

Learning Community Coordinating Council

February 16th, 2023 – 6:00PM

1612 North 24th Street, Omaha, Nebraska 68110

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

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

I. Opening the Meeting

- i. Call to Order: The regular February meeting of the Learning Community Council is called to order on February 16, 2023, at 6 p.m.
- ii. **Council Mission Statement: Together with school districts and community organizations as partners, we demonstrate, share, and implement more effective practices to measurably improve educational outcomes for children and families in poverty.**
- iii. Public Notice and Compliance Nebraska Open Meetings Law
- iv. Council Roll Call:
- v. Pledge of Allegiance

II. Public Comment

III. Reports

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

IV. Consent Agenda

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

- i. Minutes of the January 19th, 2023, meeting of the Council
- ii. Treasurer's Report – dated January 31st, 2023
- iii. Accept First Quarter Budget to Actual Report 2022/2023

V. Programming Update

- a. Centers Updates
- b. Superintendents' Plan - BECI Presentation
- c. District Initiatives -

VI. Subcommittee Reports

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

VII. New Business

1. Community Achievement Plan

Action Item: Motion to approve the Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2022–2025 and recommend for consideration of the Nebraska State Board of Education.

2. Interview Candidates for Appointment to the Subcouncil 4 Vacancy

- i. Action Item: Vote by written ballot to determine recommended finalists.
- ii. Action Item: Motion to nominate one or more candidates as a finalist (up to 3) for Subcouncil 4 vacancy (including any candidate who receives a majority of the votes).
- iii. Action Item: Vote by written ballot to select the appointee
- iv. Action Item: Appoint one finalist to the Subcouncil 4 candidate vacancy

Upcoming Meeting – March 16, 2023 – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

VIII. Adjourn

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

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

UPCOMING LEARNING COMMUNITY EVENTS:

Advisory Committee

To Be Determined

LC Coordinating Council

March 16, 2023, 6:00 p.m.

Learning Community Center of North Omaha, 1612 N.24th Street,
Omaha, NE

Subcouncil #1	February 17, 2023, 4:00 PM via Zoom and March 6, 2023 3:30 PM via Zoom
Subcouncil #2	February 16, 2023, 10:30 AM, in person, Learning Community Center of North Omaha, 1612 N 24 th Street, Omaha, NE 68110
Subcouncil #3	February 17, 2023, 2:00 PM via Zoom and February 24, 2023 10:00 AM via Zoom
Subcouncil #4	March 6, 2023, 3:30 PM via Zoom
Subcouncil #5	To Be Determined
Subcouncil #6	February 21, 2023, 3:30 PM and 4:30 PM via Zoom

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS

- LCCC Minutes dated January 19th, 2023
- January Treasurer's Report dated January 31st, 2023
- First Quarter Budget to Actual Report 2022/2023
- BECI Presentation
- CEO Report
- Center Updates
- Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2022–2025
- Strategic Plan Q1-2023 update
- Learning Community Coordinating Council Meeting Dates/Times
- Subcouncil 4 Vacancy (Candidates Documents, Applications)
- Emspace Social Media Reports (December-January)
- Learning Community Strategic Plan



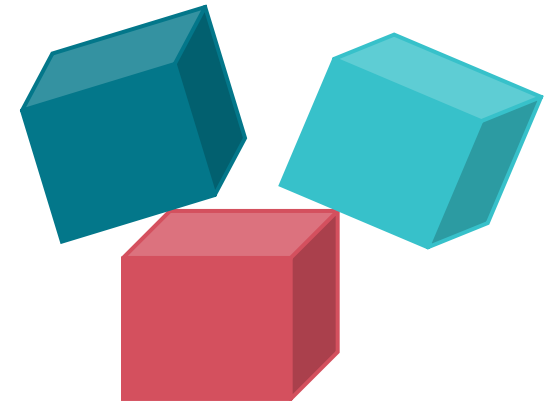
FEBRUARY 16, 2023 LCCC MEETING

CEO REPORT

1. Welcome to the newly appointed Council member, Sharnelle Shelton! We look forward to your participation in this Council. Additionally, we welcome the candidates for the Subcouncil 4 vacancy. We look forward to one of you joining the Council at the conclusion of this meeting. Please reference your Documents for additional information related to the candidates.
2. The Buffet Early Childhood Institute will join this meeting to introduce Dr. Walter Gilliam as the new Executive Director. Please reference your Documents for additional information related to Dr. Gilliam.
3. Kent Rogert, lobbyist for the LC, continues to keep the LC apprised on legislative issues that may directly or indirectly affect our operations moving forward. Hearings for bills are scheduled every day, and please remember that any personal testimony provided is on behalf of yourself, not the Learning Community nor the Learning Community Coordinating Council.
4. The LC and the White Lotus group are holding introductory meetings to further explore locations in South Omaha to expand services to a satellite location. As more information becomes available, the LC will share with the Council, appropriately.
5. Negotiations with the Wiesman Development group regarding the 3rd Center location (98th/M) are in the final stages. We will plan to move forward with drafting lease agreements after consideration from various Council subcommittee meetings. Further discussions/potential action items will occur at upcoming ELD, BFA, Executive, and LCCC meetings. Let's GO!
6. Dr. Shirley Vargas, Nebraska Department of Education, and Dr. Martha Bruckner, MOEC, have provided an update related to the Community Achievement Plan. The NDE Board will meet in March to discuss the approval of the current CAP, which has been vetted and approved by Superintendents (Jan 12, 2023). The timeline is as follows: The LCCC reviewed the CAP in January, and votes to approve at the February Council meeting. If approved, the CAP is sent to the NDE Board to prepare for discussion at their March meeting and will vote to approve in their April meeting. Please reference your Documents for additional information related to the CAP.
7. One of the deliverables of our current Strategic Plan includes data related to LC Staff and Council communication, trust, and equipping. After the February LCCC meeting, an electronic survey will be shared with Staff and Council members to capture data related to personal experiences. Please take a few minutes to submit your responses. All submissions go directly to MMI, and after all responses are received, the LC will receive a deidentified report for further review and activation.
8. Several subcouncil and subcommittee meetings have been set up to discuss upcoming contracts, policy and procedures, and programming initiatives. Thank you all for your hard work and dedication to these elements...we are looking forward to these integral discussions.
9. I will not be able to attend the March LCCC meeting as I will be out of the state at a family function. Please contact me ahead of the meeting if I can assist with any item. I am looking forward to reviewing the minutes of the meeting upon my return.

learning community

DOUGLAS
SARPY



2022-2024
Facilitation Method

The facilitation method utilized is Technology of Participation (ToP).
This method encourages participation of the entire group

Beth Morrisette & Valerie Calderon
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Strategic Planning Process

The Learning Community of Douglas and Sarpy Counties (Learning Community) met for three sessions to create and build an innovative strategic plan. During the first two sessions, the group began by reviewing input gathered previously from stakeholders, worked together to co-create a practical vision for the future of the organization in the next 3 years, identified underlying barriers that could prevent achieving the practical visions, and determined the strategic directions moving forward.

- Council members that were present: Allen Hager, Tim Hall, Mark Hoeger, Melinda Kozel, Lisa Schoenberger, Brian Thommes, Nathan Zang
- Staff members that were present: Dr. Bradley Ekwerekwu, Renee Franklin, Tameshia Harris, Anne O'Hara.

The final session was held with the staff to develop annual goals for the next three years to achieve the strategic directions. They discussed what research & analysis would be needed, the capacity to achieve the three-year goals, potential key performance indicators to monitor and keys to successfully achieving each three-goals. They finished their time together by creating quarterly action steps for year one with accountability assignments.

- Staff members that were present: Dr. Bradley Ekwerekwu, Alice Lewis, Tameshia Harris, Anne O'Hara.

Parlay Consulting Firm, Inc. (Parlay) was hired as consultants for the current initiative. Parlay has experience with over 100 non-profit organizations, government entities and for-profit companies in Nebraska, Iowa, Missouri, and Ohio. Parlay provides organizational development services based on the unique needs of your Board of Directors, leadership team and employees. We work with you to identify what your talents, resources and expertise are to parlay them into your desired results. With you, we design the best project plan to optimally support your organization. We offer needs assessment, strategic planning, Board Governance development, implementation coaching, stakeholder surveys/interviews, program evaluation, facilitation services and other services to build your company's capacity and desired outcomes. Lead facilitator for this project was Beth Morrisette, MPA, MSW. www.parlayconsultingfirm.com

Lead facilitators for this project were Beth Morrisette, MPA, MSW and Dr. Valerie Calderon.

Executive Summary

Mission

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

Vision

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

Practical Vision

We will have...

Strategic & Engaging Communications | Customized Programming & Measurable Outcomes | Proactive & Dedicated Government Relationships
Strengthened & Responsible Ambassadors | Connected & Elevated Innovation

Strategic Directions

We will Create...

2024 Goals

Relationships	Programming	Opportunities
<ul style="list-style-type: none"> We will have created, nurtured, and maintained positive and constructive working relationships amongst the LCCC and LC staff, individually and collectively. We will have created, nurtured, and maintained positive and constructive working relationships with families, partners, and other external constituents. We will have effectively communicated and highlighted constructive working relationships of internal and external constituents illustrating influence and leadership. 	<ul style="list-style-type: none"> We will have expansion in two generation program participants and the number of location(s), plus new additional childcare provider programming (South Omaha). We will add more customized and equitable programming for Learning Community center families. We will have clear and concise messaging for families, potential workforce, stakeholders, and media. 	<ul style="list-style-type: none"> We will have substantial increase in revenue through support from the Learning Community Foundation. We will have provided consistent, highly effective programming leading to outcomes that reflect academic, social, emotional and community success. We will have demonstrated effectiveness in increasing social and political capital for the Learning Community.

Accomplishments

We began the strategic planning process by listing recent accomplishments Learning Community has had since the last strategic plan.

- How we made it through the pandemic.
 - Adapted to interactions with families
- How well we've worked through issues
- Smart people solving problems – staff & partnerships with big challenges and outcomes are still delivered
- South Center – parent outperforming peers and nearly reaching (OPS) District average
- North & South Center – make inroads into their community – graduations, proud of staff's work and the impact
- Testimonials from enrollees – leadership, reinvesting back into the community
- Expansion of community partnerships, programming to further support Parent University
- Opportunity Gap – success is possible – it is helping to overcome the cynicism
- National Recognitions –
 - 2-generation approach | Aspen Institute
 - Bright Spot & Hispanic education | White House
- Creative, innovative, and supporting centers
- Parent university-parents feel like this is their program
- Getting the budget up, passed and done the first time
- Dealing with a very hard community issue that was brought up. We handled it successfully

Stakeholder Perspective Discussion Notes

Next, input gathered during focus groups, public forums and interviews were presented. After the presentation, participants were split up into small groups to have an opportunity to reflect on the input. Once the group completed their discussions, they were asked to select a team name by identify the word they heard the most often during their discussion. The table below captures the small group takeaways.

Small Group discussion questions –

1. What most surprised you from the stakeholder input?
2. What most concerned you from the stakeholder input?
3. Of the issues addressed in the literature review and/or public forums, which are most pressing for the Learning Community to consider for the future?
4. What did you read or hear that brings you joy and excitement for the future?

<p><u>Team – Potential</u></p> <ol style="list-style-type: none"> 1. Can be a leader in innovation 2. Poor communication 3. Poverty does not exist in a vacuum; ACES 4. LCC is described as “supportive” 😊 	<p><u>Team – Bullhorn</u></p> <ol style="list-style-type: none"> 1. The amount of comments related to community impact / evaluation 2. Scope creep, messaging to those that misinformed <ol style="list-style-type: none"> a. Are we in the right places? b. Is messaging on what we <u>do</u> clear to everyone? 3. Community involvement & communications improvements 4. Operations to expand on data & reporting
<p><u>Team – Vets</u></p> <ol style="list-style-type: none"> 1. Lack of surprises 2. Small circle of insiders 3. Mental health and making sure we're opening enough doors for our families. 4. Family Stories 	<p><u>Team – The Comms</u></p> <ol style="list-style-type: none"> 1. Positive superintendent feedback 2. Communication & marketing 3. Strategic communication – gap analysis / get-well plan 4. Superintendent feedback

Mission & Vision Reflection

Next, the team reviewed the mission and vision statements. As part of strategic planning, we must use the mission statement as our guidepost throughout our time together. No changes were made to the current mission statement, and it remains current. The table below captures the team's discussion.

<p>What words Resonate with you?</p> <p>Together – collective impact</p> <p>More Effective Practices – we figure out what works</p> <p>Poverty – it doesn't exist in a vacuum</p> <p>Academic Success – achievement gap</p> <p>Measurably Improved – know we're effective</p> <p>Success Without Regard to – we <u>will</u> do it</p> <p>Share and implement best practices</p> <p>Community organizations as partners</p> <p>Demonstrate Share Implement</p>	<p>What words create Caution with you?</p> <p>Families in Poverty – focus on areas of high concentration of poverty</p> <p>Poverty – consider the naming / labeling/limiting/At risk</p> <p>All Children – we focus on families & communities</p> <p>Without Regard to – that is our reality – we don't ignore that</p> <p>Together with School Districts – original goal was to align & cooperate with them and be a hub</p>
<p>What words Excite with you?</p> <p>Effective – data-driven</p> <p>Demonstrate Implement – lead by example</p> <p>Academic Success – it's our community's interest & community goal / need</p> <p>Measurably</p> <p>Partners</p> <p>Educational Outcome-which ones make the list and which ones don't</p> <p>Demonstrate Share Implement</p>	

Mission

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

Vision

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

Current Reality

During Strategic Planning Part I, the team began listing the strengths and weaknesses of the current environment. This includes internal and external factors. The internal strengths and weakness of the Learning Community and the external opportunities and threats we must plan for.

Internal	<u>Strengths</u>	<u>Opportunities</u>	External
	<ul style="list-style-type: none"> Staff – committed, small but mighty Demonstrated – data / measures Partners / vendors – i.e., One World, Project Harmony Infrastructure – buildings Listen & respond to families Council focus on business and goals and dynamic Family engagement Leader & innovation (i.e., two-generation approach Family Centered 	<ul style="list-style-type: none"> Third Center/Satellite Early childhood’s moment in the sun – how do we lead? Funding through our foundation Dollars into metro (ARPA?) for early childhood – how do we inform that Connect with elected leaders – especially on early childhood Illuminate learnings during pandemic Expand programs / partnerships Work with childcare providers Community communication – engagement – marketing core values Boost sub-council meetings-more robust agenda, hold more often Engage with school personnel 	
Internal	<u>Weaknesses</u>	<u>Threats</u>	External
	<ul style="list-style-type: none"> Limited staff & resources (i.e., small levy) Assumed knowledge – shared to learn & ask questions Communication – internal & external Lack independent agency – mandates & agreements & statutes (i.e., stewards / oversight of “plans” Business operations (i.e., RFP process Council engagement 	<ul style="list-style-type: none"> Legislature- Governmental funding/executive branch Competing priorities in the state Effort duplication Misinformation Increased politicization of council members Cliques that limit partnerships-same organizations working together 	

Practical Vision

This was a time for Board members and the staff to share their practical hopes and aspirations for the future of The Learning Community of Douglas and Sarpy Counties. Participants were instructed to *"Imagine that it is three to five years from now, The Learning Community of Douglas and Sarpy Counties has been selected as the premier organization of the year. The Learning Community is going to be highlighted by a major news magazine as the 'organization of the year'. You have been selected to conduct the tour for the reporters through the organization."*

Participants were then asked a series of thought-provoking questions to ponder as they envision the future for the organization. After small group discussion and large group consensus work, a set of practical vision elements were agreed upon. These practical vision elements set the stage for agreement amongst Board members and staff for a shared vision of The Learning Communities future. Ultimately, we answered the question, what do we want to see in place for The Learning Community by December 31, 2024 as a result of our work today?

We will have...

- **STRATEGIC & ENGAGING COMMUNICATIONS**
- **CUSTOMIZED PROGRAMMING & MEASURABLE OUTCOMES**
- **PROACTIVE & DEDICATED GOVERNMENT RELATIONSHIPS**
- **STRENGTHENED & RESPONSIBLE AMBASSADORS**
- **CONNECTED & ELEVATED INNOVATION**

Strategic Plan 2022 - 2024

The table below represents the group work and consensus to discover the practical vision elements. The items listed below each agreed upon vision element, provide insight into some of the intent and conversations that led the group to the practical vision elements

Strategic & Engaging Communications	Customized Programming & Measurable Outcomes	Proactive & Dedicated Government Relationships	Strengthened & Responsible Ambassadors	Connected & Elevated Innovation
Attendance numbers so high people want to engage	Consistency and active listening	Legislator's fund LCC with no questions	Grow our own advocates	Support of families and stable (follow up)
Expansion of partnerships	Measuring child or family resiliency	Proactive legislative engagement	Fostering mentorship and volunteerism inside the center	Access to resources
Avoid self-congratulatory approvals	(Real time asking) Parent involvement in SWOT-not just pre/past	Bring leadership to federal funding	Promoting leadership	More educational representatives- Saturday School?
More thoughtful communication	Customized programming depending on needs	Best use of new federal dollars	Trust- do what you say, say what you do	Level up ECE providers to Entrepreneur's
Gala open to public highlight participants	Breaking cycles and Systems	How do we do it? We spend a lot of money	LC kids are daring to dream	Promoting and recruitment in early childhood
Bullhorn the ROI of all programs	Every child reads at grade level		No Education stragglers	Scale up
			Maximize skill sets	Staff Agency-taking more writer lanes
				Choose one opportunity gap item and attack. Data?

Underlying Blocks

Next, the team turned their attention to the true meaning of The Learning Community 's vision and the underlying blocks within the vision. Addressing the underlying blocks would allow The Learning Community's leadership and employees to create strong strategic directions by addressing barriers that would prevent them from realizing their vision and fulfilling a successful strategic plan. We began this discussion by answering the question, "What is currently blocking our achievement of this vision?"

An example to illustrate the intent of this discussion was an image of a dandelion. The process of analyzing underlying blocks does not involve solving isolated problems, but in identifying the root causes of many surface issues. It is like weeding dandelions. If you cut down the dandelions, they grow back within a few days unless you dig down and remove the tap root. In contradiction analysis we are looking for that underlying cause for the symptoms being experienced in your organization. Below is the table of underlying barriers the team developed.

Strategic & Engaging Communications	Customized Programming & Measurable Outcomes
▪ Marketing – misses	▪ Discouraged – parents-word travels
▪ Reluctance – to engage	▪ Unrealistic – biased expectations
▪ Excessive – noise	▪ Diminished – hope, fatalistic/devalued
▪ Misused – website/Underutilized site	▪ Reluctance – to engage
▪ Limited – staff	▪ Pervasive – needs/cycles contributing to point of view goals
▪ Unclear – scope and purpose of partners-fragmented services	
▪ Oversaturation / overlapping – services organizations	

Strengthened & Responsible Ambassadors	Connected & Elevated Innovation
▪ Competing – Priorities	▪ Will -unmotivated
▪ Family Demands	▪ Restricted funding
▪ Outdated – thinking	▪ Limited staff
▪ Cynicism	▪ Misunderstandings
▪ Undeveloped confidence	▪ Resource Groups
▪ Pervasive – ideological ideas	▪ Limited Agency -specific agency (legislated work)
▪ Bigotry	
▪ Outdated – structure-alienating work/structures	

Proactive & Dedicated Government Relationships
▪ Inflexible – Bylaws/legislature
▪ Outdated – awareness/misperception
▪ Ideological – opposition
▪ Unbalanced/Unrealistic – narrow perspective
▪ Scattered – priorities
▪ Conflicting – expectations/interests

Strategic Directions

The team was asked to consider what actions they could take to best address the identified underlying blocks. These actions will lead to the strategic directions that The Learning Community will address over the next three years. We began this discussion by answering the question, *"What innovative, substantial actions can deal with the obstacles and move us toward our vision?"*

This part of the workshop included participants working by themselves in silence, sharing in small groups and using the work of the small group to develop consensus around the question with the whole group. Once the actions were identified by the group, the participants grouped the actions and identified the common directions the actions will drive. Each group was given a name. The three strategic directions are:

A graphic with a light orange background and a darker orange geometric shape in the top left corner. It contains text about achieving a practical vision by focusing on creating three specific areas.

