Responses	714	428	53	1,195

Staff who indicated that they observed a School Resource Officer (SRO) interacting with students because of an issue were asked 5 questions about that interaction. Between 97% and 98% of the staff responded that they either agreed or strongly agreed with teach of the following 5 statements:

- The School Resource Officer (SRO) listens to all individuals when handling an incident.
- The SRO treats all individuals fairly when handling an incident.
- The SRO treats all individuals with respect when handling an incident.
- The SRO behaves in a professional manner.
- The SRO behaves in a professional manner.

This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.

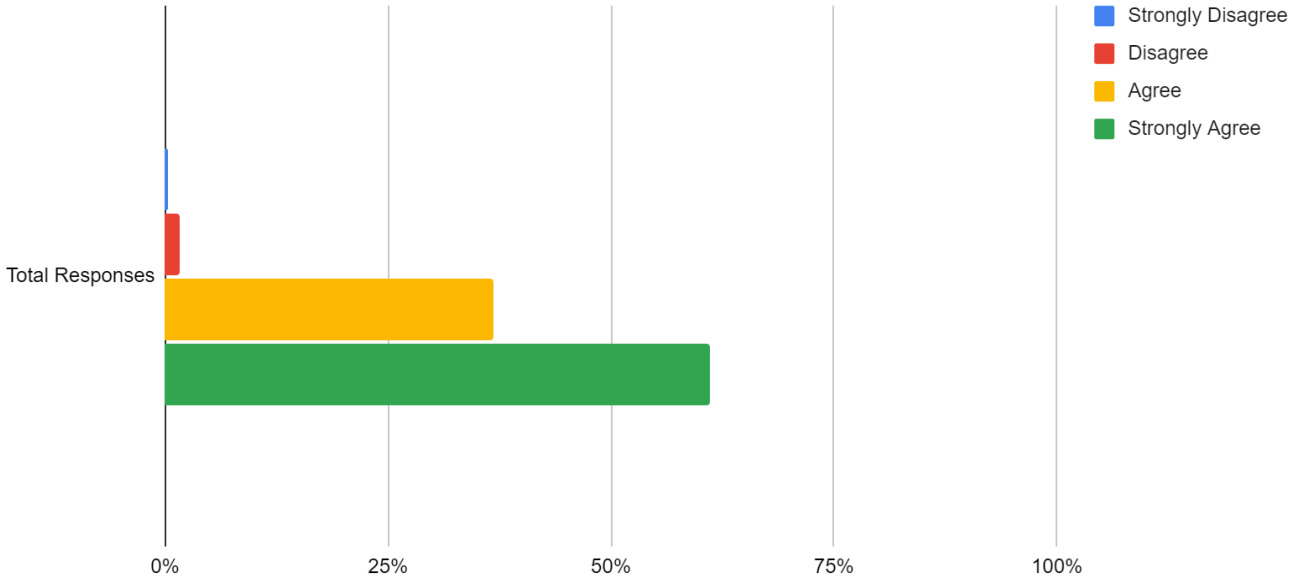
The SRO listens to all individuals when handling an incident.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	1	11	197	330	539

This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.

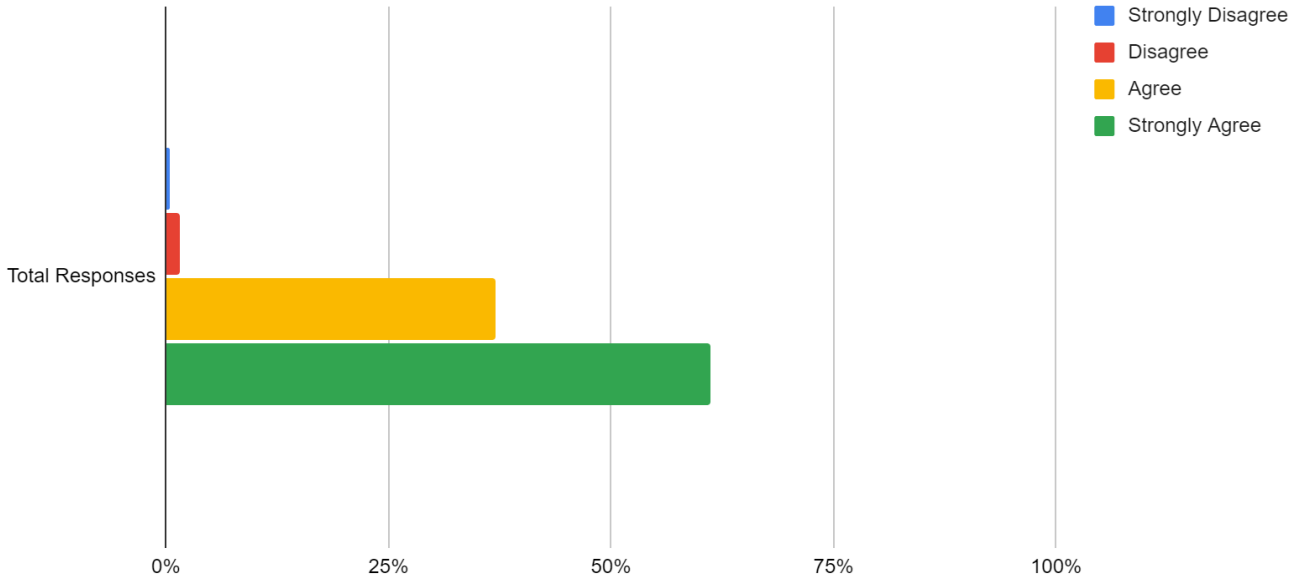
The SRO treats all individuals fairly when handling an incident.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	2	9	207	343	561

This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.

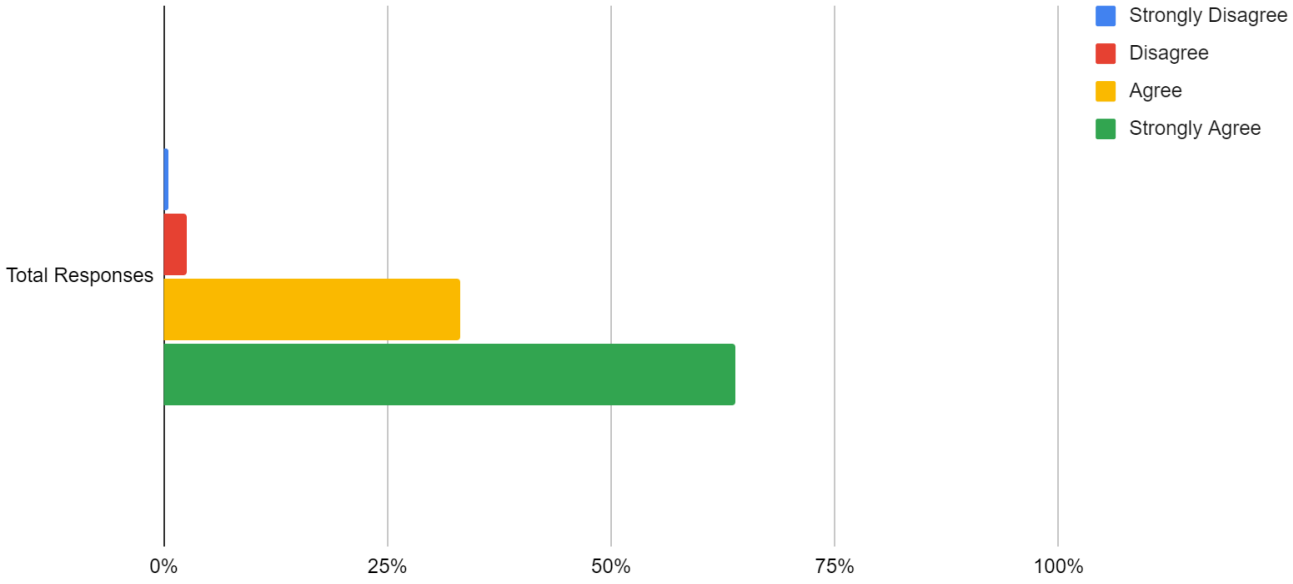
The SRO treats all individuals with respect when handling an incident.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	2	9	212	351	574

This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.

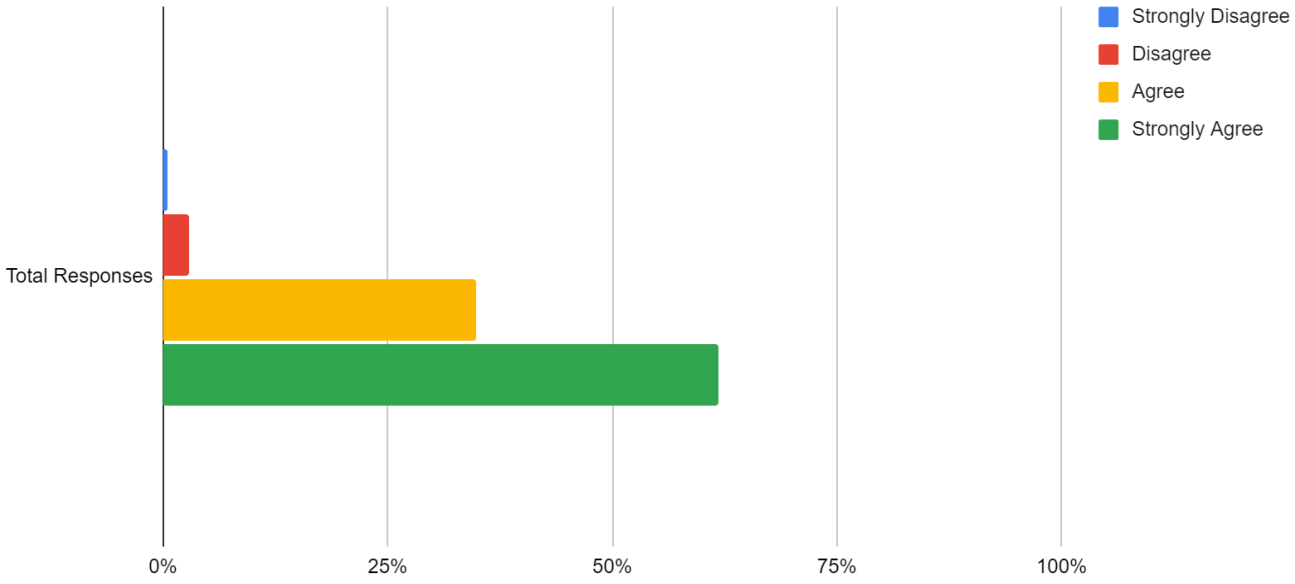
The SRO behaves in a professional manner.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	4	17	221	427	669

This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.

The SRO does a good job of handling these issues.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	3	17	208	369	597

Key Takeaway:

Certified Staff Responses on 2024 Spring Perception Survey:

Certified Staff reported:

- positive perceptions of the School Resource Officer (SRO) in the building, and
- they felt safer, and that the presence of the SRO in the building made the school safer.

Those who observed the SRO interacting with students because of an issue felt students were listened to and treated fairly, and that the School Resource Officer (SRO):

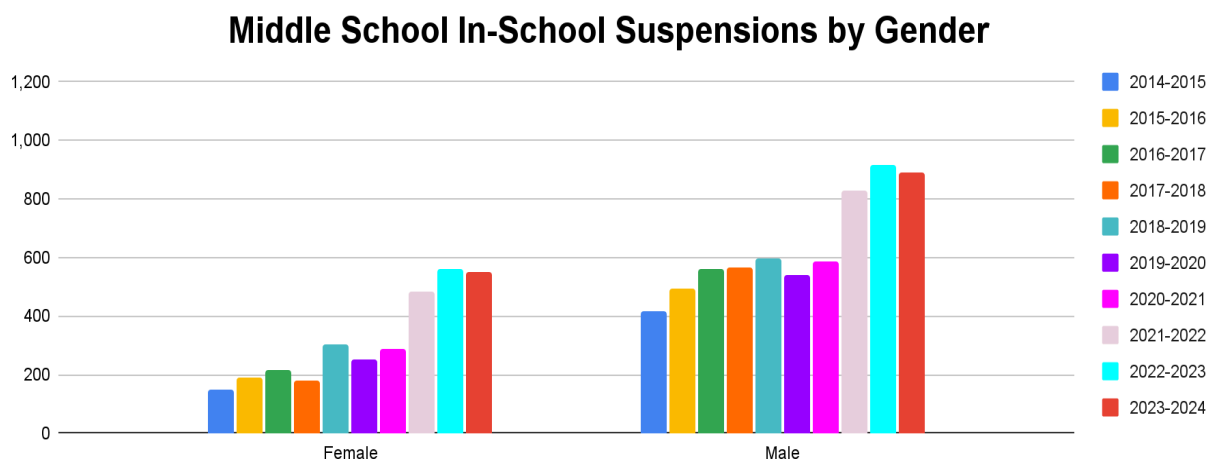
- behaved in a professional manner, and
- did a good job of handling the issue.

Notes:
The 1,197 certified staff responses represent a nearly 52% increase over the 788 certified staff responses from the 2023 administration.

Because of the low number of diverse staff, data were reported in aggregate.

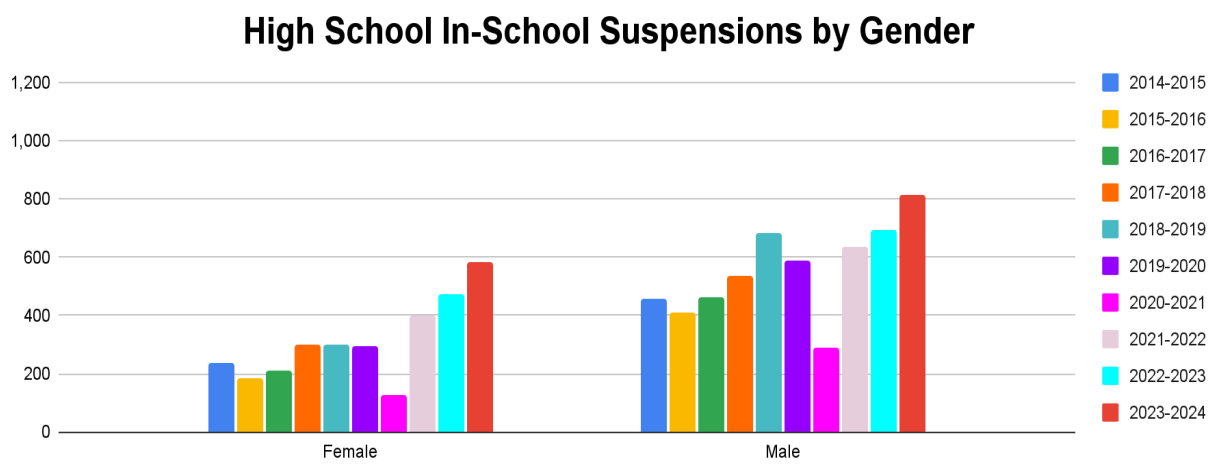
Lincoln Public Schools Discipline Data

- Because of the pandemic, LPS students were not able to attend school in person toward the end of the 2019-20 school year. For this reason, LPS discipline data from 2019-20 should not be directly compared to other school years.
- Since some LPS students were not in school buildings, LPS discipline data from 2020-21 may not be representative of a "typical" school year and should not be compared to other school years.
- **Note:** in the data tables that follow, percentages that indicate "overrepresentation" are highlighted in pink. For example: during the 2023-24 school year, 62% of the middle school students who were suspended identified as male. Since only 52% of all middle school students identify as male, males are overrepresented and highlighted in pink.



Number of In-School Suspension Students

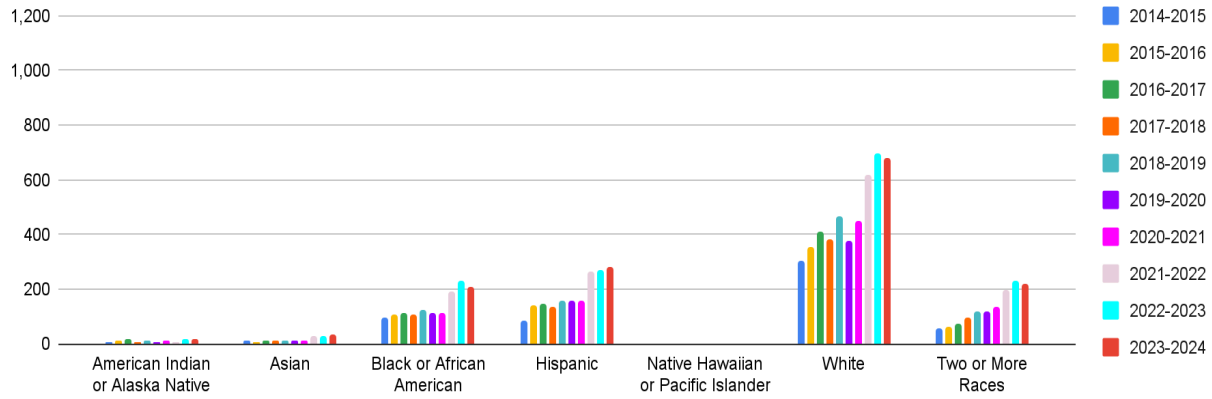
Percentage of Yearly In-School Suspensions		
Year	Female	Male
2014-2015	26%	74%
2015-2016	28%	72%
2016-2017	28%	72%
2017-2018	24%	76%
2018-2019	34%	66%
2019-2020	32%	68%
2020-2021	33%	67%
2021-2022	37%	63%
2022-2023	38%	62%
2023-2024	38%	62%
Overall % of 23-24 Student Population	48%	52%



Number of In-School Suspension Students

Percent of Yearly In-School Suspensions		
Year	Female	Male
2014-2015	34%	66%
2015-2016	31%	69%
2016-2017	31%	69%
2017-2018	36%	64%
2018-2019	31%	69%
2019-2020	33%	67%
2020-2021	31%	69%
2021-2022	39%	61%
2022-2023	41%	59%
2023-2024	42%	58%
Overall % of 23-24 Student Population	48%	52%

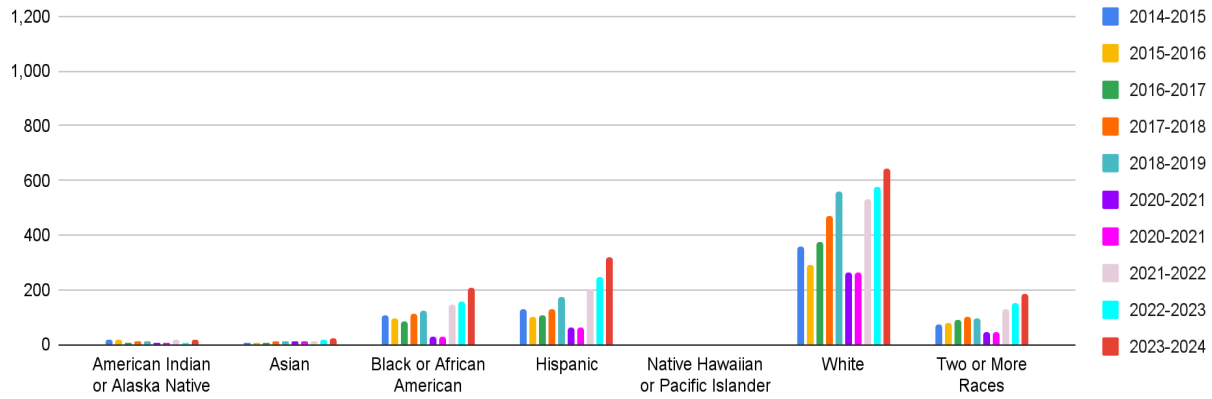
Middle School In-School Suspensions by Race/Ethnicity



Number of In-School Suspension Students

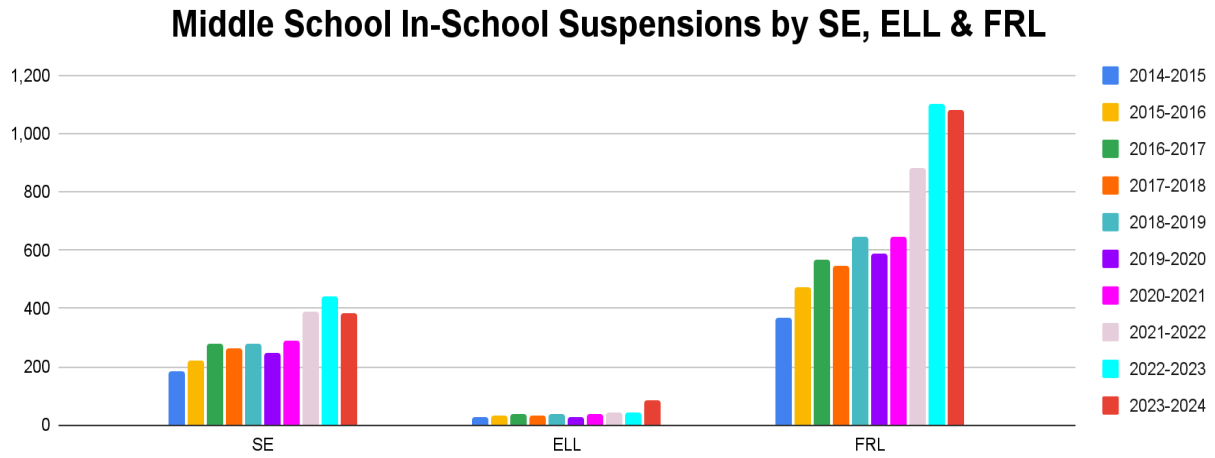
Percent of Yearly In-School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	1%	2%	17%	15%	0%	54%	11%
2015-2016	1%	1%	15%	21%	0%	52%	9%
2016-2017	2%	2%	15%	19%	0%	53%	9%
2017-2018	1%	2%	14%	18%	0%	52%	13%
2018-2019	1%	2%	14%	17%	0%	52%	13%
2019-2020	1%	2%	15%	20%	0%	48%	15%
2020-2021	1%	1%	13%	18%	0%	51%	15%
2021-2022	1%	2%	15%	20%	0%	47%	15%
2022-2023	1%	2%	16%	18%	0%	47%	15%
2023-2024	1%	2%	14%	20%	0%	47%	15%
Overall % of 23-24 Student Population	1%	5%	8%	16%	0%	62%	10%

High School In-School Suspensions by Race/Ethnicity



Number of In-School Suspension Students

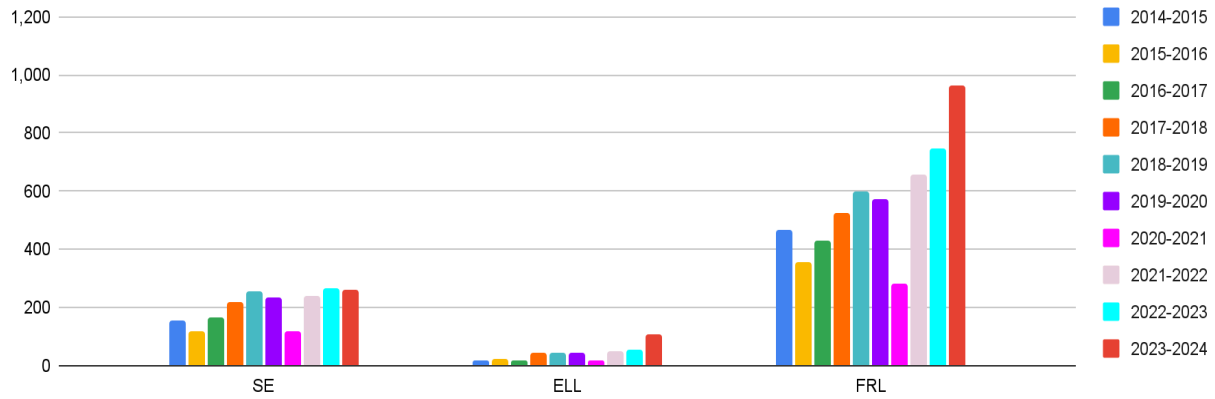
Percent of Yearly In-School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	3%	1%	15%	18%	0%	51%	11%
2015-2016	3%	1%	16%	17%	0%	49%	13%
2016-2017	1%	1%	13%	16%	0%	56%	14%
2017-2018	1%	1%	14%	16%	0%	56%	12%
2018-2019	1%	1%	13%	18%	0%	57%	10%
2019-2020	2%	2%	11%	19%	0%	56%	10%
2020-2021	2%	2%	6%	16%	0%	64%	10%
2021-2022	2%	1%	14%	20%	0%	51%	12%
2022-2023	1%	2%	14%	21%	0%	49%	13%
2023-2024	1%	2%	15%	23%	0%	46%	13%
Overall % of 23-24 Student Population	1%	4%	7%	17%	0%	62%	9%



Number of In-School Suspension Students

Percent of Yearly In-School Suspensions			
Year	SE	ELL	FRL
2014-2015	33%	5%	65%
2015-2016	32%	5%	69%
2016-2017	36%	5%	73%
2017-2018	35%	5%	73%
2018-2019	31%	4%	72%
2019-2020	31%	4%	74%
2020-2021	33%	4%	74%
2021-2022	29%	3%	67%
2022-2023	30%	3%	75%
2023-2024	27%	6%	75%
Overall % of 23-24 Student Population	16%	5%	49%

High School In-School Suspensions by SE, ELL & FRL



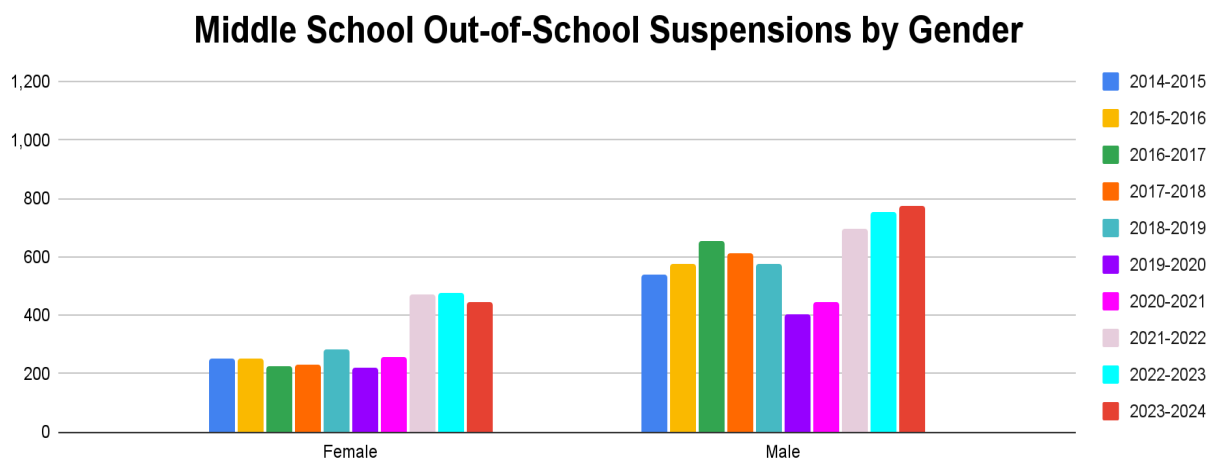
Number of In-School Suspension Students

Percent of Yearly In-School Suspensions			
Year	SE	ELL	FRL
2014-2015	22%	2%	67%
2015-2016	20%	4%	60%
2016-2017	25%	3%	64%
2017-2018	26%	5%	63%
2018-2019	26%	4%	61%
2019-2020	26%	5%	65%
2020-2021	29%	4%	68%
2021-2022	23%	5%	63%
2022-2023	23%	5%	64%
2023-2024	19%	8%	69%
Overall % of 23-24 Student Population	11%	6%	44%

Takeaways: In-School Suspension

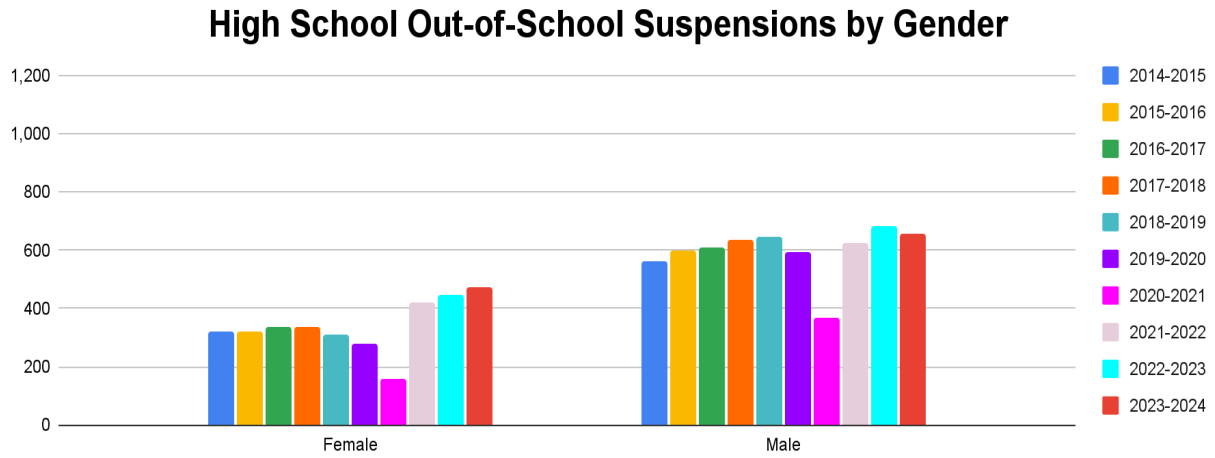
School administrators use in-school suspensions as a consequence for some student behaviors. Generally these are behaviors that are repeated (chronic), violate school rules, and disrupt the learning environment (e.g. inappropriate language use, a minor physical altercation), but are not serious enough to rise to the level of an out-of-school suspension or expulsion. Students receiving an in-school suspension attend school separately from their regular class schedule, typically in a room assigned by an administrator. Students are directed to complete school work on their own (with assistance from appropriate staff). After students serve their assigned in-school suspension, they return to their normal class schedule.

Overall, in-school suspension data in 2023-24 are similar to the rates from the 2022-23 school year. Compared to previous years, more high school students experienced an in-school suspension (but this increase did not occur in middle school). Similar proportions of students experienced in-school suspensions (but not expulsions). In-school suspension data continue to show evidence of disproportionality for students who identify as Male, Black, Hispanic, or Two or more races, and those participating in Special Education services, English Language Learner, and the free/reduced lunch program. Data from 2023-24 shows a slight **decrease** in disparity for students who participate in the Special Education services program and a slight **increase** in disproportionality for students who participate in the English Language Learner program.