We will achieve our Practical Vision by focusing
on creating ...

RELATIONSHIPS

PROGRAMMING

OPPORTUNITIES

Strategic Plan 2022 - 2024

The table below captures the group's brainstorming on possible actions the Learning Community could consider to achieve the practical vision.

Strategic Directions		Creating...
Organizational Development and Governance <ul style="list-style-type: none"> Parent council representative non-voting City Council member Write Learning Community plan for federal funding Re-frame lobbyist work In-house public and community relations Council onboarding and engagement Rewriting our legislation In-house communications team or person More strategic lobbying, messaging ID target communication audience Third center marketing Educate council members to understand changing issues impacting the work Create opportunities for Council members to learn about program impact firsthand Provide more education around legislative intents and mandates 	Communication & Marketing* <ul style="list-style-type: none"> Council and Brad leverage their community relationships Immediate wins Redesign website Marketing Blitz Leadership Academy (mentor/shadow) Speaking Tour Open House Understand and respond to differing audiences Create simple and meaningful communication around impact Secure a marketing agency with multiple strengths and experts <p>*Communication & Marketing must be present in all strategic planning goals,</p>	Relationships
Program and Service Delivery and Development <ul style="list-style-type: none"> Practical math application programs Mindset of equity and family participation in programming Hire city-wide navigators and classes Programs for current/formerly incarcerated parents Arts plus stem (S.T.E.A.M.) add-ons Big splash program Third center quality Listen, value and respond to parent needs Research, demonstrate and implement specific research-based interventions when developing programs Become a local leader in collaboration around early childhood and family engagement 		Programming
Fund and Donor Development <ul style="list-style-type: none"> Leverage free resources Utilize the foundation more Small group meetings with key leaders Write directly to foundation. Third center partnerships Create opportunities for donors to see program impact firsthand Align funding requests with existing donor relations with partner agencies (we can reward this; I guess I just mean we wouldn't want the foundation and OneWorld both seeking requests for the Centers from the same donor) Educate the foundation about ongoing operating needs for third center 		Opportunities

Strategic Plan 2022 - 2024

Strategic Direction One: Relationships

Goal Strategy Development

2024 Goals	Research & Analysis	Capacity	Key Performance Indicators	Keys to Successful Implementation
SD1.G1.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have created, nurtured, and maintained positive and constructive working relationships amongst the LCCC and LC staff individually and collectively. 	<ul style="list-style-type: none"> Current SWOT of interactions between staff plus LCCC (LCCC and staff) Engage LCCC in SWOT discussion (BE) 	<ul style="list-style-type: none"> Individual feedback from meeting to meeting Feedback from orientation Code of conduct reminders 		<ul style="list-style-type: none"> Individual expressions Cultural differences Political affiliations
SD1.G2.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have created, nurtured, and maintained positive and constructive working relationships with families, partners, and other external constituents. 	<ul style="list-style-type: none"> Current SWOT (LC Staff) Parent relationship SWOT (TH, AO) Other partner SWOT (LC Staff) 	<ul style="list-style-type: none"> Feedback from program evaluations Interactions with school officials 	<ul style="list-style-type: none"> Positive or negative feedback Monitoring social media accounts, social media policy Monitor Volume and frequency of negative interactions 	<ul style="list-style-type: none"> Personal biases Community events/topics that maybe polarizing
SD1.G3.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have effectively communicated and highlighted constructive working relationships of internal and external constituents illustrating influence and leadership. 	<ul style="list-style-type: none"> Best practices on how to reach diverse sets of community member (LC marketing) Current SWOT-reach of efforts (LC staff) 	<ul style="list-style-type: none"> Regular communication with internal and external constitutes to gage interest. 	<ul style="list-style-type: none"> Council vision/feedback Constitutes feedback Marketing communicates dashboard numbers showing engagement votes 	<ul style="list-style-type: none"> Diverse audience Changing council members and staff Expansion of team members

Strategic Direction One: Relationships

Annual Goals

2022 Goals	2023 Goals	2024 Goals
SD1.G1.YR2022. <ul style="list-style-type: none"> We will create and implement an engagement strategy for LCCC and Learning Community staff. 	SD1.G1.YR2023. <ul style="list-style-type: none"> We will evaluate, adjust, and implement changes in our engagement strategy for LCCC and Learning Community Staff. 	SD1.G1.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have created, nurtured, and maintained positive and constructive working relationships amongst the LCCC and LC staff, individually and collectively.
SD1.G2.YR2022. <ul style="list-style-type: none"> We will create and implement an engagement and communication strategy for families, partners, and other external constituents. 	SD1.G2.YR2023. <ul style="list-style-type: none"> We will evaluate, adjust, and implement changes in our engagement and communication strategy for families, partners, and other external constituents. 	SD1.G2.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have created, nurtured, and maintained positive and constructive working relationships with families, partners, and other external constituents.
SD1.G3.YR2022. <ul style="list-style-type: none"> We will develop and implement strategies to effectively communicate and highlight constructive working relationships of internal and external constituents illustrating influence and leadership. 	SD1.G3.YR2023. <ul style="list-style-type: none"> We will evaluate, adjust, and implement changes in our strategies to effectively communicate and highlight constructive working relationships of internal and external constituents illustrating influence and leadership. 	SD1.G3.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have effectively communicated and highlighted constructive working relationships of internal and external constituents illustrating influence and leadership.

Strategic Direction Two: Programming

Goal Strategy Development

2024 Goals	Research & Analysis	Capacity	Key Performance Indicators	Keys to Successful Implementation
SD2.G1.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have expansion in two generation program participants and the number of location(s), plus new additional childcare provider programming. (South Omaha) 	<ul style="list-style-type: none"> Satellite location analysis Talking to education partners Utilize data about third center Research best practices Research ways to make childcare provider training to have utility 	<ul style="list-style-type: none"> Quality workforce Attending conference and visiting “best practice” programs Enhanced orientation for both staff and participants Adequate space and location Childcare provider engagement 	<ul style="list-style-type: none"> Number of parents and children saved Number of locations Number of childcare providers served Pre and post quality 	<ul style="list-style-type: none"> Fully staffed centers Centers of capacity Being intentional about partnerships that align with mission Constant feedback loop from childcare staff
SD2.G2.YR2024. <ul style="list-style-type: none"> By end of 2024, will add more customized and equitable programming for Learning Community center families. 	<ul style="list-style-type: none"> South and North needs assessment Researching what is done in two generations across country Looking at current programming through equity lens 	<ul style="list-style-type: none"> Cultural competency of staff and council Development of new program tracks 	<ul style="list-style-type: none"> Number of new populations engaged Addition of equity focused pilot programs 	<ul style="list-style-type: none"> Lack of available providers/services Resistance to change from program participants Apathy toward program participation
SD2.G3.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have clear and concise messaging for families, potential workforce, stakeholders, and media. 	<ul style="list-style-type: none"> Lack of available providers/services Resistance to change from program participants Apathy toward program participation 	<ul style="list-style-type: none"> Clear understanding and execution of communication plan Involving families/program participants in future plans Locating relevant, realistic workforce opportunities 	<ul style="list-style-type: none"> Clear understanding and execution of communication plan Involving families/program participants in future plans Locating relevant, realistic workforce opportunities 	<ul style="list-style-type: none"> Simple explanations of what Learning Community really does.

Strategic Direction Two: Programming

Annual Goals

2022 Goals	2023 Goals	2024 Goals
SD2.G1.YR2022. <ul style="list-style-type: none"> We will research and potentially secure new sites and locations. 	SD2.G1.YR2023. <ul style="list-style-type: none"> We will recruit parents and childcare caregivers for expanded programming. 	SD2.G1.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have expansion in two generation program participants and the number of location(s), plus new additional childcare provider programming (South Omaha).
SD2.G2.YR2022. <ul style="list-style-type: none"> We will add equity-focused pilot programs at centers. 	SD2.G2.YR2023. <ul style="list-style-type: none"> We will assess and adjust existing, new populations served and customized curriculum development. We will enhance customization of parent leadership development. 	SD2.G2.YR2024. <ul style="list-style-type: none"> By end of 2024, will add more customized and equitable programming for Learning Community center families.
SD2.G3.YR2022. <ul style="list-style-type: none"> We will collaboratively create basic communication plan and process with center staff. 	SD2.G3.YR2023. <ul style="list-style-type: none"> We will implement basic communication plan and process in collaboration with center staff. 	SD2.G3.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have clear and concise messaging for families, potential workforce, stakeholders, and media.

Strategic Direction Three: Opportunities

Goal Strategy Development

2024 Goals	Research & Analysis	Capacity	Key Performance Indicators	Keys to Successful Implementation
SD1.G1.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have substantial increase in revenue through support from the Learning Community Foundation. 	<ul style="list-style-type: none"> Center needs assessments Demographic data on program participants Community needs that we can address 	<ul style="list-style-type: none"> Family needs Physical needs for Centers Exact amounts for each project 	<ul style="list-style-type: none"> Continued funding coming in and projects completed Regular communication with LCF Monthly reports to LCCC 	<ul style="list-style-type: none"> Community perception Marketing must be positive and uplifting
SD1.G2.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have provided consistent, highly effective programming leading to outcomes that reflect academic, social, emotional and community success. 	<ul style="list-style-type: none"> MMI evaluation reports (BECI) State assessment scores NDE data and attendance Community-nontraditional school process analysis 	<ul style="list-style-type: none"> Program quality and SWOT Participant feedback Employee partner participation 	<ul style="list-style-type: none"> Evaluation reports Parent feedback/testimony Workforce results 	<ul style="list-style-type: none"> Parent/participation voice Must tell accurate stories Must focus on sustained success (problem-solving)
SD1.G3.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have demonstrated effectiveness in increasing social and political capital for the Learning Community. 	<ul style="list-style-type: none"> Proof of concepts and success through annual reports Clear state audits and internal budget 	<ul style="list-style-type: none"> Community reports Lobbyist State Audits 	<ul style="list-style-type: none"> Increased number of key relationships established Decreased number of bills introduced to abolish LCC 	<ul style="list-style-type: none"> Changing Administrations Changing policies

Strategic Direction Three: Opportunities

Annual Goals

2022 Goals	2023 Goals	2024 Goals
SD3.G1.YR2022. <ul style="list-style-type: none"> We will co-create a long-term fundraising plan for the Learning Community Foundation (LCF) to activate upon. 	SD3.G1.YR2023. <ul style="list-style-type: none"> We will evaluate, adjust, and support the implementation of the LCF fundraising plan. 	SD3.G1.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have substantial increase in revenue through support from the Learning Community Foundation.
SD3.G2.YR2022. <ul style="list-style-type: none"> We will evaluate current programming and adjust to improve outcomes that reflect academic, social, emotional and community success. 	SD1.G3.YR2023. <ul style="list-style-type: none"> We will continuously improve programming to improve outcomes that reflect academic, social, emotional and community success. 	SD1.G3.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have provided consistent, highly effective programming leading to outcomes that reflect academic, social, emotional and community success.
SD3.G3.YR2022. <ul style="list-style-type: none"> We will strengthen our relationships with government partners and supporters. Learning Community will partner with the LCCC to be strong ambassadors for the Learning Community. 	SD3.G3.YR2023. <ul style="list-style-type: none"> We will evaluate and adjust our effectiveness in building social and political capital for the Learning Community. 	SD1.G3.YR2024. <ul style="list-style-type: none"> By end of 2024, we will have demonstrated effectiveness in increasing social and political capital for the Learning Community.

Appendix – Implementation Plans

Strategic Direction One: Relationships

Implementation Plan

2022 Goals	QTR 1	QTR 2	QTR 3	QTR 4
SD1.G1.YR2022. <ul style="list-style-type: none"> We will create an engagement strategy for LCCC and Learning Community staff. 	<ul style="list-style-type: none"> SWOT of LCCC and Learning community staff, individually (CEO & ED) 	<ul style="list-style-type: none"> Current SWOT of LCCC and Learning community staff collectively (CEO & ED) 	<ul style="list-style-type: none"> Report to staff and LCCC staff (CEO & ED) 	<ul style="list-style-type: none"> Enact improvements and administer formality (CEO & ED)
SD1.G2.YR2022. <ul style="list-style-type: none"> We will create an engagement and communication strategy for families, partners, education officials and other external constituents. 	<ul style="list-style-type: none"> Current SWOT (ED) Analysis of current partners (ED) 	<ul style="list-style-type: none"> Report to staff and LCCC (ED) 	<ul style="list-style-type: none"> Enact improvements Ask for feedback from all group (ED) 	<ul style="list-style-type: none"> Resume improvements with constituent feedback (ED)
SD1.G3.YR2022. <ul style="list-style-type: none"> We will develop strategies to effectively communicate and highlight constructive working relationships of internal and external constituents illustrating influence and leadership. 	<ul style="list-style-type: none"> Current SWOT (CEO) Branding (CEO) 	<ul style="list-style-type: none"> Analyze SWOT (CEO) Brainstorm ideas (CEO) Enact Action plan (CEO) 	<ul style="list-style-type: none"> Assess action plans (good, bad, ugly) (CEO) 	<ul style="list-style-type: none"> Adopt action plan accordingly (CEO) Work to engage new audiences (CEO)

Strategic Direction Two: Programming Implementation Plan

2022 Goals	QTR 1	QTR 2	QTR 3	QTR 4
SD2.G1.YR2022. <ul style="list-style-type: none"> We will research and potentially secure new sites and locations. 	<ul style="list-style-type: none"> Current landscape assessment (CEO & ED) Research how much space is (ED) 	<ul style="list-style-type: none"> Financials to see if feasible (ED & CFO) 	<ul style="list-style-type: none"> Test pilot (ED) 	<ul style="list-style-type: none"> Implement adjustments to pilot evaluation (ED)
SD2.G2.YR2022. <ul style="list-style-type: none"> We will add equity-focused pilot programs at centers. 	<ul style="list-style-type: none"> Current SWOT of programs (ED, Program Directors) Include sub council and staff (ED) 	<ul style="list-style-type: none"> Parent feedback (Program Directors) 	<ul style="list-style-type: none"> Market analysis (ED) 	<ul style="list-style-type: none"> Second round of parent feedback (ED) Pilot-try to copy classes. Feedback and program evaluations (ED) Resume programming with improvements (ED)
SD2.G3.YR2022. <ul style="list-style-type: none"> We will collaboratively create basic communication plan and process with center staff. 	<ul style="list-style-type: none"> SWOT (CEO) Gathering ideas with staff (CEO) 	<ul style="list-style-type: none"> Collaboration, brainstorm with marketing person (CEO) Parlay review reports (CEO) 	<ul style="list-style-type: none"> Enact action plan (CEO) Assess marketing engagement analysis (CEO) 	<ul style="list-style-type: none"> Apply, resume with improvements (CEO)

Strategic Direction Three: Opportunities

Implementation Plan

2022 Goals	QTR 1	QTR 2	QTR 3	QTR 4
SD3.G1.YR2022. <ul style="list-style-type: none"> We will co-create a long-term fundraising plan for the Learning Community Foundation (LCF) to activate upon. 	<ul style="list-style-type: none"> Develop ideas with Program Directors (CEO) Conduct market research analysis (CEO) 	<ul style="list-style-type: none"> Locate needed resources and obtain (LCF) (CEO) Deliver and produce report (LCF) (CEO) 	<ul style="list-style-type: none"> Develop ideas with Program Directors (ED & Program Directors) Conduct market research analysis (ED & Program Directors) 	<ul style="list-style-type: none"> Locate needed resources and obtain (LCF) (CEO) Deliver and produce report (LCF) (CEO)
SD3.G2.YR2022. <ul style="list-style-type: none"> We will evaluate current programming and adjust to improve outcomes that reflect academic, social, emotional and community success. 	<ul style="list-style-type: none"> Perform a SWOT analysis on current programming (ED & Program Directors) Report findings to internal constituents (ED & Program Directors) 	<ul style="list-style-type: none"> Implement programs and evaluate in real time (ED & Program Directors) 	<ul style="list-style-type: none"> Perform a SWOT analysis on current programming (ED & Program Directors) Report findings to internal constituents (ED & Program Directors) 	<ul style="list-style-type: none"> Implement programs and evaluate in real time (ED & Program Directors) Implement programs and evaluate in real time (ED & Program Directors)
SD3.G3.YR2022. <ul style="list-style-type: none"> We will strengthen our relationships with government partners and supporters. We will partner with the LCCC to be strong ambassadors for the Learning Community. 	<ul style="list-style-type: none"> Engage lobbyist to survey the current landscape (CEO) 	<ul style="list-style-type: none"> Create/implement action plan (CEO) 	<ul style="list-style-type: none"> Utilize marketing to provide evidence and promise of expansion (CEO) 	<ul style="list-style-type: none"> Disperse audit-financial information slowing diligence (CEO)

Creativity is thinking up new things. Innovation is doing new things. A powerful new idea can kick around unused for years, not because its merits are not recognized, but because nobody has assumed responsibility for converting it from words to actions. Ideas are useless unless used. The proof of their value is only in their implementation.

Theodore Levitt

Strategic Direction	Goals		Unit	KPI	Data Source	Frq.	Target/Goal/Trend		
SD1: Create Relationships	G1: Created, nurtured & maintained positive and constructive working relationships amongst the LCCC and LC staff, individually and collectively		% over time	Value Perception	Staff & Council Surveys	2x/yr	4.0+	Survey is scheduled to be distributed in February 2023 to capture new LCCC members and Staff input	
	G2: Created, nurtured & maintained positive and constructive working relationships with families, partners and other external constituents		% over	Properly Equipped Perception	Staff & Council	2x/yr	4.0+		
			% over	Communications Perception	Staff & Council	2x/yr	4.0+		
	G3: Effectively communicated and highlighted constructive working relationships of internal and external constituents illustrating influence and leadership		% over time	Program evaluation sentiment	Program evals	1x/yr	Program participant satisfaction measure	Captured on an on-going basis. Our annual report illustrates all data in great detail (report will be distributed to LCCC at an upcoming meeting).	

SD2: Create Programming	G1: Expansion in two-generation program participants and the number of location(s), plus new addtl. childcare provder programming (South Omaha)		# over time	2-Gen program participants	Internal CMS	1x/yr	North-200. South-250. Satellite-150. 3rd-TBD	The North Program currently enrolls about 100 families, with active plans to expand. The South Center is at or above the 250 family mark. Satellite and 3rd Centers are TBD.	
	G2: Add more customized and equitable programming for Learning Community center families		# over time	Childcare provider trainings provided (South O)	Internal metric	cohort based	14, future TBD	This program remains consistent and impactful for childcare providers. There are talks of beginning a North Omaha based cohort, as well.	
	G3: Clear and concise messaging for families, potential workfore, stakeholders and media		# over time	Programs considered equitable	Rubric based	Once, then 1x/yr	All programming, existing and potential, is subject to rubric	This measurement will began in January 2023.	
			# over time	Targeted communications efforts	Various measurements set with Empspace + Lovgren	2x/yr	TBD	Impact measurements shared by Empspace on an on-going basis.	

SD3: Create Opportunities	G1: Have substantial increase in revenue through support from the Learning Community Foundation		\$ over time	Foundation funding secured	LCF	1x/yr	\$\$\$	LCF provides on-going updates.	
	# over time		Project status	Internal tracking	2x/yr	Improvements from cohort to cohort	No projects are in motion at this time.		
	# over time		Key constituent & strategic partner outreach efforts	Internal tracking	2x/yr	Quarterly outreach to community	Consistent outreach to key constituents on-going. (social, newsletters, etc.)		
	# over time		Bills introduced which may negatively impact Learning Community core mission and vision	Legislative sessions	1x/yr	Remain flat at zero	None reported at this time.		

Learning Community Coordinating Council

January 19th, 2023 – 6:00PM

1612 North 24th, Omaha, Nebraska

Meeting Minutes

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

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

I. Opening the Meeting

- i. Call to Order: The regular January meeting of the Learning Community Council is called to order on January 19th, 2023, at 6:04 p.m.
- ii. **Council Mission Statement: Together with school districts and community organizations as partners, we demonstrate, share, and implement more effective practices to measurably improve educational outcomes for children and families in poverty.**
- iii. Public Notice and Compliance Nebraska Open Meetings Law

A meeting of the Coordinating Council of the Learning Community of Douglas and Sarpy Counties was held January 19th, 2023. Notice of the meeting, containing the date, time, place, and agenda, was given in advance thereof by publication in the Daily Record on January 13th, 2023. The proofs of publication have been received and will be made a permanent part of the record of the meeting. Notice of the agenda was given to all members of the Council on January 13th, 2023.

iv. Council Roll Call:

Voting Members Present: Brady, Brock, Hahn, Hall, Hoeger, Kuhn, Miller, Otis, Thommes, Ward

Voting Members Excused:

Members Absent:

Staff Present: Lewis, Ekwerekwu, O'Hara, Lopez

Also Present: BECI, Koley Jessen

v. Pledge of Allegiance

II. Public Comment

1. Ricky Smith, 4824 Manderson St, Omaha NE 68104
2. Jayven Shelton, 4416 Ruggles St, Omaha NE 68111

A. Reports

- i. Chair- Chair Thommes suggested for each Council member to focus on ROI, will set up meetings with Council members to meet and discuss priorities, reminded each Council members that any testimony given belongs to the individual, not the whole Council. Chair Thommes plans form an ad hoc committee to review policies and procedures, and a standing committee to assist the CEO with Administration and Personnel.

ii. CEO-

1. Welcome---to the newly elected Council members (Sally Otis, Gerald Mike Kuhn and Douglas Brady)! We look forward to your participation in this Council. Additionally, we welcome the candidates for the Subcouncil 2 vacancy. We look forward to one of you joining the Council at the conclusion of this meeting. Please reference your Documents for additional information related to the candidates.
2. The Buffet Early Childhood Institute will join this meeting to discuss the current status of the Superintendent's Early Childhood Plan, as well as introduce themselves to the newer Council members. As you may know, Dr. Walter Gilliam has been named the new Executive Director, and will be introduced at the February LCCC meeting. Please reference your Documents for additional information related to Dr. Gilliam.
3. Kent Rogert, lobbyist for the LC, has been BUSY during this legislative session. The legislative subcommittee has met prior to this Council meeting and we look forward to their report.
4. One World Community Health is finalizing the purchase of the south center satellite location (16th/Hickory). We look forward to Joel Dougherty, COO, joining the Council meeting to discuss the current status of the purchase agreements, lease agreement, and potential construction timeline. Please reference the associated documents for additional information pertaining to this matter. Further discussions/potential action items will occur at upcoming BFA, Executive, and LCCC meetings.
5. Negotiations with the Wiesman Development (WD) group regarding the 3rd Center location (98th/M) are in the final stages. We will plan to move forward with drafting lease agreements after consideration from various Council subcommittee meetings. The LC's intention is to model agreements after those that we currently have in place to remain compliant and fiscally responsible with all capital funds/expenses. Further discussions/potential action items will occur at upcoming BFA, Executive, and LCCC meetings.
6. Tameshia Harris, Director of Parent University, has resigned (effective January 13, 2023). At the same time, we welcome Ileri Caro as the new Program Manager and are excited for her to get right to work! Further discussions/potential action items will occur at upcoming ELD, Executive, and LCCC meetings to discuss the job description, program vision, and hiring process for the new Program Director.
7. Ralston Public Schools and Westside Public Schools are planning to provide Circle of Security classes to families within their districts this semester. Based upon the initial learnings and reviewing program data from the previous cohort, the upcoming cohorts will include more direct recruitment and connection to the families with multiple opportunities to participate in programming.
8. Shirley Vargas, Nebraska Department of Education, and Dr. Martha Bruckner, MOEC, have provided an update related to the Community Achievement Plan. The NDE Board will meet in March to discuss the approval of the current CAP, which has been vetted and approved by Superintendents (Jan 12, 2023). The timeline is as follows: The LCCC reviews the CAP in January and votes to approve in

February. If approved, the CAP is sent to the NDE Board in February to prepare for discussion at their March meeting and will vote to approve in their April meeting. Please reference your Documents for additional information related to the CAP.

9. The BRIDGE organization has named Ms. Marian Fey as the Executive Director position as of January 2, 2023. We will work with the BRIDGE leadership to schedule an upcoming LCCC meeting presentation to fully discuss mission, vision, timelines and desired outcomes.

- i. Treasurer- Treasurer wants to alert Council that 2 months' worth of Treasurers reports are included in this meeting, the BFA is going through a policy review, and Alice is working on our audit---a formal report will follow
- ii. Legal Counsel- No report.
- iii. Foundation- Hahn reported that the Foundation completed a fundraiser for hats/coats/gloves, and all have been distributed. The cost was \$5K and there is about \$47K left in the account. The Foundation is waiting for more direction for future funding items.

III. Consent Agenda

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

- i. Minutes of the January 5th, 2023, council meeting
- ii. Treasurer's Report – dated November 30th & December 31, 2022

Motion to approve Council meeting minutes of January 5th, 2023 and Treasurer's Report dated November 30th, 2022 & December 31st, 2022.

Motion first by Thommes, second by Otis.

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

IV. Programming Updates

- a) Centers Updates- Joel Dougherty from One World reported that the One World Board voted to pull out of the satellite center location deal. At this time, the business decision was made due to a number of factors including increasing cost, square footage ROI, as well as timing of the deal.

Nayeli Lopez reported that the master calendar invite was sent out to all Council members. Also reported that upcoming Subcouncil meetings will be planned to discuss expiring contracts.

- b) Superintendent's Plan- BECI Presentation
- c) District Initiatives- No report

V. Subcommittee Reports-

1. Elementary Learning and Diversity Subcommittee (ELD)- No report- Miller will set up a meeting in the next few weeks. Mike Kuhn is the Vice Chair.
2. Budget, Finance and Audit Subcommittee- No report- On going review of policies/procedures. Please refer to the documents in the email that have been sent out.
3. Legislative Subcommittee- Brock reported that the legislative subcommittee has met. The calendar does not line up, but the subcommittee worked to monitor up to 50 bills. The newly appointed Sub 2 council member will join the Legislative subcommittee. Currently, the leg subcommittee does not feel like we need to move on any bills at this time. Another reminder for individuals to testify on their own behalf, not on behalf of the Council. May have an upcoming meeting if the need arises.

VI. New Business

Council went into closed session at 7:46 PM

Motion first by Hahn, second by Miller.

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

Council came out of closed session at 7:51PM

Motion first by Otis, second by Kuhn.

Yeas: Brady, Brock, Hahn, Hall, Hoeger, Kuhn, Miller, Otis, Thommes, Ward **Nays: None , Motion carried.**

Sharnelle Shelton was appointed by the Council as the Subcouncil 2 Council member.

VII. Upcoming Meeting – February 16th, 2023 – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

VIII. Adjourn at 8:09 PM.

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

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

UPCOMING LEARNING COMMUNITY EVENTS:

Advisory Committee	To Be Determined
LC Coordinating Council	February 16 th , 2023, 6:00 p.m. Learning Community Center of North Omaha, 1612 N.24 th Street, Omaha, NE
Subcouncil #1	February 17, 2023
Subcouncil #2	To Be Determined
Subcouncil #3	February 17, 2023
Subcouncil #4	To Be Determined
Subcouncil #5	To Be Determined
Subcouncil #6	February 21, 2023

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS:

- LCCC Minutes dated January 5th, 2023
- November & December Treasurer's Report
- Centers Updates
- CEO Report
- NU News Release
- BECI Presentation
- CAP (Community Achievement Plan)
- Superintendents' Attendance Plan
- Officer Elections (Candidates Documents, Applications)

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Jan 31, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	11/1/22	All Copy Products	AR3793204	Monthly Maintenance for Admin Area 12/1/22-12/31/22	25.10		
				Monthly Maintenance for Parent University 12/1/22-12/31/22	46.58		
5929				All Copy Products		71.68	Paid In Full
	1/25/23	Angie Miller	NASB 2023 Legislativ	NASB 2023 Legislative issues Conference	22.50		
				Travel Mileage	98.25		
				Travel Meals	12.57		
5959				Angie Miller		133.32	Paid In Full
	1/3/23	Buffett Early Childhood Institute	LCYR-122022Supes	December 2022 monthly program payment	149,365.49		
				<i>Residual Balance 25% of Residual deduction</i>	<i>-14,939.07</i>		
5921				Buffett Early Childhood Institute		134,426.42	Paid In Full
	1/3/23	Buffett Early Childhood Institute	LCYR2-122022Eval	December 2022 Supt Plan Eval	28,273.01		
3771				Buffett Early Childhood Institute		28,273.01	Paid In Full
	1/13/23	Bellevue Public Schools	BPS2023-1	Supt. Plan reimbursement (Sept-Jan 12, 2023)	61,393.00		
5946				Bellevue Public Schools		61,393.00	Paid In Full
	1/20/23	Blue Cross Blue Shield of Nebraska	2880455	February Health & Dental (Admin)	6,156.95		
				February Health & Dental (PU Staff)	7,470.07		
				February Health & Dental (ELC Dir)	4,617.50		
5955				Blue Cross Blue Shield of Nebraska		18,244.52	Paid In Full
	12/31/22	City of Omaha	227877	Librarian (Debra Paris) Dec 2022 PR/Benefits Part-Time Status	4,018.28		
5956				City of Omaha		4,018.28	Paid In Full
	1/24/23	City of Omaha False Alarm Reduction Pro	1125980	False Alarm - 12/19/2022	100.00		
5961				City of Omaha False Alarm Reduction Pro		100.00	Paid In Full
	1/1/23	Clarity Benefit Solutions	0101234474	December 2022 Admin Mo Fee; MED & DCA	57.77		
5925				Clarity Benefit Solutions		57.77	Paid In Full
	1/1/23	Colonial Life	3884152-0101784	Monthly Short-Term Disability Insurance Premium	449.65		
				Pymt - LC ADMIN Staff			
				Monthly Short-Term Disability Insurance Premium	138.00		
				Pymt - ELC Director Staff			
				Monthly Short-Term Disability Insurance Premium	764.70		
				Pymt - Parent University Staff			
5952				Colonial Life		1,352.35	Paid In Full
	11/30/22	Completely KIDS	20221130-LC	November Contract billing for Field Club Elementary	8,878.00		
5922				Completely KIDS		8,878.00	Paid In Full

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Jan 31, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	12/31/22	Completely KIDS	20221231-LC	December Contract billing for Field Club Elementary	924.00		
5926				Completely KIDS		924.00	Paid In Full
	1/17/23	Control Yours	6360	Plus membership Subscription fee for LCC	192.50		
5942				Control Yours		192.50	Paid In Full
	11/30/22	Culligan of Omaha	1052148	Equipment Cooler (Admin Office)	12.50		
	11/30/22	Culligan of Omaha	1052276	Equipment Cooler (LCCNO Class Rooms)12/1-12/31/22	5.50		
	12/31/22	Culligan of Omaha	1055086	Equipment Cooler (Admin Office)	12.50		
	12/31/22	Culligan of Omaha	1055215	Equipment Cooler (LCCNO Class Rooms)1/1-1/31/23	5.50		
5927				Culligan of Omaha		36.00	Paid In Full
	1/20/23	Culligan of Omaha	1056576	Water & Delivery 1/17/23 (Admin Office 28A)	22.10		
5947				Culligan of Omaha		22.10	Paid In Full
	1/20/23	Culligan of Omaha	1056584	5 Gal water Delivery & Equipment 1/17 Cooler (LCCNO Class Rooms 28B)	80.90		
5962				Culligan of Omaha		80.90	Paid In Full
	1/24/23	Dr Walker, Jeffery L.	022023 Anger Wkshp	Anger Management Workshop -50% Deposit	900.00		
5954				Dr Walker, Jeffery L.		900.00	Paid In Full
	11/1/22	The Daily Record	149473	Coordinating Council mtg notice - 11/5/22	22.80		
5928				The Daily Record		22.80	Paid In Full
	1/13/23	The Daily Record	149729	Coordinating Council mtg notice - 1/19/23	23.44		
5943				The Daily Record		23.44	Paid In Full
	1/2/23	El Mero Mero Inc	January 2023	January 2023	6,107.00		
1418				El Mero Mero Inc		6,107.00	Paid In Full
	12/31/22	EMSPACE, INC	90770	Account Service & Consulting	1,687.50		
				Media Outreach & Management	1,650.00		
				Website Updates	1,162.50		
				Digital Annual Report & Misc Comm Support	637.50		
				Social Media Management	2,550.00		
				Media Training	150.00		
5957				EMSPACE, INC		7,837.50	Paid In Full
	11/1/22	Envisioned Solution, Inc	INV-0045	PU Time spent creating and modifying the stored procedures, and getting the data ready for the yearly report.	768.75		
5948				Envisioned Solution, Inc		768.75	Paid In Full
	1/1/23	Envisioned Solution, Inc	INV-0061	LC Monthly Hosting Cost of LCC app	199.00		
5957				Envisioned Solution, Inc		199.00	Paid In Full
	1/12/23	Gail F. Williams	001TH	Tiny Humans and All the Feels Training	1,000.00		
5939				Gail F. Williams		1,000.00	Paid In Full

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Jan 31, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
1419	1/1/23	HELP Foundation of Omaha	2302 January 2023	January Rent and utilities HELP Foundation of Omaha	12,874.94	12,874.94	Paid In Full
5953	1/20/23	HiTouch	7371873029-0-1	HP 962 Ink Cartridge HiTouch	106.81	106.81	Paid In Full
	1/23/23	HiTouch	7371968873-0-1	Brother DR221CL Drum Unit	140.15		
	1/23/23	HiTouch	7372363571-0-1	HiTouch Notepads, 8-1/2" x 11-3/4", Legal Ruled,	17.38		
				AA Alkaline Battery, 24/Pack	28.37		
5965				Ready Index A-Z Multicolor HiTouch	15.60	201.50	Paid In Full
5944	1/10/23	HyVee Accounts Receivable	4853048916	PU Parent/Child Classes HyVee Accounts Receivable	245.00	245.00	Paid In Full
5940	1/1/23	InfiNet Solutions, Inc.	63788ISI	Monthly Managed Services -January 2023 InfiNet Solutions, Inc.	2,023.25	2,023.25	Paid In Full
5951	1/16/23	Jensen Rogert Associates, Inc.	2023-02	February 2023 installment Jensen Rogert Associates, Inc.	2,500.00	2,500.00	Paid In Full
	1/10/23	Koley Jessen PC LLO	450675	M Street Lease	562.50		
5949	1/10/23	Koley Jessen PC LLO	452510	General Through 12/31/22 Koley Jessen PC LLO	713.50	1,276.00	Paid In Full
	1/27/23	Konica Minolta Premier Finance	78903517	Admin Copier Lease	194.48		
5964				Parent University Copier Lease Konica Minolta Premier Finance	200.34	394.82	Paid In Full
	1/16/23	Lion's Gate Security Solutions	LCDEC2022	12/07/2022 Security Services 12/1, 12/5, 12/6, 12/7 Lion's Gate Security Solutions	288.00	288.00	Paid In Full
5945							
1420	12/23/22	Lund Company	1612 January 2023	January Lease payment Lund Company	52,624.78	52,624.78	Paid In Full
	12/30/22	Nebraska Association of School Boards	INV-11598-F6W8F5	Registration - LIC -Monday Program-Tonya Ward	97.00		
				Registration - LIC -Sunday Dinner-Tonya Ward	55.00		
				Courtesy Pmt NE Public Leadership Foundation	-97.00		
	12/30/22	Nebraska Association of School Boards	INV-11599-M5F0V9	Registration - LIC -Monday Program-Tim Hall	97.00		
				Registration - LIC -Sunday Dinner-Tim Hall	55.00		
				Courtesy Pmt NE Public Leadership Foundation	-97.00		
5930				Nebraska Association of School Boards		110.00	Paid In Full
	9/30/22	One Source The Background Check Company	2136-20220930	Cline, Alyssa Bkgrd Chk	53.00		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Jan 31, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
				Holmes, Tiffani Bkgrd Chk	46.10		
				Landrum, Phoebe Bkgrd Chk	70.50		
				Saffold, Naomi Bkgrd Chk	29.00		
	10/31/22	One Source The Background Check Company	2136-20221031	Cline, Alyssa Bkgrd Chk	5.00		
				Lopez Gonzales, Itzeni Bkgrd Chk	53.00		
				Dunn, Caitlyn Bkgrd Chk	45.50		
				Temple, Essence Bkgrd Chk	24.00		
5931				One Source The Background Check Company		326.10	Paid In Full
	12/13/22	Peopleready	27838143	PU temp Childcare workers 12/5-12/11/22	712.60		
	12/21/22	Peopleready	27858318	PU temp Childcare workers 12/12-12/18/22	305.40		
5941				Peopleready		1,018.00	Paid In Full
	1/24/23	Peopleready	27912133	PU temp Childcare workers 1/09-1/15/23	220.48		
5966				Peopleready		220.48	Paid In Full
	12/26/22	Philadelphia Insurance Companies	2004215113	umbrella payment	477.83		
5932				Philadelphia Insurance Companies		477.83	Paid In Full
	12/31/22	RDG Planning & Design, Inc	53097	Professional Svcs thru 12/31/22 Pre-design & Schematics Satellite Center 16th St	2,062.50		
1421				RDG Planning & Design, Inc		2,062.50	Paid In Full
	1/18/23	Regal Printing CO	88782	Business Cards, Caro, Ileri	65.50		
				Business Cards, Saffold, Naomi	65.50		
				Business Cards, Cline, Alyssa	65.50		
				Business Cards, Keisling, Elizabeth	65.50		
				Business Cards, Goolsby, Shandora	65.50		
				Business Cards, Landrum, Phoebe	70.50		
				Business Cards, Mancinas, Marisol	70.50		
				Business Cards, Holmes, Tiffani	70.50		
5950				Regal Printing CO		539.00	Paid In Full
	1/24/23	Regal Printing CO	88885	Business Cards, Thommes, Brian	65.50		
5958				Regal Printing CO		65.50	Paid In Full
	12/20/22	Sarpy County Election Commission	110822 General Elect	General Election Costs	2,445.09		
5923				Sarpy County Election Commission		2,445.09	Paid In Full
	1/26/23	Timothy Hall	NASB 2023 Legislativ	NASB 2023 Legislative Issues Conference	6.25		
				Reimbursement			
				Travel Mileage	65.50		
5960				Timothy Hall		71.75	Paid In Full
	1/10/23	Tony E. Sanders, Jr.	1278	Forgiving what you can't forget-1/2 Deposit	900.00		
	1/10/23	Tony E. Sanders, Jr.	1279	Catch Them Being Good (English) 1/2 Deposit	900.00		
	1/10/23	Tony E. Sanders, Jr.	1280	Catch Them Being Good (Spanish) 1/2 Deposit	750.00		
5938				Tony E. Sanders, Jr.		2,550.00	Paid In Full
	1/3/23	UNMC	01/2023 ELC Eval	January 2023 Monthly ELC Eval Prog	36,025.42		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Jan 31, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
3772				Sept - December 2022 Catch-up pmt UNMC	3,443.36	39,468.78	Paid In Full
5967	1/19/23	VSP Insurance Co.	817017355	February 2023 VSP Insurance Co.	122.97	122.97	Paid In Full
012723EFT	1/27/23	Security National Bank	December Statement	Credit Card Online Pmt	4,044.45	4,044.45	Paid In Full
					<u>401,119.89</u>	<u>401,119.89</u>	