Number of Out-of-School Suspension Students

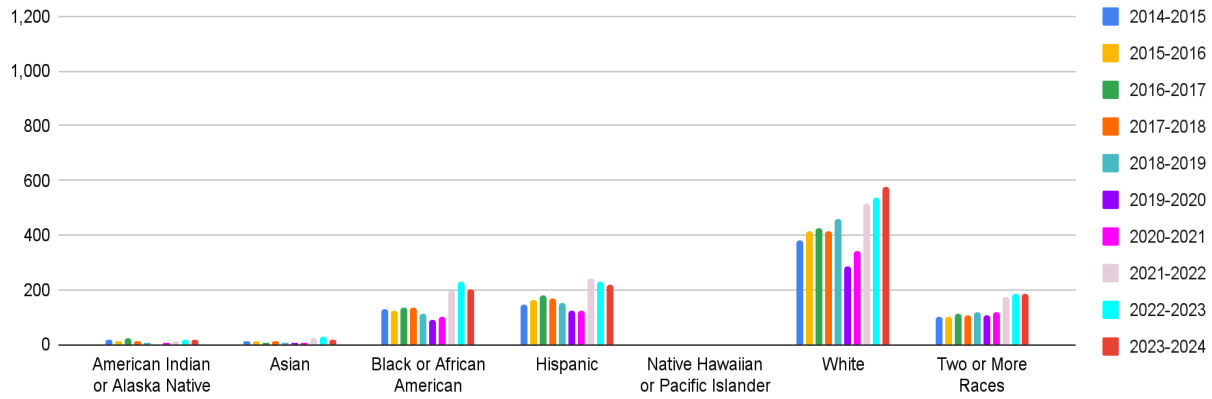
Percentage of Yearly Out-of-School Suspensions		
Year	Female	Male
2014-2015	32%	68%
2015-2016	30%	70%
2016-2017	26%	74%
2017-2018	27%	73%
2018-2019	33%	67%
2019-2020	35%	65%
2020-2021	36%	64%
2021-2022	40%	60%
2022-2023	39%	61%
2023-2024	36%	64%
Overall % of 23-24 Student Population	48%	52%



Number of Out-of-School Suspension Students

Percent of Yearly Out-of-School Suspensions		
Year	Female	Male
2014-2015	36%	64%
2015-2016	35%	65%
2016-2017	36%	64%
2017-2018	34%	66%
2018-2019	32%	68%
2019-2020	32%	68%
2020-2021	30%	70%
2021-2022	40%	60%
2022-2023	39%	61%
2023-2024	42%	58%
Overall % of 23-24 Student Population	48%	52%

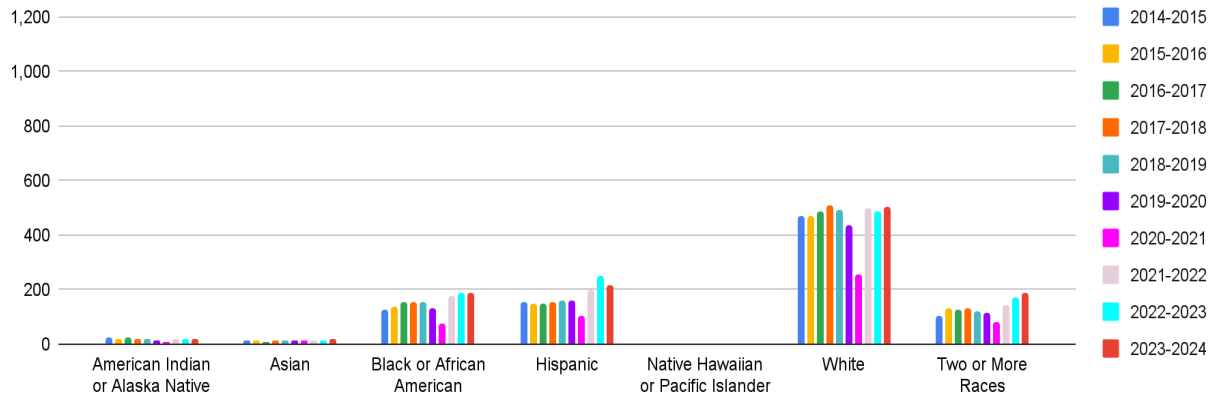
Middle School Out-of-School Suspensions by Race/Ethnicity



Number of Out-of-School Suspension Students

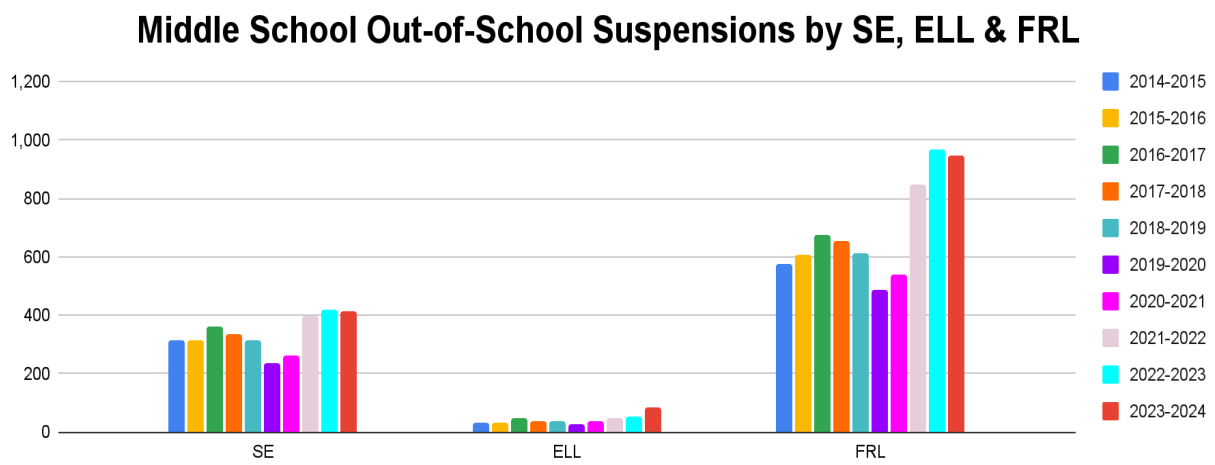
Percent of Yearly Out-of-School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	2%	2%	17%	19%	0%	48%	13%
2015-2016	1%	1%	15%	20%	0%	50%	12%
2016-2017	3%	1%	15%	21%	0%	48%	13%
2017-2018	1%	1%	16%	20%	0%	49%	13%
2018-2019	1%	1%	13%	18%	0%	54%	14%
2019-2020	0%	1%	15%	20%	0%	46%	17%
2020-2021	1%	1%	14%	18%	0%	49%	17%
2021-2022	1%	2%	17%	21%	0%	44%	15%
2022-2023	1%	2%	19%	19%	0%	44%	15%
2023-2024	1%	1%	17%	18%	0%	47%	15%
Overall % of 23-24 Student Population	1%	5%	8%	16%	0%	62%	10%

High School Out-of-School Suspensions by Race/Ethnicity



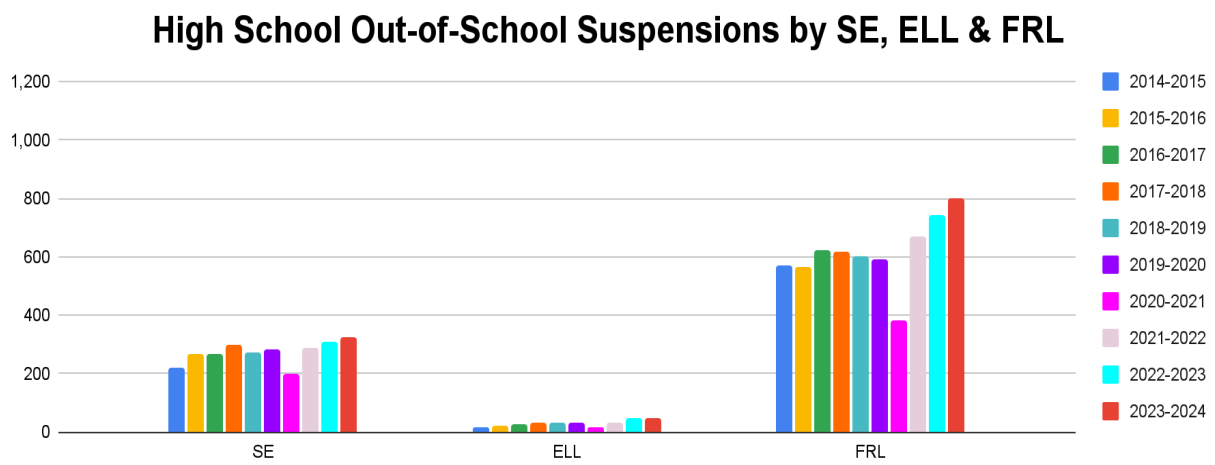
Number of Out-of-School Suspension Students

Percent of Yearly Out-of-School Suspensions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	3%	1%	14%	17%	0%	53%	11%
2015-2016	2%	2%	15%	16%	0%	51%	14%
2016-2017	3%	1%	16%	16%	0%	51%	13%
2017-2018	2%	1%	16%	16%	0%	52%	14%
2018-2019	2%	1%	16%	17%	0%	51%	12%
2019-2020	2%	2%	15%	18%	0%	50%	13%
2020-2021	2%	2%	14%	19%	0%	48%	16%
2021-2022	2%	1%	17%	19%	0%	48%	14%
2022-2023	1%	1%	17%	22%	0%	43%	15%
2023-2024	2%	1%	17%	19%	0%	45%	17%
Overall % of 23-24 Student Population	1%	4%	7%	17%	0%	62%	9%



Number of Out-of-School Suspension Students

Percent of Yearly Out-of-School Suspensions			
Year	SE	ELL	FRL
2014-2015	40%	4%	73%
2015-2016	38%	4%	74%
2016-2017	41%	5%	77%
2017-2018	40%	5%	78%
2018-2019	37%	4%	71%
2019-2020	38%	4%	78%
2020-2021	38%	5%	77%
2021-2022	34%	4%	73%
2022-2023	34%	4%	79%
2023-2024	34%	7%	78%
Overall % of 23-24 Student Population	16%	5%	49%



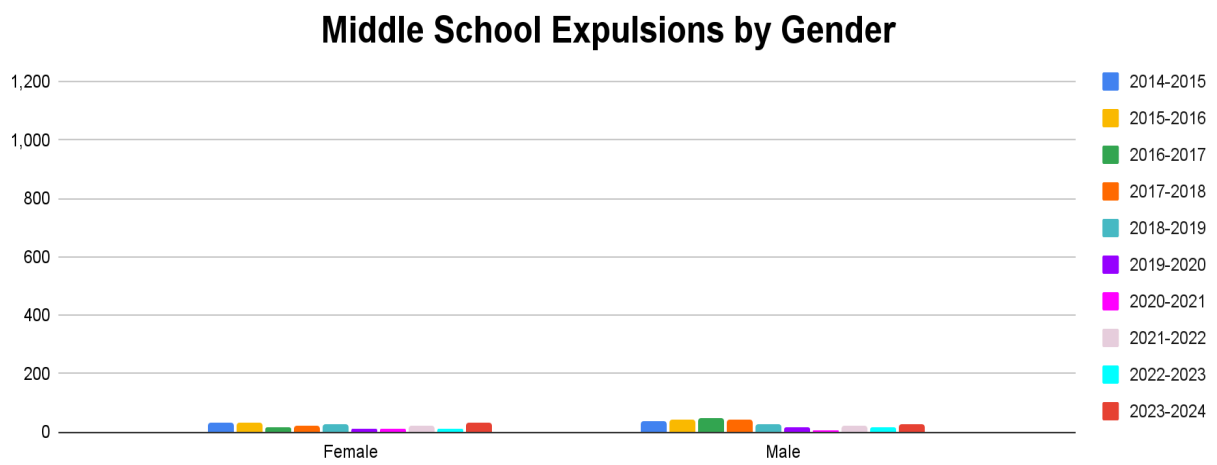
Number of Out-of-School Suspensions Students

Percent of Yearly Out-of-School Suspensions			
Year	SE	ELL	FRL
2014-2015	25%	2%	64%
2015-2016	29%	2%	61%
2016-2017	28%	3%	66%
2017-2018	30%	3%	63%
2018-2019	29%	3%	63%
2019-2020	32%	3%	68%
2020-2021	38%	3%	72%
2021-2022	27%	3%	64%
2022-2023	27%	4%	66%
2023-2024	29%	4%	71%
Overall % of 23-24 Student Population	11%	6%	44%

Takeaways: Out-of-School Suspension

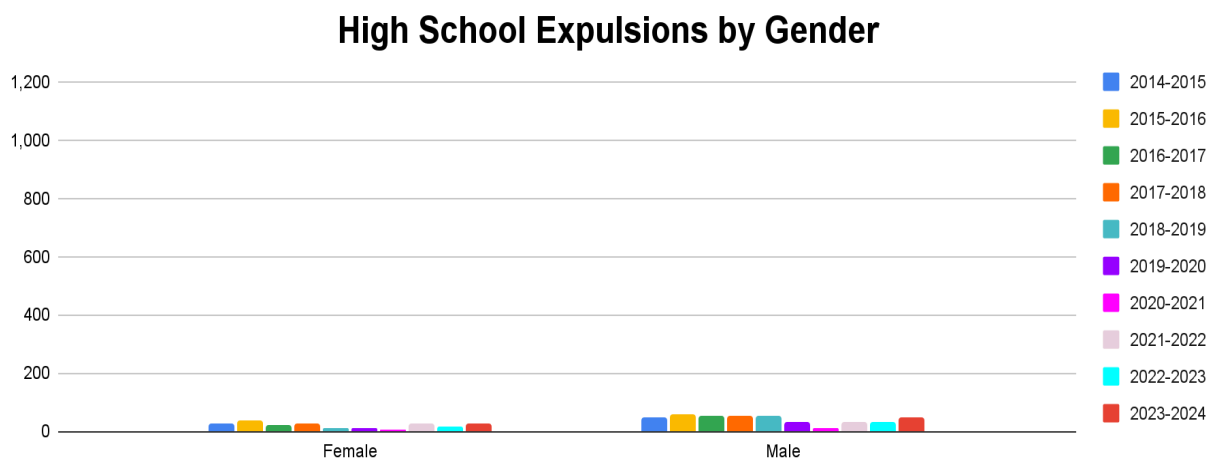
School administrators use out-of-school suspensions as a consequence for more serious student behaviors. Generally these are behaviors that are repeated (chronic), violate school rules, and seriously disrupt the learning environment (e.g. perceived harassment of another student or staff, or a more serious physical altercation), but are not serious enough to rise to the level of expulsion. Students receiving an out-of-school suspension cannot physically enter a school. After students serve their assigned out-of-school suspension time period, they return to their normal class schedule after a meeting with school administrators.

Overall, out-of-school suspension data in 2023-24 are similar to the rates from the 2022-23 school year. Compared to previous years, similar proportions of students experienced out-of-school suspensions. Out-of-school suspension data continue to show evidence of disproportionality for students who identify as Male, Black, Hispanic, or Two or more races, and those participating in Special Education services and the free/reduced lunch program. Little to no disparity evidence exists for students in the English Language Learner program in high schools, while a slight disproportionality exists for such students in middle schools.

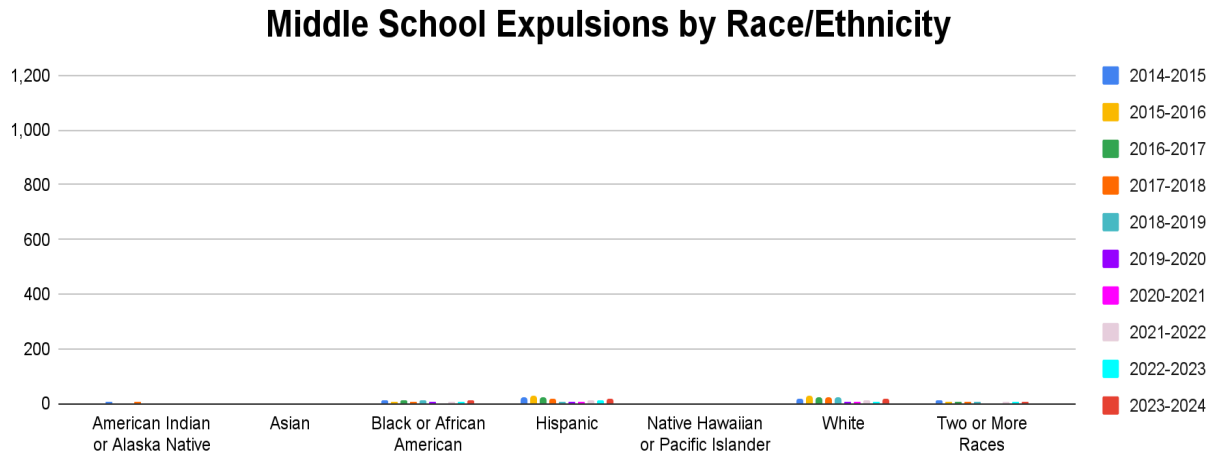


Number of Expelled Students

Percentage of Yearly Expulsions		
Year	Female	Male
2014-2015	44%	56%
2015-2016	42%	58%
2016-2017	29%	71%
2017-2018	32%	68%
2018-2019	49%	51%
2019-2020	40%	60%
2020-2021	63%	37%
2021-2022	44%	56%
2022-2023	41%	59%
2023-2024	54%	46%
Overall % of 23-24 Student Population	48%	52%

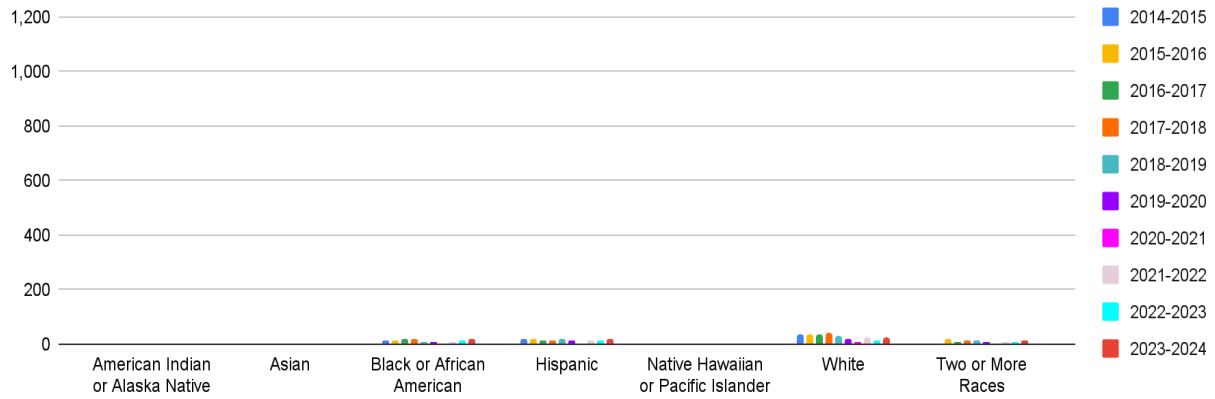


Percent of Yearly Expulsions		
Year	Female	Male
2014-2015	35%	65%
2015-2016	40%	60%
2016-2017	29%	71%
2017-2018	33%	67%
2018-2019	19%	81%
2019-2020	24%	76%
2020-2021	31%	69%
2021-2022	44%	56%
2022-2023	33%	67%
2023-2024	37%	63%
Overall % of 23-24 Student Population	48%	52%



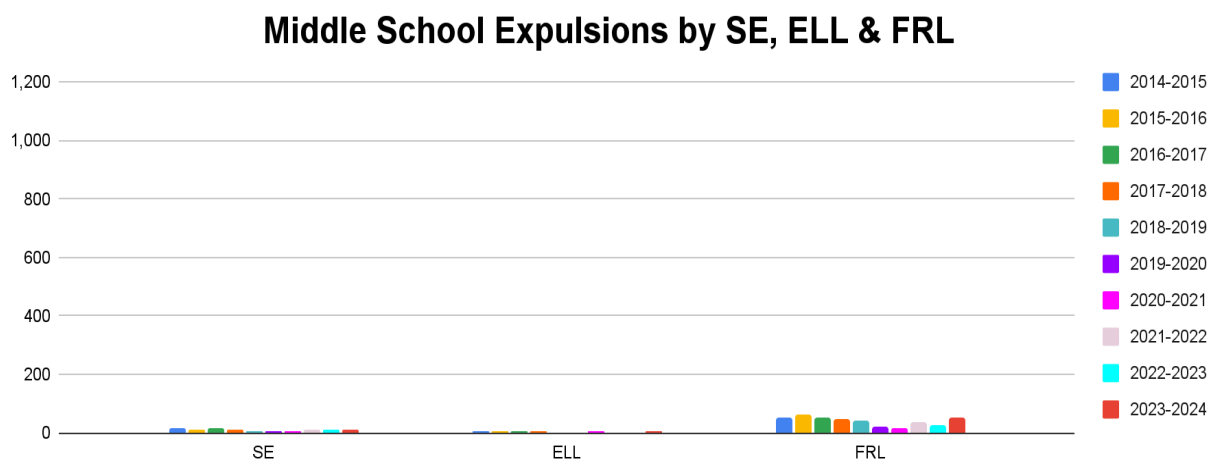
Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2014-2015	6%	0%	17%	31%	0%	29%	17%
2015-2016	1%	1%	12%	36%	0%	41%	8%
2016-2017	5%	3%	17%	33%	0%	33%	8%
2017-2018	6%	0%	15%	27%	0%	40%	11%
2018-2019	4%	2%	20%	16%	0%	43%	16%
2019-2020	0%	4%	28%	24%	0%	36%	8%
2020-2021	0%	0%	16%	21%	0%	47%	16%
2021-2022	5%	0%	16%	26%	0%	33%	21%
2022-2023	0%	0%	14%	34%	0%	31%	21%
2023-2024	2%	2%	20%	29%	0%	36%	13%
Overall % of 23-24 Student Population	1%	5%	8%	16%	0%	62%	10%

High School Expulsions by Race/Ethnicity



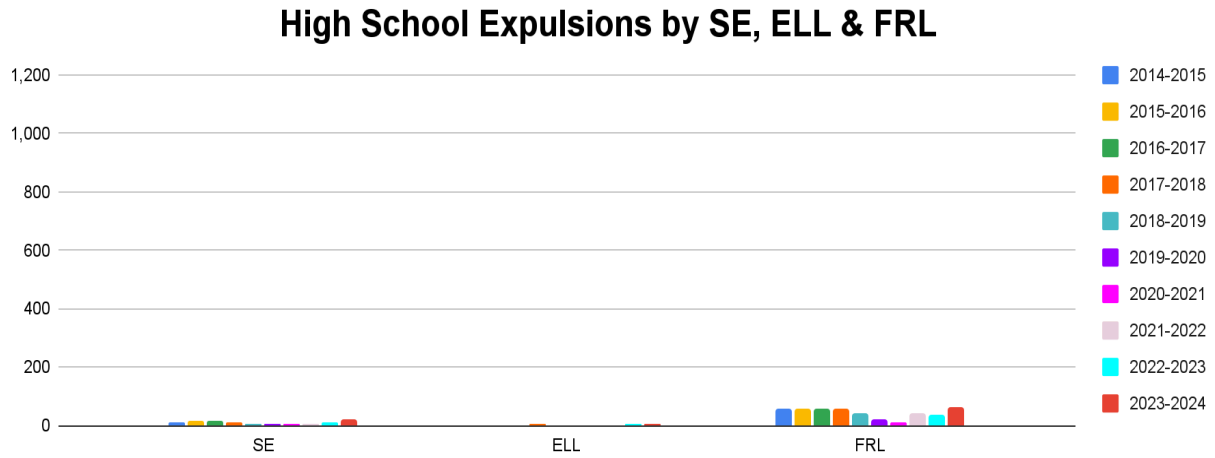
Number of Expelled Students

Percent of Yearly Expulsions							
Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific	White	Two or More Races
2014-2015	5%	1%	18%	24%	0%	47%	5%
2015-2016	4%	3%	15%	20%	0%	39%	18%
2016-2017	4%	0%	22%	16%	0%	46%	12%
2017-2018	0%	0%	21%	14%	0%	49%	15%
2018-2019	1%	3%	9%	28%	0%	44%	15%
2019-2020	0%	0%	12%	24%	0%	49%	15%
2020-2021	0%	6%	19%	19%	0%	56%	0%
2021-2022	0%	2%	12%	26%	0%	46%	14%
2022-2023	2%	0%	23%	31%	0%	29%	15%
2023-2024	4%	1%	22%	22%	0%	32%	18%
Overall % of 23-24 Student Population	1%	4%	7%	17%	0%	62%	9%



Number of Expelled Students

Percent of Yearly Expulsions			
Year	SE	ELL	FRL
2014-2015	23%	4%	74%
2015-2016	11%	4%	84%
2016-2017	22%	5%	79%
2017-2018	18%	6%	76%
2018-2019	12%	4%	80%
2019-2020	28%	4%	84%
2020-2021	32%	16%	89%
2021-2022	21%	2%	79%
2022-2023	31%	3%	86%
2023-2024	20%	7%	93%
Overall % of 23-24 Student Population	16%	5%	49%



Number of Expelled Students

Percent of Yearly Expulsions			
Year	SE	ELL	FRL
2014-2015	13%	0%	75%
2015-2016	17%	1%	61%
2016-2017	18%	3%	74%
2017-2018	15%	4%	68%
2018-2019	10%	1%	60%
2019-2020	7%	2%	54%
2020-2021	25%	0%	69%
2021-2022	11%	2%	77%
2022-2023	21%	6%	77%
2023-2024	26%	5%	82%
Overall % of 23-24 Student Population	11%	6%	44%

Takeaways: Expulsions

School administrators use expulsions as a consequence for some of the most serious student behaviors. Generally these are behaviors that violate school rules, seriously disrupt the learning environment, and are associated with potential physical harm to self or others (e.g. possession of a weapon or drugs at school). Expelled students are suspended (out of school) for 5 days by the school and referred to Student Services at the district office. Students make an appointment with the appropriate staff in the Student Services department who decide whether the student is expelled. Expelled students are expected to attend the Student Support Program. When their expulsion is completed, a meeting is held at Student Services to develop a plan to return to school. This plan generally includes the behaviors, interventions, and supports needed to prevent recidivism.

Overall, expulsion data from the 2023-24 school year continues to show small numbers of students who experience this most serious discipline consequence. Because of the small numbers of students in each category, there will be more change from year to year in the proportions of students represented in the tables in this section.

Overall trends in the expulsion data remain relatively consistent and continue to show evidence of disproportionality. However, the rate of expulsions for middle school students identifying as Male, Hispanic, Two or more races, and students who receive Special Education services may show decreased disproportionality, but the overall low number of students who experience expulsion may explain these percentage changes from year to year.

At the high school level, the overall trends in the expulsion data remain relatively consistent and continue to show evidence of disproportionality, similar to the middle school data. The rate of expulsions for high school students who identify Hispanic may show decreased disproportionality. Again, the small numbers of students who experience expulsion in these groups may explain these percentage changes.

Overall Takeaways and Recommendations

2023-2024

Each year since 2019-20, part of the SRO Program review has included a review of annual calls for service resulting in referrals to juvenile court–and comparing current data to the years before and after the reintroduction of SROs into middle school as part of the Safe and Successful Kids Interlocal Agreement. This is one measure of providing insight as to whether the addition of SROs increased student involvement in the juvenile justice system. This is an issue of concern that has been mentioned on a perennial basis. Of the top six incident types (assaults, narcotics, trespassing, disturbances, and vandalism) constituting over 80% of the calls for service resulting in a referral, referrals were all down in 2023-24, when compared to the prior year. Referrals resulting in calls for service for all six incident types also show a substantial percentage decline when compared to the four-year average. In addition, total calls for service during 2023-24, as compared to 2022-23, were (1) down 59 at the middle school level, and (2) down nearly 100 at the high school level.

Overall Takeaway 1:

SSKI Data consistently point to program efficacy, goal alignment

The original memorandum of understanding formulated in 2018 between the City of Lincoln and Lincoln Public Schools, and reaffirmed numerous times since, identified the following as the first goal of the SRO program: “To create a common understanding that: (a) school administrators and teachers are ultimately responsible for school discipline and culture; (b) SROs should not be involved in the enforcement of school rules; and (c) a clear delineation of the rules and responsibilities of SROs as to student discipline, with regular review by all stakeholders, is essential.“

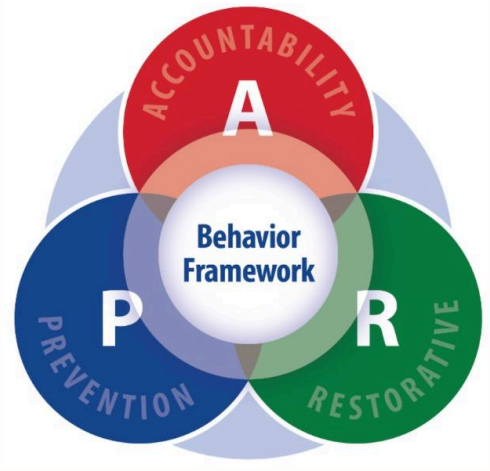
The above stated goal grew out of public input sessions at the inception of the Safe and Successful Kids initiative. Feedback from these sessions included questions and concerns regarding the potential for school resource officers being used in the management of student disciplinary issues. The broader stated concern related to the potential blurring of delineation of duties of law enforcement from those of administration, and the potential for school based disciplinary proceedings to be handled as criminal violations leading to a substantial increase in students who are subsequently in the juvenile justice system as offenders.

The 2023-24 data, as well as the four-year lookback data, provide evidence that the above stated concerns have not manifested themselves in the City of Lincoln - Lincoln Public Schools SRO program. More specifically, the data demonstrate that in 2023-24:

- Only 14% of calls for service resulted in a referral to county attorney, as compared to the four year average of 31%.
- Of these calls for service that resulted in a juvenile referral, only one student was lodged at the Youth Services Center.
- Total juvenile referrals issued were 185, compared to the four-year average of 402.
- Total calls for service declined at both the middle and high school level..

In addition, administrators initiated the highest percentage of calls for service that resulted in a juvenile referral. High levels of Administrator involvement are indicative of ongoing, strong communications practices and procedures that help to ensure a delineation and distinction between incidents best handled as school discipline and those which necessitate a call for service to LPD.

It should also be noted LPS utilizes the PAR framework across the district.



PAR asserts positive expectations for behavior, coupled with resources and support, creating a positive school culture for both students and staff to feel safe, respected and valued. The framework reinforces positive behavior and includes a matrix for accountability that promotes consistency, communication and opportunities for teaching, re-teaching and growth when unwanted behaviors occur. The PAR framework is tied to both student and staff well-being and outcomes.

Overall Recommendation 1:

Continue professional development to reinforce separation of law enforcement & student discipline

In partnership, LPS and LPD should continue a robust program of school administrator/SRO professional development to reinforce the separation of law enforcement and student discipline. LPD should also continue seeking to accurately record when administrators are involved in the referral to SROs. Both LPS and LPD will closely monitor data related to the percentage of time an administrator is notified when a call for service results in a referral–and analyze those situations where an administrator was not notified to understand the reasons why such notification did not occur.

Both entities should also continue with implementation of restorative justice programs and closely monitor LPD calls for service, referrals to the county attorney, and LPS student discipline data throughout the year.

In addition, LPS should continue training on and implementation of the PAR framework to reinforce positive behavior and proactively address behavior issues before such issues rise to the level of school discipline or SRO calls for service.

Overall Takeaway 2:

Presence of School Resource Officers enhances perception of Safe Schools

School Resource Officers are utilized, in part, to enhance safety, as well as the perception of safety within our schools. This interest must be continually balanced with the fifth goal of the SRO program as outlined in the City/LPSMemorandum Of Understanding: “To employ best practices so that all students are treated impartially and without bias by SROs and LPS staff in alignment with applicable City and LPS equity policies.”

Perceptual data from students, families, and certified staff through the the 2024 spring perception survey of student responses indicates that School Resource Officers enhance the perception of school safety:

- 82% of student respondents indicated they felt safer with the officer on campus.
- 87% of students who were aware of the SRO at their school agreed with the statement that overall, the school is safer because the SRO is in our building.
- Families reported positive perceptions of the school, resource officer in the building
- Families reported they felt safer and that the school was safer with the SRO in the building

- Certified staff reported positive perceptions of the school, resource officer in the building
- Certified staff reported that when observing the SRO interacting with students because of an issue, they felt students were treated fairly and listen to and that the SRO behaved in a professional manner

When this perceptual data is paired with the statistics on decreased calls for service and decreased numbers of referrals to the County Attorney, there is both perceptual and empirical data indicating SROs are a valuable component to ensuring a safe school environment.

Perceptual data indicates strong alignment across groups surveyed regarding the positive perceptions of the presence and professionalism of school resource officers in the district. While survey results were higher for the 23–24 school year, LPS should continue to strive for higher response rates year over year to ensure that the perceptual data accrued is authentically reflective of the diversity of students, families, and staff, in order to fulfill our commitments to just, fair, and equitable treatment of all.

Overall Recommendation 2:

Continue to strive for increased response rates & review LPD CFS/referrals and LPS discipline data

To better understand and respond to disparity, LPS and LPD should continue to review CFS/Referrals and school discipline suspensions/expulsions to identify methods and strategies (such as Restorative Justice and Hope Science), as well as new professional development opportunities, that may decrease disparity. This data may open avenues to better understand complicating factors that need to be addressed regarding first time behaviors as well as issues of recidivism

Overall Takeaway 3:

Threat Assessment is an essential component of SSKI

While threat assessment is the ninth most common amongst the top 12 calls for service, the threat assessment percentage change from the four year average is up 330% (from a four-year average of 10 in 2015–19 to 43 in 2023–24). With the training and deployment of threat assessment teams within our schools, the expertise of threat assessment specialists working collaboratively through our SSKI partnership, and the promotion/use of the “Safe To Say” program, staff attribute at least some of this increase to both enhanced awareness among students and staff and improved reporting/response tools.

Overall Recommendation 3:

Continue to build on and enhance capacity of Threat Assessment Team

LPS and LPD should continue to build, deploy, and enhance the capacity and expertise of Threat Assessment Teams within LPS. These Threat Assessment Teams put risk assessment into context by managing and predicting risk via examination of static, dynamic and protective risk factors. This case-driven approach allows trained teams to monitor patterns and coordinate communication over time in a manner that promotes dignity and respect for all parties involved.

APPENDIX A

MEMORANDUM OF UNDERSTANDING BETWEEN CITY OF LINCOLN AND LINCOLN PUBLIC SCHOOLS REGARDING SCHOOL DISCIPLINE AND SCHOOL RESOURCE OFFICERS

This Memorandum of Understanding (MOU) is made and entered as of the date fully executed below, by and between the City of Lincoln (City) on behalf of the Lincoln Police Department (LPD), and the Lancaster County School District No. 001, also known as Lincoln Public Schools (LPS):

WHEREAS, LPS and City share the goal of promoting school safety and a positive school climate;

WHEREAS, LPS and City have a successful partnership spanning decades of enhancing the safety of LPS students with the School Resource Officer (SRO) program wherein LPD officers are assigned to LPS schools, and agree to continue and enhance the operation of an SRO program;

WHEREAS, all parties acknowledge that crime prevention is most effective when LPS, LPD, parents, behavioral health professionals, and the community are working in a positive and collaborative manner;

WHEREAS, LPS and City agree it is important to create a school environment in which conflicts are de-escalated and students are provided developmentally appropriate and fair consequences for misbehavior that address the root causes of their misbehavior, while minimizing the loss of instruction time;

WHEREAS, LPS staff should generally not involve LPD's School Resource Officer(s) (SRO) in enforcement of LPS discipline policies;

WHEREAS, LPS and City recognize that student contact with LPD's SROs and LPS staff builds positive relationships leading to better student outcomes; and

WHEREAS, LPS and City agree that student discipline practices and referrals to the juvenile justice system need to be closely monitored to ensure fair and equitable treatment for all LPS students.

NOW, THEREFORE, LPS and City agree as follows:

Section 1. School Discipline and Law Enforcement Program

Goals.

1. To create a common understanding that: (a) school administrators and teachers are ultimately responsible for school discipline and culture; (b) SROs should not be involved in the enforcement of school rules; and (c) a clear delineation of the roles and responsibilities of SROs as to student discipline, with regular review by all stakeholders, is essential.
2. To minimize student discipline issues so they do not become school-based

referrals to the juvenile justice system;

3. To promote effectiveness and accountability;

4. To provide training as available to SROs and appropriate LPS staff on effective strategies to work with students that align with program goals;

5. To employ best practices so that all students are treated impartially and without bias by SROs and LPS staff in alignment with applicable City and LPS equity policies; and

6. To utilize best practices for training and oversight with the goal of reducing disproportionality.

Section 2. Roles and Responsibilities for the SRO Program Regarding School Discipline.

1. Disciplining students is the responsibility and authority of LPS, school administrators, and parents. Law enforcement is the responsibility of LPD. LPS and City shall use best efforts to follow the principles in this MOU regarding the division between school discipline and law enforcement.

2. SROs can provide assistance when: (a) required by law under Neb. Rev. Stat. §§ 79-262 and 79-293 or other state or City law; (b) there is a threat to the safety of students, teachers, or public safety personnel; (c) to assist with victims of crime, missing persons, and persons in mental health crisis; (d) in an attempt to prevent criminal activity from occurring; or (e) it is required as part of emergency management response.

3. SROs should not act as school disciplinarians. LPS staff should not involve SROs in disputes that are related to issues of school discipline; however, SROs and other LPD staff as a complement to school staff, may provide education or act in the role of a mentor, counselor, or trusted adult as herein provided.

4. SROs should not interview students or collect evidence for solely LPS disciplinary purposes.

5. LPD shall inform LPS of its policy that addresses when a parent or guardian will be notified or present if a student is subjected to questioning or interrogation by an SRO. LPS shall provide written notice of the LPD policy or regulation and make the location of that information available to all parents or guardians. LPS shall provide written notice of any LPS policy related to the school official's questioning or interrogation of students made in conjunction with an employee of LPD. LPS shall make the location of that policy available to all parents or guardians.

6. LPD shall inform LPS of its policy that addresses under what circumstance a student shall be advised of constitutional rights prior to being questioned or interrogated by an SRO. LPS shall provide written notice of the LPD policy and any LPS policy addressing students being advised of constitutional rights prior to being questioned or interrogated by a school official or by a school official in conjunction with an SRO or an employee of LPD. LPS shall make the location of those policies available to all parents or guardians.

7. LPD and LPS shall both comply with the school's rules and standards concerning the type or category of student conduct or actions that will be resolved as a disciplinary matter by a school official and not subject to referral to law enforcement and the type of student conduct or actions that will be referred to law enforcement for prosecution as required by Neb. Rev. Stat. § 79-262. LPS shall make the location of that information available to all parents or guardians.

8. LPD shall keep records on each student referral by an SRO for prosecution in response to an incident occurring at school, on school grounds, or at a school-sponsored event and ensure that such records allow for analysis or related data and delineate: (a) The reason for such referral; and (b) Federally identified demographic characteristics of such student.

9. LPD's SROs shall maintain a high level of confidentiality of all matters regarding LPS staff and student information.

Section 3. Training.

1. Within six (6) month of being assigned as SROs to LPS, each SRO shall have completed a minimum of twenty-hours of training focused on school-based law enforcement, including, but not limited to, coursework focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice practices, and preventing violence in school settings. Assignments as an SRO that do not meet the definition of "School resource officer" found in Neb. Rev. Stat. § 79-2702 are not subject to the requirements of this MOU, but the use of such assignments should not be used to circumvent the training requirements set forth in this paragraph.

2. Within six (6) months of an SRO being assigned to a school building, a minimum of one (1) administrator in that school building will have completed a minimum of twenty (20) hours of training, including, but not limited to, course work focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice, and preventing violence in school settings.

3. Training completed prior to the adoption of this MOU shall count toward the accumulation of twenty (20) hours of required training.

Section 4. SRO Program Review.

1. LPD shall inform LPS of its process for accepting complaints regarding SROs. In collaboration with LPD, LPS shall develop notice of the LPD policy and make the location of that information available to all parents or guardians. If such a process does not exist, complaints shall be forwarded to LPD.

2. LPS, in collaboration with LPD, shall conduct an annual review of the SRO program and shall: (a) make modifications as necessary to accomplish stated SRO program goals; and (b) create a report of the review to be provided to both parties and, to the extent permitted by law, made available online. The interlocal board will establish an evaluation process, to include community stakeholders, as part of the regular review of program goals and relevant data, including the specific measures, data points, and metrics included in the report. The first of the annual report will be for the 2019-2020 school year.