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Credit Card Report

Jan 31, 2023

Date	Reference	Trans Description	Debit Amt	Credit Amt	Balance
1/1/23		Beginning Balance			-4,044.45
1/1/23	CC012023_H01	Crowne Promo Communications, L		1,599.99	
1/1/23	CC012023_H02	Amazon.com		246.04	
1/4/23	CC012023_V01	The Lincoln Marriott Cornhuske		194.34	
1/4/23	CC012023_V02	The Lincoln Marriott Cornhuske		194.34	
1/4/23	CC012023_V03	The Lincoln Marriott Cornhuske		194.34	
1/8/23	CC012023_H03	Amazon.com		37.44	
1/8/23	CC012023_H04	QuickTrip		82.50	
1/9/23	CC012023_L01	T-Mobile		1,591.96	
1/12/23	CC012023_H05	Target		300.00	
1/12/23	CC012023_V04	TDC Personal Chef Services LLC		129.50	
1/13/23	CC012023_L02	Office Depot, Inc.		32.04	
1/13/23	CC012023_H06	Target		320.00	
1/17/23	CC012023_V05	Zoom Video Communication, Inc.		199.90	
1/23/23	CC012023_L03	United States Postal Service		6.13	
1/24/23	CC012023_V06	Stamps.com		17.99	
1/27/23	012723EFT	Security National Bank - Credit Card Payable - SNB	4,044.45		
1/27/23	CC012023_E01	Kinaara		72.26	
1/30/23	CC012023_V07	1&1 Ionos		164.40	
		Current Period Change	4,044.45	5,383.17	-1,338.72
1/31/23		Ending Balance			-5,383.17

LEARNING COMMUNITY OF DOUGLAS & SARPY COUNTIES

Budget to Actual - General Administration
For the Four Months Ending December 31, 2022

	Current FY Budget	Actual YTD	Percent of Budget	Remaining Spent
Revenues				
STATE AID	\$ 470,000.00	\$ 470,000.00	100.00	0.00
Total Revenues	470,000.00	470,000.00	100.00	0.00
General Expenses				
Coordinating Council				
LCCC- CONTRACTED SERVICES	15,000.00	11,947.99	79.65	3,052.01
LCCC-OTHER PROF/TECH	5,000.00	799.60	15.99	4,200.40
LCCC - ADVERTISING	800.00	376.32	47.04	423.68
LCCC -PRINTING	250.00	0.00	0.00	250.00
LCCC - OFF SUPPLIES	150.00	626.82	417.88	(476.82)
LCCC- TECHNOLOGY/EQUIPMENT	150.00	0.00	0.00	150.00
LCCC-CONFERENCE REGISTRATIO	2,500.00	0.00	0.00	2,500.00
LCCC - MISC EXPENSES	650.00	388.99	59.84	261.01
Coordinating Council - Subtotal	24,500.00	14,139.72	57.71	10,360.28
Administration				
CEO SALARY	99,618.79	47,437.52	47.62	52,181.27
OTHER SALARIES AND WAGES	170,501.74	81,191.28	47.62	89,310.46
PAYROLL TAXES	20,664.22	9,724.56	47.06	10,939.66
BENEFIT EXPENSES	55,703.62	36,448.43	65.43	19,255.19
DUES AND MEMBERSHIPS	4,800.00	260.00	5.42	4,540.00
CONFERENCE/PROFESSIONAL DEV	6,300.00	1,201.80	19.08	5,098.20
PUBLIC ACCOUNTING	40,000.00	0.00	0.00	40,000.00
STATE AUDIT	12,000.00	0.00	0.00	12,000.00
TELECOMMUNICATIONS/WEBSITE	2,200.00	717.50	32.61	1,482.50
SUPPLIES	6,000.00	2,513.66	41.89	3,486.34
FURNITURE	2,500.00	0.00	0.00	2,500.00
PRINTING AND POSTAGE	3,500.00	1,341.81	38.34	2,158.19
TECHNOLOGY/EQUIPMENT	31,500.00	10,544.47	33.47	20,955.53
REIMBURSED EXPENSES	0.00	0.00	0.00	0.00
OTHER MISC.	9,100.00	3,396.73	37.33	5,703.27
Administration - Subtotal	464,388.37	194,777.76	41.94	269,610.61
Total Expenses	488,888.37	208,917.48	42.73	279,970.89
Net Income	\$ (18,888.37)	\$ 261,082.52	1,382.24	(279,970.89)

LEARNING COMMUNITY OF DOUGLAS & SARPY COUNTIES

Budget to Actual - ELC Operations

For the Four Months Ending December 31, 2022

	Current FY Budget	Actual YTD	Percent of Spent	Remaining
Revenues				
LOC PROP TAX - ELC LEVY	\$ 11,803,669.58	\$ 858,158.84	7.27	10,945,510.74
INTEREST - ELC OP	5,000.00	25,116.12	502.32	(20,116.12)
Total Revenues	11,808,669.58	883,274.96	7.48	10,925,394.62
General Expenses				
District Initiatives				
Subcouncil 1 ELC Programming	171,146.00	64,010.29	37.40	107,135.71
Subcouncil 3 ELC Programming	315,270.00	106,045.65	33.64	209,224.35
Subcouncil 4 ELC Programming	178,135.00	0.00	0.00	178,135.00
Subcouncil 5 ELC Programming	309,000.00	0.00	0.00	309,000.00
Subcouncil 6 ELC Programming	107,949.00	35,681.46	33.05	72,267.54
Programming - Subtotal	1,081,500.00	205,737.40	19.02	875,762.60
North Omaha Center				
Early Childhood Partnership	902,796.45	105,626.85	11.70	797,169.60
Subcouncil 2 Family Support Li	0.00	0.00	0.00	0.00
Childcare Director Training	141,500.00	2,087.50	1.48	139,412.50
Parent University	1,602,462.00	587,629.06	36.67	1,014,832.94
Center Operations	105,987.84	26,382.07	24.89	79,605.77
North Omaha Center - Subtotal	3,834,246.29	927,462.88	24.19	2,906,783.41
South Omaha Center				
South Omaha Center	2,474,542.00	608,901.00	24.61	1,865,641.00
Subcouncil 5 Family Support Li	0.00	0.00	0.00	0.00
South Omaha Center - Subtotal	2,474,542.00	608,901.00	24.61	1,865,641.00
Superintendent's Early Childhood Plan				
Superintendent's Early Childho	3,358,000.00	934,652.58	27.83	2,423,347.42
Superintendent's Plan - Subtotal	3,358,000.00	934,652.58	27.83	2,423,347.42
General Expenses				
Admin-Community Relations	90,000.00	35,205.08	39.12	54,794.92
Admin-Legal	80,000.00	31,854.06	39.82	48,145.94
Admin-Insurance/Bonding	75,000.00	5,313.81	7.09	69,686.19
Admin-Lobbying	36,000.00	10,116.67	28.10	25,883.33
Admin-Salaries and Wages	388,074.00	23,958.35	6.17	364,115.65
Admin-Payroll Taxes	25,303.50	1,817.29	7.18	23,486.21
Admin-Benefit Expenses	50,242.22	7,870.92	15.67	42,371.30
Admin-Other Misc. Expenses	11,650.00	2,292.37	19.68	9,357.63
General Expenses - Subtotal	756,269.72	118,428.55	15.66	637,841.17
Total Expenses	10,423,058.01	2,589,445.01	24.84	7,833,613.00
Difference of Revenues & Expenses	(1,385,611.57)	1,706,170.05	(123.13)	(3,091,781.62)
Net Income	\$ 1,385,611.57	\$ (1,706,170.05)	123.13	3,091,781.62

LEARNING COMMUNITY OF DOUGLAS & SARPY COUNTIES

Budget to Actual - Capital Projects
For the Four Months Ending December 31, 2022

		Current FY Budget	Actual YTD	Percent of Budget	Remaining Spent
Revenues					
LOC PROP TAX - CAP PROJ (1070)	\$	991,701.00	\$ 71,681.57	7.23	920,019.43
Total Revenues		991,701.00	71,681.57	7.23	920,019.43
Learning Centers					
North Omaha Center - Lease Pay		630,000.00	210,882.29	33.47	419,117.71
South Omaha Center - Lease Pay		226,924.00	75,621.09	33.32	151,302.91
South Omaha Satellite-Center -		44,000.00	14,484.94	32.92	29,515.06
West Omaha-Center - Lease Paym		98,121.00	1,620.00	1.65	96,501.00
Total Expenses		999,045.00	302,608.32	30.29	696,436.68
Difference of Revenues & Expenses	\$	(7,344.00)	\$ (230,926.75)	(3,144.43)	223,582.75

For Management Purposes Only

LEARNING COMMUNITY OF DOUGLAS & SARPY COUNTIES

Budget to Actual - Research & Evaluation
For the Four Months Ending December 31, 2022

		Current FY Budget	Actual YTD	Percent of Budget	Remaining Spent
Revenues					
Interest	\$	706,910.00	\$ 282,764.00	40.00	424,146.00
		0.00	0.00	0.00	0.00
Total Revenues		706,910.00	282,764.00	40.00	424,146.00
Research & Evaluation					
Program Evaluation & Research		451,975.00	140,658.32	31.12	311,316.68
GOALS Student Attendance Initi		62,500.00	62,500.00	100.00	0.00
Superintendent's Plan Evaluati		225,000.00	6,273.49	2.79	218,726.51
Total Expenses		739,475.00	209,431.81	28.32	530,043.19
Difference of Revenues & Expenses	\$	(32,565.00)	\$ 73,332.19	225.19	(105,897.19)

This Fund is restricted to research and evaluation related disbursements only

Programming Updates

February 16th, 2023

A. Center Updates

Attached is a written report from the North, South and West Centers.

B. District Initiatives

Subcouncil meetings have been scheduled to review Interlocal Agreements ending in May or August 2023. A Public Notice request has been requested, and the Agenda and Materials will be posted on our website.

	Upcoming Meetings	Organization/Program Name
Subcouncil #1	February 17, 2023, 4:00 p.m. via Zoom	OPS (Instructional Coaching)
	March 6, 2023, 3:30 p.m. via Zoom	Elkhorn Public Schools (Extended Learning / Summer)
Subcouncil #2	February 16, 2023, 10:30 a.m. Learning Community Center of North Omaha, 1612 N. 24 th Street, Omaha NE	Learning Community of Douglas and Sarpy Counties (Parent University)
Subcouncil #3	February 17, 2023, 2:00 p.m. via Zoom	OPS (Instructional Coaching)
	February 24, 2023, 10:00 a.m. via Zoom	Completely Kids
Subcouncil #4	March 6, 2023, 3:30 p.m. via Zoom	Elkhorn Public Schools (Extended Learning / Summer)
Subcouncil #5	To be determine	
Subcouncil #6	February 21, 2023, 3:30 p.m. via Zoom	Springfield Platteview Community Schools (Extended Learning/ School Year)
	February 21, 2023, 4:30 p.m. via Zoom	Papillion La Vista Community Schools (Jump Start)

Learning Community Center of North Omaha

Updates 02/08/2022

General Information

- Presented information about Parent University to Attendance & Support Family Liaison team from the Omaha Public School District.
- Hosted a Community Café in partnership with Douglas County Community Response
- The North center currently has three open positions: Educational Navigator and two Child Learning Specialists
- All programming in person, except for one Parenting course

Programming

- Programming at the center includes:
 - ESL classes (2 cohorts, twice a week for 3 hours)
 - GED classes (1 cohort, twice a week for three hours)
 - Parenting Classes- Series of six weeks
 - Forgiving What you Can't Forget
 - Common Sense Parenting
 - Home visits are scheduled once a month

Evaluations during this period included:

- Keys to Interactive Parenting Scale

Educational Navigator Success Story:

Jawahir Engalow has been a member of Parent University since 2018. Jawahir has been taking English as a second language classes, twice a week since. Jawahir's original goal was to learn English to communicate with her children's teachers. In October, 2022, during her monthly visit with her Educational Navigator, Jawahir stated a goal of passing the US citizenship test in November. Together with the ESL instructor and her Navigator, Jawahir was able to study and practice the necessary skills. The ESL instructor created a curriculum that would both assist Jawahir and that would be beneficial for the whole class. Jawahir's navigator provided time and space for Jawahir to practice at the center. The navigator was able to practice writing drills and build Jawahir's confidence. Within six weeks of setting the goal, Jawahir passed the test, and is on her way to becoming a US citizen.

Submitted by Educational Navigator, Elizabeth Keisling.

Learning Community Center of West Omaha

Updates 02/08/2022

General Information

The West Center Advisory Group met on January 6th, 2023. The purpose of the meeting was to identify Parent Listening Opportunities in each district represented (Ralston, Millard, and Westside). The outcome of the meeting was to connect the Executive Director with three to four school principals per district to begin the collaboration and partnership to gather input from each community.

ED visited with five school principals and learned the best way to engage their parents and community. MMI is creating a brief survey to send out to families and will be collecting the data.

Subcouncil members representing Ralston, Millard and Westside District have been invited to meet the West Center advisory group on March 17 at 1 p.m.

LEARNING COMMUNITY CENTER OF SOUTH OMAHA

1/12/23 to 2/9/23

General Information

- Nebraska Diaper Bank continues to give diapers to LCCSO families each month. In January, the center received packets of diapers for 73 children.
- LCCSO staff received cross training to help Metro onboard in their GED classes held onsite
- Goodwill visited center to discuss their programs with a group of interested parents
- Symphony Workforce visited the center to discuss their offerings
- The center currently has three open positions: Educational Navigator and two Child Learning Providers
- We have had 9 volunteers or practicum students helping at our center in the past month
- All programming in person, except for one GED class.

Programming

- Parent/Child Programs
 - ESL classes (11 cohorts, twice a week for 3 hours)
 - GED classes (2 cohorts, twice a week for 3 hours)
 - Parenting Classes once every two weeks, including:
 - Nurturing Parenting
 - Pyramid Model for Parents
 - Circle of Security
 - Love and Logic
 - Early Childhood Guidelines for Parents (science)
 - Mind in the Making (executive functioning in children)
 - Parent Workshops
 - Workforce Development (Metro Community College)
 - Computer Classes (Metro Community College)
 - Budgeting class (Lending Link)
 - Opening Doors (Catholic Charities)
 - Cooking Matters (Whispering Roots)
 - Child Learning during parent classes and workshops
 - Opera Omaha hosted its musical story time on-site in November and December
 - Interactive Parent/Child Programming
 - String Sprouts free violin classes through the Omaha Conservatory of Music - daytime and evening offerings
 - Prime Time Reading through Humanities Nebraska started on 2/7/23. This semester we will offer this on two evenings a week.
 - Home visits are scheduled approximately every 2-3 weeks
 - Educational Navigator continue to work with a representative through the Educational Service Unit twice a month to find ways to best be a “coach” for parents
- Community Childcare trainings

- Multiple members of the LCCSO team continue training as trainers in early childhood development for state licensure
 - This past month was on the theme of science
 - The same group also met with the State of Nebraska to learn more about Step Up To Quality 2.0, and with Jennifer Haggart from ESU 3 also visited the center to discuss provider needs in Sub-council 5
- Rooted in Relationships program
 - One training in January
 - Coaching continues monthly with providers in the program

Evaluations during this period included:

- CASAS (Comprehensive Adult Student Assessment Systems) continues throughout the year to measure English-language acquisition
- Metro measures CASAS for GED progress and shares with UNMC
- Keys to Interactive Parenting Scale
- Minnesota Executive Functioning Scale for young children

Success Story

LCCSO Community Navigator Valeria Marquez called Omaha Performing Arts to inquire about any programs they have to distribute free tickets to their shows. During the conversation, she was able to obtain 25 free tickets to the Ballet Hispánico on 2/4/23. This photo shows some of the parents and children who attended their first show at the Orpheum Theater that evening.





Start early. Start well.

WALTER S. GILLIAM, PH.D.

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Buffett Early Childhood Institute
at the University of Nebraska

**learning
community**
DOUGLAS
SARPY

Vision

Nebraska will become the best place in the nation to be a baby.

Mission

Transform the lives of young children by improving their learning and development.

Vision

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

Mission

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

Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2022–2025

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

Revisions and Progress Reports Nov. 7, 2019

Revisions and Progress Reports Nov. 4, 2022

CAP Background

Required by Nebraska Revised Statute §79-2122, the Community Achievement Plan (CAP), was originally approved by the State Board of Education on April 7, 2017, and the CAP revisions were approved on Nov. 8, 2019. The CAP impacts the Learning Community of Douglas and Sarpy counties, the 11 school districts contained therein, and Educational Service Unit's 3 and 19. Over 125,000 PreK-12 students attend the schools of the Learning Community and are impacted by the Community Achievement Plan.

Given the statutory requirements and the collaborative efforts already taking place within the Learning Community and with the Metropolitan Omaha Education Consortium (MOEC) during the 2016-2017 school year, the CAP was developed to provide synergy and collaboration between already existing programs and newly conceived initiatives. These included:

- the Superintendent's Early Childhood Plan—a partnership between the 11 school districts, the Buffett Early Childhood Institute at the University of Nebraska, and the Learning Community of Douglas and Sarpy Counties. The Superintendents' Early Childhood Plan was specifically developed in response to legislation (LB 585) passed by the Nebraska Legislature in 2013 that directed the Learning Community Coordinating Council to establish an early childhood program designed by the metro Omaha superintendents for young children living in high concentrations of poverty. The plan is financed by a half-cent levy on property values, the funds shared roughly equally between the Institute and the participating school districts.
- the Greater Omaha Attendance and Learning Services (GOALS) Center—a partnership between the 11 school districts, Douglas and Sarpy County law enforcement agencies, county juvenile court systems, county attorneys' offices, and Nebraska state offices;
- the Learning Community of Douglas and Sarpy Counties' North and South Omaha Learning Centers; and
- a Collective Impact Initiative developed by MOEC.

CAP General Operating Principles

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

- students of poverty and limited English proficiency, within the framework of all students,
- student achievement and equity of access to programs and services, and ethnic diversity, and

- common goals for student achievement (academic readiness, proficiency in reading and math, graduation, successful transition to the next level, attendance, and completion of grade and program, participation in work experiences, etc.) across the continuum of their PK-16 experiences.

To actualize these principles, the Learning Community will:

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

Community Achievement Plan

The stakeholders put forth a Community Achievement Plan that incorporated current critical collaborative efforts and a proposed Collective Impact initiative. The critical collaborative efforts across all these sections are intended to enhance and expand upon current initiatives as the plan evolves and additional community partners become involved. The Community Achievement Plan consists of four sections that contain goals, strategies, and actions associated with each:

I. Section 1: Increased Access to Early Childhood Programming

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

1.1 Full Implementation of Birth Through Grade 3 Approach

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

1.2 Professional Development for All

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming by reducing barriers to student achievement and decreasing opportunity and achievement through a

system of professional development focused on leading-edge research and innovative practices delivered to school and community early childhood staff.

1.3 Customized Assistance Partnerships

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

II. Section 2. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

2.1 Family Learning at the Learning Community Center of South Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents and family members who have limited English proficiency and who are living in poverty to support their children's learning.

2.2 Parent University at the Learning Community Center of North Omaha

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

2.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha

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

2.4 Child Care Director Program at the Learning Community Center of North Omaha

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

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

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

III. Section 3: Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

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

IV. Section 4: Superintendents' Attendance Plan

Changes to the Community Achievement Plan

- 1. Evaluation Plans for each section are clearly articulated and current evaluations and progress reports are removed and shared separately to streamline the plan and aid accessibility.
- 2. Each CAP section updated the Equity connection to ensure identified student groups and their families receive the resources and tools they need to be successful in school and beyond.
- 3. Each CAP section updated the Partnerships matrix to signal importance of collaboration among multiple entities and facilitate successful implementation and achievement of goals.
- 4. In Section 1, updates include revisions to conceptual framework, summary of action plan focus areas supported by BECI staff in partnership with school and district leaders and staff, and focused efforts on strengthening school district systems to serve as a strong foundation for birth through grade 3 programming.
- 5. In Section 2, updates include an increased focus on mental health supports for families and strategic vision processes for the existing Child Care Director Training Program.
- 6. In Section 3, updates include continued focus areas on math and literacy across participating districts, along with postsecondary partners, outline current metrics measured, and focus on student postsecondary and career success.
- 7. In Section 4, the Superintendents' Attendance Plan covers the statutory requirements, along with best practices, for each participating district to address student attendance.

Section 1: Increased Access to Early Childhood Programming

<p>CAP Goal</p> <p>Goals of the Superintendents’ Early Childhood Plan (SECP) include:</p> <p>1.1 GOAL 1: Reduce or eliminate opportunity gaps for every child through helping Learning Community school districts create and sustain high-quality and equitable early childhood practices and policies.</p> <p>1.2 GOAL 2: Strengthen the “School as Hub” approach in selected elementary schools to serve as a foundation for high-quality, equitable learning experiences for children and families beginning at birth and continuing through Grade 3.</p> <p>1.3 GOAL 3: Improve the practice of early childhood professionals in the Learning Community of Douglas and Sarpy Counties by providing a carefully-designed series of professional development learning experiences.</p>	<p>Equity Connections</p> <p>The ultimate purpose of the Superintendents’ Plan is to close gaps in opportunities, prevent achievement gaps, and improve child outcomes experienced by children and families facing persistent economic and social disparities. Three primary goals shape our work: quality, continuity, and equity. The plan promotes <i>equity</i> in birth through Grade 3 care and education by explicitly seeking to reduce disparities in learning opportunities, family supports, and child outcomes. Equity refers to the degree to which to each child and family can access quality and continuity through a school district’s intentional efforts to disaggregate data, examine disparities, and take action to eliminate disparities in ways that are responsive to the needs and interests of children, families, communities, and schools.</p>
<p>Strategies/Activities</p> <p>GOAL 1: Customized Assistance to School Districts focuses on building specific aspects of strong and effective school systems that provide quality, continuity, and equity in children’s learning and family support beginning at birth and continuing through Grade 3. School districts receive intensive assistance and consultation tailored to needs identified by the districts on the Action Plans they developed in consultation with the Institute during 2021-22.</p> <p>Customized assistance addresses development of early childhood systems and programs in the targeted areas of leadership effectiveness, instructional excellence, and family and community partnership engagement.</p> <ul style="list-style-type: none"> • Institute staff will collaborate with school district leaders to: (1) provide tools and guidance to establish and implement SECP action plans, (2) sustain communication with school 	<p>Evaluation Plan</p> <p>Evaluation activities will be designed to align with programmatic goals and activities. Below is a high-level description of anticipated evaluation activities for the coming year(s). Note, within each area of focus, qualitative (i.e., interviews, focus groups) and quantitative (e.g., standardized assessment scores) will be collected and used in a formative manner for continuous improvement purposes and in a summative manner for annual reporting requirements. A data use agreement will be developed with each district, as needed, to facilitate sharing of data necessary for the evaluation activities.</p> <p>Goals 1 and 2</p> <p>Goals 1 and 2</p> <p>Evaluation activities will be developed for each of four areas of focus that cut across programmatic strategies/activities: (1) Collaboration,</p>

<p>district leaders, (3) collaborate on efforts focused on achieving district SECP action plan goals, (4) provide as-needed consultation, (5) design and facilitate requested district-level professional learning connected to action plans, and (6) take explicit action steps to reach action plan goals.</p> <ul style="list-style-type: none"> • School district leaders will collaborate with Institute staff in efforts connected to meeting action plan goals by: (1) establishing and following action plans, (2) sustaining communication with Institute staff, (3) collaborating on planning efforts focused on achieving district action plan goals, and (4) taking explicit steps to reach action plan goals. <p>GOAL 2: School as Hub Programming for Birth Through Grade 3 involves comprehensive programming in selected elementary schools called “Full Implementation Schools” that serve as hubs that connect young children and their families living in poverty with high-quality, comprehensive, and continuous early childhood education and services. The birth through Grade 3 continuum of supports includes three integrated components: home visiting and socialization experiences for children birth to age 3, high-quality preschool for 3- and 4-year-olds, and aligned PreK through third grade curriculum, instruction, and assessment.</p> <ul style="list-style-type: none"> • Institute staff will engage with School as Hub district leaders, principals, teachers, family facilitators, and home visitors through (1) consultation, (2) direct coaching, (3) planning and co-facilitation of school as hub monthly team meetings, and (4) collaborate on efforts at the school site focused on achieving district action plan goals. • School as Hub principals will strengthen their competencies for leading birth through Grade 3 programming, providing leadership for School as Hub efforts, promoting family and community engagement, and supervising School as Hub staff. 	<p>(2) District Action Plans, (3) System-Level Changes, and (4) Child and Family Outcomes.</p> <p>(1) Collaboration</p> <p>The long-term success of the Superintendents’ Plan requires productive collaboration between districts and the Institute. To ensure that this collaboration is effective, a survey will be implemented with various district, school, and Institute staff members who are engaged in various aspects of the work. Data from the collaboration survey will be used both formatively to inform programmatic decision-making and summative to demonstrate effectiveness in working together in meeting Superintendents’ Plan goals.</p> <p>(2) District Action Plans</p> <p>Given that each district has identified unique goals and objectives in their action plans, evaluation activities will be tailored to the activities districts choose in order to achieve their goals and objectives. A specific evaluation plan will be developed and implemented in each participating district that relies primarily on district administrative data and/or data collection activities that are already scheduled to occur within their district.</p> <p>(3) System-Level Changes</p> <p>District and school level changes are expected to occur as a part of the Superintendents’ Plan. To monitor and track these system-level changes, a survey (completed by staff at multiple levels of the system) and/or documentation of other indicators of changes in district activities and/or expectations will be used to measure district outcomes and impact in terms of the three domains of the plan’s focus : (1) Leadership Effectiveness, (2) Instructional Excellence, and (3) Family and Community Partnership Engagement. This information will serve as key sources of data that districts and the Institute can use to monitor, make</p>
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<ul style="list-style-type: none"> School as Hub teachers, family facilitators, and home visitors will engage with Institute staff in (1) professional learning, (2) one-on-one coaching, and (3) communities of practice. <p>GOAL 3: Professional Development for All involves professional learning experiences accessible to all early childhood leaders and professionals across Douglas and Sarpy Counties. A connected series of professional development experiences will be made available to all school leaders, teachers, early childhood professionals, and caregivers who work with young children from birth through Grade 3 in the Omaha metro area. “PD for All” introduces leading-edge research and innovative practices to those who work with young children and families and provides early childhood professionals the opportunity to join together and learn from one another.</p> <ul style="list-style-type: none"> Institute staff will design and deliver research-based, multi-modal professional learning using diverse methods (e.g., Twitter chat, infographics, short videos, discussion groups) that are responsive to the current needs of Omaha-area early childhood educators serving children and families birth through Grade 3. Institute staff will use information gathered from social media analytics and participants (e. g., surveys and interviews) to evaluate and continuously improve professional development offerings. PD for All attendees will participate in professional development opportunities relevant to their role, apply new learning in their classroom environments, and evaluate the quality and relevance of PD for All offerings through survey completion. 	<p>decisions, and improve key activities within the plan so that desired outcomes and impacts are realized.</p> <p>(4) Child and Family Outcomes Improved outcomes for children and families will be a principal focus in evaluating the impact of the Superintendents’ Plan. Data and indicators will be identified and/or developed based on on-going meetings with districts concerning their Action Plans. Specific measures and procedures will be derived from these collaborative meetings and will be implemented during school year 2022-23.</p> <p>Goal 3 Evaluators will seek to increase the number of participants in PD for All and will explore the effectiveness of the diverse methods used in PD for All. A multi-method approach will be used to understand how PD for All influences early childhood practitioners’ attitudes and practices.</p> <p>Quantitative data sources (e.g., surveys, social media analytics) will be collected during the same time frame as qualitative data (i.e., interviews). Qualitative analyses will focus on how participants plan to use the content in their early childhood practices. A cohort design, wherein participants will be followed over time throughout the course of the series, will be used to identify how participants are implementing knowledge obtained from PD for All and to identify barriers to implementation.</p>
<p>Partnerships Representatives from all 11 districts in Douglas and Sarpy Counties are invited to participate and advise on all aspects of the Superintendents’ Early Childhood Plan on a regular basis. All 11 districts have access to Customized Assistance engagement in partnership with the Buffett Early</p>	

Childhood Institute. Six of the 11 districts identified have access to School as Hub Programming for Birth–Grade 3 at designated schools with high concentrations of poverty in their student attendance areas. Representative partnerships include:

SECP Workgroup: Each district superintendent appoints one administrator from their district to serve as a workgroup member to collaborate with one another and Institute staff and advise on the direction of the SECP. The Workgroup meets monthly.

District Leaders: school district leaders, including early childhood coordinators, special education directors, curriculum directors, and student services administrators partner on a monthly or more frequent basis with Institute staff to guide School as Hub programming at school sites and build capacity of school district systems in support of effective early childhood programming.

School Principals: Each principal from the eight full implementation School as Hub sites works on a regular basis with Institute staff to develop School as Hub programming in their schools.

School Staff: home visitors, family facilitators, teachers, and other school staff work closely with Institute staff to provide children and families access to high quality learning through classroom instruction, home visitation, and family engagement.

Representatives from the Learning Community of Douglas and Sarpy Counties and the University of Nebraska at Omaha partner with the Institute to develop and guide the Superintendents’ Plan. Evaluation partners at the Munroe-Meyer Institute at UNMC and the Center for Children, Youth, Families, and Schools at UNL partner with Institute staff to design the SECP evaluation, collect and analyze data, and contribute to writing up results.

Section 2: Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

2.1 Family Learning at The Learning Community Center of South Omaha	
<p>CAP Goal</p> <p>2.1 Family Learning at the Learning Community Center of South Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents and family members who have limited English proficiency and who are living in poverty to support their children’s learning.</p> <p>2.1.1 By 2025, students of parents participating in the program for two years or more will demonstrate improved educational outcomes by effectively engaging parents in their child’s school.</p> <p>2.1.2 By 2025, parents will demonstrate significant individualized gains in English according to the BEST Plus scores, and at least 65% of parental interactions will be of medium to high quality (building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.</p> <p>2.1.3 By 2025, students of parents participating in the program for two or more years will score higher in math (71% proficient baseline) compared to the overall district (65% proficient).</p> <p>2.1.4 By 2025, students will also score higher in reading (79% proficient baseline) compared to the overall district (72% proficient).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org.</p>	<p>Equity Connections</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
<p>Strategies/Activities:</p> <ul style="list-style-type: none"> Educational Navigators will create individualized action plans to engage current participants in their child's school. 	<p>Evaluation Plan</p> <p>NWEA-MAP® Growth™</p>

<ul style="list-style-type: none"> • The instructional team will incorporate math and reading skills during Family Days. • The LCCSO will promote a 65% attendance rate of participant engagement throughout all their activities and programs. • The team will continue to respond to families and community constituents with emphasis on diversity, equity, and inclusive practices. 	<p>TLS.2. The percentage of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2025.</p> <p>TLS.3. The percentage of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2025.</p>
<p>Partnerships UNO Special Education/Communication Disorders, UNO School of Music, Opera Omaha, PTI Nebraska, Joslyn Art Museum, Nonprofit Association of the Midlands, ASCEND Network at Aspen Institute, Lutheran Family Service, Omaha Public Schools, Nebraska Enterprise Fund, Project Harmon, Heartland Workforce Solutions, Smart Girls Society, SPARK Positivity, The Big Garden, Douglas County Health Department, Food Bank of the Heartland, Latino Center of the Midlands, Omaha Public Library, Omaha Conservatory of Music, Buffett Early Childhood Institute, City Sprouts, Creighton University, Child Saving Institute, Nebraska Extension Office, Omaha Fire Department, Women's Center for Advancement, UNMC Center for Reducing Health Disparities, UNO Service Learning Academy</p>	

2.2 Parent University at The Learning Community Center of North Omaha	
<p>CAP Goal 2.2 Parent University at the Learning Community Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents of high poverty backgrounds to support their children’s learning.</p> <p>2.2.1 By 2025, students of parents participating in the program for two years or more will demonstrate increased educational outcomes by effectively engaging parents in their child’s school.</p> <p>2.2.2 By 2025, parents will demonstrate significant individualized gains in family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment as measured by the FRIENDS Protective Factors Survey.</p>	<p>Equity Connections All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

<p>2.2.3 By 2025, parents will also demonstrate individualized gains in positive parenting strategies and positive parent-child relationships (measured by surveys) and parent interactions (including building relationships, promoting learning, and supporting confidence) as indicated by the KIPS assessment.</p> <p>2.2.4 By 2025, parents will show significant meaningful changes in parenting practices (4.89 in conflict and 5.87 PARCA baseline).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org.</p>	
<p>Strategies/Activities:</p> <ul style="list-style-type: none"> • Educational Navigators will create individualized action plans to engage current participants in their child's school. • The Educational Navigators will connect current participants to community resources based on outcomes from the FRIENDS Protective Factor Survey. • Parent University will promote and provide positive parenting strategies during home visits and parenting workshops. • The team will continue to respond to families and community constituents with emphasis on diversity, equity, and inclusive practices. 	<p>Evaluation Plan</p> <p>NWEA-MAP® Growth™ TLS.2. The percentage of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2025.</p> <p>TLS.3. The percentage of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2025.</p>
<p>Partnerships</p> <p>Boys Town, Williams Consulting, Abundant Life Consulting, Bellevue University, Family Housing Advisory Services, Empowerment Network, Eastern Nebraska Action Partnership, Omaha Bridges out of Poverty, Life Coach Academy, Goodwill Industries, Creighton University, PTI Nebraska, Project Harmony</p>	

2.3 Intensive Early Childhood Classrooms at The Learning Community Center of North Omaha	
<p>CAP Goal</p> <p>2.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for intensive, high quality preschool experiences that measurably improve the educational outcomes for children from high poverty backgrounds.</p> <p>2.3.1 By 2025, Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by the teachers’ ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting or exceeding national averages on the CLASS, ECERS-R).</p> <p>2.3.2 By 2025, children participating in the intensive early childhood classrooms will be above average in vocabulary (93% PPVT baseline) and show significant improvement toward school readiness concepts such as colors, letters, numbers/counting, sizes, comparisons, and shapes (93 BRSA baseline).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org.</p>	<p>Equity Connections</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
<p>Strategies/Activities:</p> <ul style="list-style-type: none"> The Child Learning Supervisor will complete CLASS training and utilize the learned skills to promote best practices in the child learning rooms. 	<p>Evaluation Plan</p> <p>NWEA-MAP® Growth™</p> <p>Ninety-five percent of Nebraska school districts will be able to identify at least one high- quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2025.</p>
<p>Partnership</p> <p>Omaha Public Schools, Educare, Buffett Early Childhood Institute</p>	

2.4 Child Care Director Program at The Learning Community Center of North Omaha	
<p>CAP Goal</p> <p>2.4 Childcare Director Program at the Learning Community Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for partnerships that provide high quality training and coaching to childcare directors that measurably improve the educational outcomes for children from high poverty backgrounds.</p> <p>2.4.1 By 2025, Improve educational outcomes for children evidenced by effectively partnering with organizations to provide high quality training and coaches to childcare directors as measured by the staffs’ ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting national averages on the CLASS).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org.</p>	<p>Equity Connections</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
<p>Strategies/Activities:</p> <ul style="list-style-type: none"> • LCCSO will increase the number of training and coaches available to the South Omaha community. • The North Center will identify key community partners to partner with to promote high-quality training and coaching to childcare directors. • A consistent and continuous quality improvement process will occur on a regular basis to ensure positive and constructive impact in the community. 	<p>Evaluation Plan</p> <p>Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences</p>
Partnerships	

2.5 Future Teacher Training Program at The Learning Community Center of North Omaha	
<p>CAP Goal</p> <p>2.5 Future Teacher Training Program at the Learning Community Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for recruiting and preparing postsecondary students for careers in early childhood education, particularly in areas of high poverty.</p> <p>2.5.1 By 2025, improve educational outcomes for children evidenced by effectively providing high quality training to students studying early childhood. Future teachers participating in this program will graduate with high satisfaction and graduates will seek employment as paras or teachers with exceptional feedback from employers as evidenced by surveys and focus groups.</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org.</p>	<p>Equity Connections</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
<p>Strategies/Activities:</p>	<p>Evaluation Plan</p> <p>Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences.</p>
<p>Partnerships</p> <p>Metropolitan Community College, Creighton University</p>	

Section 3: Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan

<p>CAP Goal</p> <p>3.1 Students are prepared for success in kindergarten and the primary grades.</p>	<p>Equity Connections</p> <p>Supporting children in their earliest years has exceptionally important connections to equity. Since equity is a needed focus, especially in urban communities, the work to prepare students for success in kindergarten and the primary grades is essential.</p>
<p>Strategies/Activities</p> <p>MOEC has worked closely with Buffet Early Childhood Institute and the Learning Community to emphasize early literacy.</p> <ul style="list-style-type: none"> • “Raise Me to Read,” which is part of the national Campaign for Grade Level Reading, has received a grant from UNO to collaborate across the community to support work on building “Urban Thinkscapes” in the metro area, designed to encourage families and young children in learning activities. • MOEC prepared an application for the community as All America City, resulting in having Omaha named as a finalist related to work in housing connected to early literacy. • A MOEC workgroup on Early Literacy has worked with 11 school districts and national consultants to better embed the Science of Reading into school curricula. • MOEC is supporting two Saturday conferences related to the Science of Reading. 130 teachers have registered for the November meeting, with registration closing in five days due to demand. • MOEC is supporting 35 teachers in a semester-long workshop/course related to early literacy and is hoping to find additional funding to continue the offering to the other 50 teachers who have expressed serious interest. 	<p>Evaluation Plan</p> <p>Data for the following metrics have been collected:</p> <ul style="list-style-type: none"> • Percentage of children entering kindergarten who meet the state-approved threshold for a student to be progressing toward future reading success based on an approved assessment instrument: Data for 2022: 61% total, 11 to 99% district range. • Teachers in MOEC PreK-K classrooms with an endorsement in early childhood education: Data for 2022: 70% total, 50 to 100% district range. <p>NOTE: Data includes <u>aggregated</u> metrics for all MOEC districts.</p>
<p>Partnerships</p> <p>The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Philanthropic support from three local foundations. Iowa Reading</p>	

Research Center. Partnerships with Omaha Urban Thinkscapes: Connect GO; The Union for Contemporary Art; AIM Institute; Papio Natural Resources District; UNO College of Education, Health, and Human Services; Amplify Art; Lamp Ryneerson; Prairie STEM; AARP; Omaha by Design; Playful Learning Landscapes Action Network; Here for You for Them; Omaha Children’s Museum; Spark CDI; Metro Area Planning Agency; Mulhall’s Garden and Landscaping Center; Kiewit Luminarium; RDG Design; Metro Area Transit; The Wellbeing Partners; Adam F. C. Fletcher Consulting; Buffett Early Childhood Institute; Canopy South; City of Omaha Parks and Planning; The House of Afros Capes and Curls.