Section 5. Community Partnerships.

LPS and LPD shall continue to collaborate with community and governmental agencies to further program goals, support strategies to divert students from the criminal justice system, and access additional support services for students.

Section 6. Liability and Indemnification.

Nothing in the performance of this MOU shall impose any liability for claims made against the parties, and the parties agree to indemnify the other for intentional wrongdoing or negligence by the alleged offending party, related to this MOU.

Section 7. Term, Termination, and Related Documents.

1. The term of this MOU shall commence on January 1, 2021, through August 31, 2021, and thereafter may be automatically renewed for successive one (1) year terms until and unless either party provides the other party with a written notice of nonrenewal prior to the end of the one (1) year term. This MOU can be terminated at any time without cause with six (6) months' written notice to the other party. City and LPS shall endeavor to incorporate this MOU into any annual funding interlocal agreements for establishment and funding of SROs in LPS schools. This MOU may be amended in writing based on the annual review and new developments.

2. This MOU supersedes and terminates the MOU adopted by the City (via Resolution Number A-91046) and LPS in May 2018, effective January 1, 2021.

CITY OF LINCOLN

Leirion Gaylor Baird, Mayor — Date: 12/17/2020

LANCASTER COUNTY SCHOOL DISTRICT NO. 001

MB

Dr. Steve Joel, Superintendent — Date: 12/1/20

APPENDIX B

2024-2029 LPS Strategic Plan
Positive Behavior Goals

The 2024-2029 LPS Strategic Plan is available at https://home.lps.org/strategicplan/

Positive Behavior Goals in the Strategic Plan

- By June 2029, reduce total suspensions for ALL students by 20%.
- By June 2029, reduce suspension disproportionality ratios to 1.2 or less for all student groups.

Positive student behavior can be identified and measured in many ways, and is quantified using a variety of metrics in Lincoln Public Schools. While the district suspension rate is the baseline data used for this goal, positive behavior can show up in a variety of ways across the district. Schools will continue to evaluate positive behavior through the use of attendance data, perception surveys for students and parents, the percentage of students with no referrals, number of positive recognitions, measures of school climate and culture, the percent of students with no tardies or truancies, participation in extracurricular activities, and other measures of school climate and positive student behavior.

Lincoln Public Schools considers two important factors when examining how schools increase positive student behavior. The first is to consider the systems and structures that play a role in preventing or reducing inappropriate behavior. These systems encourage positive behavior through a positive school climate, clear expectations, and strong relationships between students and adults. The second consideration is to think about what happens when inappropriate behavior does occur. These considerations include staff responses to problem behavior, de-escalation strategies, tiers of interventions, restorative practices, and consistent consequences.

Although LPS continues to make progress in the reduction of students receiving a suspension from school, disparities continue to exist between student groups. Suspension ratios are used to calculate the level of disparity at which certain student groups are suspended, when compared to “All Students.” A ratio of 1 signifies that the demographic group is no more likely than “All Students” to be suspended (or a 1:1 ratio). LPS continues to strive to reduce disproportionate suspensions rates to 1.2 or less for all student groups.

The LPS PAR Behavior framework for PK-1

(Note: See https://home.lps.org/studentservices/par-behavior-framework/ for more information and the complete PAR document.)

The Prevention, Accountability, and Restorative behavior framework, also referred to as the PAR framework, is derived from multiple evidence-based practices that support positive behavior. The PAR framework includes components from frameworks and approaches referred to as PBIS, MTSS, BIST, and others.

Additionally, both trauma informed and restorative practices are significant components of the framework as both practices are ways to build strong, culturally responsive communities where student needs can be addressed in a proactive manner, which in turn decreases the need for responses to unwanted behaviors. While the frameworks listed above may have different approaches and supports within their systems, all the frameworks are designed to be proactive and support student needs and serve as the basis for accountability so that students have positive academic and behavioral outcomes. An effective behavior framework is comprehensive, holistic, and adaptable to the needs of the school community and aims to create a positive and supportive environment that fosters not only academic success, but also social-emotional well-being for all students.

The professional learning plan for implementing the PAR Framework aims to provide comprehensive learning for staff. It will commence with an overall introduction to the PAR Framework for all staff in the fourth quarter of the 2023-2024 school year. The School Improvement Plan (SIP) workshop in the summer of 2024 will offer teams at each building the opportunity to assess and plan for the systems and practices affected by the framework's implementation. As staff return to work in August, dedicated professional learning sessions on the framework will be conducted. Monthly administrator meetings will incorporate time for planning, acquiring new knowledge, and providing feedback on the framework. Additionally, there will be quarterly modules designed and based on feedback and adjustments made to the framework. It is important to emphasize that the framework will continually evolve as feedback is collected throughout the implementation year and beyond.

Main Components of the PAR Framework:

- Prevention: the intentional planning and implementation of consistent systems and practices that build relationships and community, establish clear expectations and routines, and utilize a mindset of high expectations and high support.
- Accountability: a transparent and consistent process that includes a combination of re-teaching skills, repairing harm, appropriate consequences, and communication.
- Restorative: a collection of reflective and inclusive processes that focus on proactively building relationships and community, while also addressing harm in a manner that allows for meaningful accountability.

The PAR framework is based on models that emphasize proactivity by teaching, reinforcing, and recognizing students who engage in positive behavior as well as support students who exhibit the need for additional support by engaging in unwanted behavior. Using research-based models and approaches, Lincoln Public Schools can provide positive behavior supports for all students so that we can build strong and safe school communities while providing the highest quality education for all students. (Note: see the full PAR report at https://home.lps.org/studentservices/par-behavior-framework/ for a list of research references).

Additional Efforts

- **Additional mental health staff** have been added in recent years, including additional elementary school counselors, school social workers, and school psychologists. Each of these "clinician groups" receives additional training to help support schools with mental health, restorative practices, and student support.

- **Disproportionality training** was provided to all middle school and high school MTSS teams during the summer of 2021 and will be replicated with elementary teams during the summer of 2022 and 2023.

- **Ruthie Payno-Simmons & Kent McIntosh** are nationally recognized educators and consultants who have been working with LPS over the last few years. These experts have helped LPS implement additional professional learning opportunities for staff in the areas of disproportionality and equitable practices.

- **The Lighthouse Alternative to Suspension Program** was created as a joint partnership between LPS and The Lighthouse t o provide students who are suspended for two or more days, a place to go while they are out of school. Students attend TheLighthouse during the day while they are suspended from school, get help with school work, and participate in restorative conversations to address the needs of the student, with the aim to reduce future suspensions.

APPENDIX C

Lincoln Public Schools
Student Perception Survey
2023-24

Development of the District Perception Surveys (student, staff and families) began in the 2014-2015 school year. The initial work focused on the following steps: (1) identifying the constructs to be measured and generating clear operational definitions, (2) developing items, (3) conducting item try-outs that included both feedback and empirical data, and (4) developing final field test forms. A district-wide field test was conducted in the spring of 2017. The results of the field test were analyzed and used to revise the instrument for full implementation in the 2017-2018 school year. At that time the survey measured perception in 4 areas: Curriculum, Instruction, and Assessment; School Culture and Climate; Student and Staff Relationships; and Student Engagement. The survey is administered in the spring of each year and is administered to all stakeholders (parents, students, and staff). Results are used to help guide the school improvement process.

The interlocal agreement with Lincoln Public Schools, Lincoln Police Department and the city of Lincoln called for an evaluation of the school resource officers. Instead of creating a stand-alone instrument for this purpose, it was decided to append items to the end of the existing Perception survey. Stakeholders have had the opportunity to respond to items specifically about School Resource Officers since the spring of 2019 after the School Resource Officers were placed in secondary schools.

District Perception Surveys were not administered in the spring of 2020 due to the COVID-19 pandemic but resumed in the spring of 2021.

In 2023-2024 Lincoln Public Schools adopted a new 5-year strategic plan. To address the vision and goals laid out in the *LPS Strategic Plan 2024-29,* the Lincoln Public Schools District Perception Survey was extensively revised. Feedback across administrations indicated that making comparisons across surveys is important to stakeholders. That feedback led LPS to decide surveys for students, families, and certified staff should be as similar as possible, including the scale used. All surveys are now on a Likert scale of 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree.

Items specific to school resource officers remained largely unchanged. One item was added and two items were removed from the survey:

- Based on feedback received in 2023, the item “Overall, my school is safer because the School Resource Officer (SRO) is in our building.” was added.
- The item “The School Resource Officer (SRO) was considerate of my feelings.” was removed because other items seemed to better reflect this idea.
- The item “Has the School Resource Officer (SRO) presented in any of your classes?” was removed because it was determined that presentations were not central to the school resource officer’s (SRO’s) job.

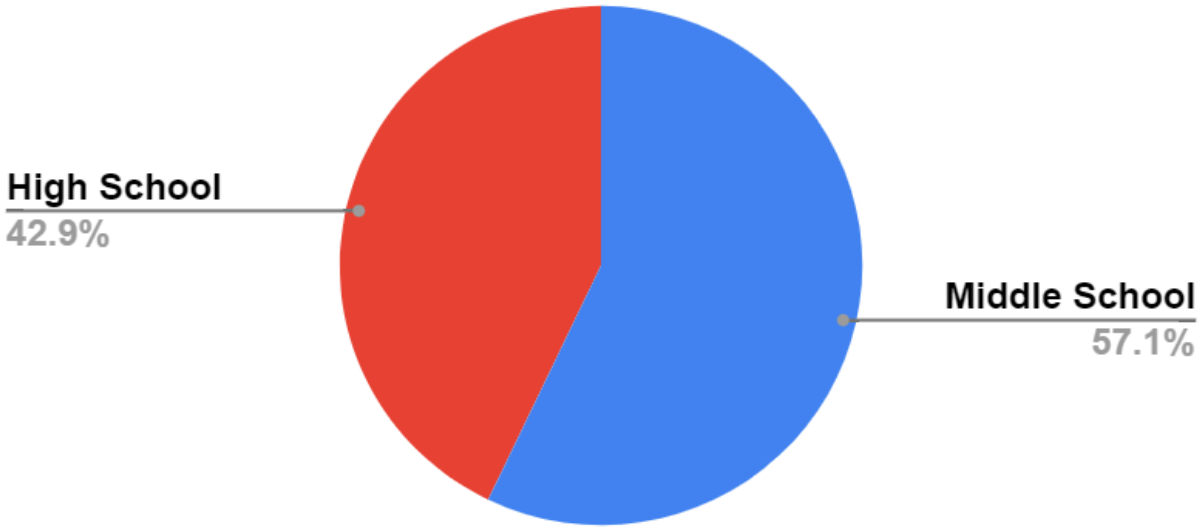
The 2024 District Perception Survey was scheduled to be administered April 1-15, 2024. Due to low participation rates and multiple requests from schools to extend the closing date, surveys remained open until April 26, 2024. 2024 survey participation is summarized as follows:

- 13,816 middle and high school students responded, approximately 150 more students than in 2023 (n= 13,670).
- 2,098 middle and high school families responded, which is slightly fewer than the 2,187 who responded in 2023.
- 1,218 middle and high school staff responded, representing a 55% increase over 2023 (n=788).

The results of the 2024 District Perception Survey were similar to those of previous years. Respondents, students, parents, and certified staff, had positive perceptions of the School Resource Officers (SROs).

Student - Total Responses

School Level



Response	Number of Responses
Middle School	7,890
High School	5,926

Student - Total Responses

What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	523	6.63%
Dawes	255	3.23%
Goodrich	585	7.41%
Irving	699	8.86%
Lefler	540	6.84%
Lux	737	9.34%
Mickle	643	8.15%
Moore	569	7.21%
Park	657	8.33%
Pound	783	9.92%
Schoo	719	9.11%
Scott	1,102	13.97%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	65	0.82%
Pathfinder Educ. Prog.	1	0.01%
MS Student Support Prog.	12	0.15%

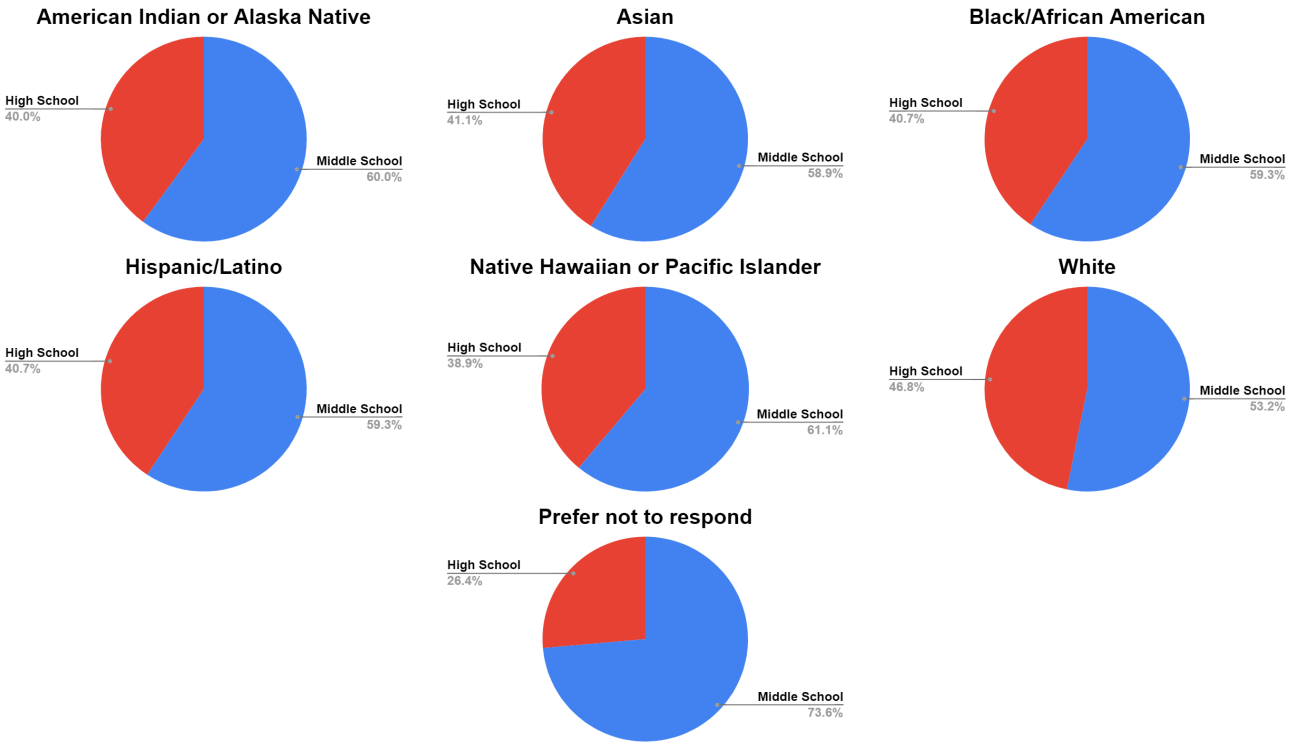
Student - Total Responses

What is your high school or program?

Response	Number of Responses	Percent of Responses
East	1,344	22.68%
Lincoln High	680	11.47%
North Star	348	5.87%
Northeast	498	8.40%
Northwest	515	8.69%
Southeast	573	9.67%
Southwest	1,290	21.77%
Standing Bear	262	4.42%
Arts & Humanities FP	63	1.06%
The Bay High	39	0.66%
Bryan Comm. FP	108	1.82%
The Career Academy	100	1.69%
Pathfinder Educ. Prog.	0	0.00%
Science FP	71	1.20%
HS Student Support Prog.	3	0.05%
Yankee Hill Prog.	14	0.24%
Graduation Pathway	18	0.30%

Student - Responses by Ethnicity

School Level



	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/ Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Middle School	320	584	907	992	127	4,101	859
High School	213	408	622	682	81	3,612	308
Total Responses	533	992	1,529	1,674	208	7,713	1,167

A total of 13,816 secondary students (7,135 middle school and 6,535 high school). This is 150 more responses than last year, 13,670.

When asked about their racial/ethnic background, students could select as many groups as they felt described their background. The majority of students, 55%, (4,101 middle school and 3,612 high school) identified white as one of their racial/ethnic groups.
The next racial/ethnic group with the most responses was Hispanic/Latino with 12% (1,714) of students indicating that as one of their racial/ethnic groups (992 middle and 682 high school). Black/African American was the third most chosen response as students' racial/ ethnic group 11% (907 middle and 622 high school). Asian was the next most often chosen racial/ethnic group with 7% of the responses (584 middle and 408 high school). American Indian or Alaska Native and Native Hawaiian or Pacific Islander had the fewest responses 4% and 1% (320 middle and 213 high school and 127 middle and 81 high school), respectively.
A number of students chose not to respond to this question 8% (859 middle and 308 high school).

Student - Responses by Ethnicity

What is your middle school or program?

	Number of Responses													
	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		Native Hawaiian or Pacific Islander		White		Prefer not to respond	
Response	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Culler	34	6.50%	40	7.65%	95	18.16%	107	20.46%	10	1.91%	172	32.89%	65	12.43%
Dawes	13	5.10%	15	5.88%	41	16.08%	44	17.25%	5	1.96%	95	37.25%	42	16.47%
Goodrich	28	4.79%	68	11.62%	102	17.44%	127	21.71%	10	1.71%	170	29.06%	80	13.68%
Irving	26	3.72%	39	5.58%	69	9.87%	86	12.30%	9	1.29%	389	55.65%	81	11.59%
Lefler	29	5.37%	36	6.67%	87	16.11%	72	13.33%	15	2.78%	261	48.33%	40	7.41%
Lux	22	2.99%	65	8.82%	41	5.56%	48	6.51%	8	1.09%	484	65.67%	69	9.36%
Mickle	37	5.75%	34	5.29%	61	9.49%	81	12.60%	13	2.02%	355	55.21%	62	9.64%
Moore	11	1.93%	29	5.10%	22	3.87%	24	4.22%	3	0.53%	441	77.50%	39	6.85%
Park	31	4.72%	67	10.20%	113	17.20%	145	22.07%	15	2.28%	209	31.81%	77	11.72%
Pound	33	0.00%	44	0.00%	87	0.00%	79	0.00%	13	0.00%	427	0.00%	100	0.00%
Schoo	27	3.76%	58	8.07%	81	11.27%	87	12.10%	9	1.25%	357	49.65%	100	13.91%
Scott	26	2.36%	88	7.99%	95	8.62%	79	7.17%	16	1.45%	704	63.88%	94	8.53%
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Nuernberger Educ. Ctr.	2	3.08%	0	0.00%	12	18.46%	11	16.92%	0	0.00%	31	47.69%	9	13.85%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
MS Student Support Prog.	1	8.33%	1	8.33%	0	0.00%	2	16.67%	1	8.33%	6	50.00%	1	8.33%

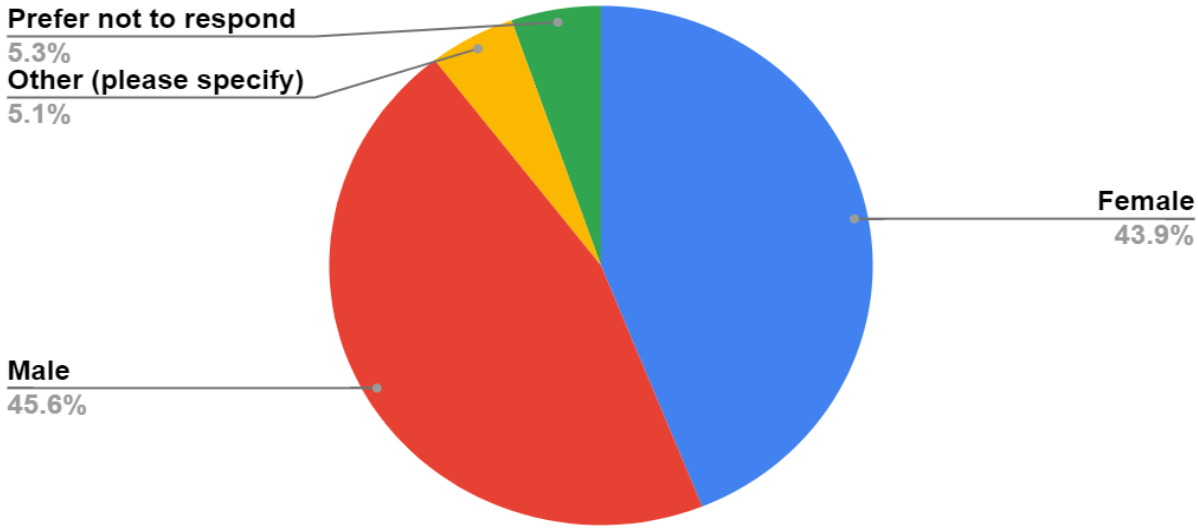
Student - Responses by Ethnicity

What is your high school or program?

	Number of Responses													
	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		Native Hawaiian or Pacific Islander		White		Prefer not to respond	
Response	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
East	37	2.75%	106	7.89%	74	5.51%	89	6.62%	24	1.79%	942	70.09%	72	5.36%
Lincoln High	32	4.71%	77	11.32%	126	18.53%	135	19.85%	6	0.88%	271	39.85%	33	4.85%
North Star	10	2.87%	35	10.06%	42	12.07%	60	17.24%	3	0.86%	178	51.15%	20	5.75%
Northeast	22	4.42%	24	4.82%	67	13.45%	80	16.06%	7	1.41%	277	55.62%	21	4.22%
Northwest	20	3.88%	20	3.88%	70	13.59%	92	17.86%	10	1.94%	271	52.62%	32	6.21%
Southeast	26	0.00%	30	5.24%	71	0.00%	45	0.00%	7	0.00%	365	0.00%	29	5.06%
Southwest	34	2.64%	90	6.98%	108	8.37%	116	8.99%	13	1.01%	880	68.22%	49	3.80%
Standing Bear	10	3.82%	12	4.58%	16	6.11%	16	6.11%	9	3.44%	176	67.18%	23	8.78%
Arts & Humanities FP	0	0.00%	3	4.76%	6	9.52%	8	12.70%	0	0.00%	41	65.08%	5	7.94%
The Bay High	3	7.69%	2	5.13%	3	7.69%	6	15.38%	0	0.00%	25	64.10%	0	0.00%
Bryan Comm. FP	11	10.19%	1	0.93%	24	22.22%	13	12.04%	1	0.93%	49	45.37%	9	8.33%
The Career Academy	4	4.00%	6	6.00%	5	5.00%	11	11.00%	0	0.00%	67	67.00%	7	7.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Science FP	3	4.23%	2	2.82%	2	2.82%	6	8.45%	1	1.41%	53	74.65%	4	5.63%
HS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	1	33.33%	0	0.00%	2	66.67%	0	0.00%
Yankee Hill Prog.	0	0.00%	0	0.00%	3	21.43%	3	21.43%	0	0.00%	6	42.86%	2	14.29%
Graduation Pathway	1	5.56%	0	0.00%	5	27.78%	1	5.56%	0	0.00%	9	50.00%	2	11.11%

Student - Total Responses

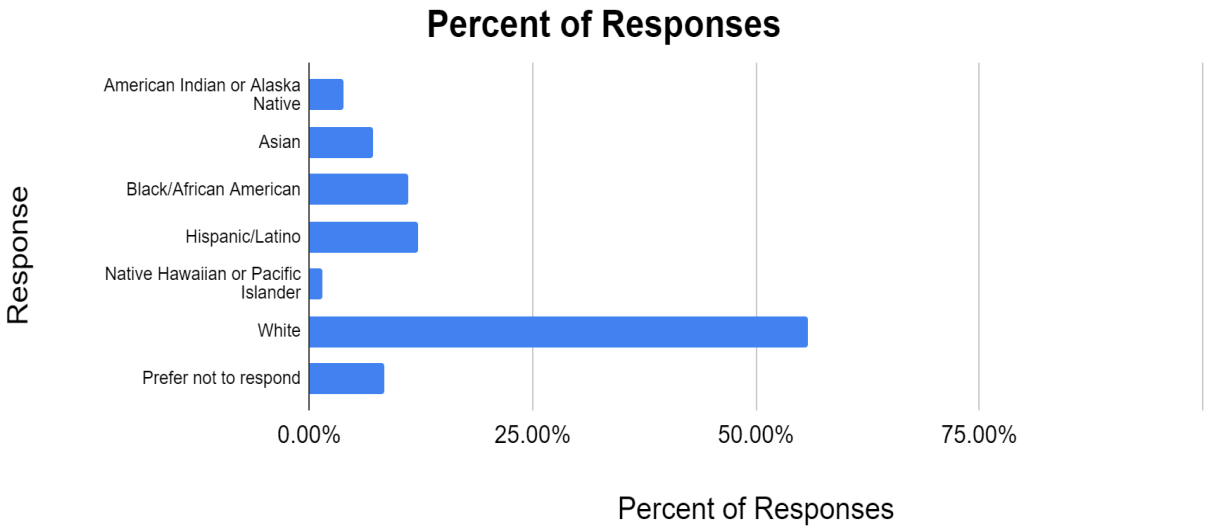
What is your gender (please choose one)?



Response	Number of Responses
Female	5,290
Male	5,510
Other (please specify)	273
Prefer not to respond	528

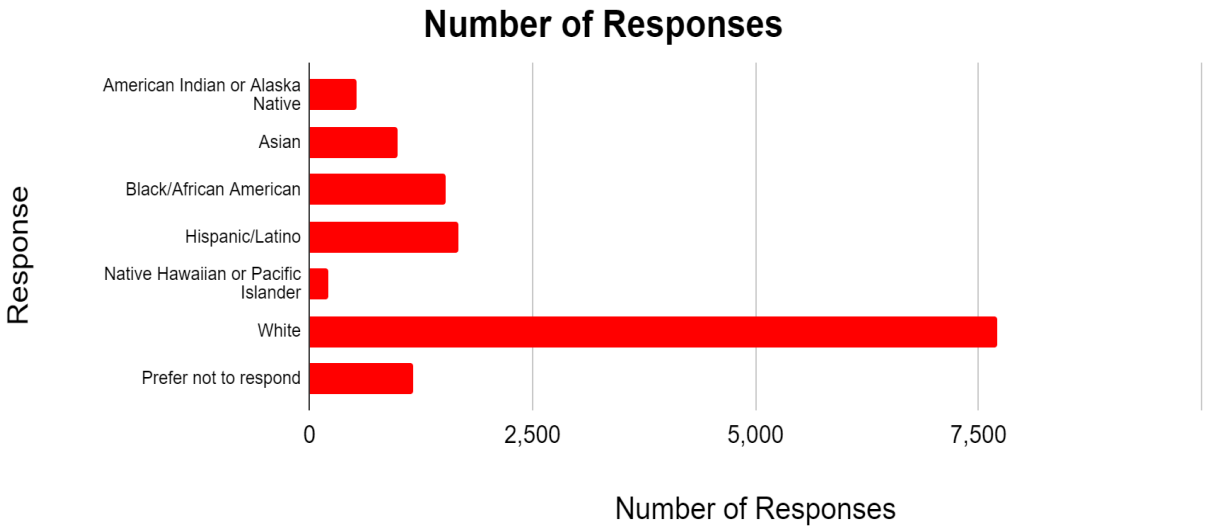
Student - Total Responses (Percent)

What is your race/ethnicity (please choose all that apply)?



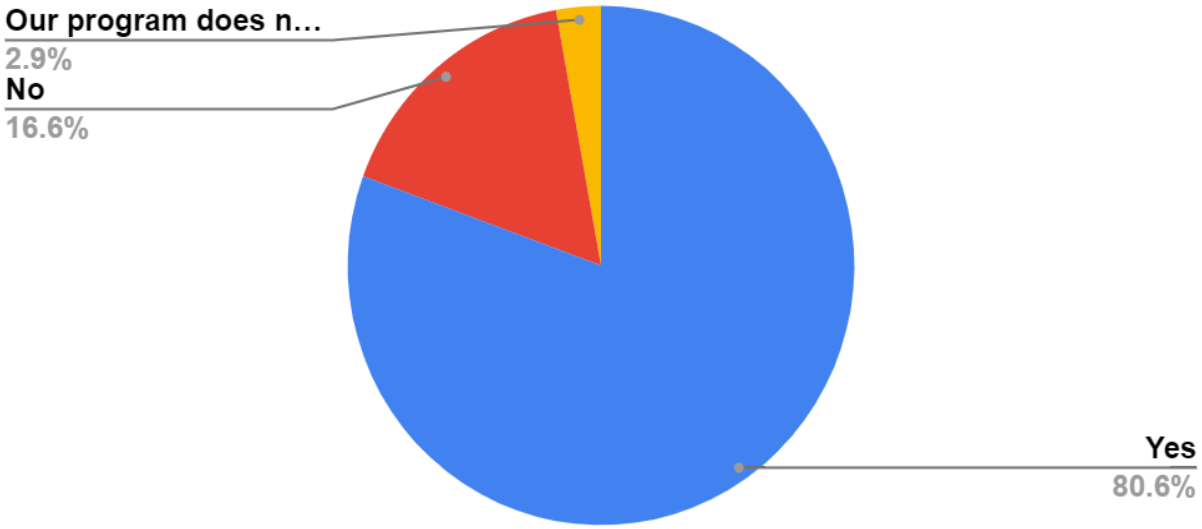
Student - Total Responses (Number)

What is your race/ethnicity (please choose all that apply)?



Student - Total Responses

Were you aware that there is a School Resource Officer (SRO) at your school?

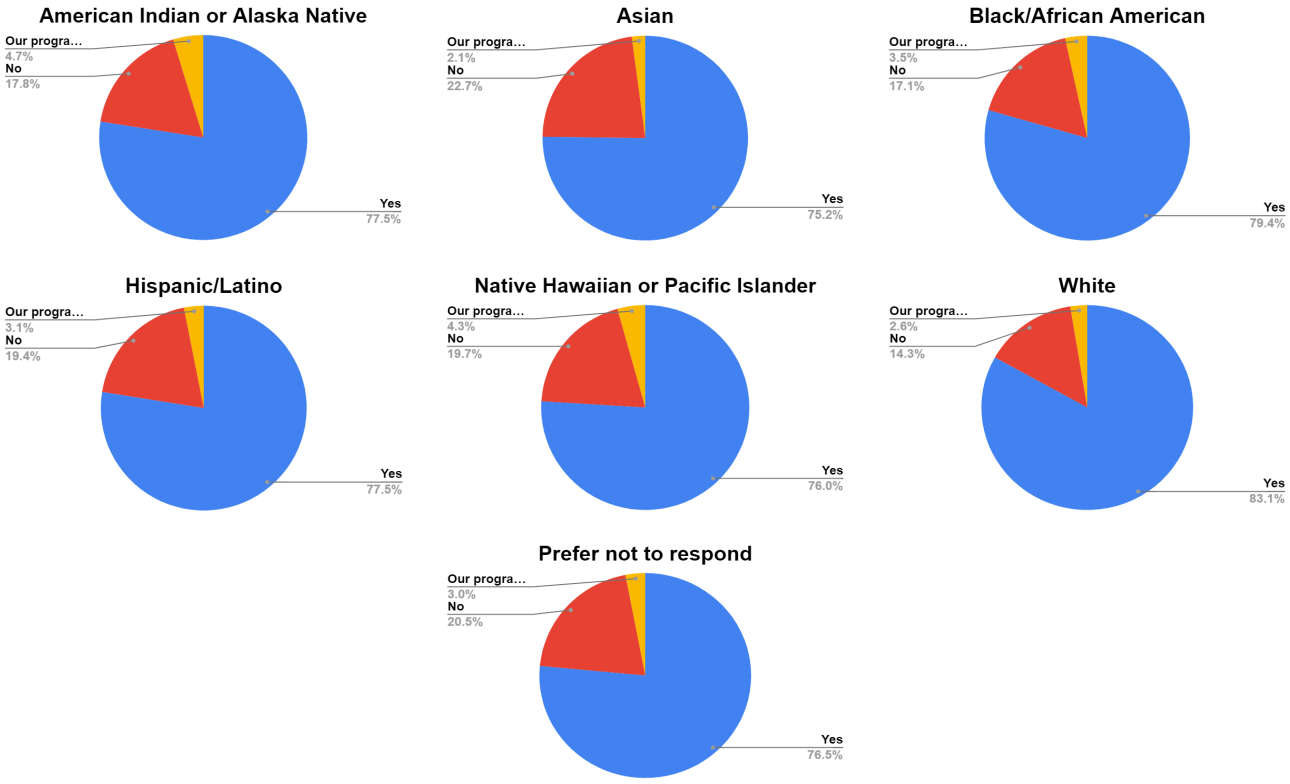


Response	Number of Responses
Yes	11,119
No	2,285
Our program does not have a School Resource Officer	394

Of the 13,798 students responding to the survey question about awareness of the School Resource Officer (SRO) on campus, 11,119 or 81% indicated “yes” they knew there was a School Resource Officer (SRO) at their school. This reflects an increase in awareness over 2022 and 2023 where 72% and 76% respectively responded affirmatively to this item. Student awareness of the presence of the school resource officer (SRO) was fairly consistent across ethnic groups with 75-83% of students saying they knew about resource officers. These data represent a slight increase over last year when 72% of the students responded affirmatively.

Student - Responses by Ethnicity

Were you aware that there is a School Resource Officer (SRO) at your school?



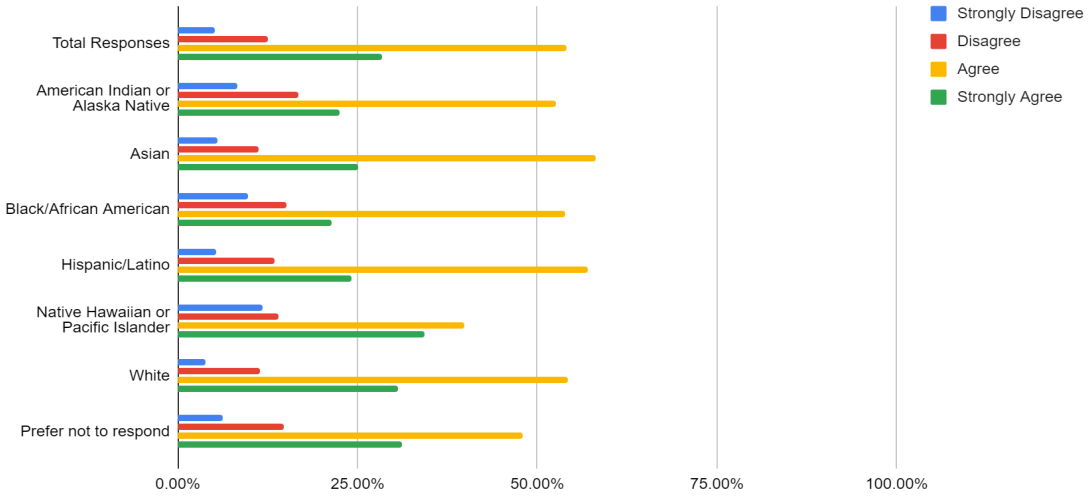
	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/ Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	413	746	1210	1297	158	6407	888
No	95	225	261	324	41	1101	238
Our program does not have a School Resource Officer	25	21	53	52	9	199	35

In response to feedback, “I feel safer at school because the School Resource Officer (SRO) is in our building.” was added in the 2023 administration of the survey. Of the 8,984 students who responded to the item “I feel safer at school because the SRO is in our building,” 82% indicated they either “Agree” or “Strongly Agree” with the statement. When reviewing the responses by ethnic group, it was noted that 83% and 84% of students with Asian and White as part of their background responded positively. These proportions are higher than that of the overall group. The proportions of students responding positively in the other groups were 75% of American Indian or Alaska Native and Black/African American, 81% of Hispanic/Latino students, and 74% of Native Hawaiian or Pacific Islander students.