<p>CAP Goal</p> <p>3.2 Students graduate from high school prepared for postsecondary and career success</p>	<p>Equity Connections</p> <p>Supporting children in PK-12 school districts has exceptionally important connections to equity. Since equity is a needed focus, especially in urban communities, the work to prepare students to graduate from high school prepared for postsecondary and career success is essential.</p>
<p>Strategies/Activities</p> <ul style="list-style-type: none"> • MOEC has work groups or specific initiatives related to early literacy, secondary mathematics, FAFSA completion, high school freshman success, student mental health services, and dual enrollment. • MOEC is sponsoring a mathematics cohort with 35 teams representing building administrators and influential math teachers in middle and high schools. • MOEC is sponsoring a Freshman Success Cohort involving 13 high schools collaborating to better ensure high school freshman success. 	<p>Evaluation Plan</p> <p>Data for the following metrics have been collected:</p> <ul style="list-style-type: none"> • Students who are meeting expectations for proficiency in literacy by the end of 3rd grade: Data for 2021: 49% total, 21 to 90% district range. • Students who are meeting expectations for proficiency in math by end of 8th grade: Data for 2021: 45% total, 20 to 81% district range. • Students who demonstrate proficiency in math by the end of 11th grade: Data for 2021: 42% total, 9 to 79% district range. • Students who demonstrate proficiency in literacy by the end of 11th grade: Data for 2021: 46% total, 21 to 78% district range. • Students who graduate from high school having successfully completed four years of math: Data for 2021: 51% total, 10 to 87% district range. • High school freshmen who are on track to graduate by the end of 9th grade: Data for 2021: 79% total, 63 to 100% district range. • Students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation: Data for 2021: 66% total, 50 to 88% district range.

	<ul style="list-style-type: none"> Students who meet college and career readiness standards by end of 12th grade as measured by ACT graduate report: Data for 2021: 17% total, .3 to 48% district range. Number of students who missed 10% of more days of school during the year: Data for 2021: 30% total, 5 to 64% district range. Students who participate in at least one school activity in high school: Data for 2021: 53% total, 35 to 92% district range (not all districts reporting). NOTE: Data includes <u>aggregated</u> metrics for all MOEC districts.
<p>Partnerships The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Postsecondary institutions in Nebraska: University of Nebraska at Omaha, Metropolitan Community College; postsecondary institution in Iowa: Iowa Western Community College. Philanthropic support from three local foundations.</p>	

<p>CAP Goal 3.3 Students successfully transition to postsecondary education.</p>	<p>Equity Connections Supporting students as they transition from PK-12 schools to postsecondary institutions has direct connections to equity. Since equity is a needed focus, especially in urban communities, the work to help students transition to postsecondary is essential.</p>
<p>Strategies/Activities</p> <ul style="list-style-type: none"> MOEC includes representatives from member postsecondary institutions UNO, Metro Community College, and Iowa Western Community College on all work groups and most task force groups. The collaboration has especially positive outcomes in conversations about dual enrollment in high school and in work to improve student success in high school math classes. Monthly meetings include leaders of 12 school districts and three postsecondary institutions to share challenges and successes. 	<p>Evaluation Plan Data for the following metrics have been collected:</p> <ul style="list-style-type: none"> MOEC high school graduates who <u>exit MOEC high schools</u> with completed FAFSA: Class of 2021: 43.8% total; 30.9 to 65.7% district range. MOEC high school graduates who <u>enter the three MOEC postsecondary institutions</u> with completed FAFSA: Class of 2021: 84% total; 72.5 to 90.8% district range.

<ul style="list-style-type: none"> Data collection from postsecondary partners has been very helpful to K-12 districts trying to assess their eventual success with graduating students. 	<ul style="list-style-type: none"> MOEC high school graduates who enter any postsecondary institution the following year: Class of 2020: 67% total; 49 to 95% district range. MOEC high school graduates who enter the three MOEC postsecondary institutions academically prepared in math: Class of 2021: 41.6% total; 20.8 to 73.3% district range. MOEC high school graduates who enter the three MOEC postsecondary institutions academically prepared in English: Class of 2021: 45.5% total; 22.7 to 80.8% district range. MOEC high school graduates who enter the three MOEC postsecondary institutions with college credits: Class of 2021: 46.4% total; 33.3 to 91.7% district range. <p>NOTE: Data includes <u>aggregated</u> metrics for all MOEC districts.</p>
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Partnerships

The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs.

Postsecondary institutions in Nebraska: University of Nebraska at Omaha, Metropolitan Community College.

Postsecondary institution in Iowa: Iowa Western Community College.

Ongoing partnership with Metro Community College and the Nebraska Math Readiness Project.

Philanthropic support from three local foundations.

CAP Goal 3.4 Students complete postsecondary experiences prepared for career success.	Equity Connections An important equity determinant in our community is whether students have the support to complete postsecondary experiences to best prepare them for future success in the workforce. MOEC postsecondary institutions have helped track aggregated data related to this topic. Disaggregated information may be available in other statewide reports.
Strategies/Activities <ul style="list-style-type: none"> MOEC's primary focus has been on work at the PK-12 level, but the collection of data about how MOEC students fare 	Evaluation Plan Data for the following metrics have been collected:

<p>after high school is important to determining progress and needs. Postsecondary members on work groups and in MOEC initiatives have expressed appreciation for their involvement. A recent note from a postsecondary participant: <i>“Thank you for the opportunity to participate and include Metro Community College. It is so great to see a local expert working with teachers and administrators. I was really impressed and learned so much just by being there and having the conversations. The discussion and interaction in the room was contagious. We will make good use of this in working with our faculty and have some ideas in mind already. Thanks for all the great sharing of resources. Well planned and executed! Thanks for all your work in promoting the work in MOEC math. It makes a difference!”</i></p>	<ul style="list-style-type: none"> • MOEC high school graduates who complete a 4-year postsecondary degree within 150% of expected time: Class of 2014: 33% total, range of 13% to 68% by district. • MOEC high school graduates who complete a 2-year postsecondary degree within 150% of expected time: Class of 2017: 6% total, range of 2% to 75% by district. • MOEC high school graduates in the three MOEC postsecondary institutions who complete math program requirements within one year: Class of 2020 data: 37.0% total; 28.2 to 69.4% district range. • MOEC high school graduates in the three MOEC postsecondary institutions who complete English program requirements within one year: Class of 2020 data: 60.2% total; 50 to 90% district range. • MOEC high school graduates in the three MOEC postsecondary institutions who persist from term 1 to term 2: Class of 2020 data: 80.4% total; 66.7 to 89% district range. • MOEC high school graduates in the three MOEC postsecondary institutions who declare a major within 25% of program time: Class of 2020 data: 88.2% total; 84.4 to 100% district range. • <u>NOTE: Unless otherwise indicated, data includes aggregated (and range) metrics for MOEC high school graduates attending MOEC postsecondary institutions; most of the data points do not measure post high school performance of students who attend other postsecondary institutions.</u>
<p>Partnerships The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Postsecondary institutions in Nebraska: University of Nebraska at Omaha, Metropolitan Community College. Postsecondary institution in Iowa: Iowa Western Community College. Philanthropic support from three local foundations.</p>	

**Section 4: SUPERINTENDENTS’
ATTENDANCE PLAN
FOR DISTRICTS IN THE
LEARNING COMMUNITY OF
DOUGLAS AND SARPY COUNTIES**

Revised – January 2023

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INTRODUCTION

The Learning Community of Douglas and Sarpy Counties is the creation of the Nebraska Legislature. Within its boundaries are eleven school districts in the Omaha Metropolitan Area. Statutorily, an Advisory Committee comprised of the eleven superintendents of the Learning Community member districts is given certain responsibilities and duties.

In 2011, those duties were expressly expanded to the creation of a plan by the superintendents designed to combat the adverse impact absenteeism has on students and schools. The statutory authority and duty of the superintendents require a plan, “to reduce excessive absenteeism including a process to share information regarding at-risk youth with the goal of improving educational outcomes, providing effective interventions that impact risk factors, and reducing unnecessary penetration deeper into the juvenile justice system.” At-risk youth are defined in the statute as, “those who are under the supervision of the Office of Probation Administration, are committed to the care, custody, or supervision of the Department of Health and Human Services, are otherwise involved in the juvenile justice system, or have been absent from school for more than more than five days per quarter or the hourly equivalent except when excused by school authorities or when a documented illness makes attendance impossible or impracticable.”

It is within this framework that the Superintendents Advisory Committee presents this revised plan with its twin objectives of (a) meeting statutory duties and (b) creating a comprehensive school district/community approach to absenteeism that is cooperative, innovative, and is based on solid research and experience. The plan is organized in four parts:

PART I District Prevention, Multi-Tiered System of Supports for Attendance

PART II Absence Referral to County Attorney

PART III Tracking and Monitoring

PART IV Plan Review

NEBRASKA STATUTE

Section 79-209

In all school districts in this state, any superintendent, principal, teacher, or member of the school board who knows of any violation of subsection (2) of section 79-201 shall within three days report such violation to the attendance officer of the school, who shall immediately investigate the case. When, of his or her personal knowledge or by report or complaint from any resident of the district, there is a violation of subsection (2) of section 79-201, the attendance officer shall immediately investigate such alleged violation.

All school boards shall have a written policy on attendance developed and annually reviewed in collaboration with the county attorney of the county in which the principal office of the school district is located. The policy shall include a provision indicating how the school district will handle cases in which excessive absences are due to illness. The policy shall also state the circumstances and number of absences or the hourly equivalent upon which the school shall render all services to address barriers to attendance. Such services shall include, but need not be limited to:

- (1) Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child;
- (2) One or more meetings between, at a minimum, a school attendance officer, a school social worker or a school administrator or his or her designee, the person who has legal or actual charge or control of the child and the child, when appropriate, to attempt to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:
 - (a.) The physical, mental, or behavioral health of the child;
 - (b.) Educational counseling;
 - (c.) Educational evaluation;
 - (d.) Referral to community agencies for economic services;

- (e.) Family or individual counseling;
- (f.) Assisting the family in working with other community services; and
- (g.) Referral to restorative justice practices or services.

(3) The school may report to the county attorney of the county in which the person resides when the school has documented the efforts it has made as required by subsection (2) of this section that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful and that the child has been absent more than twenty days per year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Failure by the school to document the efforts required by subsection (2) of this section is a defense to prosecution under section 79-201 and adjudication for educational neglect under subdivision (3)(a) of section 43-247 and habitual truancy under subdivision (3)(b) of section 43-247. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney.

(4) Nothing in this section shall preclude a county attorney from being involved at any stage in the process to address excessive absenteeism.

Sec. 79-2121 The superintendents of any school districts that are members of a learning community shall develop and participate in a plan by August 1, 2011, to reduce excessive absenteeism including a process to share information regarding at-risk youth with the goal of improving educational outcomes, providing effective interventions that impact risk factors, and reducing unnecessary penetration deeper into the juvenile justice system.

BACKGROUND AND PHILOSOPHY

The superintendents, along with numerous involved members of the metropolitan area, have a common understanding that students who come to school reflect our wider community. It is impossible to isolate the “school” within the walls of the school building. Therefore, effective strategies to keep students in school must be linked to the wider community. At the same time, evidence shows that prevention, early identification, and intervention each are unique and vital components of ensuring a successful school experience. Prevention encompasses those school and community programs aimed at keeping students involved, active, and able to attend school regularly. Across the metro area, each school district, along with community providers, is actively engaged in numerous absence-prevention programs. Intervention arises when, despite those efforts, a student is becoming absent excessively, prior to the 20-day timeframe when Nebraska law allows that a student may be referred to the county attorney. The superintendents know that an organized and fully active partnership between school and community with specific objectives, planned sustainability, and the ability to take advantage of the full array of rights and responsibilities offered by the laws and regulations in Nebraska will result in successful intervention for students in the metro area.

The Superintendents’ Attendance Plan for Districts in the Learning Community of Douglas and Sarpy Counties is founded on current school district absence prevention policies, practices, programs, and initiatives and the current informal, collaborative structure that has been in place since 2010. In 2010, a group consisting of law enforcement, the courts, and school district representatives came together to initiate a court-supervised diversion program. A part of their efforts evolved into what was informally known as the Truancy Triage Treatment Team with a focus on information sharing, regular monitoring, personal family visits, and a multi-disciplinary approach that brought together stakeholders with statutory accountability for children (including the Douglas and Sarpy County Separate Juvenile Courts, the Douglas and Sarpy County Attorney’s Offices, Nebraska Department of Health and Human Services [NDHHS], the Douglas and Sarpy County Juvenile Assessment Centers, Region VI, state probation,

and school districts).

The Superintendents' Attendance Plan builds on this original collaboration through dedicated work in the superintendent-established **MOEC (Metro Omaha Education Consortium) School Attendance Workgroup**. MOEC was established in 1988 by five school districts and the University of Nebraska Omaha College of Education. When the Learning Community of Douglas and Sarpy Counties was established, all public school districts in the two counties became members of the group. In 2016, with encouragement from community representatives, MOEC became an organization dedicated to collective impact to help member districts and postsecondary institutions collaborate for improvement.

MOEC has convened a workgroup dedicated to improving student attendance. The members of this workgroup, appointed annually by district superintendents, will follow a set schedule for collaborative discussions and data sharing, and will connect annually with a broad group of community entities to identify and provide a support network that students and families need to achieve regular and consistent attendance and avoid chronic absenteeism. It is the intent of this plan to intervene at the building level, district level, and community level at the earliest stages of problematic student absenteeism and/or at-risk behavior with the goal of improving student attendance, through voluntary participation, and, thereby, preventing children from being referred to the County Attorney.

The annual schedule of meetings of the MOEC School Attendance Workgroup will include the following:

- Monthly discussion of attendance issues and strategies at the MOEC Student Services Task Force;
- Semi-annual meetings of representatives of all Learning Community districts to analyze attendance data, share effective strategies, and identify community support agencies;
- At least one annual meeting of representatives of all Learning Community districts, and

representatives of the Douglas and Sarpy County Separate Juvenile Courts, the Douglas and Sarpy County Attorney's Offices, Nebraska Department of Health and Human Services (NDHHS), the Douglas and Sarpy County Juvenile Assessment Centers, Region VI, Douglas and Sarpy County Administration, state probation to analyze attendance data, identify challenges and share effective strategies; a representative of the Nebraska Department of Education may be included as appropriate;

- At least one annual meeting of representatives of all Learning Community districts with representatives of community organizations dedicated to improving student attendance to share successful strategies, identify issues, and initiate additional collaboration when needed.

PART I

DISTRICT PREVENTION, MULTI-TIERED SYSTEM OF SUPPORTS FOR ATTENDANCE

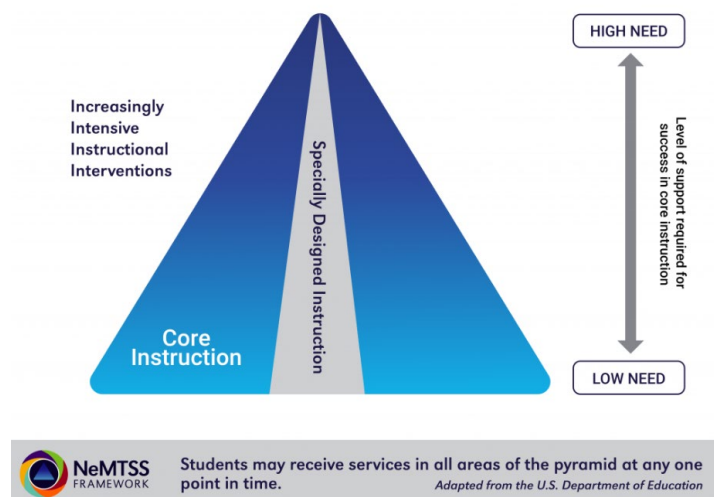
MISSION OF SUPERINTENDENTS' ATTENDANCE PLAN: To address absenteeism and at-risk behavior through encouragement of coordinated efforts to improve student attendance and learning.

PURPOSE: To improve student attendance and learning by offering assistance to youth and families, accomplished by early assessment and prompt delivery of coordinated interventions that promote school attendance and decrease at-risk behaviors.

MTSS – Multi-Tiered System of Supports

The Nebraska Department of Education incorporates and recommends that districts use a Multi-tiered System of Support (MTSS) in dealing with various aspects of education. “MTSS is defined as **an educational framework for continuous improvement, problem-solving and decision-making**. It offers a meaningful and effective way to organize instruction and intervention to help improve outcomes for all students in the state.” The framework appropriately addresses school attendance issues, as well.

A Conceptual Framework for NeMTSS



MTSS Pyramid of Intervention related to Student Attendance:

- **Tier One: All Students** – School and district representatives will communicate with students, staff, families, medical representatives, and community members regarding the importance of regular school attendance through actions such as annual discussion of attendance in student handbooks, newsletters, teacher syllabi, news releases, attendance campaigns, and other forms of connection; daily review and communication about student absences; regular communication by phone, email, or robo calls about student absences; establishment of incentives to encourage regular school attendance; and recognition of students with excellent or improving attendance.
- **Tier Two: Students with Absences that Approach 10% of School Days to Date** – School representatives (including teachers, counselors, social workers, and/or building administrators) will communicate with students and families immediately when school attendance is recognized as a problem through use of phone calls, written notes, letters or emails. Official attendance letters will be sent to parents on a schedule established by the district. Administrative consequences will be implemented for students who are truant. Counselors, social workers, administrators and Special Education team members (if applicable) will meet to collaboratively address attendance issues with strategies including regular phone calls, conferences, check-ins, mentoring, or other appropriate strategies. Coordination with community agencies such as Nebraska Department of Health and Human Services, juvenile justice, diversion, probation, child welfare or private or philanthropic organizations will be recommended and implemented as appropriate. Intensive school-based attendance intervention will be utilized as necessary to include options such as involvement of district social workers, district level school psychologists, central office administration, district level academic support programs. Referrals to faith-based organizations or appropriate community service providers may be made related to housing needs, transportation needs, health care and behavioral health needs, or other family needs. School representatives may request medical documentation for excessive absences related to illness. Academic interventions, educational evaluation, appropriate academic placement, academic tutoring, advisement programs, altered or extended school day placement and schedule modifications within the

school day may be implemented to assist with academic or mental health issues.