Student - Total Responses and Responses by Ethnicity

Consider the statement below and mark the response that best matches your perception.

I feel safer at school because the School Resource Officer (SRO) is in our building.



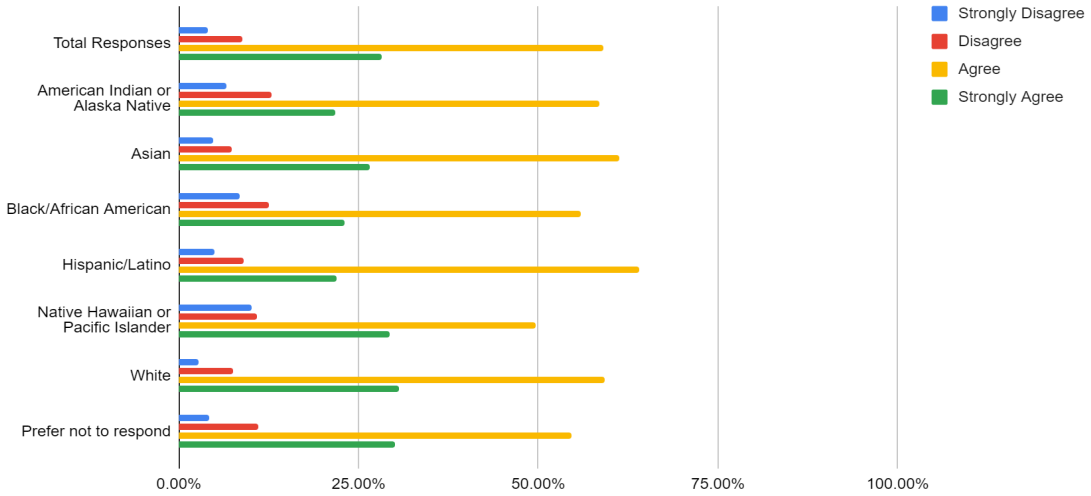
Ethnicity	Total Responses
Total Responses	8,984
American Indian or Alaska Native	339
Asian	610
Black/African American	950
Hispanic/Latino	1,013
Native Hawaiian or Pacific Islander	128
White	5,275
Prefer not to respond	669

In response to feedback received in 2023, the item “Overall, my school is safer because the School Resource Officer (SRO) is in our building” was added to the survey. Of the 8,532 students who responded to this item, 87% indicated that they Agreed or Strongly Agreed with this statement. Students indicating White as one of their ethnic groups tended to agree with this statement in a higher proportion than all other ethnic groups with about 90% either agreeing or strongly agreeing with this statement. Students choosing Asian and Hispanic as one of their ethnic groups had the next highest rates of agreement, 88% and 86%, respectively. The proportion of students indicating American Indian or Alaska Native as part of their background was 80%, and Black/African American and Native Hawaiian or Pacific Islander had the lowest levels of agreement with the statement with each group at 79%.

Student - Total Responses and Responses by Ethnicity

Consider the statement below and mark the response that best matches your perception.

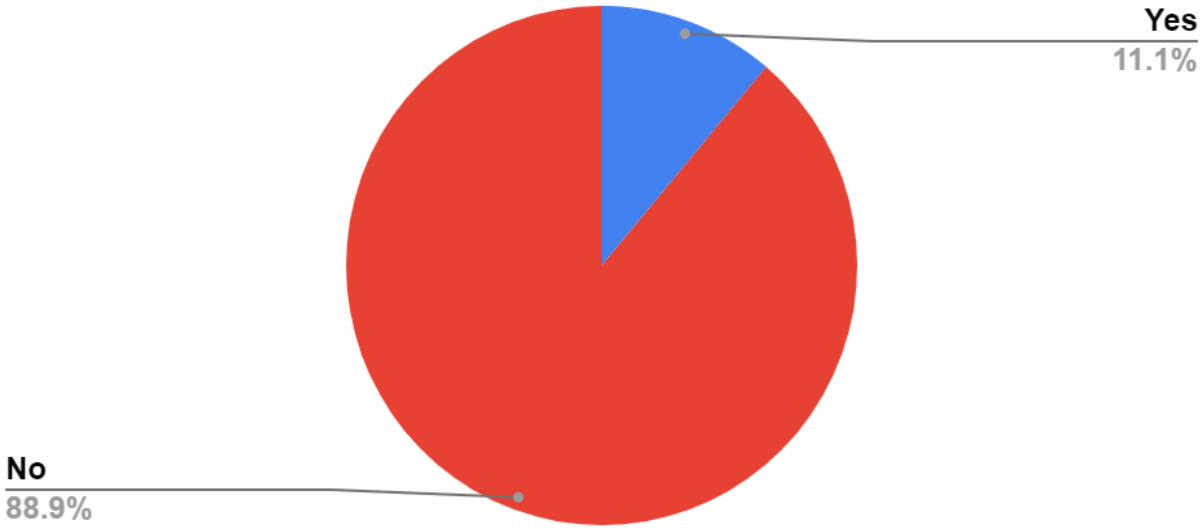
Overall, my school is safer because the School Resource Officer (SRO) is in our building.



Ethnicity	Total Responses
Total Responses	8,532
American Indian or Alaska Native	316
Asian	581
Black/African American	889
Hispanic/Latino	960
Native Hawaiian or Pacific Islander	119
White	5,019
Prefer not to respond	648

Student - Total Responses

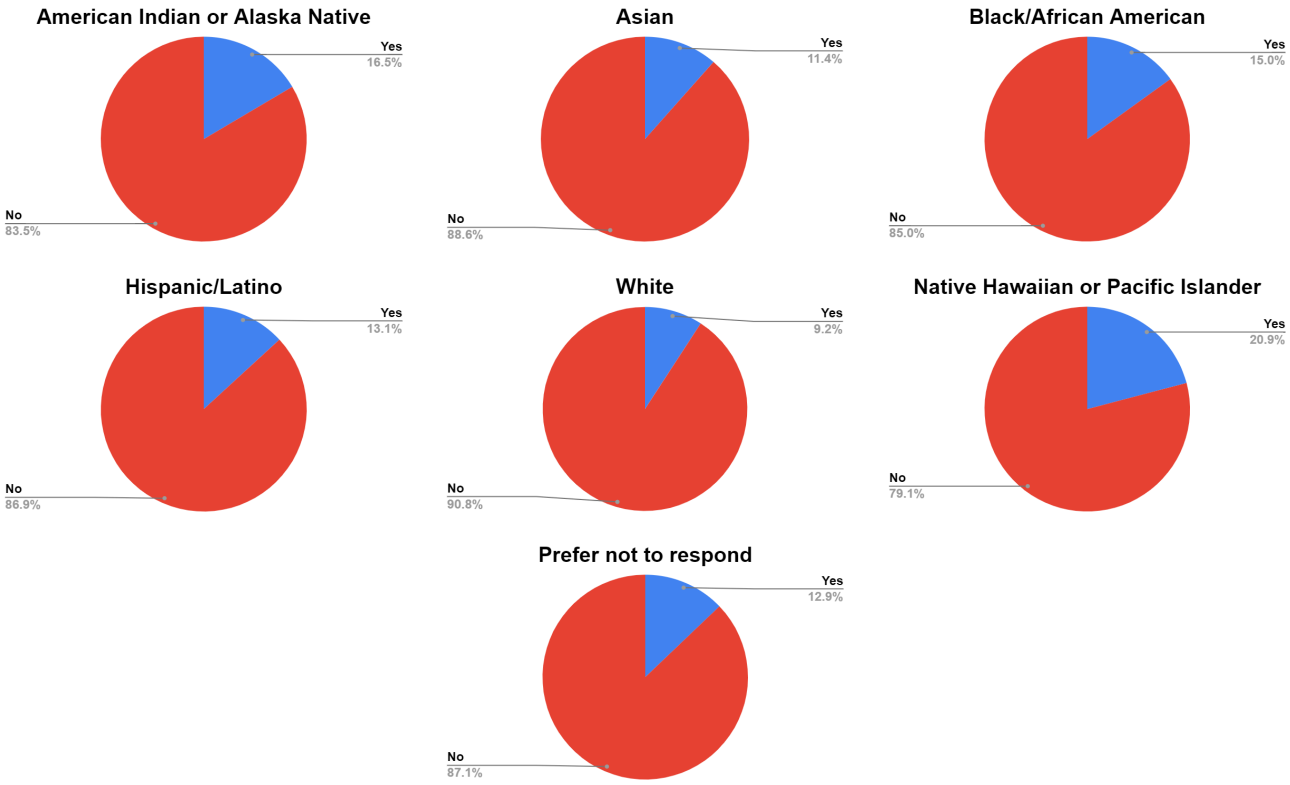
Did the School Resource Officer (SRO) contact you about an issue at school this year?



Response	Number of Responses
Yes	1,237
No	9,864

Student - Responses by Ethnicity

Did the School Resource Officer (SRO) contact you about an issue at school this year?

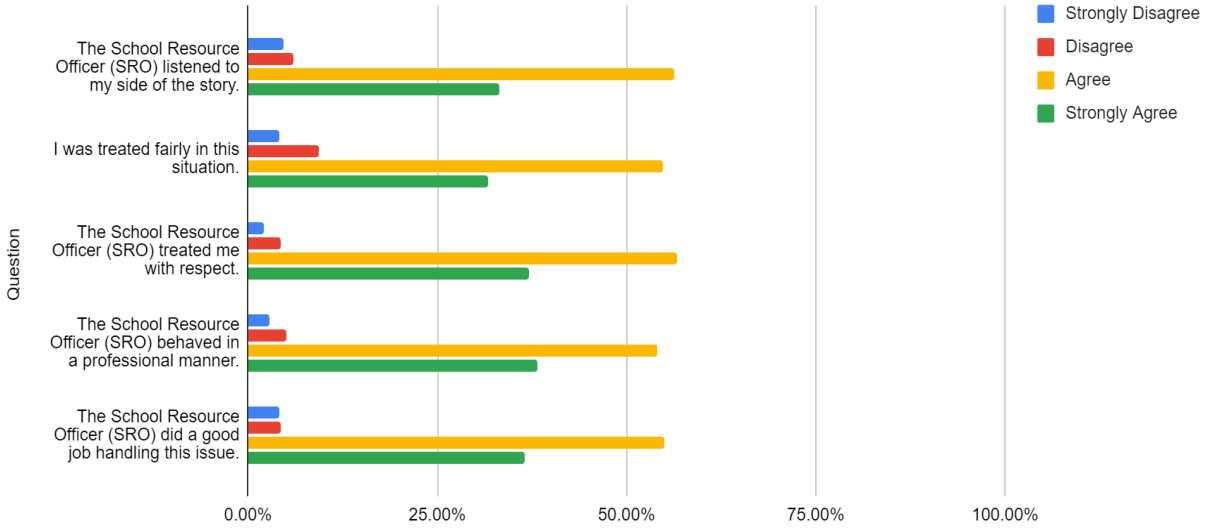


	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/ Latino	Native Hawaiian or Pacific Islander	White	Prefer not to respond
Yes	68	85	181	170	33	586	114
No	345	659	1024	1125	125	5813	773

Of the 10,341 students who indicated that they knew School Resource Officers (SROs) were in their school, approximately 13% (1,326) indicated the officer made contact with them about an issue at school this year. This contact was fairly consistent across racial/ethnic groups. This is also consistent with previous years.

Student - Total Responses

For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.

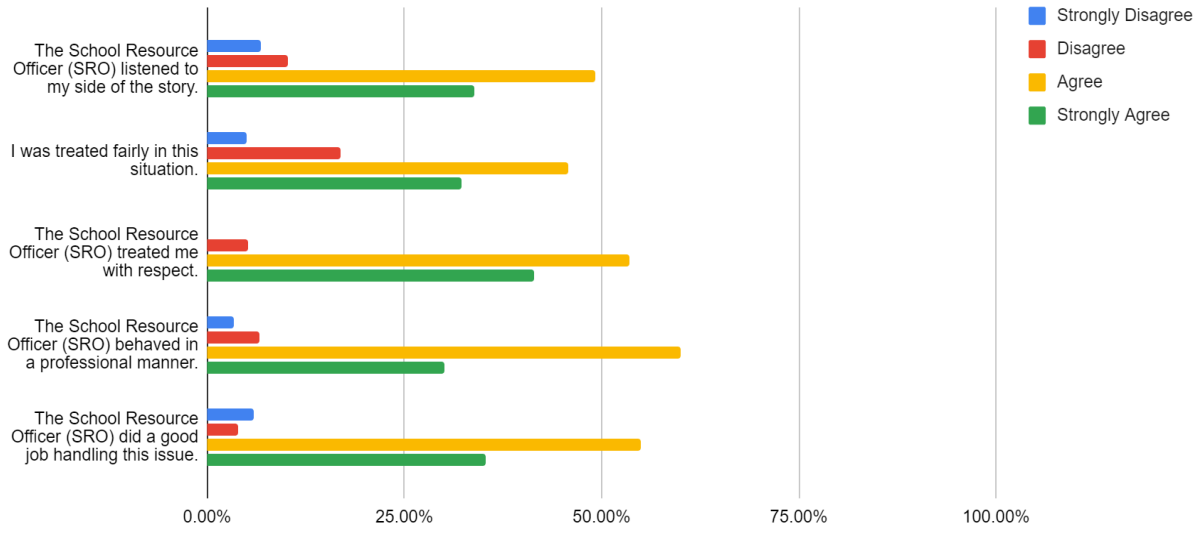


All Responses: At my school...	Total Responses
The SRO listened to my side of the story.	998
I was treated fairly in this situation.	1,012
The SRO treated me with respect.	1,063
The SRO behaved in a professional manner.	1,058
The SRO did a good job handling this issue.	1,014

Those students indicating that they had been contacted by the School Resource Officer (SRO) about a particular issue were asked a series of questions about that interaction.
As in previous years, the majority of the interactions were positively viewed by students.
These data were then analyzed by racial/ethnic groups. While most students viewed these interactions positively, non-White students perceived the interactions with School Resource Officers (SROs) less positively than White students. This has been consistent over the last couple of years.

Student - By Ethnicity
American Indian or Alaska Native

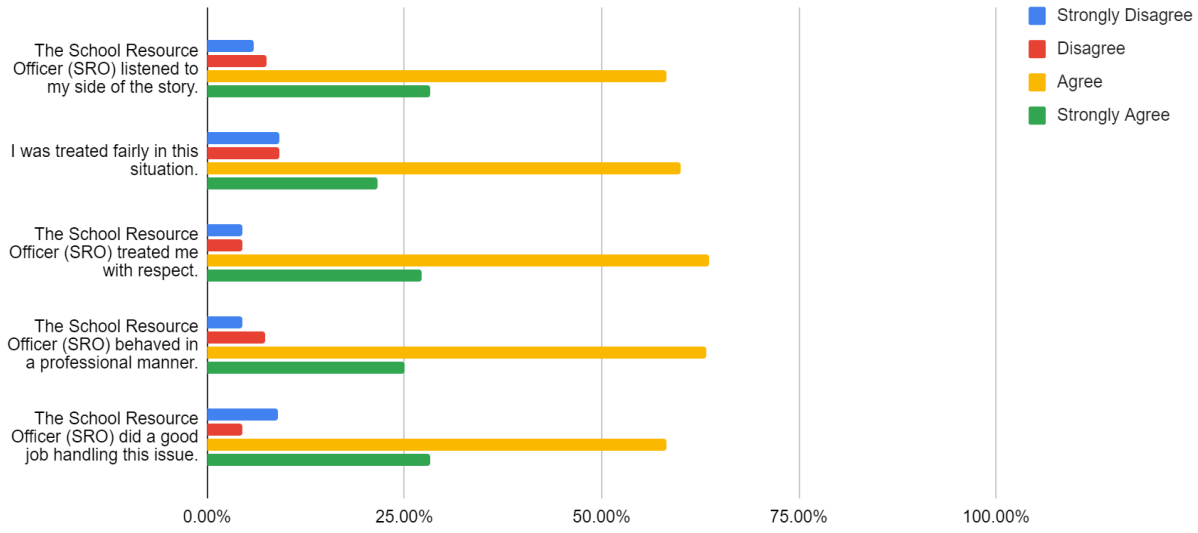
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.



American Indian or Alaska Native: At my school...	Total Responses
The SRO listened to my side of the story.	59
I was treated fairly in this situation.	59
The SRO treated me with respect.	58
The SRO behaved in a professional manner.	60
The SRO did a good job handling this issue.	51

Student - By Ethnicity
Asian

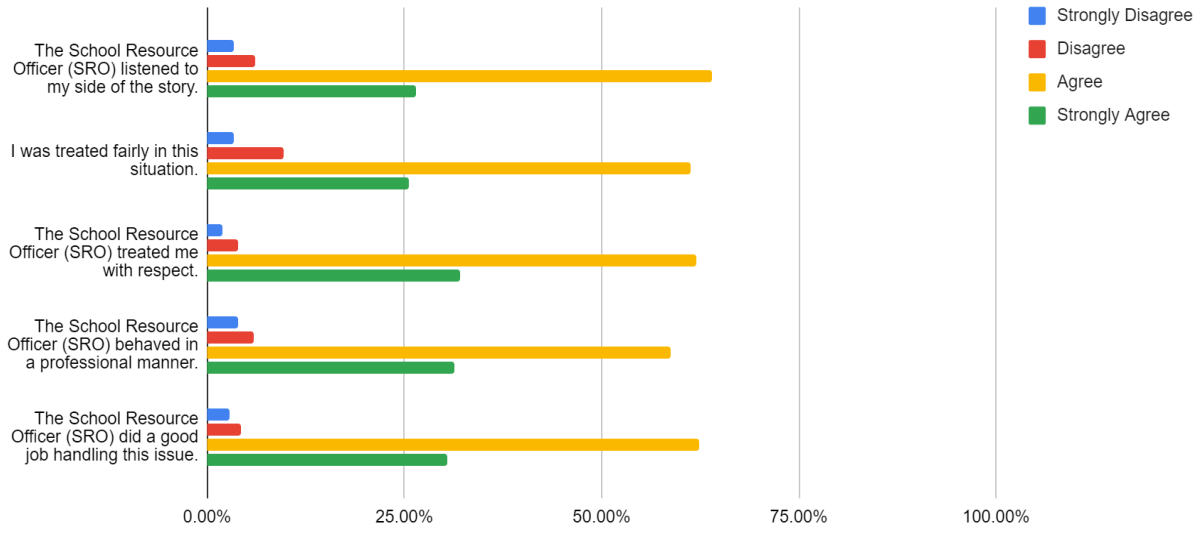
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.



Asian: At my school...	Total Responses
The SRO listened to my side of the story.	67
I was treated fairly in this situation.	65
The SRO treated me with respect.	66
The SRO behaved in a professional manner.	68
The SRO did a good job handling this issue.	67

Student - By Ethnicity
Black/African American

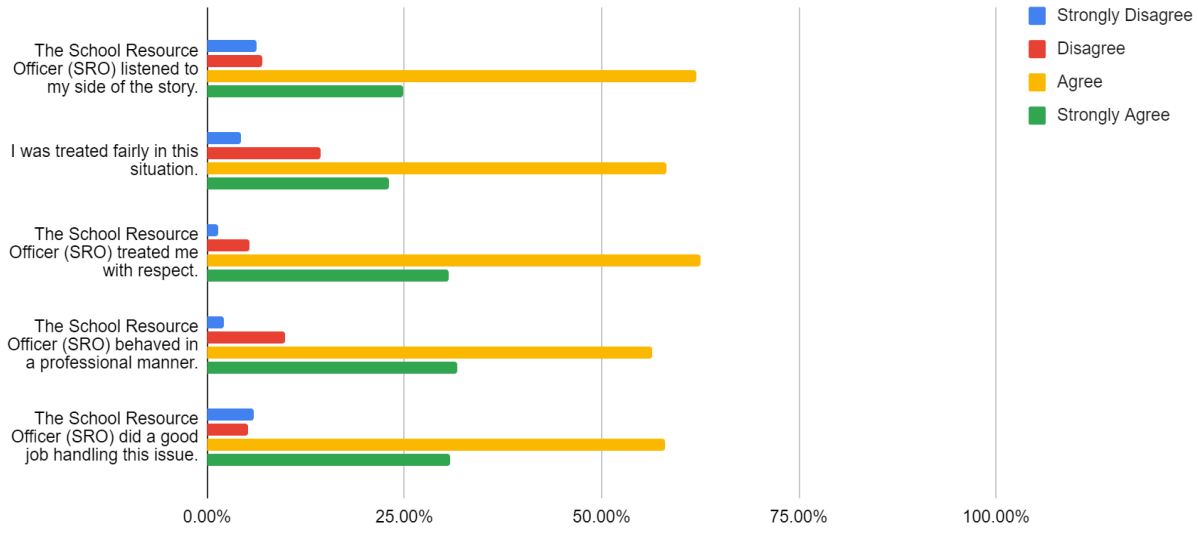
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.



Black/African American: At my school...	Total Responses
The SRO listened to my side of the story.	147
I was treated fairly in this situation.	145
The SRO treated me with respect.	153
The SRO behaved in a professional manner.	153
The SRO did a good job handling this issue.	141

Student - By Ethnicity
Hispanic/Latino

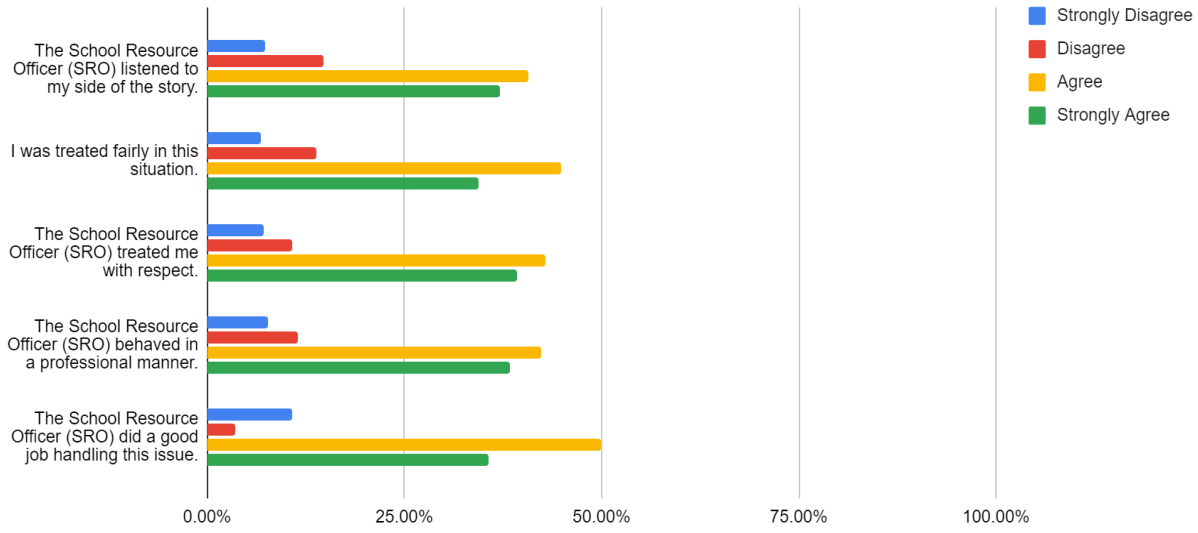
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.



Hispanic/Latino: At my school...	Total Responses
The SRO listened to my side of the story.	129
I was treated fairly in this situation.	139
The SRO treated me with respect.	147
The SRO behaved in a professional manner.	142
The SRO did a good job handling this issue.	136

Student - By Ethnicity
Native Hawaiian or Pacific Islander

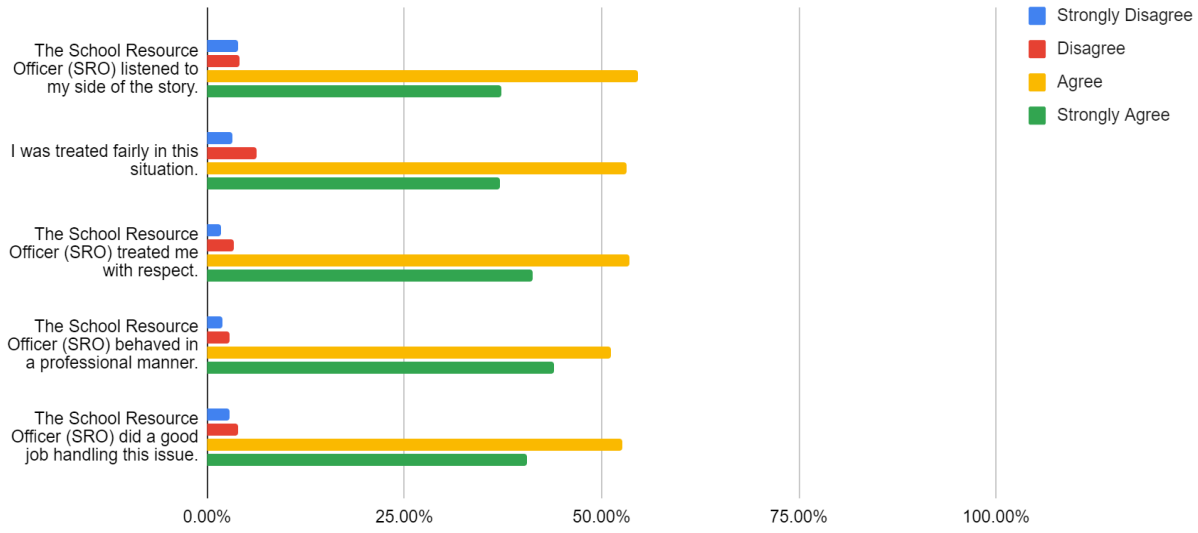
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.



Native Hawaiian or Pacific Islander: At my school...	Total Responses
The SRO listened to my side of the story.	27
I was treated fairly in this situation.	29
The SRO treated me with respect.	28
The SRO behaved in a professional manner.	26
The SRO did a good job handling this issue.	28

Student - By Ethnicity
White

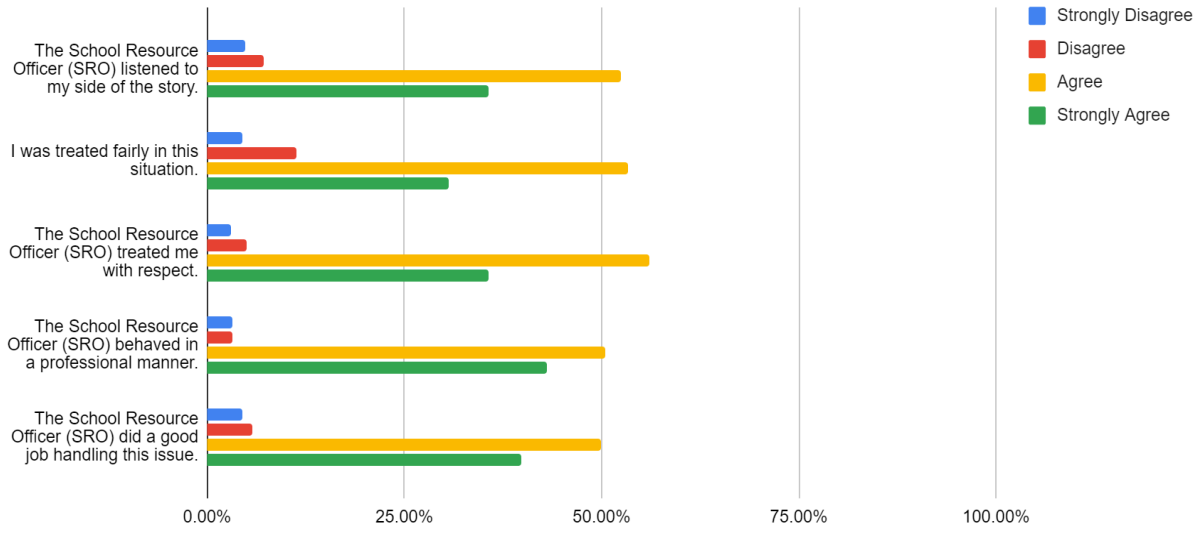
For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.



White: At my school...	Total Responses
The SRO listened to my side of the story.	485
I was treated fairly in this situation.	487
The SRO treated me with respect.	513
The SRO behaved in a professional manner.	514
The SRO did a good job handling this issue.	503

Student - By Ethnicity
Prefer not to respond

For the statements below, please think about the most recent time the School Resource Officer (SRO) contacted you. Please indicate your level of agreement with each statement.

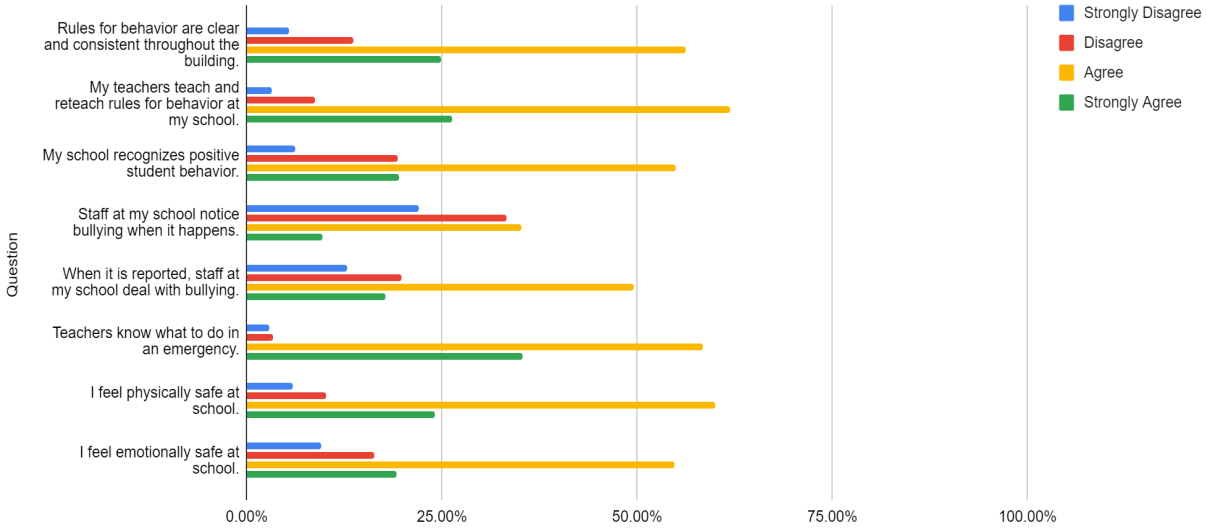


Prefer not to respond: At my school...	Total Responses
The SRO listened to my side of the story.	84
I was treated fairly in this situation.	88
The SRO treated me with respect.	98
The SRO behaved in a professional manner.	95
The SRO did a good job handling this issue.	88

It is understood that school climate might have an impact on how students view the school resource officers (SROs). The next section looks at the overall school climate at the secondary level.

Student - Total Responses

At my school…

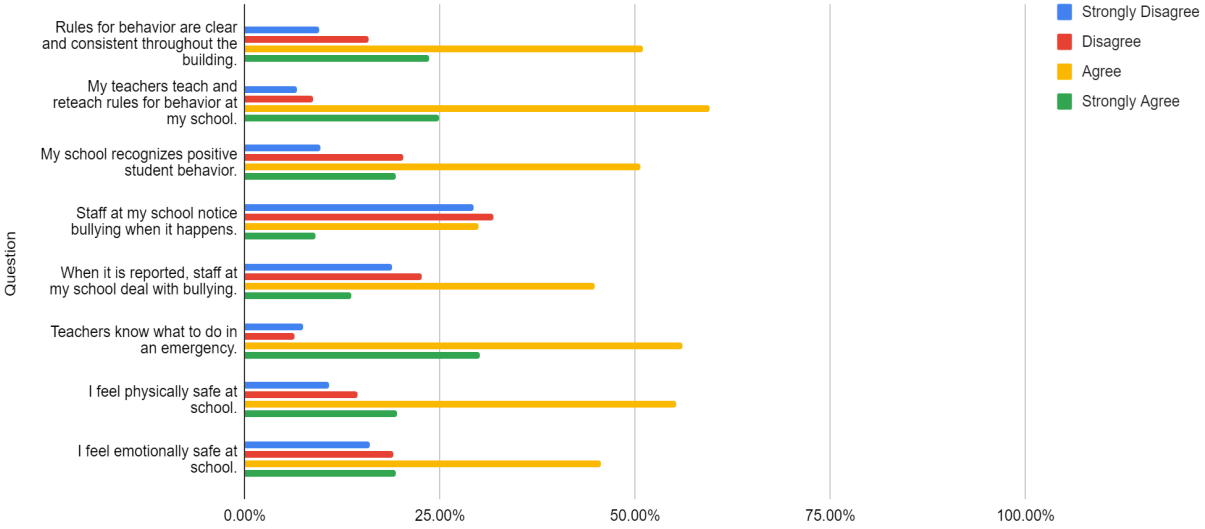


All Responses: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	12,836
My teachers teach and reteach rules for behavior at my school.	12,862
My school recognizes positive student behavior.	12,402
Staff at my school notice bullying when it happens.	10,765
When it is reported, staff at my school deal with bullying.	10,354
Teachers know what to do in an emergency.	12,026
I feel physically safe at school.	12,197
I feel emotionally safe at school.	11,931

Bullying continues to be an area of concern students report. “Staff at my school notice bullying when it happens.” and “When it is reported, staff at my school deal with bullying.” address bullying, 45% and 67%, respectively.