Interventions will be designed to promote regular school attendance and prevent children from being referred to the County Attorney.

Note: School districts will regularly seek assistance from community organizations. An example of focused collaboration among agencies occurs in a Project Harmony 1184 MDT team (Educational Neglect Team) designed in 2022 specifically to staff cases of school attendance involving representatives of school districts, Project Harmony, Douglas County attorneys, Health and Human Services representatives, Region 6, Completely Kids, GOALS Center, Project Harmony Connections, Child Saving Institute SAFE (School and Family Enrichment) Program, and Children's Hospital.

Other examples of agencies or groups that support work to improve student attendance (available in 2023) are listed alphabetically: Boys Town, The BRIDGE (Family Resource Connector Network), Center for Holistic Development, Child Protective Services, Child Saving Institute (including SAFE Program), Collective for Youth, Concord Mediation, D2 (Directions Diploma) Center, DCYC (Douglas County Youth Center), GOALS (Greater Omaha Attendance and Learning Services), Hope Center for Kids, Juvenile Assessment Center, Juvenile Justice Institute, Latino Center of the Midlands, Mentor Nebraska (Partnership 4 Kids, Success Mentors, TeamMates and others), Methodist Community Counseling, Nebraska Children Foundation, Nebraska Children's Home Society, Project Harmony 1184 Multi-Disciplinary Teams, Region 6 Professional Partner Program, Unite Us, Urban League of Nebraska YAN (Youth Attendance Navigators), Voices for Children, and others.

Tier Three: Students with Absences over 10% of School Days to Date Who have not Responded to School or District Strategies or Interventions – School

representatives will consider a County Attorney referral once a student reaches 20+ unexcused absences or if school efforts have not been successful at improving the student's school attendance. School representatives will coordinate case management with other systems (including community resources, mental health, juvenile justice, child welfare) while the County Attorney's Office representatives review the referral.

PART II

ABSENCE REFERRAL TO COUNTY ATTORNEY

Each school district shall use an approved County Attorney Referral Form when reporting students to the county attorney. Each school district will create and execute a collaborative plan with the student and family to remedy attendance concerns prior to referral. All attendance collaborative plans shall include the following:

- i. Summary of student/family demographic data
- ii. Summary of those in attendance
- iii. Summary of any previous meetings
- iv. Summary of factors impacting school attendance
- v. Summary of previous educational counseling and intervention
- vi. Summary of any educational evaluations
- vii. Summary of any individual or family counseling
- viii. Summary of access to additional community resources
- ix. Summary of other peer/school concerns

All Referrals to the County Attorney shall include the following:

- i. Summary of student/family demographic data
- ii. Names of the referring District and persons submitting the referral
- iii. Summary of attendance data for the current and two prior years
- iv. Summary of academic and behavior data
- v. A copy of the collaborative plan
- vi. Summary of interventions

COUNTY ATTORNEY INVOLVEMENT: DOUGLAS AND SARPY COUNTIES

All referrals are reviewed by the county attorney assigned to the case. The county attorney determines the response level necessary to assist the child and correct the problem. Response/intervention recommendations are made in the best interest of the child. County Attorney representatives communicate decisions/activities for each referral back to school officials.

If the Douglas or Sarpy County Attorney's Offices choose to not file on a referral, each respective school district can file an additional referral if absences accumulate to a level of concern as determined by district policies.

PART III

TRACKING AND MONITORING

The **MOEC School Attendance Workgroup** will collect and report the following information to the Learning Community Coordinating Council annually:

- aggregated school attendance rates by grade level (based on data collected by Nebraska Department of Education),
- data on legal agency disposition of school-district referrals to county attorneys,
- a list of current recognized community support organizations, and
- a summary of successes and challenges incurred in the prior academic year.

PART IV

SUPERINTENDENTS' ATTENDANCE PLAN REVIEW

During the school year, representatives from each school district will discuss school attendance issues and strategies at regular meetings of the MOEC Student Services Task Force.

Semi-annual meetings of representatives of all Learning Community districts will occur to review district attendance policies, analyze attendance data, share effective strategies, and identify community support agencies. A summary of the meetings will be presented annually to superintendents and to the Learning Community Coordinating Council.

At least one annual meeting will occur to include representatives of all Learning Community districts as well as representatives of the Douglas and Sarpy County Separate Juvenile Courts, the Douglas and Sarpy County Attorney's Offices, Nebraska Department of Health and Human Services (NDHHS), the Douglas and Sarpy County Juvenile Assessment Centers, Region VI, Douglas and Sarpy County Administration, state probation, and (as appropriate) the Nebraska Department of Education to analyze attendance data, identify challenges and share effective strategies. A summary of the meeting/s will be presented annually to superintendents and to the Learning Community Coordinating Council.

At least one annual meeting will occur with representatives of all Learning Community districts and representatives of community organizations dedicated to improving student attendance to share successful strategies, identify issues, and initiate additional collaboration when needed. A summary of the meeting will be presented to superintendents and to the Learning Community Coordinating Council.

An annual report of analyzed data, summaries of required meetings, descriptions of strategic actions, and identification of successes and challenges will be presented to

superintendents and to the Learning Community Coordinating Council.



**ELECTED MEMBER VACANCY APPLICATION TO SERVE ON THE
ACHIEVEMENT SUBCOUNCILS OF
THE LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES**

Applicant must reside within the boundaries of the Achievement Subcouncil to which they are submitting their candidacy.

Name: Amy E. Scott		
Home Address: 17522 J Street; Omaha; NE; 68135		
Home Phone: 402.676.5980	E-mail: amy.scott6318@gmail.com	
Business: EY		
Business Address: Work from home		
Business Phone: 402.676.5980	Business E-mail: amy.scott1@ey.com	
Please indicate which Achievement Subcouncil you reside in:		
<input type="radio"/> Achievement Subcouncil 1	<input type="radio"/> Achievement Subcouncil 3	<input type="radio"/> Achievement Subcouncil 5
<input type="radio"/> Achievement Subcouncil 2	<input checked="" type="radio"/> Achievement Subcouncil 4	<input type="radio"/> Achievement Subcouncil 6
Please indicate which School District you reside in:		
<input type="radio"/> Bellevue Public Schools	<input checked="" type="radio"/> Millard Public Schools	<input type="radio"/> Westside Community Schools
<input type="radio"/> Bennington Public Schools	<input type="radio"/> Omaha Public Schools	
<input type="radio"/> DC West Community Schools	<input type="radio"/> Papillion-La Vista School District	
<input type="radio"/> Elkhorn Public Schools	<input type="radio"/> Ralston Public Schools	
<input type="radio"/> Gretna Public Schools	<input type="radio"/> Springfield Platteview Community Schools	
Do you currently hold any public office? <input type="radio"/> Yes <input checked="" type="radio"/> No		
If "Yes," please list:		
Have you ever been convicted of a felony in this, or any, state? <input type="radio"/> Yes <input checked="" type="radio"/> No (Nebraska State Revised Statute 29-112)		
REQUIRED – Please attach a cover letter and your resume. List applicable education and/or experience: Please see my attached cover letter and resume.		
How would your experience benefit the Achievement Subcouncil area you reside in and the Learning Community Coordinating Council?		

I grew up in South Omaha and went to Indian Hill. I know what it is like to start out behind the eight ball. I have been able to achieve what I have because I had a mother who believed in education and talked about me going to college everyday. I did not have means, but I had determination, which led to a full scholarship to UNO. This experience gives me a unique perspective on those who need help to rise up from their circumstances. Along the way I earned an MBA and for the last 15 years of my career has been spent in pursuit management. I have excellent project management skills and business sense. The determination that led me to my success as an adult has not waned. I can bring this same energy to help those in Achievement Subcouncil 4.

List any additional qualifications you feel would benefit the Achievement Subcouncil and the Learning Community Coordinating Council:

I hereby certify I am qualified to hold the position for which this application is made. Furthermore, I hereby authorize the Learning Community of Douglas and Sarpy Counties to investigate the truthfulness of all of the information I have provided in this application. I understand that any misrepresentation or omission of information requested in this application is cause for disqualification. **Please Note:** Application materials may be subject to disclosure under the Nebraska Public Records Act.

Amy E Scott
APPLICANT SIGNATURE

PLEASE NOTE: Application needs to be notarized.

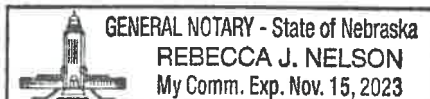
STATE OF NEBRASKA)

)

COUNTY OF Douglas)

On this 3rd day of February, 2023, before me the undersigned, a Notary Public duly commissioned and qualified in and for the State of Nebraska, personally came, Amy E. Scott, to me known to be the identical person whose name is subscribed to the foregoing instrument, and acknowledged the execution thereof to be his/her voluntary acts and deeds.

Witness my hand and notary seal the day and year last above written.



Rebecca J Nelson
NOTARY PUBLIC, STATE OF NEBRASKA

Please return your application, cover letter and resume to the office of the Learning Community of Douglas and Sarpy Counties • 1612 North 24th Street • Omaha, NE 68110 • Office: 402.964.2405 • Fax: 402.964.2478



**ELECTED MEMBER VACANCY APPLICATION TO SERVE ON THE
ACHIEVEMENT SUBCOUNCILS OF
THE LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES**

Applicant must reside within the boundaries of the Achievement Subcouncil to which they are submitting their candidacy.

Name: Amy E. Scott		
Home Address: 17522 J Street; Omaha; NE; 68135		
Home Phone: 402.676.5980	E-mail: amy.scott6318@gmail.com	
Business: EY		
Business Address: Work from home		
Business Phone: 402.676.5980	Business E-mail: amy.scott1@ey.com	
Please indicate which Achievement Subcouncil you reside in:		
<input type="radio"/> Achievement Subcouncil 1	<input type="radio"/> Achievement Subcouncil 3	<input type="radio"/> Achievement Subcouncil 5
<input type="radio"/> Achievement Subcouncil 2	<input checked="" type="radio"/> Achievement Subcouncil 4	<input type="radio"/> Achievement Subcouncil 6
Please indicate which School District you reside in:		
<input type="radio"/> Bellevue Public Schools	<input checked="" type="radio"/> Millard Public Schools	<input type="radio"/> Westside Community Schools
<input type="radio"/> Bennington Public Schools	<input type="radio"/> Omaha Public Schools	
<input type="radio"/> DC West Community Schools	<input type="radio"/> Papillion-La Vista School District	
<input type="radio"/> Elkhorn Public Schools	<input type="radio"/> Ralston Public Schools	
<input type="radio"/> Gretna Public Schools	<input type="radio"/> Springfield Platteview Community Schools	
Do you currently hold any public office? <input type="radio"/> Yes <input checked="" type="radio"/> No		
If "Yes," please list:		
Have you ever been convicted of a felony in this, or any, state? <input type="radio"/> Yes <input checked="" type="radio"/> No (Nebraska State Revised Statute 29-112)		
REQUIRED – Please attach a cover letter and your resume. List applicable education and/or experience: Please see my attached cover letter and resume.		
How would your experience benefit the Achievement Subcouncil area you reside in and the Learning Community Coordinating Council?		

I grew up in South Omaha and went to Indian Hill. I know what it is like to start out behind the eight ball. I have been able to achieve what I have because I had a mother who believed in education and talked about me going to college everyday. I did not have means, but I had determination, which led to a full scholarship to UNO. This experience gives me a unique perspective on those who need help to rise up from their circumstances. Along the way I earned an MBA and for the last 15 years of my career has been spent in pursuit management. I have excellent project management skills and business sense. The determination that led me to my success as an adult has not waned. I can bring this same energy to help those in Achievement Subcouncil 4.



AS

AMY SCOTT

CONTACT

17522 J Street
Omaha, NE 68135
Amy.scott6318@gmail.com
402.676.5980

CHAIRMAN THOMMES AND COUNCIL MEMBERS

3 FEBRUARY 2023

Dear Chairman Thommes and Council Members,

First of all, thank you for considering my application for Achievement Subcouncil 4. I would like to take a moment to explain my passion for education that starts with our youngest learners.

I want children to be inspired to have a love of learning providing a strong foundation. This foundation should not be determined by the means of the parents. It is our responsibility to provide opportunities to all the children of our community.

Unfortunately, money is not an infinite resource. This means using the funds we have in the most responsible way possible to serve as many children as we can.

Along with fiscal responsibility, we must hold our partners accountable to improve outcomes through programming. We need to ensure that the programs we invest in are providing our youngest learners the opportunity to start school at the same place as children who do not have these same challenges.

I want all children to be successful scholars. I know it starts with a strong foundation at the youngest ages. I would love the opportunity to help advocate for our youngest learners to get the best start possible.

Thank you again for considering me for this position. I look forward to contributing to the success of the youngest learners in our community.

Sincerely
Amy Scott

Amy E. Scott

17522 J Street Omaha, Nebraska 68135 Phone: 402.676.5980 E-Mail: amy.scott6318@gmail.com

Experience

Assistant Director, Markets & Business Development, EY, Strategic Deals Team

October 2022 – Present

- Manage the firms largest and most complex pursuits
- Craft pursuit strategies
- Hone win themes
- Manage writing and delivery
- Develop creative oral presentations
- Serve as project manager throughout pursuit process; ensuring proposal quality and on-time delivery
- Coach partners and other team members to deliver memorable sales presentations that dramatically improve our win rate

Proposal Manager, ICF Next, Commercial Growth

December 2021– September 2022

- Establish and maintain working relationships at all levels of the organization
- Organize and lead cross-functional teams during kickoff meetings; develop proposal plan, compliance matrix, and ensure that all deadlines are met
- Lead blue teams, solutioning, and storyboard development/confirmation and offer advice to help identify and articulate key messages, discrimination, benefits, and proof statements
- Establish and delegate project tasks and assignments
- Manage color team reviews and recovery of proposal after review
- Ensure final compliance, messaging, and continuity between technical, management and cost volumes or sections
- Work with graphic design to lead conceptualization of proposal graphics
- Lead orals/interview preparation meetings; facilitate orals rehearsals; manage collection of questions for use during Q&A sessions

Bid Manager, NTT Ltd., Security Division

August 2018 – November 2021

- Establish and maintain working relationships at all levels of the organization
- Manage bid process from receipt to submission for commercial and municipal bids.
- Develop, maintain and lead project cadence schedule and meetings
- Lead cross sectional teams to complete RFP requirements
- Develop project tasks and assignments
- Drive strategic direction of proposal process
- Work with Solutions Architects to guide solution
- Ensure all bids are reviewed by the review board for pursuit approval
- Ensure all bid governance has been completed and approved before bid submission
- Edit proposal content
- Salesforce hygiene and reporting
- Ad hoc projects as assigned

Senior Proposal and Support Manager, Genex Services, LLC

May 2015 – August 2018

- Manage RFP projects for national and municipal accounts valued at \$250,000+
- Establish and maintain working relationships at all levels of the organization
- Write and edit proposal content
- Train and mentor proposal coordinator
- Assist Sales with CRM

- Researched and presented new proposal management software
- Developed and maintain content
- Ad hoc projects as assigned

Proposal Manager, Genex Services, LLC August 2012 – May 2015

- Manage RFP process for national and municipal accounts valued at \$250,000+
- Write and edit proposal content
- Qvidian user and administrator
- Ad hoc projects as assigned

Proposal Coordinator, Blue Cross Blue Shield of Nebraska October 2009 – August 2012

- Manage RFP process for large and national commercial and municipal accounts
- Manage RFI requests for national consulting firms
- Qvidian administrator and content manager
- Process documentation
- Create and maintain proposal templates
- Ad hoc projects as assigned

Marketing Operations Manager, First National Bank of Omaha July 2007 – June 2009

- Direct mail campaign project management
- Manage project timeline with internal and external vendors
- Manage technical set-up and execution of promotion codes
- Manage and track vendor invoices
- Execute internet and e-mail promotions
- New employee training
- Ad hoc projects as assigned

Education

Master of Business of Administration, Bellevue University 2002-2004

Bachelor of Science, Journalism, University of Nebraska - Omaha 1994-1998

Goodrich Scholar; Omicron Delta Kappa National Leadership Honor Society; Student Programming Organization

Professional Organizations and Community Involvement

Chair of Staff Appreciation Week, Black Elk Elementary 2017 – Present

Parent Teacher Team Member, Black Elk Elementary 2017 – Present

Millard Public Schools District Volunteer 2022 - Present

Member of the Dickinson's Landing HOA 2021 – Present

President, Pheasant Run/Linden Place Neighborhood Association 2016 - 2020

Association of Proposal Management Professionals (APMP) 2012 – Present

Association of Proposal Management Professionals – Greater Midwest Chapter – 2018 – Present



AS

AMY SCOTT

CONTACT

17522 J Street
Omaha, NE 68135
Amy.scott6318@gmail.com
402.676.5980

CHAIRMAN THOMMES AND COUNCIL MEMBERS

3 FEBRUARY 2023

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Thank you again for considering me for this position. I look forward to contributing to the success of the youngest learners in our community.

Sincerely
Amy Scott

Amy E. Scott

17522 J Street Omaha, Nebraska 68135 Phone: 402.676.5980 E-Mail: amy.scott6318@gmail.com

Experience

Assistant Director, Markets & Business Development, EY, Strategic Deals Team

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Member of the Dickinson's Landing HOA 2021 – Present

President, Pheasant Run/Linden Place Neighborhood Association 2016 - 2020

Association of Proposal Management Professionals (APMP) 2012 – Present

Association of Proposal Management Professionals – Greater Midwest Chapter – 2018 – Present

January 2, 2023

The Learning Community of Douglas & Sarpy Counties
Dr. Bradley Ekwerekwu, Chief Executive Officer
1612 N. 24th Street
Omaha, NE 68110

Dear Dr. Ekwerekwu & Coordinating Council Members:

Please accept this letter, my attached resume, and letters of support with my application to represent Subcouncil District 4 for the Learning Community Coordinating Council. My education, professional, and personal experience has led me to dedicate my time, passion, and expertise as a coordinating council member. I have a vested interest in the duties, responsibilities, and obligations aligned with this position, and a high level of expertise related to the work of the council. The conditions our children and families are facing illustrates the social climate of our communities, and those conditions continue to create extreme challenges for increased success for students and families. I believe I am the candidate to fill this critical position due to my ability to be innovative, collaborative, and fearless which will support the forward momentum necessary for sustainable change.