Student - By Ethnicity
American Indian or Alaska Native

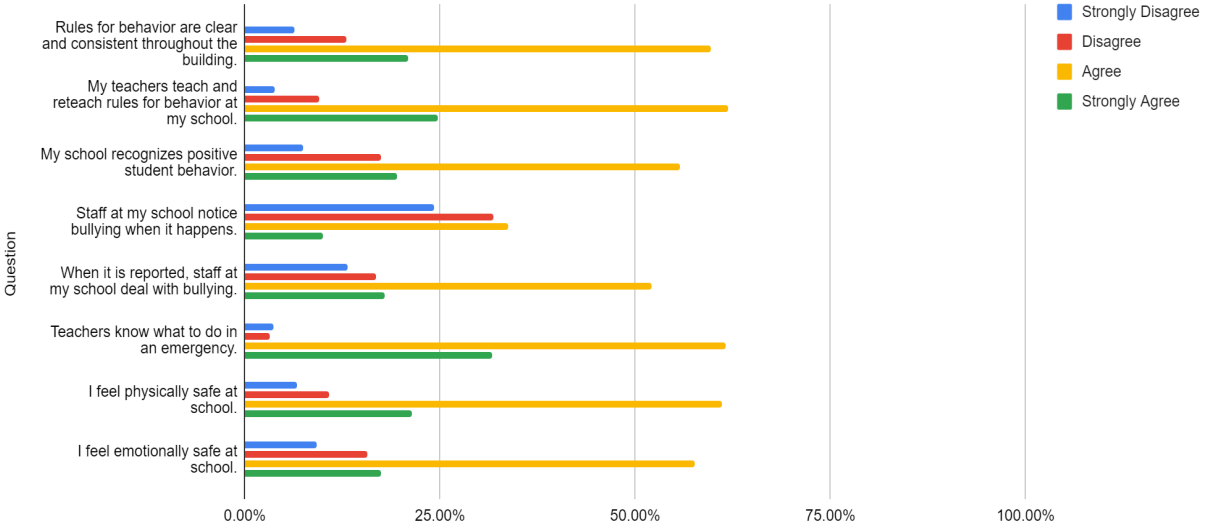
At my school…



American Indian or Alaska Native: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	484
My teachers teach and reteach rules for behavior at my school.	490
My school recognizes positive student behavior.	474
Staff at my school notice bullying when it happens.	434
When it is reported, staff at my school deal with bullying.	418
Teachers know what to do in an emergency.	439
I feel physically safe at school.	462
I feel emotionally safe at school.	451

Student - By Ethnicity
Asian

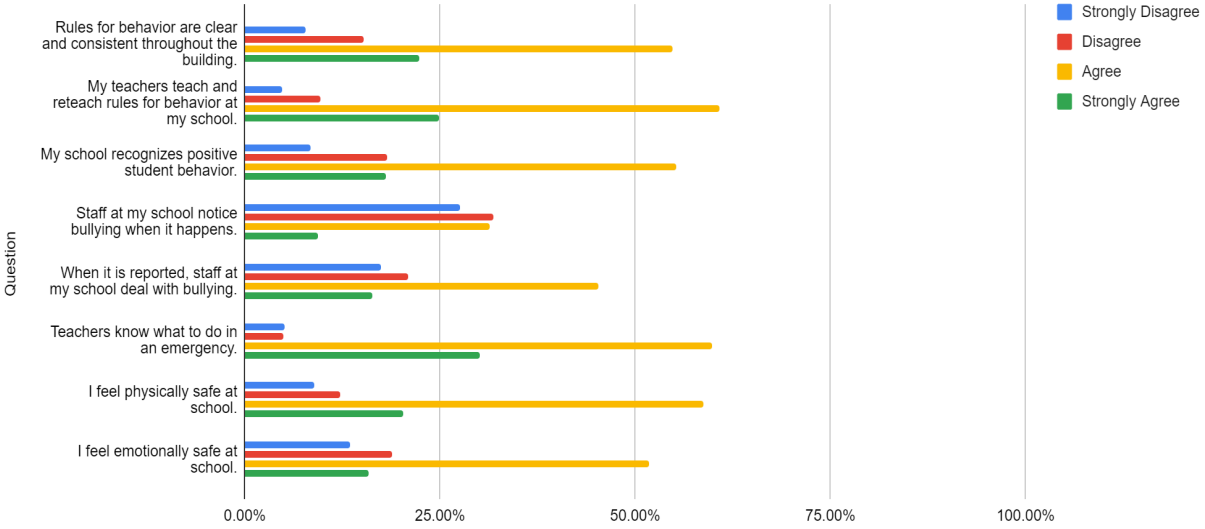
At my school…



Asian: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	904
My teachers teach and reteach rules for behavior at my school.	917
My school recognizes positive student behavior.	852
Staff at my school notice bullying when it happens.	716
When it is reported, staff at my school deal with bullying.	704
Teachers know what to do in an emergency.	860
I feel physically safe at school.	847
I feel emotionally safe at school.	832

Student - By Ethnicity
Black/African American

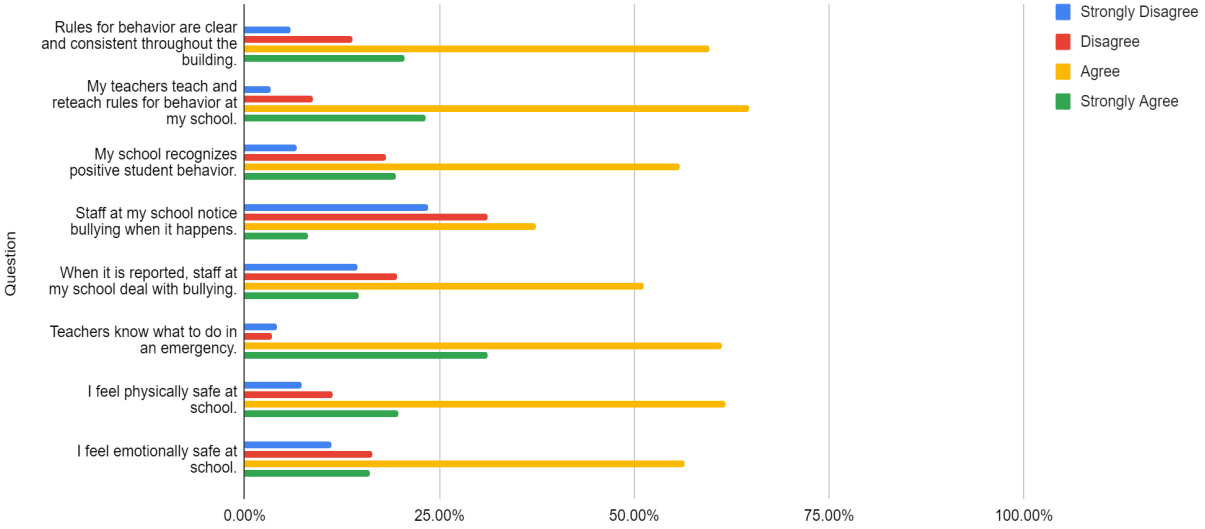
At my school…



Black/African American: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	1,385
My teachers teach and reteach rules for behavior at my school.	1,404
My school recognizes positive student behavior.	1,356
Staff at my school notice bullying when it happens.	1,211
When it is reported, staff at my school deal with bullying.	1,162
Teachers know what to do in an emergency.	1,269
I feel physically safe at school.	1,301
I feel emotionally safe at school.	1,249

Student - By Ethnicity
Hispanic/Latino

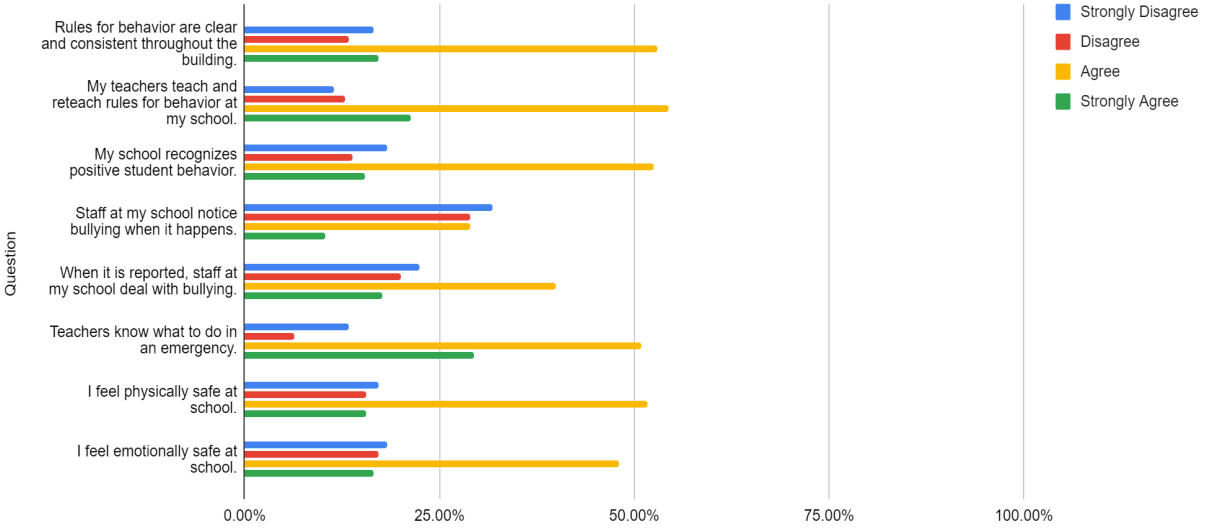
At my school…



Hispanic/Latino: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	1,518
My teachers teach and reteach rules for behavior at my school.	1,534
My school recognizes positive student behavior.	1,460
Staff at my school notice bullying when it happens.	1,260
When it is reported, staff at my school deal with bullying.	1,199
Teachers know what to do in an emergency.	1,425
I feel physically safe at school.	1,434
I feel emotionally safe at school.	1,399

Student - By Ethnicity
Native Hawaiian or Pacific Islander

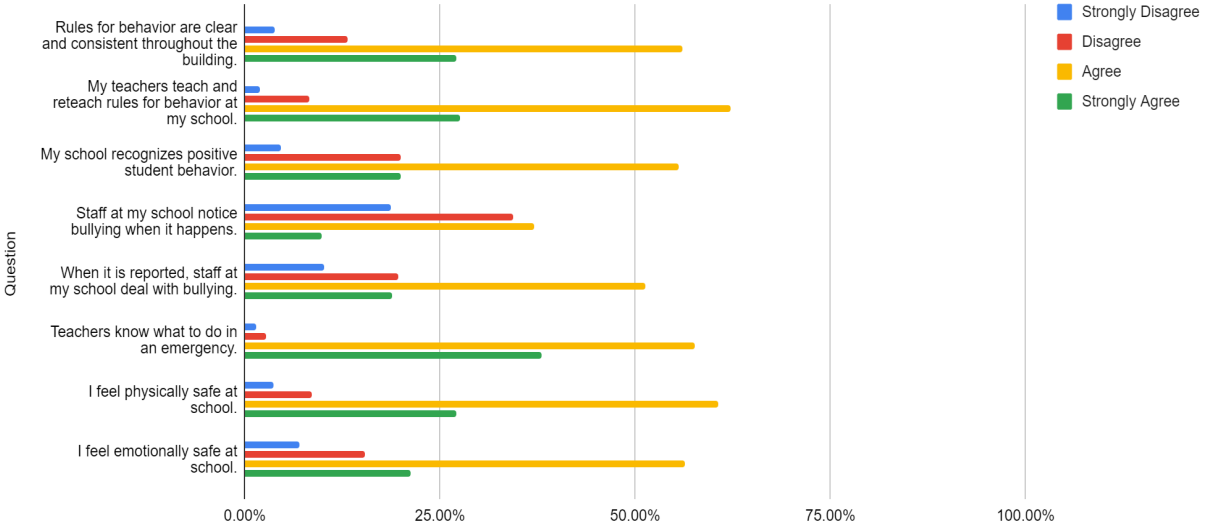
At my school…



Native Hawaiian or Pacific Islander: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	187
My teachers teach and reteach rules for behavior at my school.	193
My school recognizes positive student behavior.	181
Staff at my school notice bullying when it happens.	173
When it is reported, staff at my school deal with bullying.	170
Teachers know what to do in an emergency.	173
I feel physically safe at school.	174
I feel emotionally safe at school.	175

Student - By Ethnicity
White

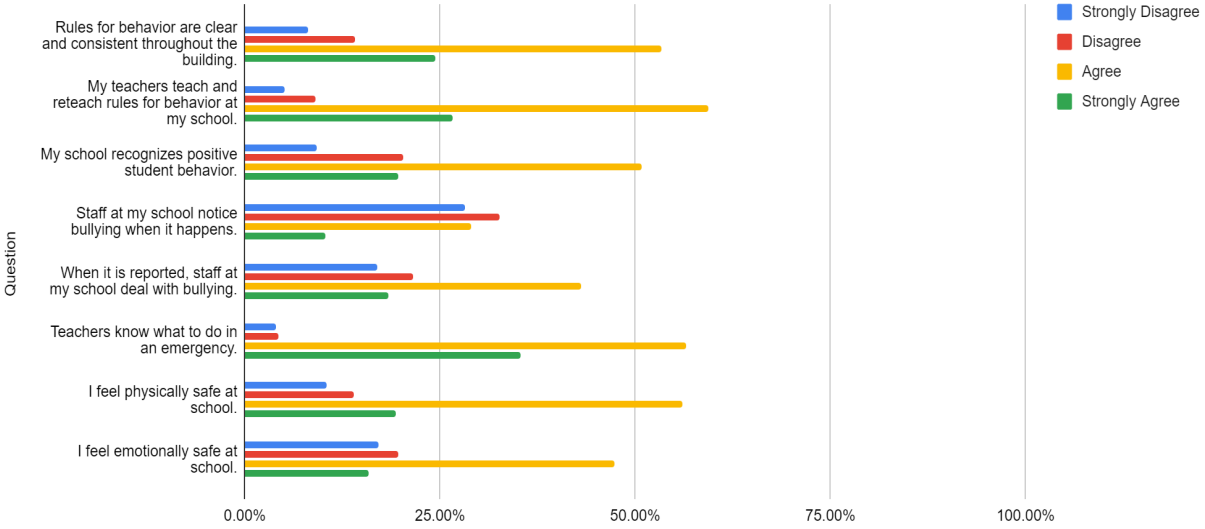
At my school…



White: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	7,325
My teachers teach and reteach rules for behavior at my school.	7,311
My school recognizes positive student behavior.	7,075
Staff at my school notice bullying when it happens.	6,079
When it is reported, staff at my school deal with bullying.	5,866
Teachers know what to do in an emergency.	6,914
I feel physically safe at school.	7,031
I feel emotionally safe at school.	6,891

Student - By Ethnicity
Prefer not to respond

At my school…



Prefer not to respond: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	1,033
My teachers teach and reteach rules for behavior at my school.	1,013
My school recognizes positive student behavior.	1,004
Staff at my school notice bullying when it happens.	892
When it is reported, staff at my school deal with bullying.	835
Teachers know what to do in an emergency.	946
I feel physically safe at school.	948
I feel emotionally safe at school.	934

Key Takeaway:

Student Responses on 2024 Spring Perception Survey:

Although the responses for the total group are generally positive, according to students, the biggest issue in schools continues to be around the topic of bullying. These findings were fairly consistent across racial/ethnic groups with White students responding slightly more positively than other racial/ethnic groups.

As in previous years, the students reported positive perceptions about fairness, safety and School Resource Officers (SROs). White students tended to view fairness, safety, and School Resources Officers (SROs) slightly more positively than students of other racial/ethnic backgrounds.

APPENDIX D

Lincoln Public Schools
Family Perception Survey
2023-24

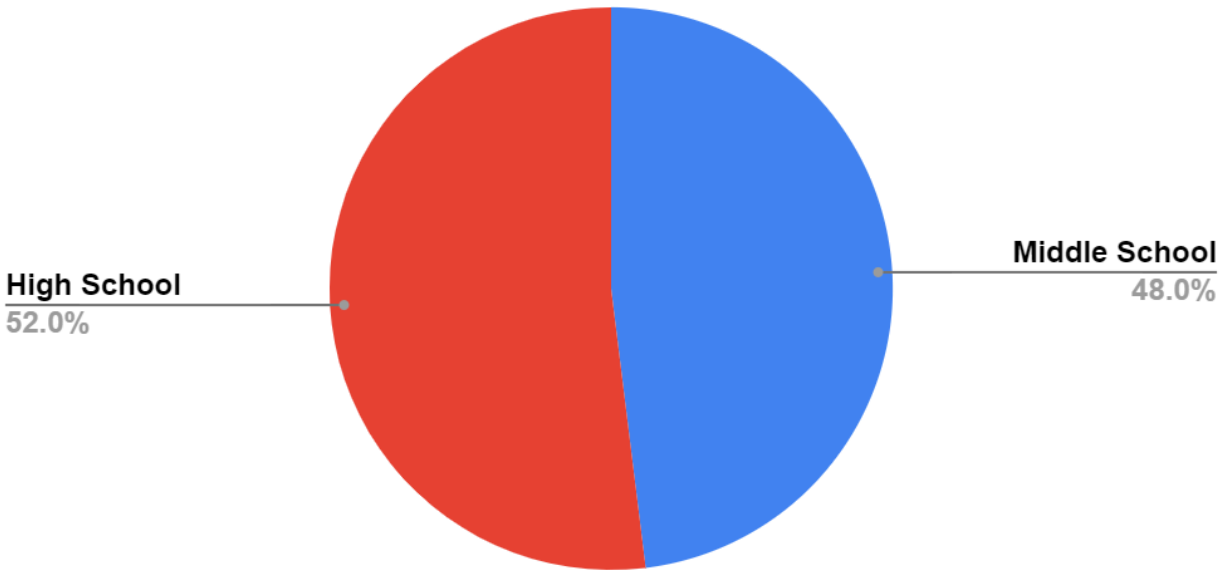
Prior to secondary families being sent an email link to the LPS Family Perception Survey, the LPS Communication Department helped the Assessment and Evaluation Team with a communication plan. Information about the Perception Survey was added to communications sent to parents/families explaining that the survey was coming and the importance of the survey results. Additionally, information about the survey was placed on the district's website. Families were asked to respond to the survey for each school they wished to provide feedback. A total of 2,098 secondary family responses to the survey were recorded. This was slightly less than the 2,187 response recorded in 2023.

To maintain the confidentiality of respondents, the decision was made to remove Native Hawaiian or Pacific Islander from the racial/ethnic breakout because there were fewer than 5 respondents.

There were 1,008 family responses providing feedback to middle schools and 1,090 family responses providing feedback to high schools.

Family - Total Responses

School Level



Response	Number of Responses
Middle School	1,008
High School	1,090

Family - Total Responses

What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	66	6.55%
Dawes	25	2.48%
Goodrich	39	3.87%
Irving	134	13.29%
Lefler	44	4.37%
Lux	117	11.61%
Mickle	60	5.95%
Moore	136	13.49%
Park	49	4.86%
Pound	102	10.12%
Schoo	82	8.13%
Scott	148	14.68%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	5	0.50%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog.	1	0.10%

Family - Total Responses

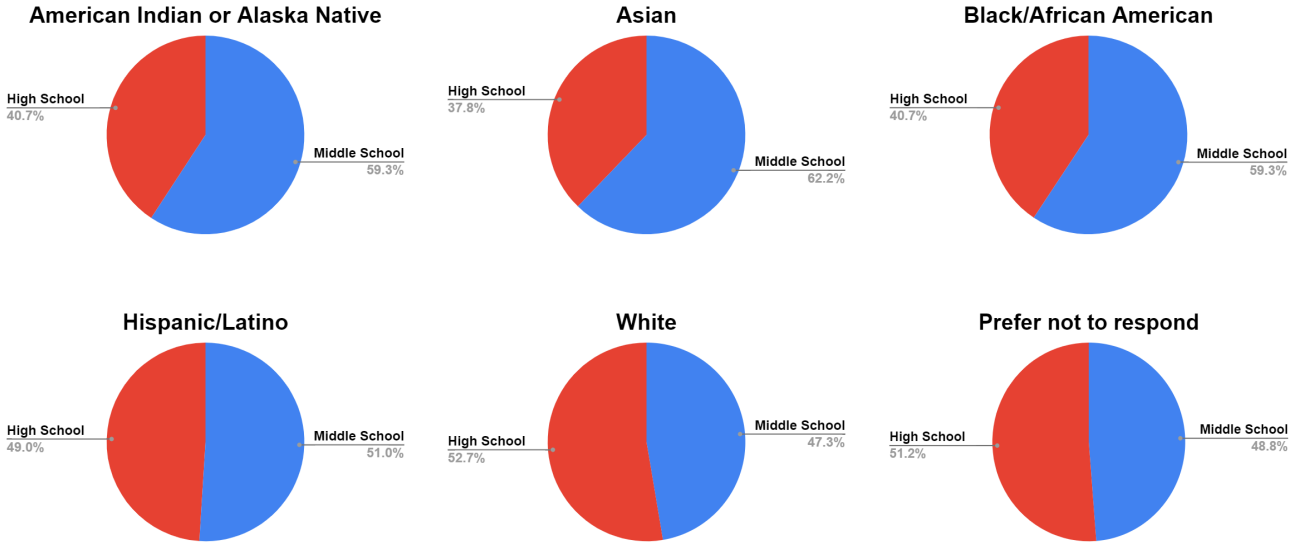
What is your high school or program?

Response	Number of Responses	Percent of Responses
East	272	24.95%
Lincoln High	88	8.07%
North Star	75	6.88%
Northeast	63	5.78%
Northwest	65	5.96%
Southeast	224	20.55%
Southwest	163	14.95%
Standing Bear	88	8.07%
Arts & Humanities FP	11	1.01%
The Bay High	1	0.09%
Bryan Comm. FP	6	0.55%
The Career Academy	19	1.74%
Pathfinder Educ. Prog.	0	0.00%
Science FP	12	1.10%
HS Student Support Prog.	2	0.18%
Yankee Hill Prog.	1	0.09%
Graduation Pathway	0	0.00%

Family - By Ethnicity

School Level

When asked about racial/ethnic background, families could select multiple racial/ethnic groups to which they belonged. The majority of respondents indicated that at least part of their heritage included White (76%, 714 middle school families and 794 high school families). The racial/ethnic group with the next largest response are those parents preferring not to respond, with 12.5%. The five other racial/ethnic groups combined made up 13% of the responses. (American Indian or Alaskan Native was 1%, Asian 3.3%, Black/African American 3.6%, Hispanic/Latino 4.8%, and Native Hawaiian or Pacific Islander was less than 1%. Because of the low response rate of most racial/ethnic groups, no attempt was made to make comparisons across racial/ethnic groups.



Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/ Latino	White	Prefer not to respond
Middle School	16	28	35	52	714	119
High School	11	17	24	50	794	125

Family - By Ethnicity

What is your middle school or program?

Number of Responses												
	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		White		Prefer not to respond	
Response	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
Culler	0	0.00%	4	6.25%	6	9.38%	5	7.81%	40	62.50%	9	14.06%
Dawes	0	0.00%	1	4.35%	1	4.35%	1	4.35%	16	69.57%	4	17.39%
Goodrich	1	2.50%	2	5.00%	6	15.00%	5	12.50%	24	60.00%	2	5.00%
Irving	3	2.24%	1	0.75%	11	8.21%	7	5.22%	95	70.90%	16	11.94%
Lefler	3	6.00%	3	6.00%	3	6.00%	4	8.00%	34	68.00%	3	6.00%
Lux	0	0.00%	5	4.67%	0	0.00%	3	2.80%	85	79.44%	14	13.08%
Mickle	1	1.64%	0	0.00%	1	1.64%	3	4.92%	50	81.97%	6	9.84%
Moore	0	0.00%	3	2.50%	0	0.00%	2	1.67%	96	80.00%	19	15.83%
Park	3	6.67%	0	0.00%	1	2.22%	9	20.00%	31	68.89%	1	2.22%
Pound	2	2.13%	1	1.06%	1	1.06%	1	1.06%	78	82.98%	11	11.70%
Schoo	1	1.27%	2	2.53%	5	6.33%	3	3.80%	53	67.09%	15	18.99%
Scott	1	0.71%	5	3.55%	0	0.00%	9	6.38%	107	75.89%	19	13.48%
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Nuernberger Educ. Ctr.	1	16.67%	0	0.00%	0	0.00%	0	0.00%	5	83.33%	0	0.00%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
MS Student Support Prog.	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

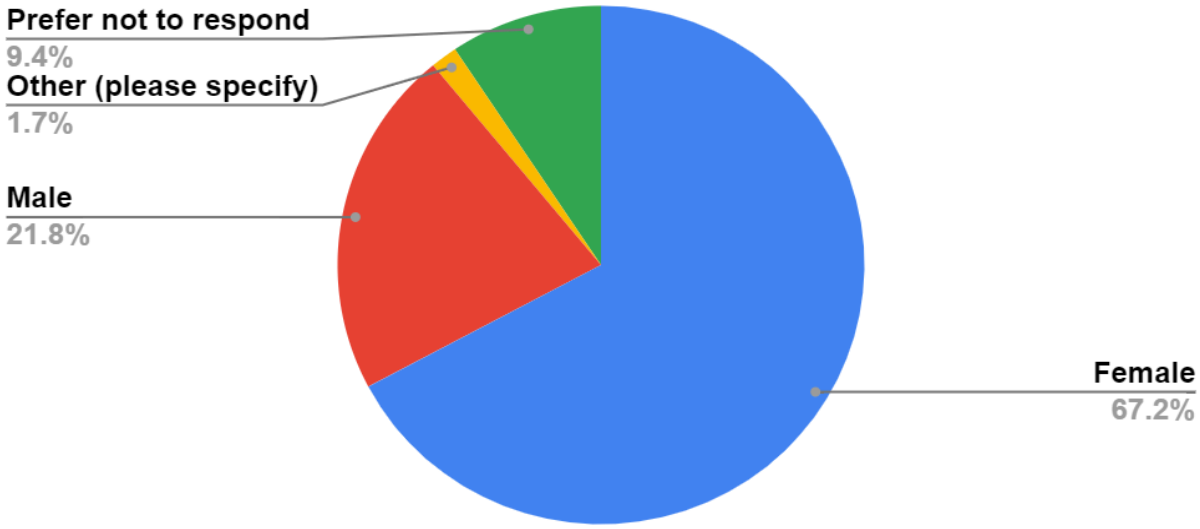
Family - By Ethnicity

What is your high school or program?

	Number of Responses													
	American Indian or Alaska Native		Asian		Black/African American		Hispanic/Latino		Native Hawaiian or Pacific Islander		White		Prefer not to respond	
Response	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses
East	2	0.79%	1	0.40%	4	1.58%	6	2.37%	2	0.79%	208	82.21%	30	11.86%
Lincoln High	1	1.18%	7	8.24%	3	3.53%	7	8.24%	1	1.18%	59	69.41%	7	8.24%
North Star	0	0.00%	2	2.99%	4	5.97%	6	8.96%	0	0.00%	44	65.67%	11	16.42%
Northeast	3	4.11%	2	2.74%	3	4.11%	5	6.85%	2	2.74%	48	65.75%	10	13.70%
Northwest	0	0.00%	0	0.00%	2	3.17%	7	11.11%	0	0.00%	49	77.78%	5	7.94%
Southeast	1	0.48%	2	0.96%	2	0.96%	8	3.85%	1	0.48%	165	79.33%	29	13.94%
Southwest	2	1.33%	1	0.67%	3	2.00%	7	4.67%	0	0.00%	121	80.67%	16	10.67%
Standing Bear	1	1.28%	1	1.28%	2	2.56%	3	3.85%	0	0.00%	60	76.92%	11	14.10%
Arts & Humanities FP	0	0.00%	1	9.09%	0	0.00%	0	0.00%	0	0.00%	8	72.73%	2	18.18%
The Bay High	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Bryan Comm. FP	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	100.00%	0	0.00%
The Career Academy	0	0.00%	0	0.00%	0	0.00%	1	5.56%	0	0.00%	13	72.22%	4	22.22%
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Science FP	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	11	100.00%	0	0.00%
HS Student Support Prog.	1	25.00%	0	0.00%	1	25.00%	0	0.00%	0	0.00%	2	50.00%	0	0.00%
Yankee Hill Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%
Graduation Pathway	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Family - Total Responses

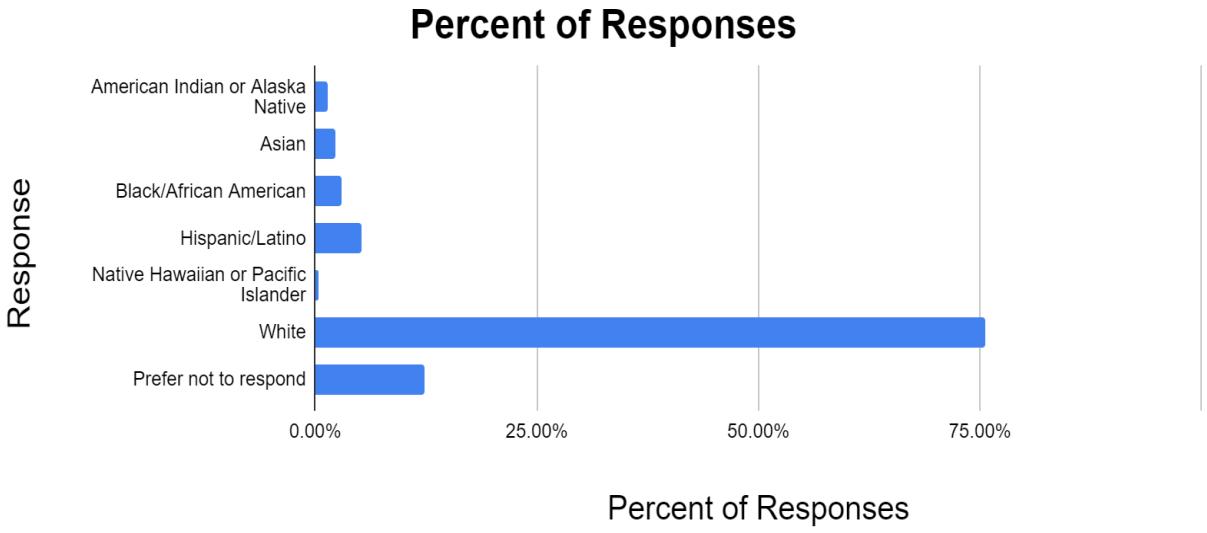
What is your gender (please choose one)?



Response	Number of Responses
Female	1,344
Male	435
Other (please specify)	33
Prefer not to respond	187

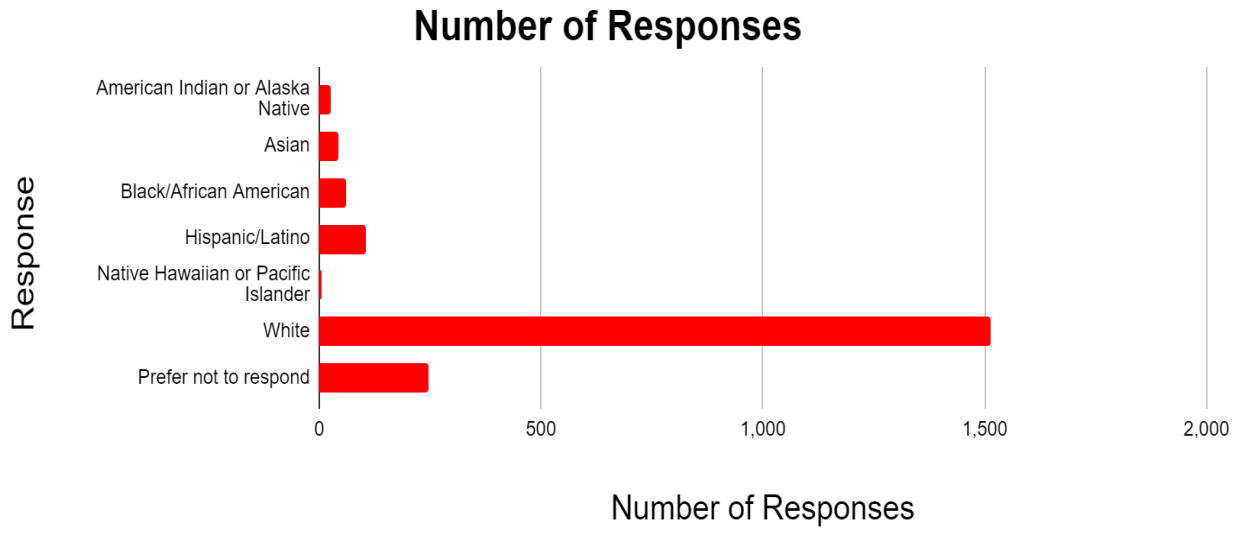
Family - Total Responses (Percent)

What is your race/ethnicity (please choose all that apply)?



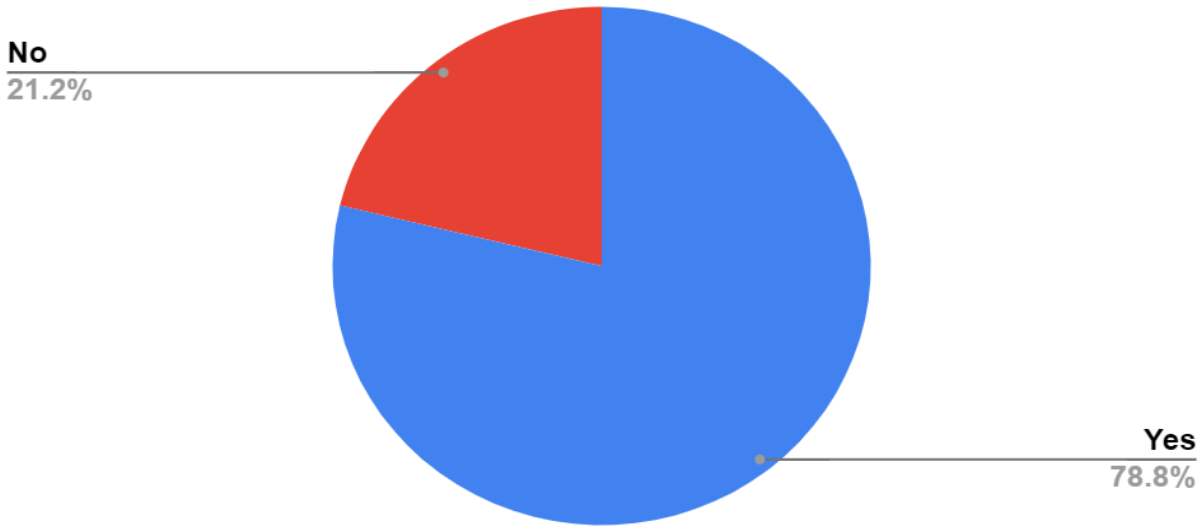
Family - Total Responses (Number)

What is your race/ethnicity (please choose all that apply)?



Family - Total Responses

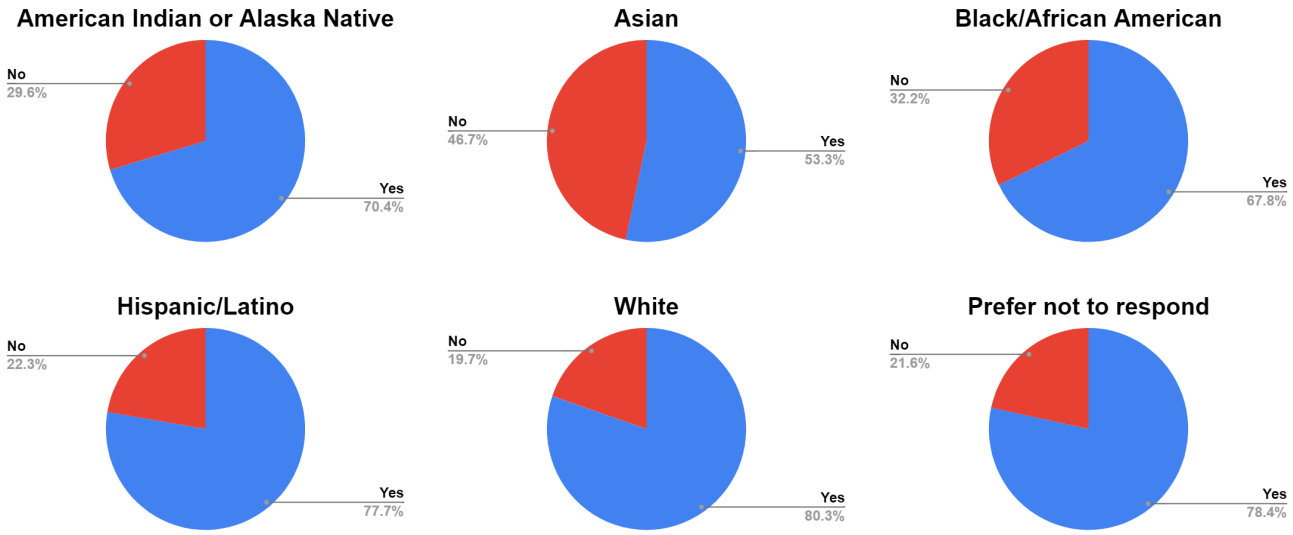
Are you aware that there is a School Resource Officer (SRO) at your student's school?



Response	Number of Responses
Yes	1,572
No	424

Family - By Ethnicity

Are you aware that there is a School Resource Officer (SRO) at your student's school?

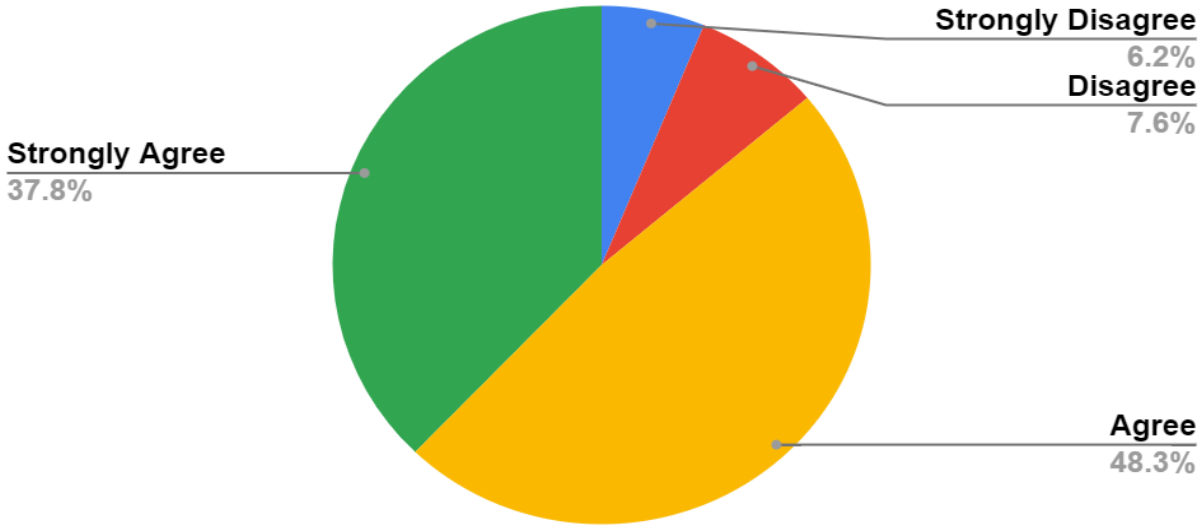


Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/ Latino	White	Prefer not to respond
Yes	19	24	40	80	1212	192
No	8	21	19	23	298	53

When parents were asked if they were aware that a School Resource Officer (SRO) was at their students' school, 75%(1,635) indicated that they were aware. Well over half of each racial/ethnic group indicated they were aware ranging from 57% for Hispanic/Latino to 100% for Native Hawaiian or Pacific Islander.

Family - Total Responses

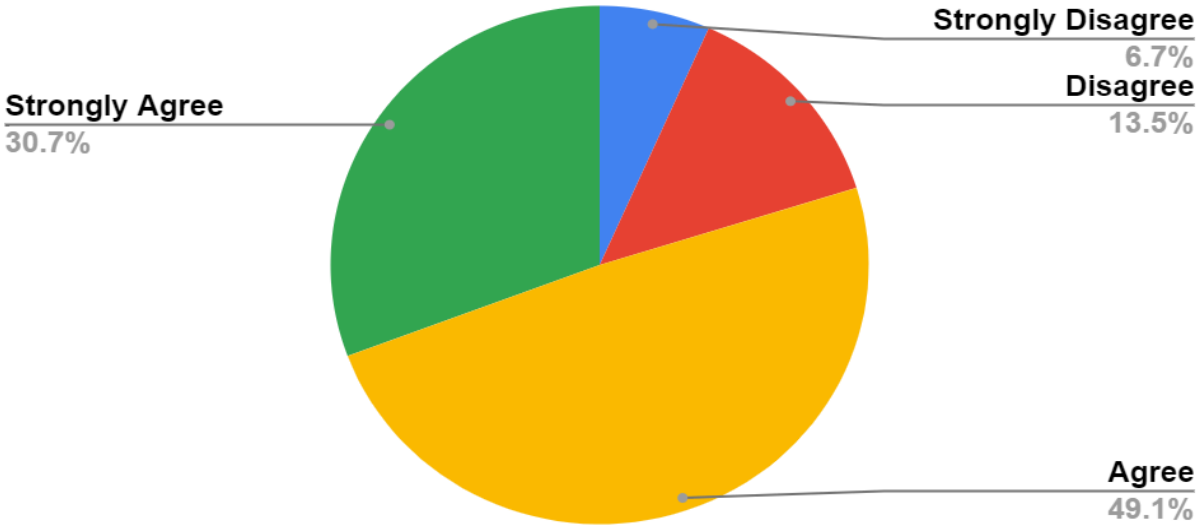
Overall, my student's school is safer because the School Resource Officer (SRO) is in our building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	78	96	607	475	1,256

Family - Total Responses

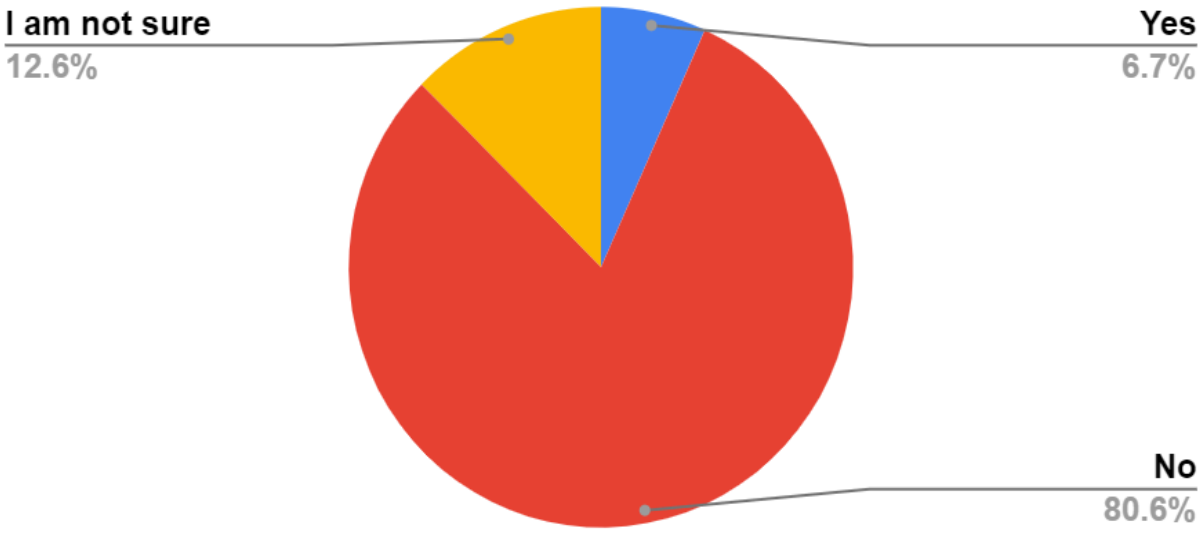
I feel safer when I visit my student's school because the School Resource Officer (SRO) is in the building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	Total Responses
Total Responses	86	175	635	397	1,293

Family - Total Responses

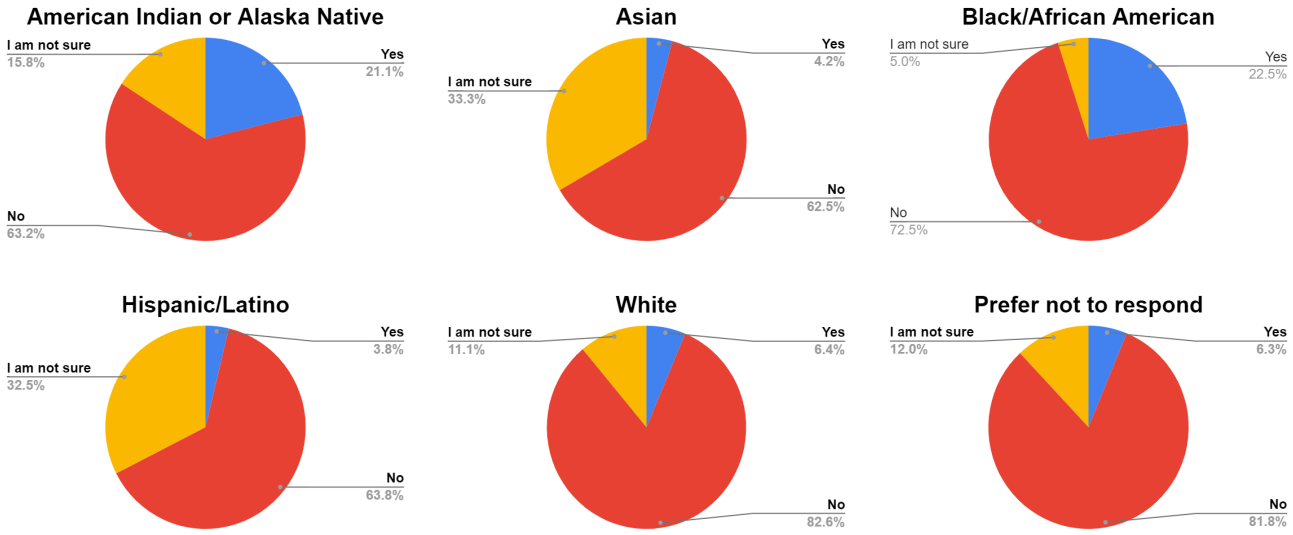
Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?



Response	Number of Responses
Yes	106
No	1,267
I am not sure	198

Family - By Ethnicity

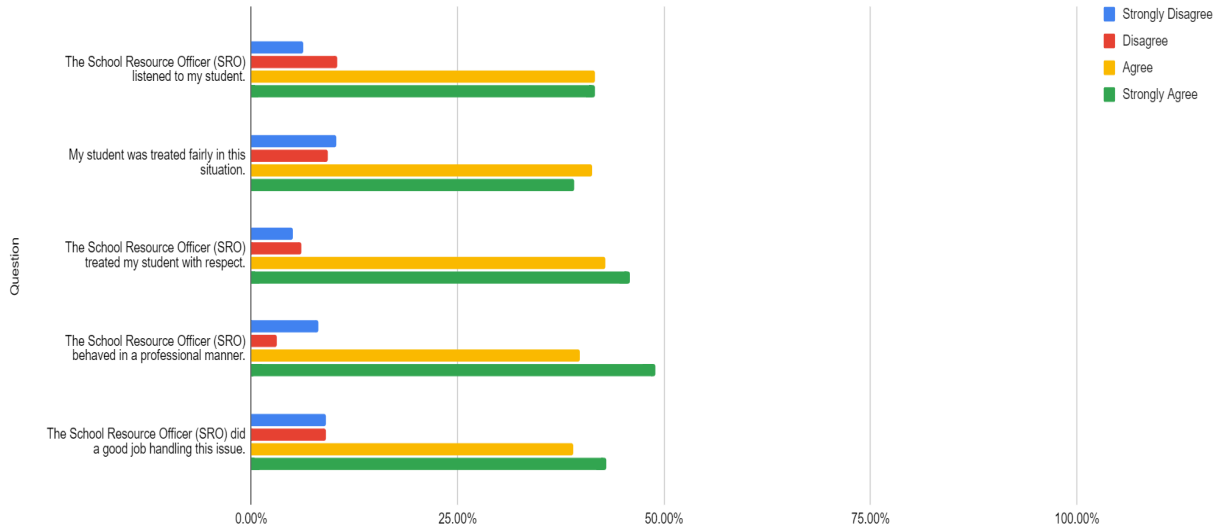
Has the School Resource Officer (SRO) been in contact with your student about an issue at school this year?



Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/ Latino	White	Prefer not to respond
Yes	4	1	9	3	77	12
No	12	15	29	51	1,000	157
I am not sure	3	8	2	26	134	23

Family - Total Responses

For the next set of statements, please think about the most recent time the School Resource Officer (SRO) contacted your student about an issue at school. Please indicate your level of agreement with each statement.



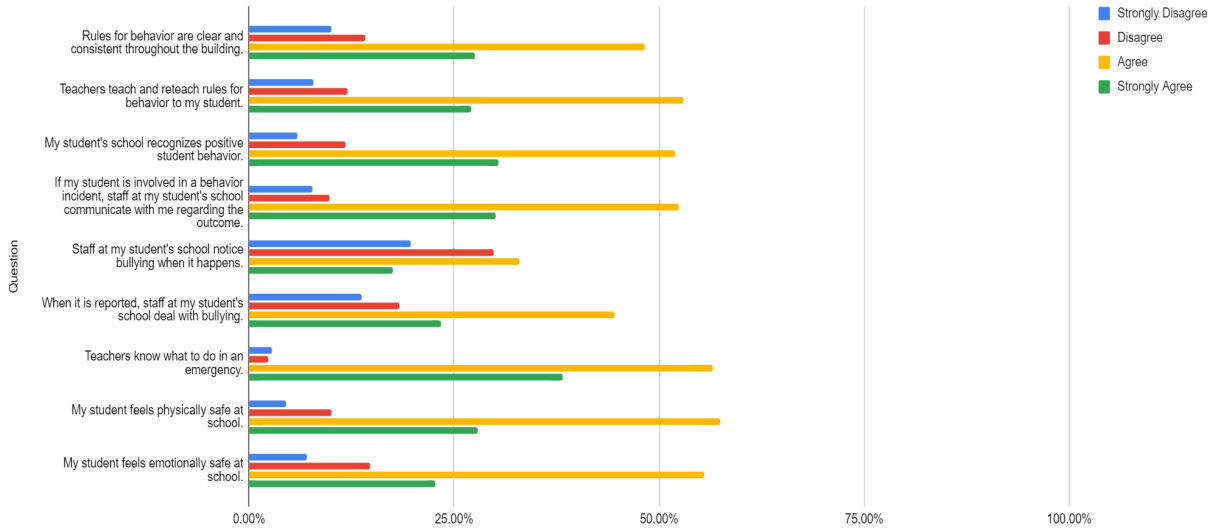
All Responses: At my school...	Total Responses
The SRO listened to my student.	96
My student was treated fairly in this situation.	97
The SRO treated my student with respect.	98
The SRO behaved in a professional manner.	98
The SRO did a good job handling this issue.	100

Parents were asked about the interactions their student may have had with School Resource Officers (SROs). These items paralleled items asked of students. Most parents felt their student was treated fairly in these interactions.

Note: Only the White and Prefer Not to Respond categories had 5 or more responses so the decision was made to only report on total responses rather than dividing the responses by ethnic groups.

Family - Total Responses

At your school…



All Responses: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	1,724
Teachers teach and reteach rules for behavior to my student.	1,352
My student's school recognizes positive student behavior.	1,686
If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.	1,313
Staff at my student's school notice bullying when it happens.	1,121
When it is reported, staff at my student's school deal with bullying.	1,096
Teachers know what to do in an emergency.	1,438
My student feels physically safe at school.	1,922
My student feels emotionally safe at school.	1,899

Key Takeaway:

Family Responses on 2024 Spring Perception Survey:

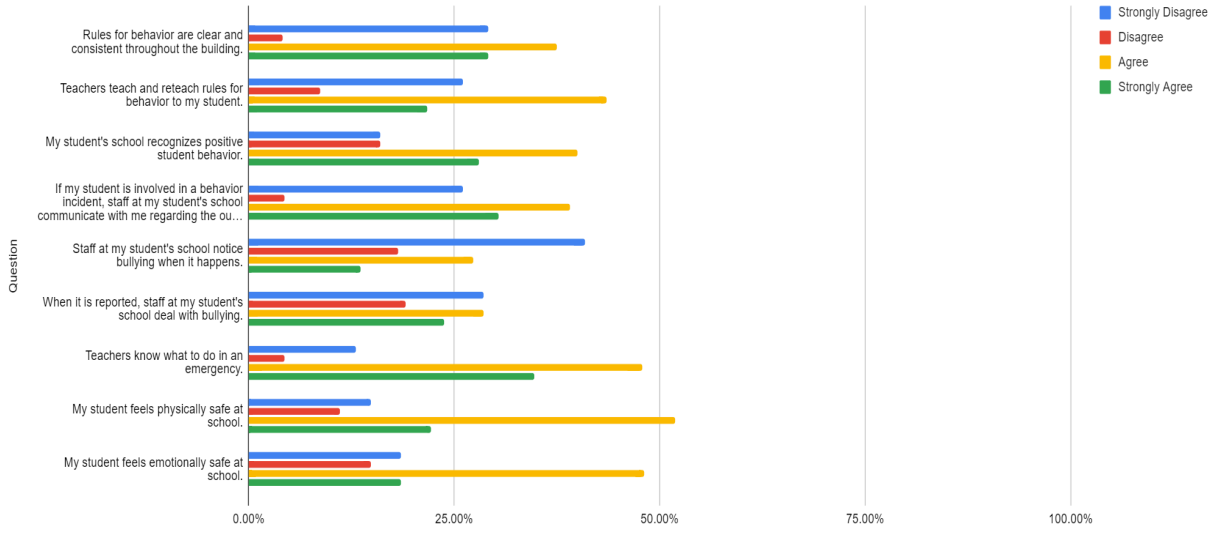
Overall the responses from parents were fairly positive. As in previous years, areas that might need attention are the consistency of behavioral expectations across teachers, adult responses to bullying, and the emotional safety of students. Also, as in previous years, no meaningful comparisons were possible by race/ethnicity given the low number of parents in most groups responding to the survey.

Notes:

- In efforts to maintain the anonymity of respondents, the decision was made to remove Native Hawaiian or Pacific Islander from the racial/ethnic breakout because there were fewer than 5 respondents from that group.
- There are only a few responses to these survey items from parents in some of the demographic categories (Hispanic/Latino and Asian). Data represented in this report reflect the responses of only a few parents in these demographic categories, and may not accurately represent overall trends for most parents in these demographic groups.

Family - By Ethnicity
American Indian or Alaska Native

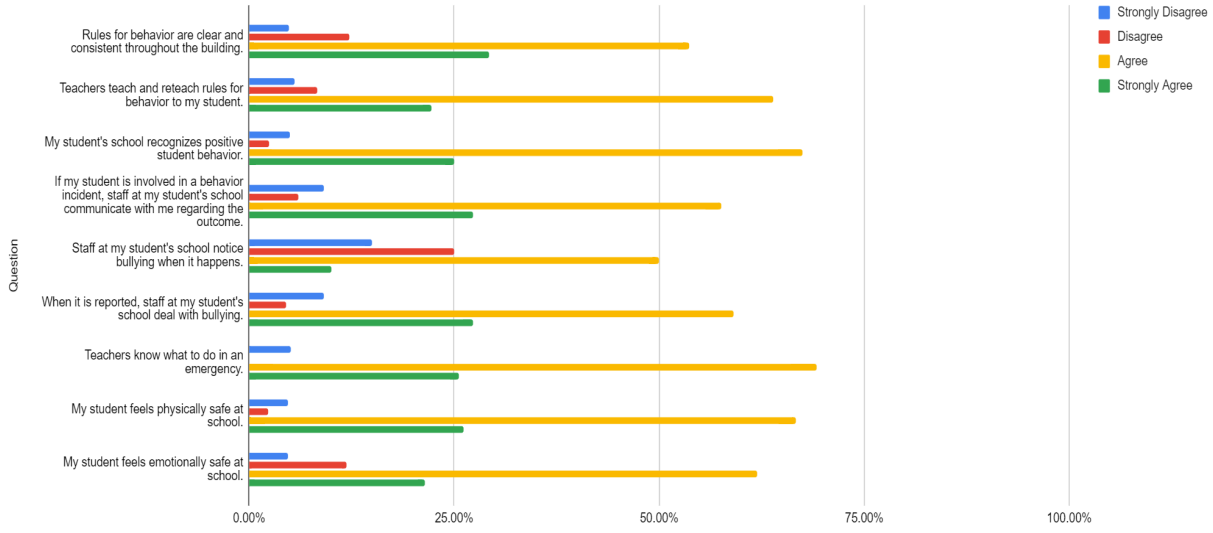
At your school…



American Indian or Alaska Native: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	24
Teachers teach and reteach rules for behavior to my student.	23
My student's school recognizes positive student behavior.	25
If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.	23
Staff at my student's school notice bullying when it happens.	22
When it is reported, staff at my student's school deal with bullying.	21
Teachers know what to do in an emergency.	23
My student feels physically safe at school.	27
My student feels emotionally safe at school.	27

Family - By Ethnicity
Asian

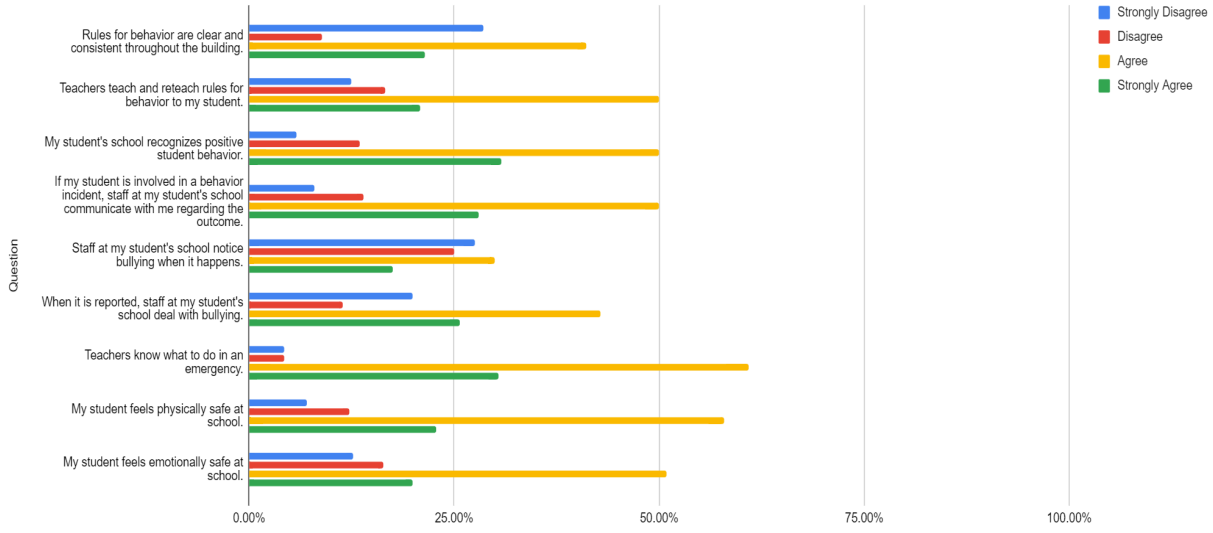
At your school…



Asian: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	41
Teachers teach and reteach rules for behavior to my student.	36
My student's school recognizes positive student behavior.	40
If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.	33
Staff at my student's school notice bullying when it happens.	20
When it is reported, staff at my student's school deal with bullying.	22
Teachers know what to do in an emergency.	39
My student feels physically safe at school.	42
My student feels emotionally safe at school.	42

Family - By Ethnicity
Black/African American

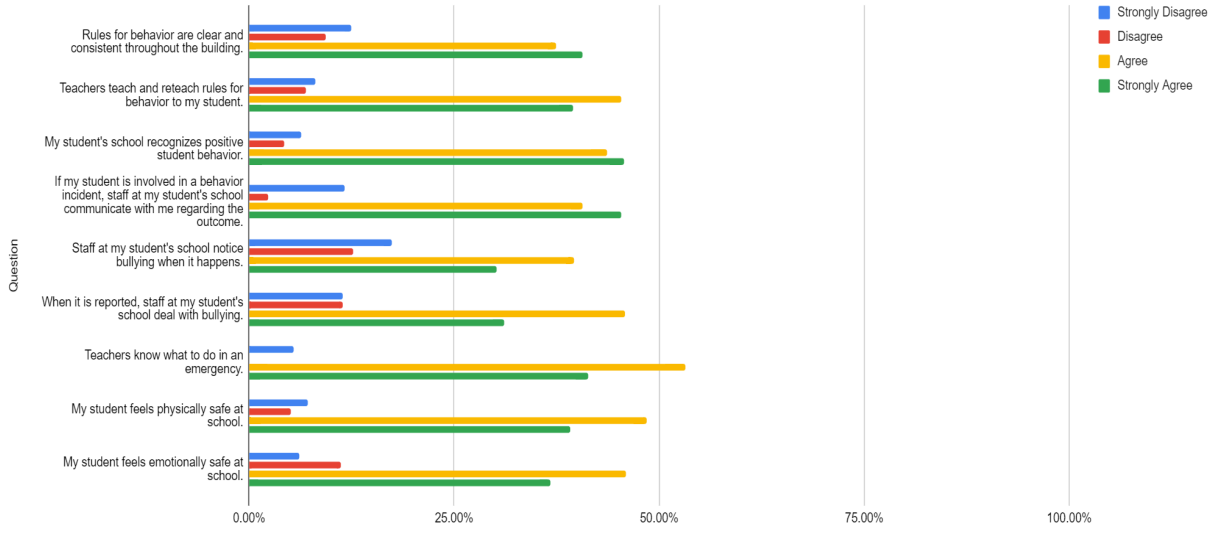
At your school…



Black/African American: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	56
Teachers teach and reteach rules for behavior to my student.	48
My student's school recognizes positive student behavior.	52
If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.	50
Staff at my student's school notice bullying when it happens.	40
When it is reported, staff at my student's school deal with bullying.	35
Teachers know what to do in an emergency.	46
My student feels physically safe at school.	57
My student feels emotionally safe at school.	55

Family - By Ethnicity
Hispanic/Latino

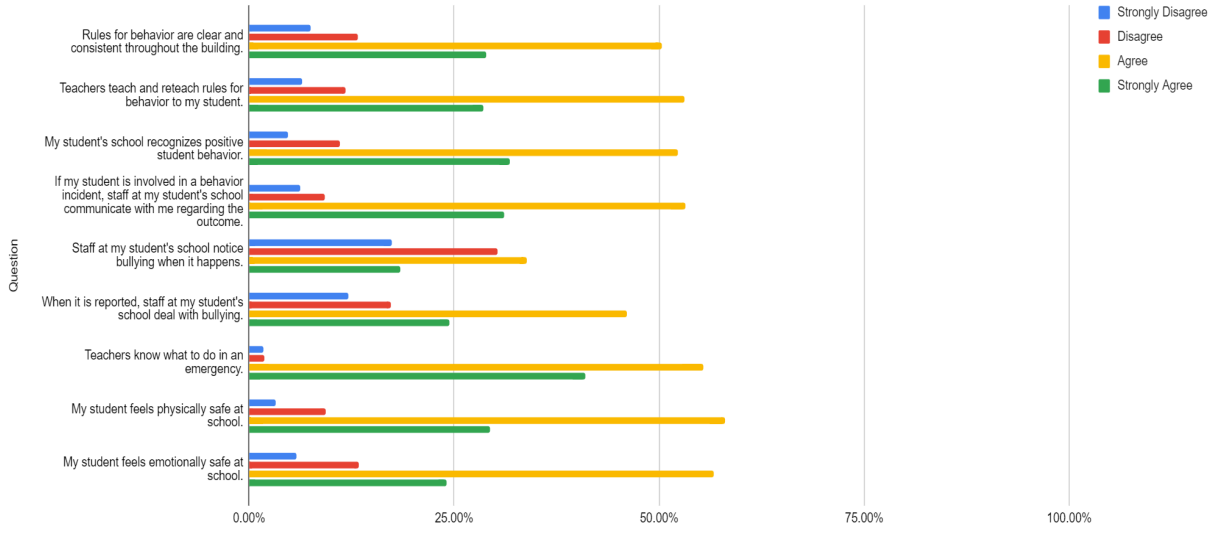
At your school…



Hispanic/Latino: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	96
Teachers teach and reteach rules for behavior to my student.	86
My student's school recognizes positive student behavior.	94
If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.	86
Staff at my student's school notice bullying when it happens.	63
When it is reported, staff at my student's school deal with bullying.	61
Teachers know what to do in an emergency.	92
My student feels physically safe at school.	97
My student feels emotionally safe at school.	98

Family - By Ethnicity
White

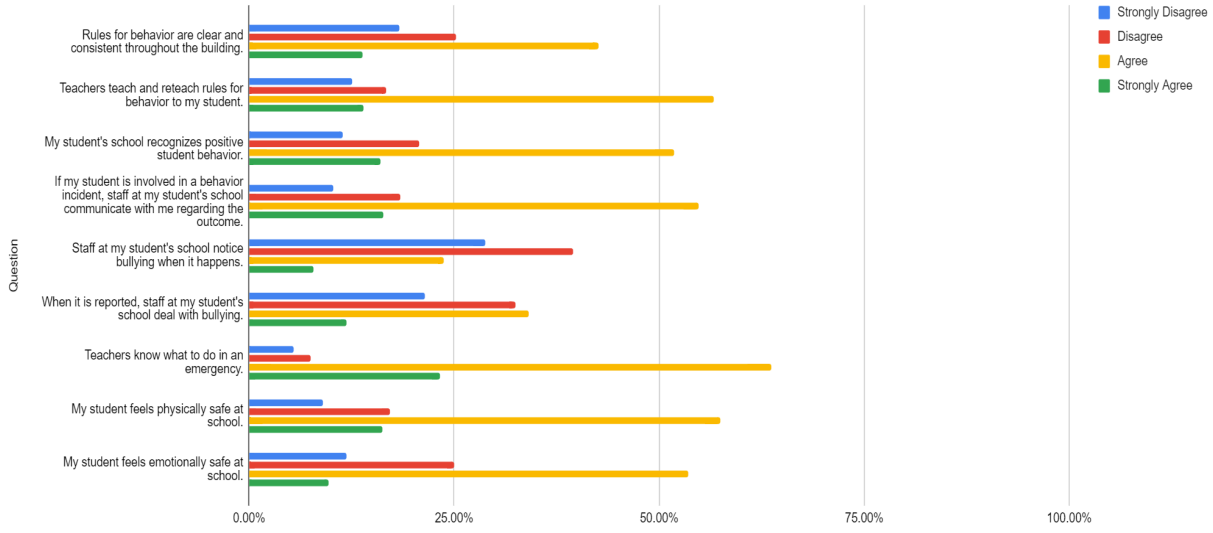
At your school…



White: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	1,298
Teachers teach and reteach rules for behavior to my student.	1,010
My student's school recognizes positive student behavior.	1,276
If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.	969
Staff at my student's school notice bullying when it happens.	833
When it is reported, staff at my student's school deal with bullying.	826
Teachers know what to do in an emergency.	1,086
My student feels physically safe at school.	1,459
My student feels emotionally safe at school.	1,442

Family - By Ethnicity
Prefer not to respond

At your school…



Prefer not to respond: At my school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	202
Teachers teach and reteach rules for behavior to my student.	143
My student's school recognizes positive student behavior.	193
If my student is involved in a behavior incident, staff at my student's school communicate with me regarding the outcome.	146
Staff at my student's school notice bullying when it happens.	139
When it is reported, staff at my student's school deal with bullying.	126
Teachers know what to do in an emergency.	146
My student feels physically safe at school.	233
My student feels emotionally safe at school.	228

Key Takeaway:

Family Responses on 2024 Spring Perception Survey:

Parent responses to items about School Resources Officers (SROs), expectations, fairness and safety were generally positive.
Note:

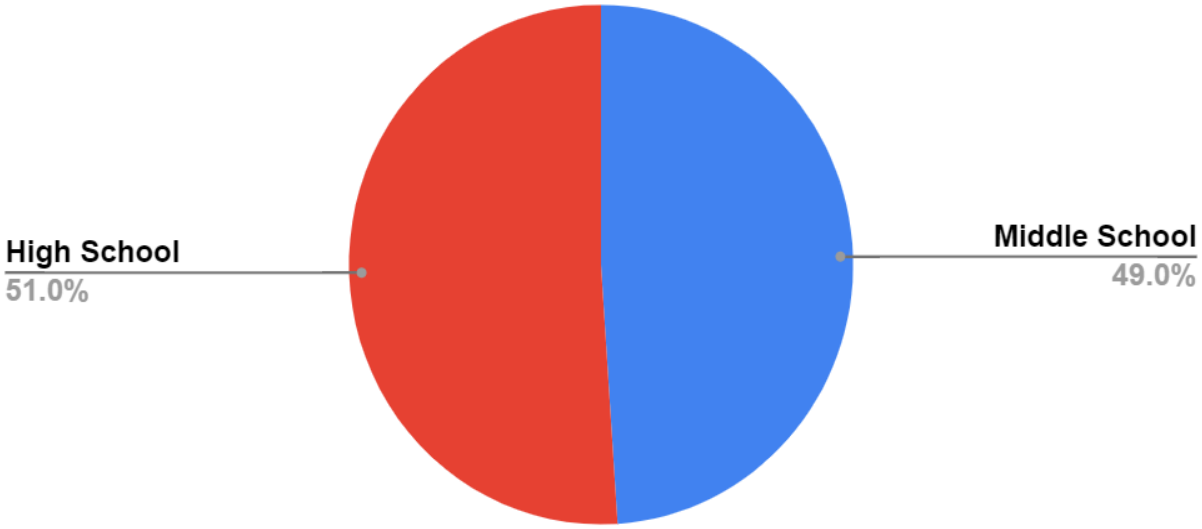
- In efforts to maintain the anonymity of respondents, the decision was made to remove Native Hawaiian or Pacific Islander from the racial/ethnic breakout because there were fewer than 5 respondents.
- Because of low numbers of responses from parents in some of the race/ethnic categories, data represented in this report may not accurately represent overall trends for parents in these demographic groups.

APPENDIX E

Lincoln Public Schools
Certified Staff Perception Survey
2023-24

Certified Staff - Total Responses

School Level



Response	Number of Responses
Middle School	586
High School	611
Total	1,197

Certified Staff - Total Responses

What is your middle school or program?

Response	Number of Responses	Percent of Responses
Culler	42	7.17%
Dawes	31	5.29%
Goodrich	67	11.43%
Irving	40	6.83%
Lefler	43	7.34%
Lux	43	7.34%
Mickle	42	7.17%
Moore	32	5.46%
Park	71	12.12%
Pound	43	7.34%
Schoo	54	9.22%
Scott	67	11.43%
Donald D. Sherrill Educ. Ctr.	0	0.00%
Nuernberger Educ. Ctr.	11	1.88%
Pathfinder Educ. Prog.	0	0.00%
MS Student Support Prog.	0	0.00%

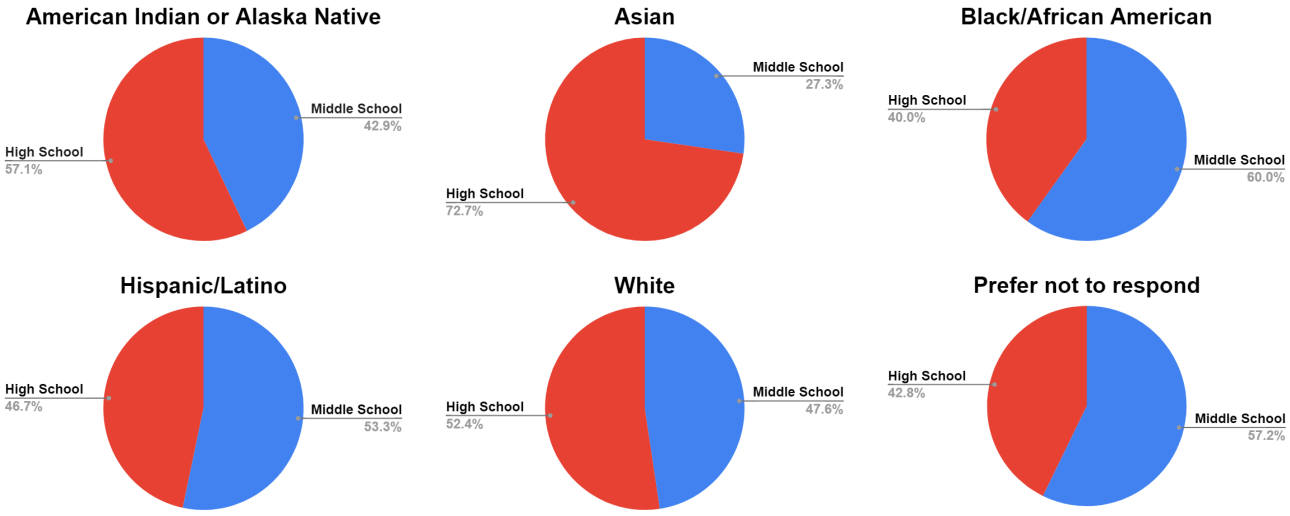
Certified Staff - Total Responses

What is your high school or program?

Response	Number of Responses	Percent of Responses
East	97	15.88%
Lincoln High	51	8.35%
North Star	82	13.42%
Northeast	62	10.15%
Northwest	43	7.04%
Southeast	96	15.71%
Southwest	96	15.71%
Standing Bear	35	5.73%
Arts & Humanities FP	3	0.49%
The Bay High FP	4	0.65%
Bryan Comm. FP	17	2.78%
The Career Academy	8	1.31%
Pathfinder Educ. Prog.	0	0.00%
Science FP	5	0.82%
HS Student Support Prog.	0	0.00%
Yankee Hill Educ. Ctr.	6	0.98%

Certified Staff - By Ethnicity

School Level



	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/ Latino	White	Prefer not to respond	Total Responses
Middle School	3	3	15	16	466	83	586
High School	4	8	10	14	513	62	611
Total	7	11	25	30	979	145	1,197

When asked about their racial/ethnic background staff could respond that they belonged to multiple groups. Of the 1,197 respondents, 979 or 81.3%, indicated that White was at least part of their racial/ethnic background. Respondents Preferring not to respond about the racial/ethnic background was the next largest group of respondents with 145 respondents or 12%. The other racial/ethnic groups had less than 6% choosing those as racial/ethnic groups to which they belong.

Note:

- Due to low numbers of responses from teachers in some demographic categories, data represented in this report may not accurately represent overall trends for teachers in these demographic groups. Groups with less than 5 respondents were omitted from the ethnic break out graphs and tables.

Certified Staff - By Ethnicity

What is your middle school or program?

	Number of Responses								
	Black/African American		Hispanic/Latino		White		Prefer not to respond		Total Responses
Response	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses
Culler	2	4.76%	2	4.76%	28	66.67%	10	23.81%	42
Dawes	1	3.23%	0	0.00%	22	70.97%	8	25.81%	31
Goodrich	1	1.49%	4	5.97%	50	74.63%	11	16.42%	67
Irving	0	0.00%	1	2.50%	30	75.00%	8	20.00%	40
Lefler	5	11.63%	1	2.33%	31	72.09%	6	13.95%	43
Lux	0	0.00%	1	2.33%	33	76.74%	9	20.93%	43
Mickle	0	0.00%	0	0.00%	40	95.24%	2	4.76%	42
Moore	0	0.00%	1	3.13%	30	93.75%	1	3.13%	32
Park	4	5.63%	1	1.41%	56	78.87%	8	11.27%	71
Pound	0	0.00%	1	2.33%	32	74.42%	10	23.26%	43
Schoo	1	1.85%	4	7.41%	42	77.78%	5	9.26%	54
Scott	1	1.49%	0	0.00%	62	92.54%	4	5.97%	67
Donald D. Sherrill Educ. Ctr.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Nuernberger Educ. Ctr.	0	0.00%	0	0.00%	10	90.91%	1	9.09%	11
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
MS Student Support Prog	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0

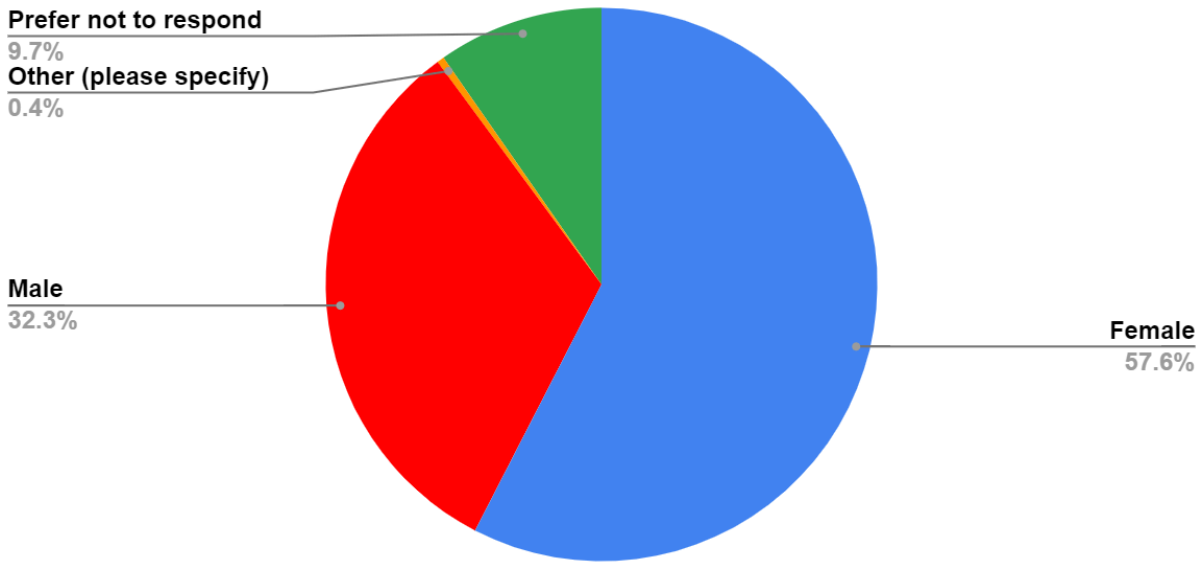
Certified Staff - By Ethnicity

What is your high school or program?

	Number of Responses										
	Asian		Black/African American		Hispanic/Latino		White		Prefer not to respond		Total Responses
Response	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses	Percent of Responses	Number of Responses
East	0	0.00%	1	1.03%	1	1.03%	85	87.63%	9	9.28%	97
Lincoln High	0	0.00%	2	3.92%	1	1.96%	41	80.39%	7	13.73%	51
North Star	1	1.22%	0	0.00%	4	4.88%	71	86.59%	6	7.32%	82
Northeast	1	1.61%	2	3.23%	0	0.00%	56	90.32%	3	4.84%	62
Northwest	0	0.00%	0	0.00%	2	4.65%	31	72.09%	8	18.60%	43
Southeast	2	2.08%	1	1.04%	1	1.04%	83	86.46%	9	9.38%	96
Southwest	2	2.08%	0	0.00%	3	3.13%	82	85.42%	8	8.33%	96
Standing Bear	1	2.86%	1	2.86%	2	5.71%	29	82.86%	2	5.71%	35
Arts & Humanities FP	0	0.00%	0	0.00%	0	0.00%	3	100.00%	0	0.00%	3
The Bay High FP	1	25.00%	0	0.00%	0	0.00%	3	75.00%	0	0.00%	4
Bryan Comm. FP	0	0.00%	3	17.65%	0	0.00%	12	70.59%	2	11.76%	17
The Career Academy	0	0.00%	0	0.00%	0	0.00%	4	50.00%	4	50.00%	8
Pathfinder Educ. Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Science FP	0	0.00%	0	0.00%	0	0.00%	3	60.00%	2	40.00%	5
HS Student Support Prog.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Yankee Hill Prog.	0	0.00%	0	0.00%	0	0.00%	4	66.67%	2	33.33%	6

Certified Staff - Total Responses

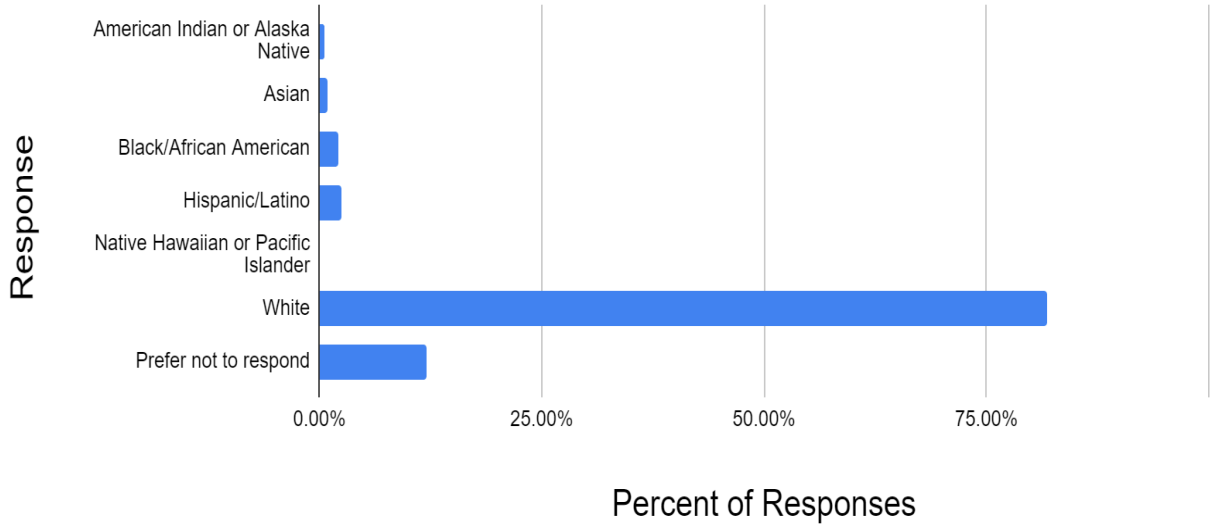
What is your gender (please choose one)?



Response	Number of Responses
Female	676
Male	379
Other (please specify)	5
Prefer not to respond	114
Total Responses	1,174

Certified Staff - Total Responses (Percent)

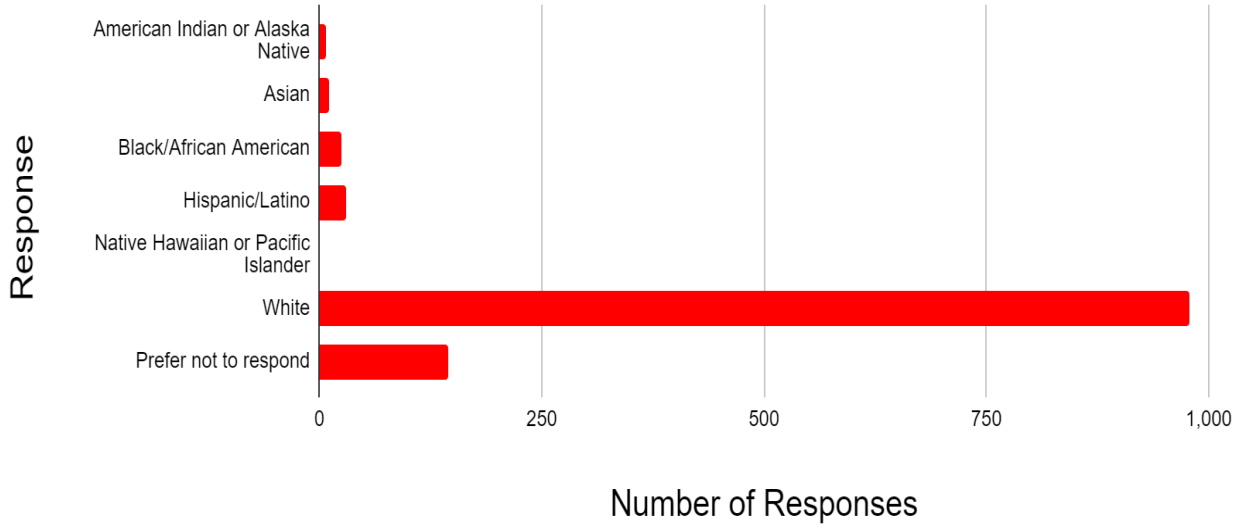
What is your race/ethnicity (please choose all that apply)?



Over 75% of the certified staff responding to the survey were White, therefore we did not attempt to make comparisons across racial/ethnic groups.

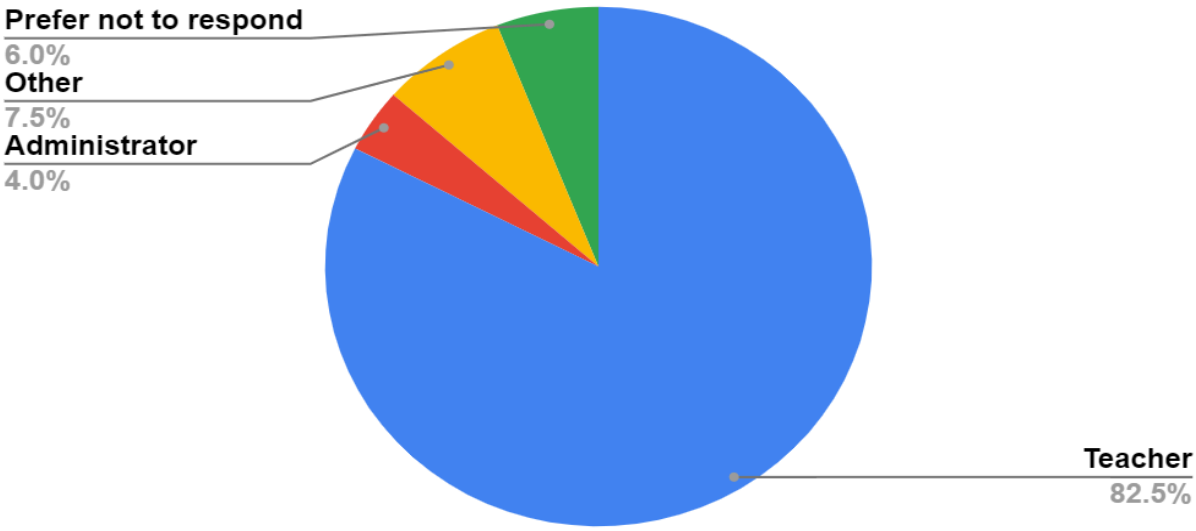
Certified Staff - Total Responses (Number)

What is your race/ethnicity (please choose all that apply)?



Certified Staff - Total Responses

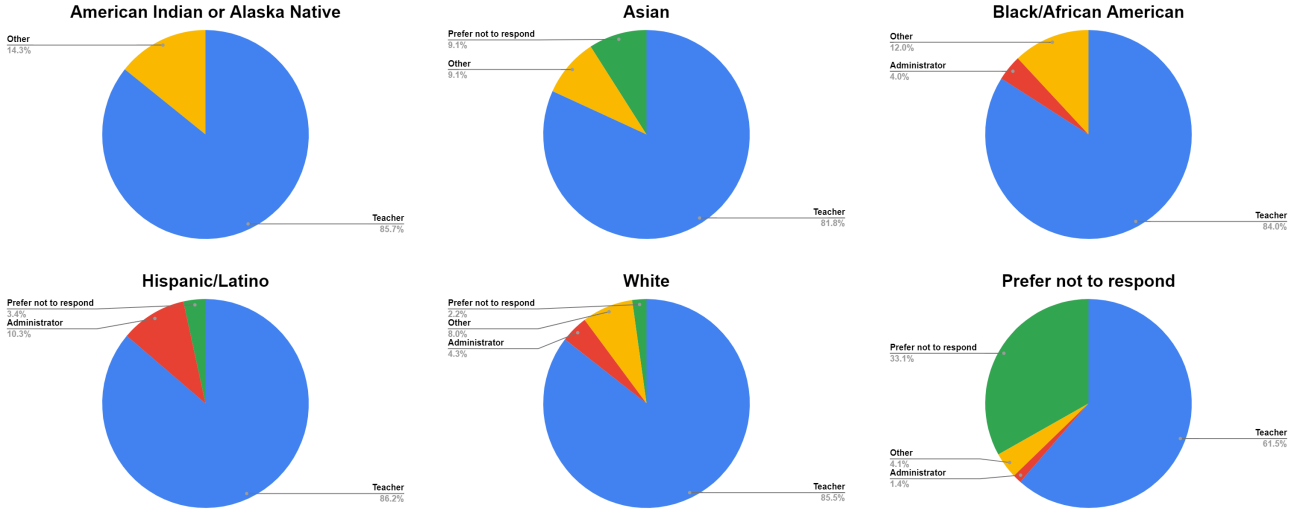
What is your school role(s) (please choose all that apply)?



Response	Number of Responses
Teacher	996
Administrator	48
Other	90
Prefer not to respond	73
Total Responses	1,207

Certified Staff - By Ethnicity

What is your school role(s) (please choose all that apply)?

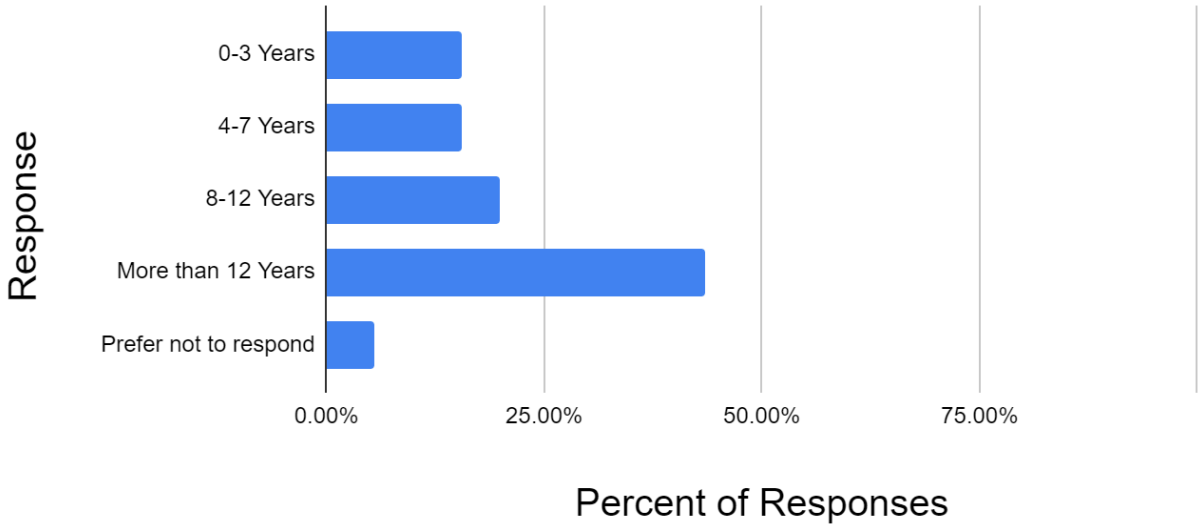


	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/ Latino	White	Prefer not to respond	Total Responses
Teacher	6	9	21	25	844	91	996
Administrator	0	0	1	3	42	2	48
Other	1	1	3	0	79	6	90
Prefer not to respond	0	1	0	1	22	49	73
Total Responses	7	11	25	29	987	148	1,207

The majority of the certified responses were teachers (63-93%).

Certified Staff - Total Responses

How many years of experience do you have as an educator?



Response	Number of Responses
0-3 Years	186
4-7 Years	187
8-12 Years	237
More than 12 Years	521
Prefer not to respond	65
Total Responses	1,196

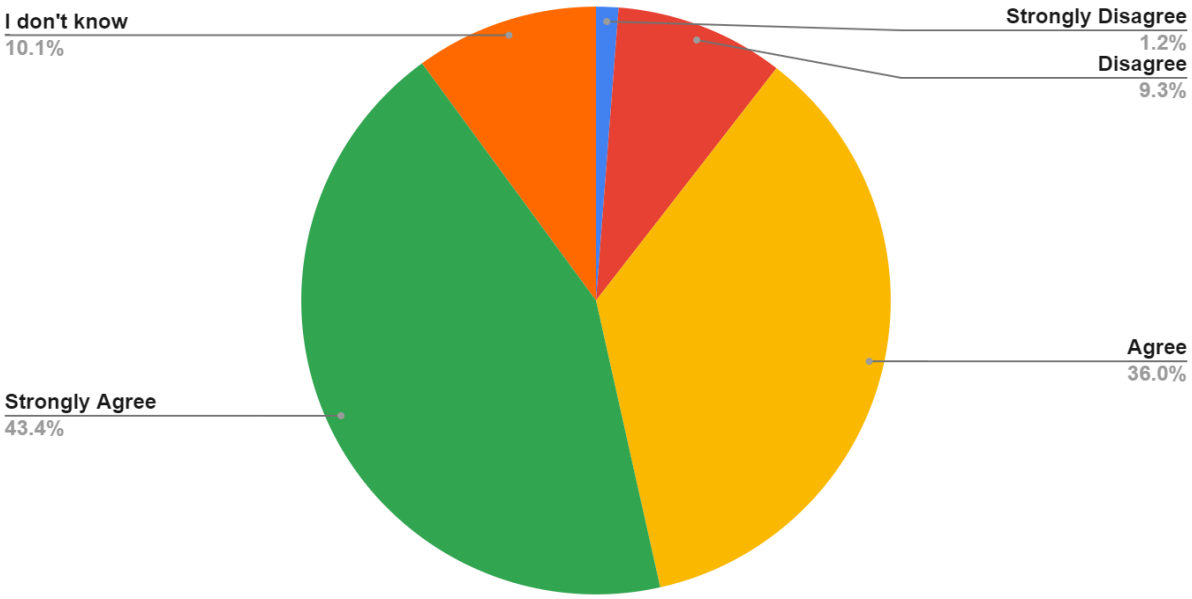
Certified Staff - By Ethnicity

How many years of experience do you have as an educator?

	Number of Responses						
Question	American Indian or Alaska Native	Asian	Black/African American	Hispanic/ Latino	White	Prefer not to respond	Total Responses
0-3 Years	0	3	6	10	157	10	186
4-7 Years	4	2	7	10	152	12	187
8-12 Years	2	2	3	6	203	21	237
More than 12 Years	1	4	9	4	458	45	521
Prefer not to respond	0	0	0	0	9	56	65
Total Responses	7	11	25	30	979	144	1,196

Certified Staff - Total Responses

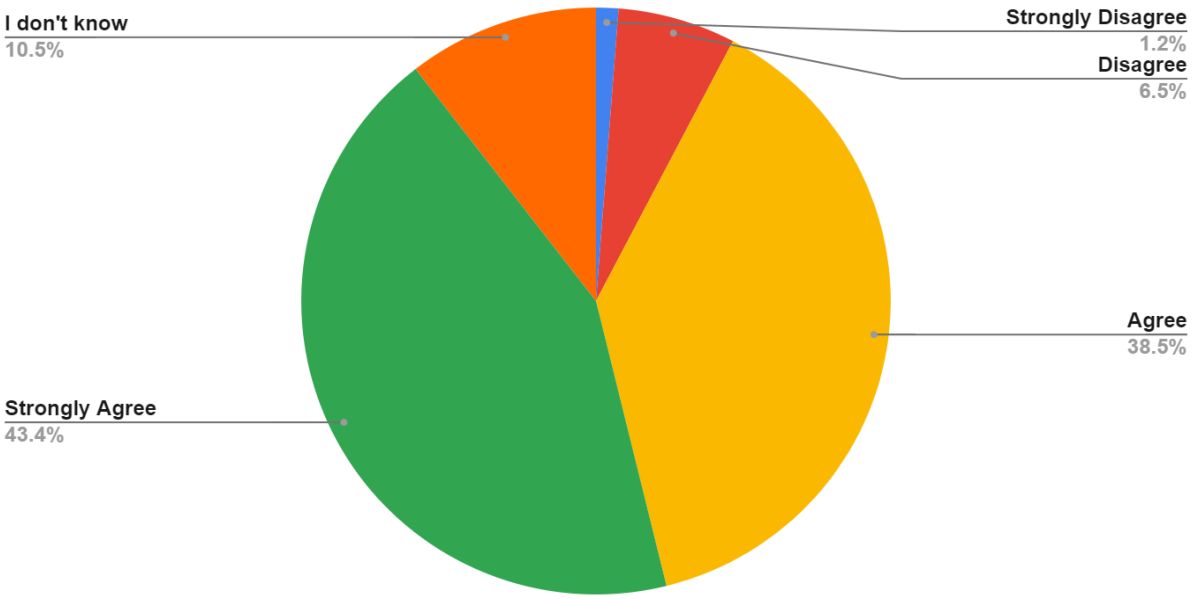
I feel safer at school because the School Resource Officer (SRO) is in the building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know	Total Responses
Total Responses	14	74	440	496	120	1,144

Certified Staff - Total Responses

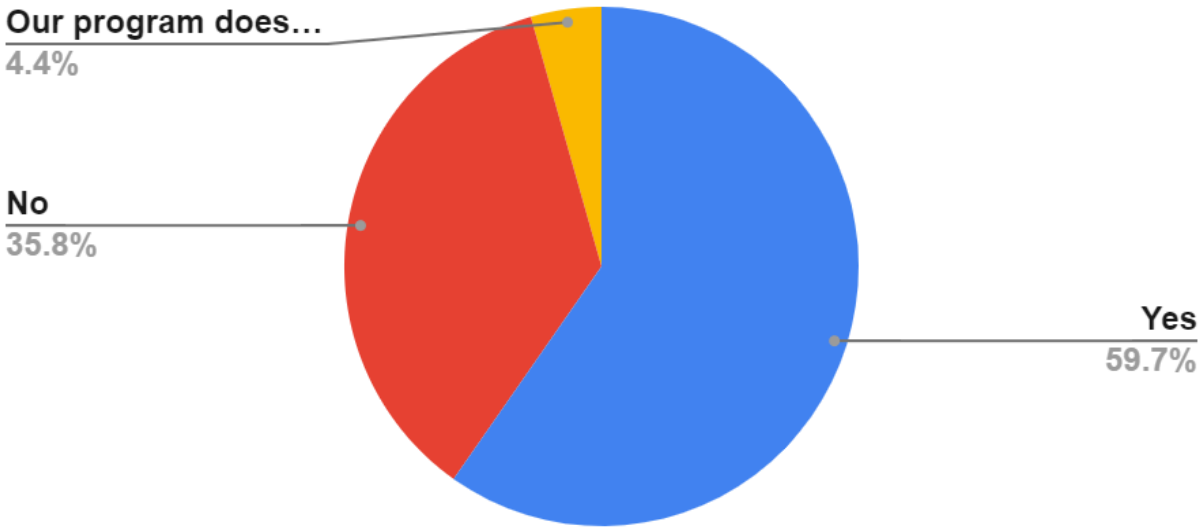
Overall, our school is safer because the School Resource Officer (SRO) is in our building.



	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know	Total Responses
Total Responses	14	74	440	496	120	1,144

Certified Staff - Total Responses

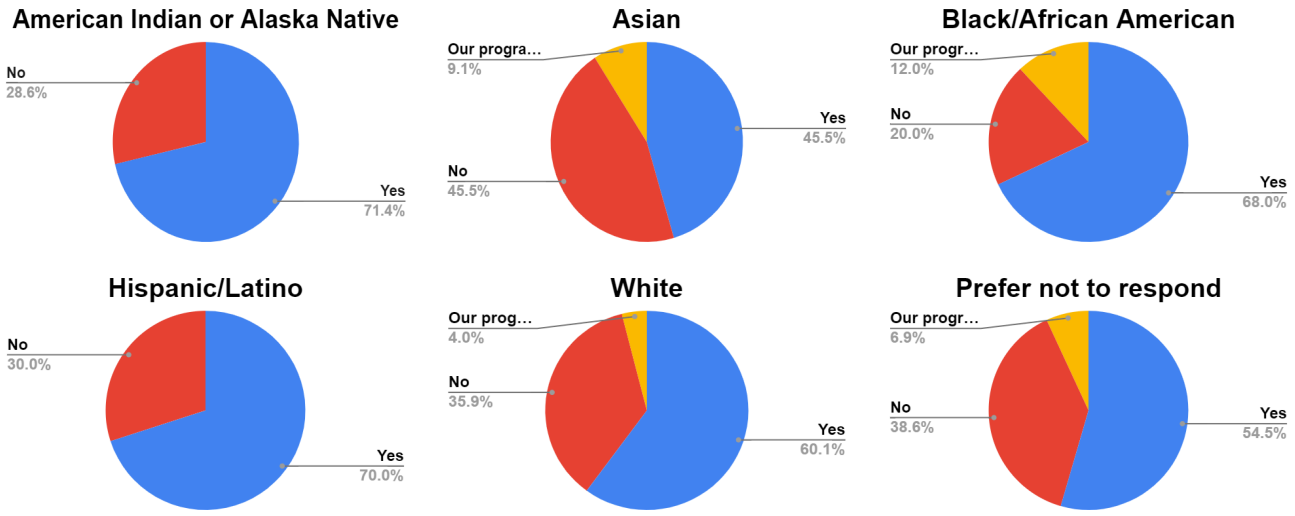
Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?



Response	Number of Responses
Yes	714
No	428
Our program does not have a School Resource Officer	53
Total Responses	1,195

Certified Staff - By Ethnicity

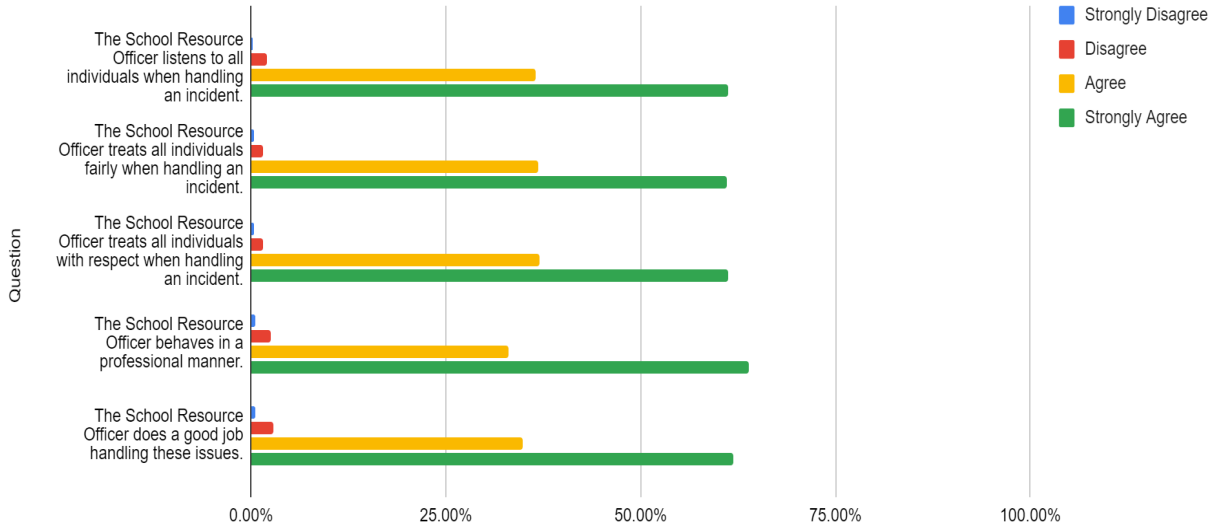
Have you observed the School Resource Officer (SRO) interacting with students because of an issue at school?



	Number of Responses						
Response	American Indian or Alaska Native	Asian	Black/African American	Hispanic/ Latino	White	Prefer not to respond	Total Responses
Yes	5	5	17	21	587	79	714
No	2	5	5	9	351	56	428
Our program does not have a School Resource Officer	0	1	3	0	39	10	53
Total Responses	7	11	25	30	977	145	1,195

Certified Staff - Total Responses

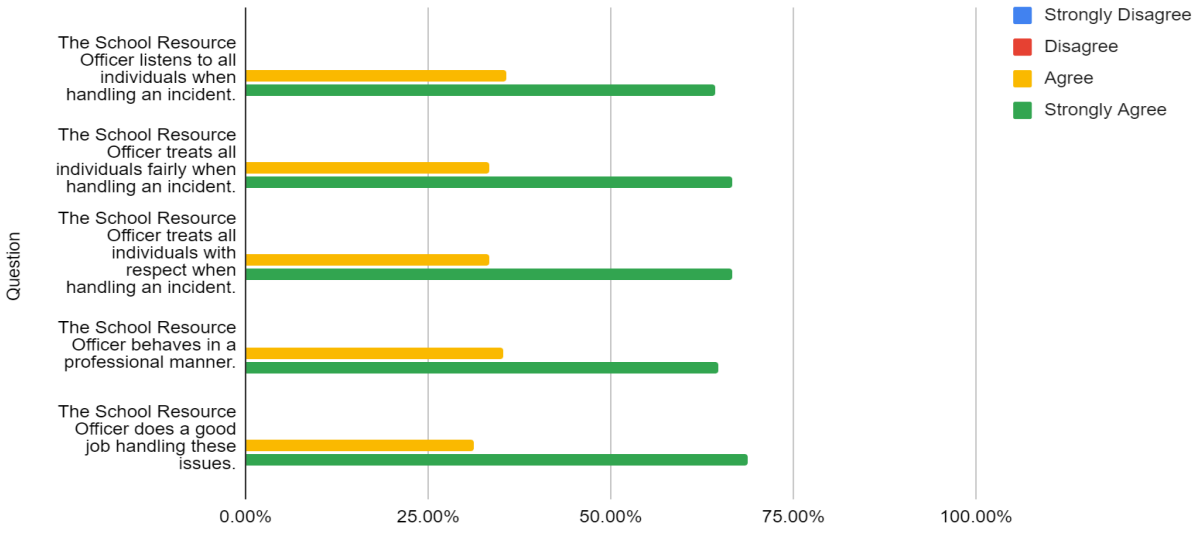
This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.



All Responses: Statement:	Total Responses
The SRO listens to all individuals when handling an incident.	539
The SRO treats all individuals fairly when handling an incident.	561
The SRO treats all individuals with respect when handling an incident.	574
The SRO behaves in a professional manner.	669
The SRO does a good job handling these issues.	597

Certified Staff - By Ethnicity
Black/African American

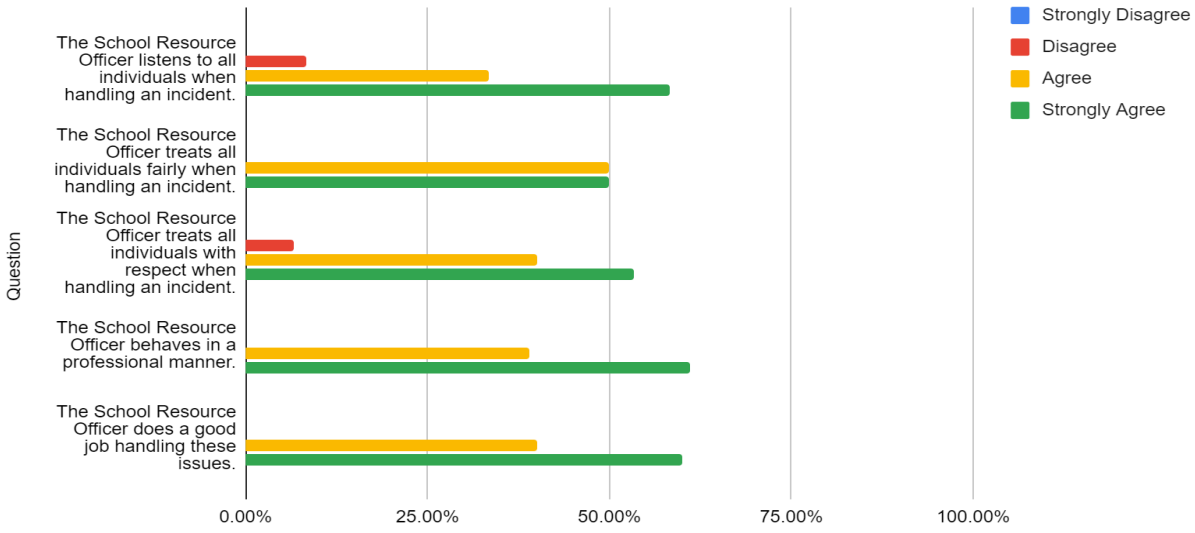
This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.



Black/African American: Statement:	Total Responses
The SRO listens to all individuals when handling an incident.	14
The SRO treats all individuals fairly when handling an incident.	15
The SRO treats all individuals with respect when handling an incident.	15
The SRO behaves in a professional manner.	17
The SRO does a good job handling these issues.	16

Certified Staff - By Ethnicity
Hispanic/Latino

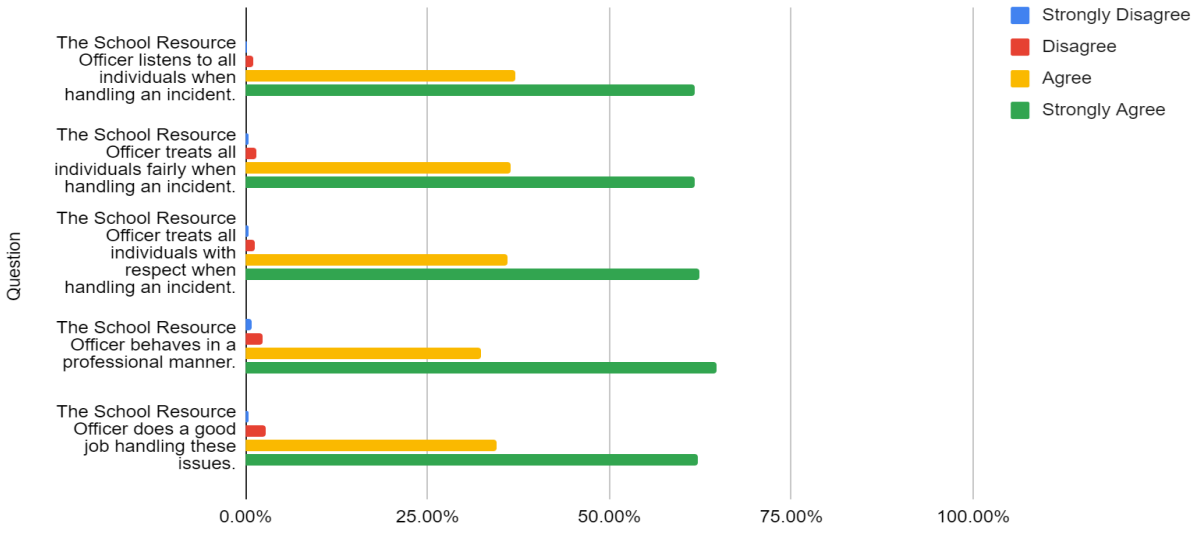
This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.



Hispanic/Latino: Statement:	Total Responses
The SRO listens to all individuals when handling an incident.	12
The SRO treats all individuals fairly when handling an incident.	14
The SRO treats all individuals with respect when handling an incident.	15
The SRO behaves in a professional manner.	18
The SRO does a good job handling these issues.	15

Certified Staff - By Ethnicity
White

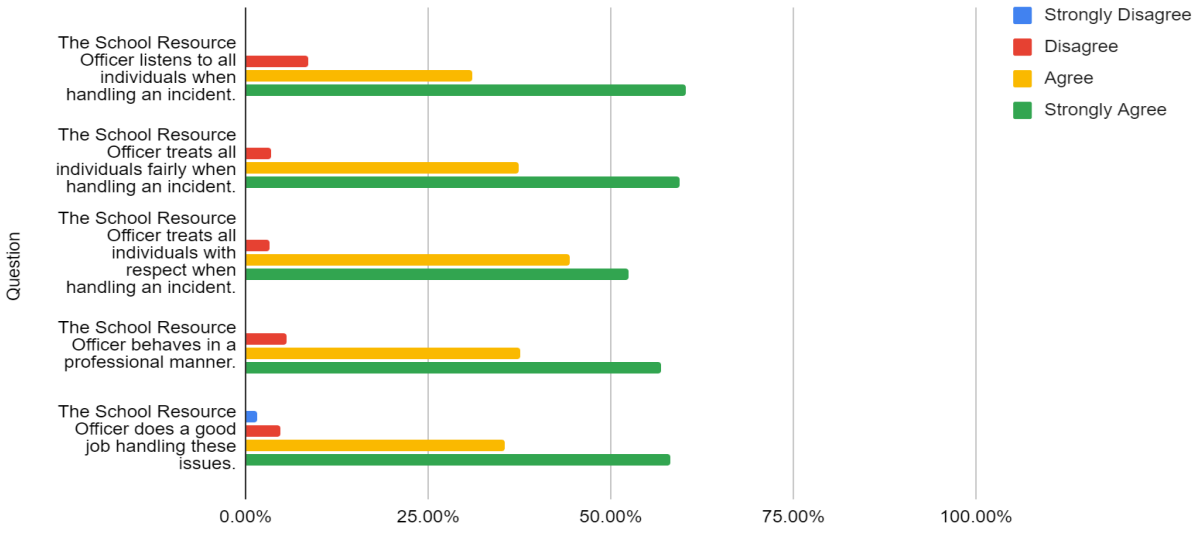
This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.



White: Statement:	Total Responses
The SRO listens to all individuals when handling an incident.	446
The SRO treats all individuals fairly when handling an incident.	464
The SRO treats all individuals with respect when handling an incident.	472
The SRO behaves in a professional manner.	552
The SRO does a good job handling these issues.	495

Certified Staff - By Ethnicity
Prefer not to respond

This set of items is specifically about your observations of the School Resource Officer (SRO) interacting with students and families.



Prefer not to respond: Statement:	Total Responses
The SRO listens to all individuals when handling an incident.	58
The SRO treats all individuals fairly when handling an incident.	59
The SRO treats all individuals with respect when handling an incident.	63
The SRO behaves in a professional manner.	72
The SRO does a good job handling these issues.	62

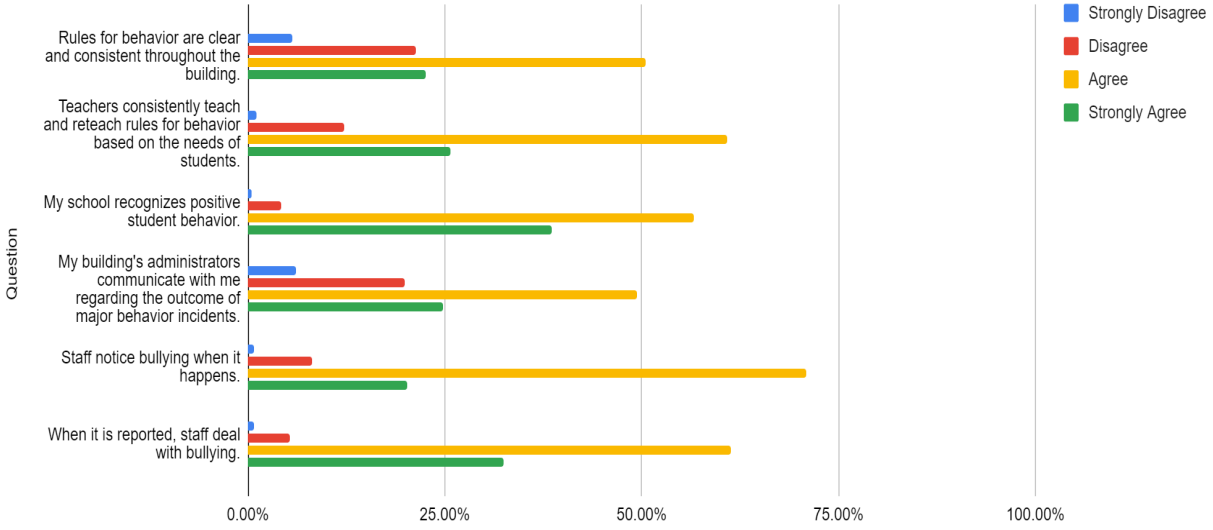
Key Takeaway:

Certified Staff Responses on School Resource Officers:

Certified staff responded positively to items about interactions they observed between students and School Resource Officers (SROs). This has been fairly consistent over the last couple of years.

Certified Staff - Total Responses

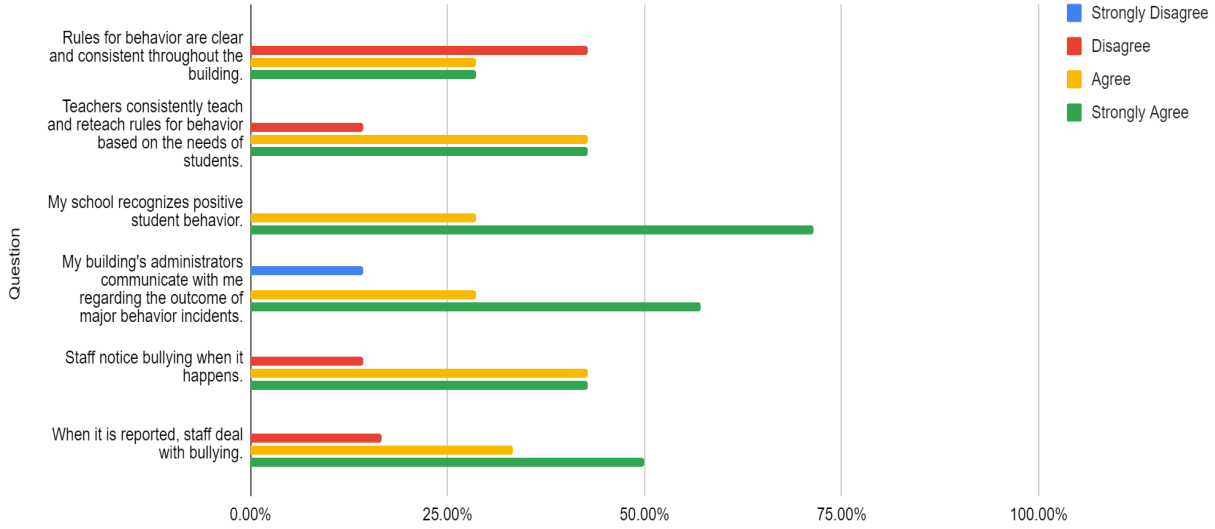
At your school…



All Responses: At your school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	1,188
Teachers consistently teach and reteach rules for behavior based on the needs of students.	1,163
My school recognizes positive student behavior.	1,189
My building's administrators communicate with me regarding the outcome of major behavior incidents.	1,173
Staff notice bullying when it happens.	1,097
When it is reported, staff deal with bullying.	1,108

Certified Staff - By Ethnicity
American Indian or Alaska Native

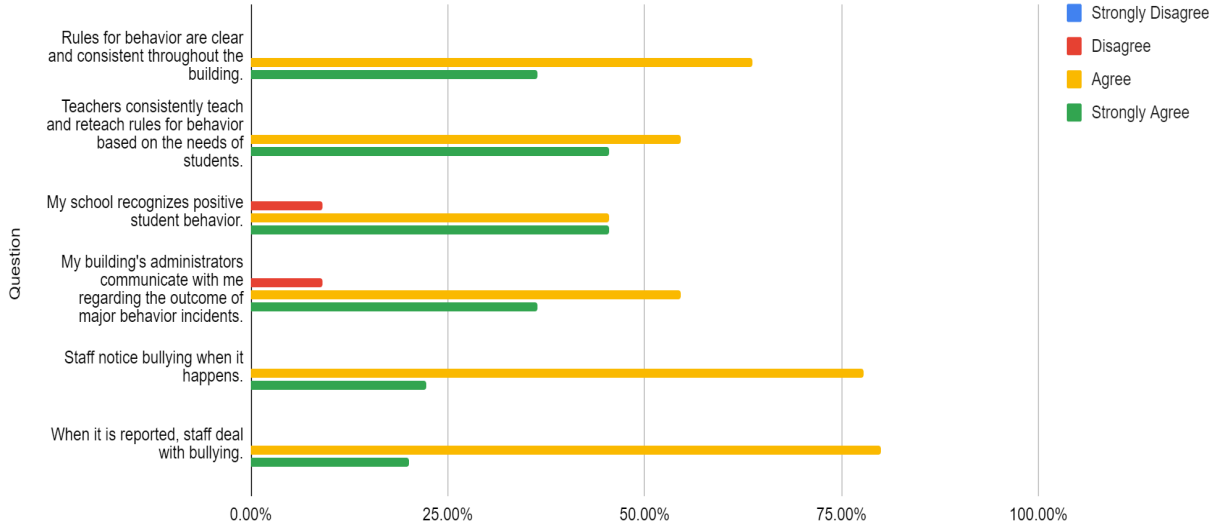
At your school…



American Indian or Alaska Native: At your school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	7
Teachers consistently teach and reteach rules for behavior based on the needs of students.	7
My school recognizes positive student behavior.	7
My building's administrators communicate with me regarding the outcome of major behavior incidents.	7
Staff notice bullying when it happens.	7
When it is reported, staff deal with bullying.	6

Certified Staff - By Ethnicity
Asian

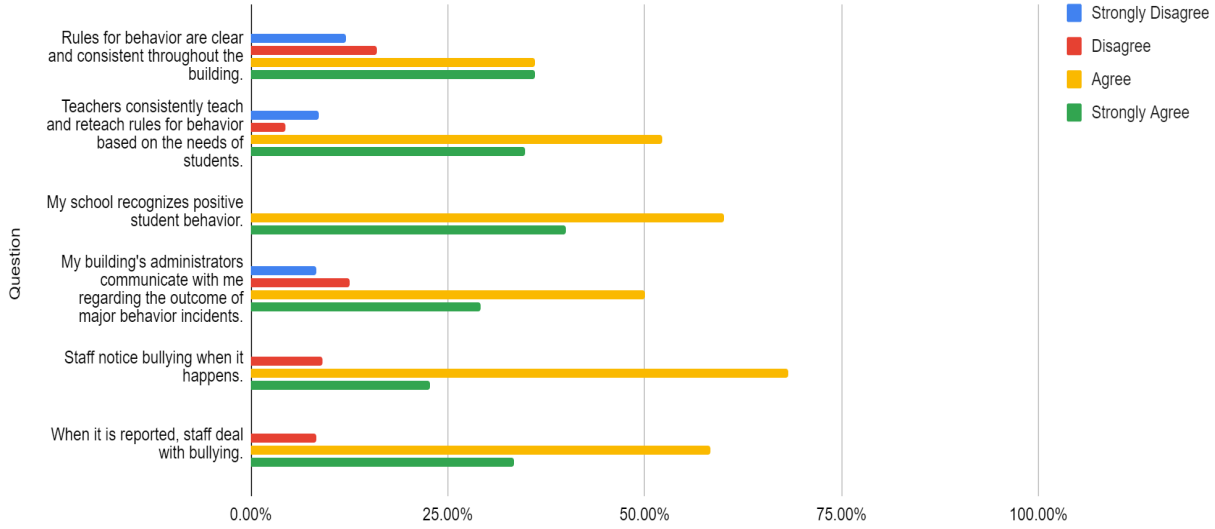
At your school…



Asian: At your school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	11
Teachers consistently teach and reteach rules for behavior based on the needs of students.	11
My school recognizes positive student behavior.	11
My building's administrators communicate with me regarding the outcome of major behavior incidents.	11
Staff notice bullying when it happens.	9
When it is reported, staff deal with bullying.	10

Certified Staff - By Ethnicity
Black/African American

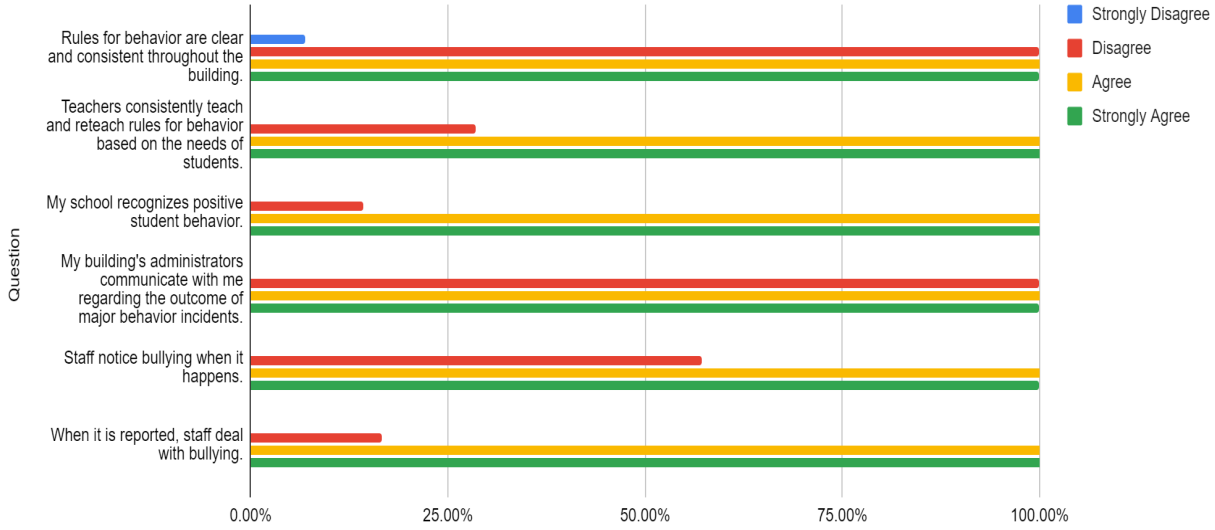
At your school…



Black/African American: At your school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	25
Teachers consistently teach and reteach rules for behavior based on the needs of students.	23
My school recognizes positive student behavior.	25
My building's administrators communicate with me regarding the outcome of major behavior incidents.	24
Staff notice bullying when it happens.	22
When it is reported, staff deal with bullying.	24

Certified Staff - By Ethnicity
Hispanic/Latino

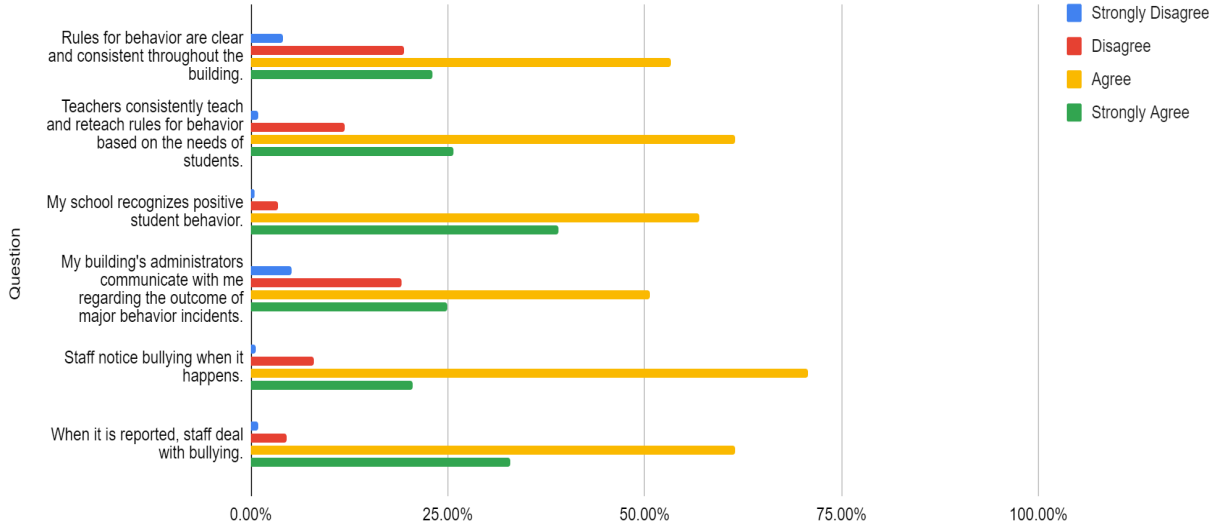
At your school…



Hispanic/Latino: At your school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	29
Teachers consistently teach and reteach rules for behavior based on the needs of students.	29
My school recognizes positive student behavior.	30
My building's administrators communicate with me regarding the outcome of major behavior incidents.	30
Staff notice bullying when it happens.	29
When it is reported, staff deal with bullying.	29

Certified Staff - By Ethnicity
White

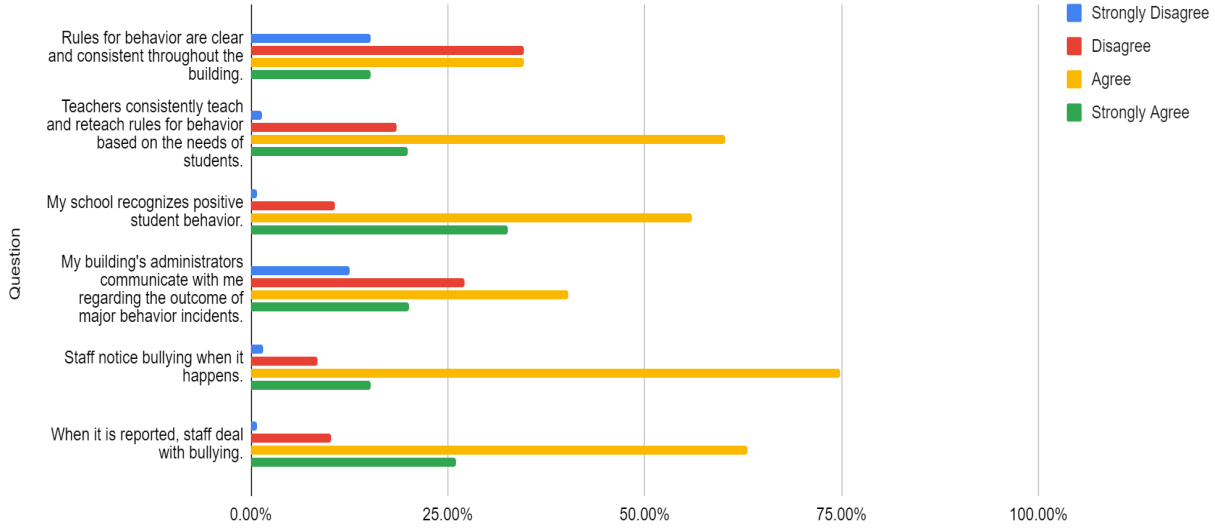
At your school…



White: At your school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	972
Teachers consistently teach and reteach rules for behavior based on the needs of students.	952
My school recognizes positive student behavior.	975
My building's administrators communicate with me regarding the outcome of major behavior incidents.	957
Staff notice bullying when it happens.	899
When it is reported, staff deal with bullying.	912

Certified Staff - By Ethnicity
Prefer not to respond

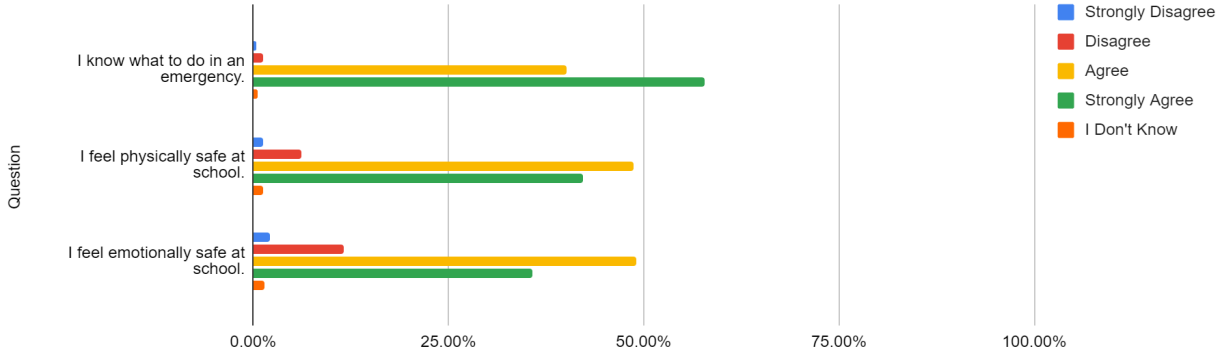
At your school…



Prefer not to respond: At your school…	Total Responses
Rules for behavior are clear and consistent throughout the building.	144
Teachers consistently teach and reteach rules for behavior based on the needs of students.	141
My school recognizes positive student behavior.	141
My building's administrators communicate with me regarding the outcome of major behavior incidents.	144
Staff notice bullying when it happens.	131
When it is reported, staff deal with bullying.	127

Certified Staff - Total Responses

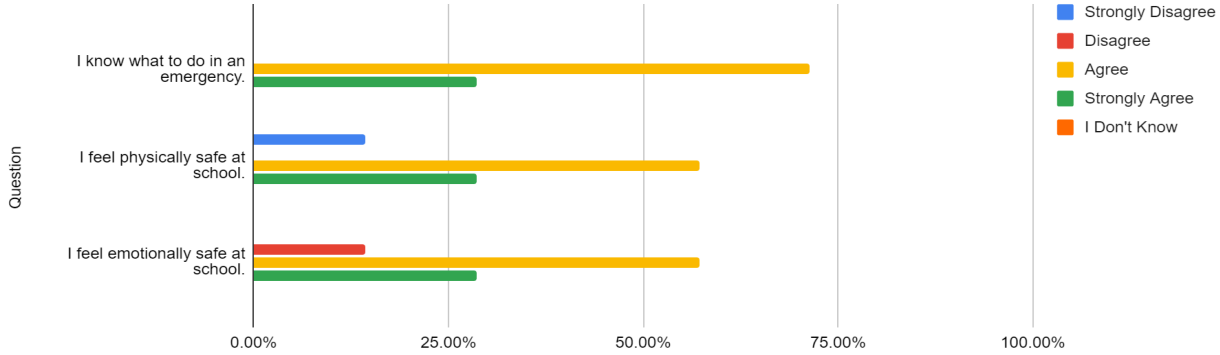
At your school…



All Responses: At your school...	Total Responses
I know what to do in an emergency.	1,197
I feel physically safe at school.	1,197
I feel emotionally safe at school.	1,196

Certified Staff - By Ethnicity
American Indian or Alaska Native

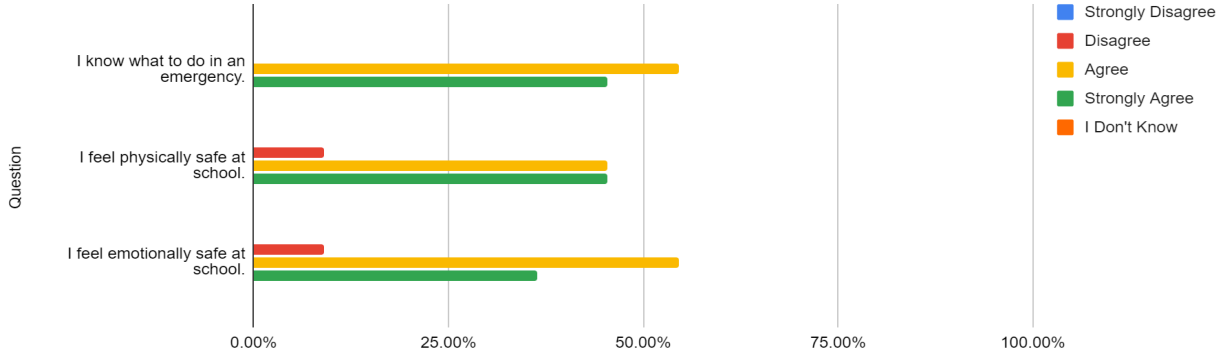
At your school…



American Indian or Alaska Native: At your school...	Total Responses
I know what to do in an emergency.	7
I feel physically safe at school.	7
I feel emotionally safe at school.	7

Certified Staff - By Ethnicity
Asian

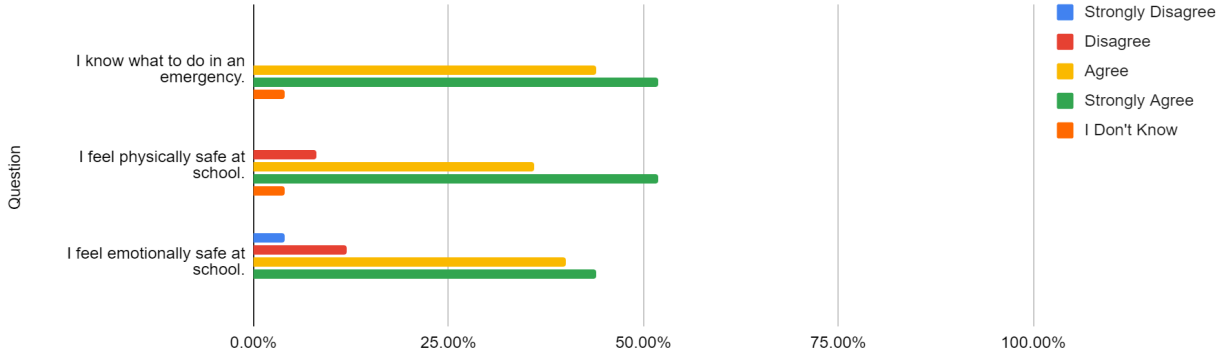
At your school…



Asian: At your school...	Total Responses
I know what to do in an emergency.	11
I feel physically safe at school.	11
I feel emotionally safe at school.	11

Certified Staff - By Ethnicity
Black/African American

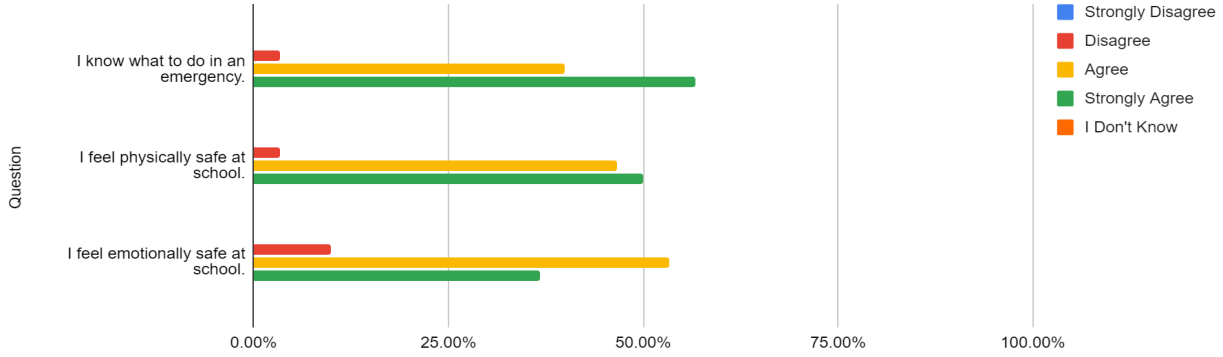
At your school…



Black/African American: At your school…	Total Responses
I know what to do in an emergency.	25
I feel physically safe at school.	25
I feel emotionally safe at school.	25

Certified Staff - By Ethnicity
Hispanic/Latino

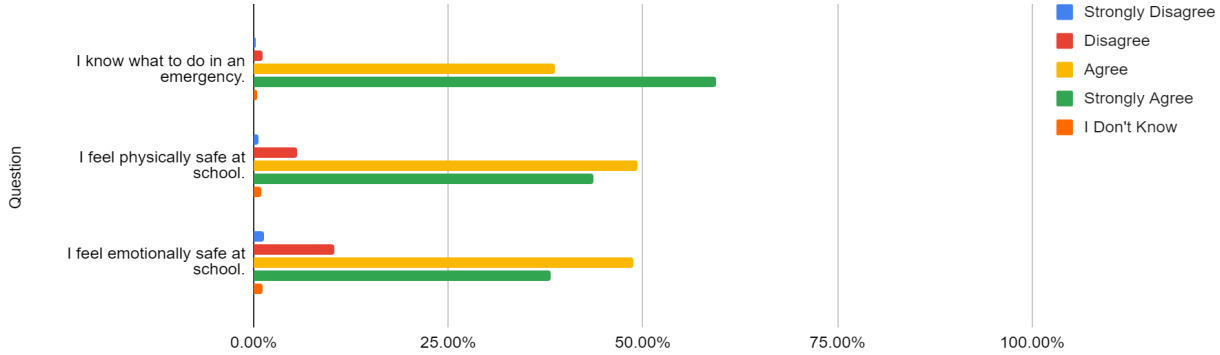
At your school…



Hispanic/Latino: At your school...	Total Responses
I know what to do in an emergency.	30
I feel physically safe at school.	30
I feel emotionally safe at school.	30

Certified Staff - By Ethnicity
White

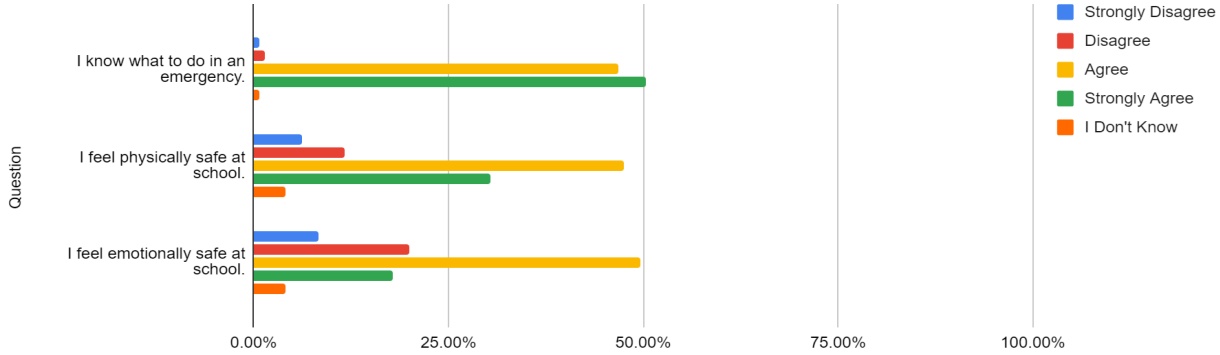
At your school…



White: At your school…	Total Responses
I know what to do in an emergency.	979
I feel physically safe at school.	979
I feel emotionally safe at school.	978

Certified Staff - By Ethnicity
Prefer not to respond

At your school…



Prefer not to respond: At your school…	Total Responses
I know what to do in an emergency.	145
I feel physically safe at school.	145
I feel emotionally safe at school.	145

Key Takeaway:

Certified Staff Responses on 2024 Spring Perception Survey:

Although the responses are generally positive, according to staff the most important issues to address are fairness and consistency across teachers which is consistent with previous years.

LANCASTER COUNTY BOARD OF COMMISSIONERS

Roma Amundson Sean Flowerday Matt Schulte Rick Vest Christa Yoakum

David A. Derbin, *Chief Administrative Officer* Kristy Bauer, *Deputy Chief Administrative Officer*

On December 17, 2024 the Lancaster County Board of Commissioners received and approved the Lancaster County Comprehensive Juvenile Services Plan for the period covering July 1, 2025 through June 30, 2030.

Board Chair Sean Flowerday

12/17/2024
Date

Lancaster County Board of Commissioners
Sean Flowerday
Christa Yoakum
Matt Schulte
Roma Amundson
Rick Vest

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