For nearly 20 years I have worked in the human services field in the government and non-profit sectors in the community setting. I began my journey as an Employment First case manager, specializing in domestic violence and child protection cases. I transitioned to a Juvenile Parole Officer then an investigator for Child Protective Services with the Department of Health & Human Services. In a transition from government to non-profit I spent eight years in various leadership roles with Nebraska Families Collaborative (dba PromiseShip). I have had the ability to witness, firsthand, how my work directly affected child and family well-being and way of life, good and bad. Those experiences drove me to find a way to support families in overcoming barriers, in an inclusive way, to prevent the significant trauma they encounter from funneling into the child welfare and juvenile justice systems. Increasing prevention efforts not only creates thriving families and communities, but also provides a substantial savings to all taxpayers.

I found that opportunity in my most recent position as the Executive Director of The GOALS Center. For almost four years I have had the privilege of partnering with school districts, community members, agencies, and families as the strategy under the Learning Community's Community Achievement Plan to increase school attendance. I was immersed in operations, in all ways, and the objectives of the Learning Community and the coordinating council. This further expanded my network, which would benefit all constituents represented in the school districts. Not just my own.

My vested interest and dedication to this position ensures my productivity as a council member. I have the ability to effectively and efficiently serve families while saving money, and collaborate to achieve real outcomes within my district and across the Learning Community. I am confident that I am the best candidate for this position. Thank you for your time and consideration.

Sincerely,


Nicole Seymour

ELECTED MEMBER VACANCY APPLICATION TO SERVE ON THE
ACHIEVEMENT SUBCOUNCILS OF
THE LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

Applicant must reside within the boundaries of the Achievement Subcouncil to which they are submitting their candidacy.

Name: Nicole Seymour

Home Address: 3123 S 144th Ave, Omaha, NE 68144

Home Phone: 402-598-4973

E-mail: nlseymour0723@gmail.com

Business:

Business Address:

Business Phone:

Business E-mail:

Please indicate which Achievement Subcouncil you reside in:

☐ Achievement Subcouncil 1 ☐ Achievement Subcouncil 3 ☐ Achievement Subcouncil 5 ☒ Achievement Subcouncil 2 x ☐ Achievement Subcouncil 4 ☐ Achievement Subcouncil 6

Please indicate which School District you reside in:

☐ Bellevue Public Schools x ☐ Millard Public Schools ☐ Westside Community ☐ Bennington Public Schools ☐ Omaha Public Schools Schools ☐ DC West Community Schools ☐ Papillion-La Vista School District

☐ Elkhorn Public Schools ☐ Ralston Public Schools

☐ Gretna Public Schools ☐ Springfield Platteview Community Schools

Do you currently hold any public office? ☐ Yes x ☒ No

If "Yes," please list:

Have you ever been convicted of a felony in this, or any, state? ☐ Yes x ☒ No (Nebraska State Revised Statute 29-112)

REQUIRED – Please attach a cover letter and your resume. List applicable education and/or experience:

I have a master's degree in Public Administration. I have worked in this field, in various roles, in Douglas and Sarpy counties for nearly 20 years. I have an exorbitant amount of direct, relevant, and transferrable experience that align with the responsibilities of a council member. I was also the Executive Director for the organization identified by the Superintendents in all 11 school districts to provide prevention and intervention services to support families to overcome barriers impacting student school attendance under the LC Community Achievement Plan.

How would your experience benefit the Achievement Subcouncil area you reside in and the Learning Community Coordinating Council? Due to being an expert locally, and statewide, in the work overseen by the council I would be able to provide a seamless transition into my role, with little to no disruption to the constituents in my district, and the remaining districts. I have solid partnerships with a large network of stakeholders from the government, private, and public sectors. Leveraging and maximizing on those relationships would bring opportunity and innovation to the council.

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Attachments include:

Candidacy Statement/Cover Letter

Resume

Letters of support

S:\Forms_Miscellaneous\Elected Member Vacancy Application_rev 4 2 2020.docx 8/3/2022

List any additional qualifications you feel would benefit the Achievement Subcouncil and the Learning Community Coordinating Council:

Professionally, my qualifications that would be beneficial to the council include:

Organizational Leadership

Program Development

Strategic Planning

Grant Management

Fundraising

Program Capacity Building & Program Management

Systems Reform

I hereby certify I am qualified to hold the position for which this application is made. Furthermore, I hereby authorize the Learning Community of Douglas and Sarpy Counties to investigate the truthfulness of all of the information I have provided in this application. I understand that any misrepresentation or omission of information requested in this application is cause for disqualification. **Please Note:** Application materials may be subject to disclosure under the Nebraska Public Records Act.

APPLICANT SIGNATURE

W. Col. Segmon 1-25-23

PLEASE NOTE: Application needs to be notarized.

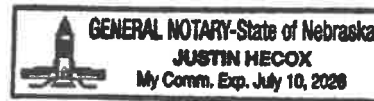
STATE OF NEBRASKA)

COUNTY OF Douglas)

On this 25th day of Jan, 2023, before me the undersigned, a Notary Public duly commissioned and qualified in and for the State of Nebraska, personally came, Nicole Seymour, to me known to be the identical person whose name is subscribed to the foregoing instrument, and acknowledged the execution thereof to be his/her voluntary acts and deeds.

Witness my hand and notary seal the day and year last above written.

Justin Hecox



NOTARY PUBLIC, STATE OF NEBRASKA

Please return your application, cover letter and resume to the office of the Learning Community of Douglas and Sarpy Counties • 1612 North 24th Street • Omaha, NE 68110 • Office: 402.964.2405 • Fax: 402.964.2478

S:\Forms_Miscellaneous\Elected Member Vacancy Application_rev 4 2 2020.docx 8/3/2022

January 11, 2023

The Learning Community of Douglas and Sarpy Counties

Dr. Bradley Ekwerekwu, Chief Executive Officer

1612 N. 24th Street

Omaha, NE 68110

Dear Dr. Ekwerekwu & Coordinating Council Members:

Please accept this letter in support of Nicole Seymour as your candidate to represent Subcouncil District 4 for the Learning Community Coordinating Council. My name is Shelley Boyd, and I am a licensed mental health professional. I recently retired after serving as a school social worker for over 25 years in the public schools. It was during these years that I had the privilege of meeting and working with Nicole in her position as the Executive Director of the GOALS center. I served on the interview team with local school superintendents to fill that position and Nicole clearly stood out as the top candidate.

Immediately after receiving the offer for that job, Nicole reached out to me for meeting. The purpose of that meeting was to establish a relationship with me and for our relationship to extend into my school district. Nicole and I collaborated regarding the needs of our district specific to school absenteeism and the supports that would best serve our students, families, and the school district. Nicole asked questions and then actively listened to the information provided. She was very intentional regarding the programming of the GOALS center and the expectation of the GOALS advocates. Nicole never strayed away from tough conversations and incorporating feedback from her consumers

The Mission of the Learning Community clearly relies on partnership. Partnership and collaboration are just two of Nicole's strengths. Her resume highlights a richness of contributions to the lives of children, families, communities, and systems. Her formal education and her professional experiences demonstrate her abilities as a learner, a leader, a collaborator, and contributor. I have profound respect for Nicole's deep commitment to assessing the functioning of individuals and systems and then challenging and strengthening them to their maximum capabilities.

I am confident that Nicole embodies the characteristics to fulfill the vision and mission of the Learn Community and that she is the best choice for the Council.

Thank you for allowing me to share my respect and recommendation for Nicole Seymour.

Sincerely,

Shelley Boyd *Signed electronically 1/12/23

Shelley Boyd, LCSW



NEBRASKA CENTER FOR JUSTICE RESEARCH
School of Criminology and Criminal Justice

1/04/2023

RE: Nicole Seymour, candidacy for Subcouncil District 4, Learning Community Coordinating Council

The Learning Community of Douglas & Sarpy Counties
Dr. Bradley Ekwerekwu, Chief Executive Officer
1612 N. 24th Street
Omaha, NE 68110

To Whom it May Concern,

It is an honor to write this letter of support for Nicole Seymour to represent **the Subcouncil District 4 for the Learning Community Coordinating Council**. I have collaborated with Ms. Seymour in a number of initiatives, including Youth Impact!, addressing the needs of crossover youth, and Operation Youth Success, focusing more generally on the issue of juvenile justice in the Omaha metro. However, we have worked most closely for a number of years in her role at the Greater Omaha Attendance and Learning Services (GOALS) Center. I was immediately impressed with her knowledge and dedication to the education of metro-area youth and am convinced that she would be a fantastic addition to the Learning Community Coordinating Council.

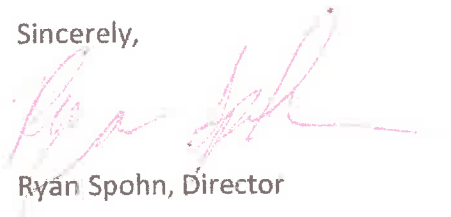
Ms. Seymour has significant professional experience that has prepared her for this role. In her roles with Juvenile Parole and in Nebraska's child welfare system, she gained first-hand experience of the most salient issues facing our youth facing poverty and high-risk communities. This background prepared her for her position as Executive Director of the OPS GOALS Center. In this role, Ms. Seymour has used her leadership to effectively address at-risk behavior and absenteeism to improve student learning.

In her role at GOALS, I collaborated with Ms. Seymour in the development of their Elevate Program. I was participating in a capstone project with a cohort of Douglas County professionals that was sponsored by Georgetown University and focused on addressing racial and ethnic disparities for metro youth. The capstone group was struggling to find an evidence-based method of applying our expertise to addressing the needs of local youth of color. Ms. Seymour approached our group and initiated a wraparound service that utilizes community partnerships to apply evidence-based interventions in a holistic fashion to families of youth with high rates of absenteeism. The target population was youth of color attending OPS schools from communities

experiencing high rates of poverty. These efforts resulted in the Elevate Program, which is led by GOALS, in coordination with the Concord Mediation Center, the Urban League of Nebraska, and Charles Drew Health Center.

I truly believe that without Ms. Seymour's essential knowledge and hard work, our capstone project would have resulted in a dead-end with minimal impact on the Omaha metro community. She has the knowledge, expertise, community connections, and motivation to significantly impact and improve educational outcomes for youth in our community facing high-risk conditions such as poverty. I am truly impressed with Ms. Seymour's dedication to this cause. In short, I strongly support her candidacy for Subcouncil District 4 of the Learning Community Coordinating Council. I know of no one else who has the experience and dedication that I have witnessed from Ms. Seymour. I look forward to seeing the positive impact she continues to make on the education of youth from our Omaha metro communities.

Sincerely,



Ryan Spohn, Director

January 2, 2023

The Learning Community of Douglas & Sarpy Counties
Dr. Bradley Ekwerekwu, Chief Executive Officer
1612 N. 24th Street
Omaha, NE 68110

Dear Dr. Ekwerekwu & Coordinating Council Members: Please accept this letter as my strong endorsement of Nicole Seymour's application for appointment to represent Achievement Sub council 4 on the Learning Community Coordinating Council.

I know Nicole has an extensive resume that shows her exceptional background that highly qualifies her for this important role in your organization.

I know Nicole through her extensive guidance and support of my anti-poverty community advocacy . After retiring from my career as a licensed mental health therapist, I have spent the last four years collaborating with many community stakeholders to create systemic changes to significantly decrease the presence of traumatic childhood poverty among students in Douglas County. Nicole has been a significant resource and support to me as I engaged in these efforts.

Nicole has an unwavering passion to address and eliminate childhood poverty. If appointed to this role I know she will be a great advocate and team partner in addressing ways to eliminate poverty related barriers to students and their families. Traumatic poverty impact on students continues to be an enormous impediment to their mental/physical health and educational success.
Thank you for your thoughtful consideration of my input regarding Nicole's application.

Sincerely ,

A handwritten signature in cursive script, appearing to read "Paul Feilmann".

Paul Feilmann MSW, LCSW (retired)

January 1, 2023

Learning Community of Douglas and Sarpy Counties
1612 N. 24th Street
Omaha, NE 68110

Dear Selection Committee:

I am writing this letter to offer my full endorsement of Nicole Seymour for consideration for appointment to the Coordinating Council for Learning Community of Douglas and Sarpy Counties. As I reviewed the responsibilities and demands for the role, I found her educational background, skillset, and professional accomplishments to be a great fit for the opportunity.

I have known Ms. Seymour for 2 years and have had the privilege of working with her, and during that span, she has proven to be extremely knowledgeable and driven. In her most recent role, Nicole wore many hats, providing executive leadership, operations support, and program development to serve students and families ensuring success in a 2-Generational approach to improved attendance and wraparound needs across districts. With her leadership, Nicole's organization worked on behalf of hundreds of students carefully ensuring that they receive case management and support that will be beneficial to their secondary academic settings and throughout their career-pathway. Ms. Seymour has done an exceptional job with fundraising, advocacy, and the implementation of quality control measures that directly benefit her organization, and the community at-large. As a key contributor to developing a strong culture of partnerships for Greater Omaha Attendance and Learning Services, she is the epitome of what it means to be a Servant Leader in the Omaha community. A strong champion for community development, Nicole's many years of direct-service experience are the backbone of her unwavering pursuit to improve the lives of others through education and I believe those attributes will be particularly beneficial in a setting serving alongside elected colleagues. I am confident that her accomplishments, now and in the future, will be greatly beneficial to the important work of the Council Members.

Nicole is a resourceful, creative, and solution-oriented person who has exhibited a strong leadership ability in various capacities throughout her educational and career-pathways. She is highly regarded within the community as a person, and a professional; by colleagues, peers, students, and partners. Her interpersonal skills have allowed her to build great working relationships with other community program providers, donors, educational institutions, and businesses. Based on my experience engaging with her, I can recommend Nicole Seymour, without reservation, to serve as your next Coordinating Council Member at Learning Communities of Douglas and Sarpy Counties.

I can be reached at any time to verify or discuss in further detail. Thank you.

Sincerely,

Keith Station
Deputy Chief of Staff/ Diversity, Equity & Inclusion
City of Omaha, Mayor's Office
Omaha-Douglas Civic Center
1819 Farnam Street, Suite 300
Omaha, NE 68183
C: 214-497-7887
Keith.Station@CityofOmaha.org

William and Ruth Scott Family Foundation
1120 South 101st Street, Suite 320
Omaha, NE 68124
402-342-3458
johnlevy@omahafoundation.org

January 5, 2023

The Learning Community of Douglas & Sarpy Counties
Dr. Bradley Ekwerekwu, Chief Executive Officer
1612 N. 24th Street
Omaha, NE 68110

Dear Dr. Ekwerekwu & Coordinating Council Members:

Over the past several years, I have had the tremendous pleasure to get to know and to work with Nicole Seymour. During this time, I have been thoroughly impressed with Nicole's ability to think strategically, work collaboratively, and thoughtfully serve youth in our community. It is because of this combination of skills that I wholeheartedly endorse Nicole's application for appointment to represent Achievement Subcouncil 4 on the Learning Community Coordinating Council.

Nicole truly is a unique individual. First, she is a subject matter expert that understands the challenges facing youth and how to hopefully narrow the student achievement gap. Moreover, having spent the better part of the past 15 learning the strengths and weaknesses of the full system, Nicole understands the work of the coordinating council and the overarching Community Achievement Plan. Equally significant, Nicole has shown the ability to work with a diverse group of impassioned people and to do so in a respectful, positive manner to ensure all people are heard and opinions valued. In addition, when appropriate, Nicole has launched innovative programming and developed meaningful partnerships with people and agencies with the goal of benefiting youth and their families. Lastly, Nicole's passion and desire to serve is contagious. Unquestionably, Nicole wants what is best for youth and their families, and this helps her to know when to lead and when to follow.

It is without hesitation that I endorse Nicole and would be happy to answer any questions if you would like. Please do not hesitate to reach out directly via e-mail at johnlevy@omahafoundation.org or via telephone at 402-734-4110.

Sincerely yours,

John Levy
President
William and Ruth Scott Family Foundation



January 6, 2023

The Learning Community of Douglas & Sarpy Counties
Dr. Bradley Ekwerekwu, Chief Executive Officer
1612 N. 24th Street
Omaha, NE 68110

RE: Nicole Seymour

Dear Dr. Ekwerekwu & Coordinating Council Members:

I am writing in support of Nicole Seymour's application for appointment to represent Achievement Subcouncil 4 on the Learning Community Coordinating Council. I believe Nicole is an exceptional candidate for this opportunity due to her recent and relevant experience in work directly related to narrowing the student achievement gap. Nicole is the leading subject matter expert locally and statewide in the work of the coordinating council and the overarching Community Achievement Plan, which is overseen by the council.

First, Nicole's work highlights her experience in engaging community members, partners, and key system stakeholders in a way that promotes equity and working collectively for positive, sustainable community change to benefit families and constituents. Nicole demonstrates this by the intentional and meaningful collaborations that created innovative and unique programs to serve families, leveraging the strengths of partners to increase academic access and achievement for children. Having Nicole's education, professional experience, passion, and dedication will be valuable to assist the council in meeting their strategic objectives.

Moreover, Nicole is highly qualified for Achievement Subcouncil 4 because of her in depth knowledge on the mandated responsibilities of a council member. For over 15 years Nicole has immersed herself in understanding all system points, to include, prevention and intervention mechanisms, which align with the charge of the coordinating council. This will help the council by ensuring the coordinating council meets the obligations of the constituents, while engaging the right stakeholders to adhere to the organizational mission.

Finally, Nicole will surely exceed your expectations in the role of Subcouncil 4 because she is a decisive and fearless and utilizes her natural abilities as a servant leader. Nicole has a drive to learn, listen with empathy, and create trusting relationships in a way that supports each team member to excel as an expert. She is comfortable being a leader or team member, finding value



in both roles. This will certainly encourage positive communication, trust, and transparency amongst council members, partners, and community members alike.

For these reasons, I strongly support selecting Nicole Seymour for Achievement Subcouncil 4. If you have any further questions about their qualifications, please feel free to contact me at (402) 930-3090 or george@burlingtoncapital.com should you have any questions.

With kindest regards I remain,

Very truly yours,

A handwritten signature in blue ink, appearing to read "G. Achola".

George B. Achola
Vice-President and Legal Counsel
Burlington Capital Real Estate



Board of Directors

A'Jamal Byndon

Chair

Dennis Womack

Vice-Chair

Nick Beaulieu

Secretary

Karen Abrams

Treasurer

Members at Large

Jack Dunn

Alex Johnson

State Senator Terrell McKinney

Ebony McKiver

Schalisha Walker

Riley Wilson

Patrick Velasquez Ph.D.

JaQuala Yarbrow

Kimara Snipes

MoreOmaha.org

**@MOREMovementInOmaha
ForRacialEquity**

MORE
608 North Saddle Creek Rd
Unit #31542
Omaha, NE 68132
moreinfo@moreomaha.org
402-212-7083

January 3, 2023

The Learning Community Douglas Sarpy
1612 N. 24th Street
Omaha NE 68110

Dear Board Members:

I am writing to support Nicole Seymour, who is applying to be selected to be on the board. I worked with Nicole during my tenure with Douglas County Juvenile Justice work in the Georgetown Project, where she helped us gain valuable data from the education department about the absence of youth in the educational system, particularly African Americans. She also helped implement our project as one of the team members.

We were colleagues when I worked in a senior position with Nebraska Family Collaboratives/PromiseShip for over four years. Nicole demonstrated professionalism and the ability to work with many low-income families of Color in the child welfare system. A strength was her honesty in helping deconstruct the disparities, improving equity by engaging families, and outlining impediments that often needed to be adequately addressed by system personalities and institutional thinking.

As a credible messenger with over 43 years of work in North and South Omaha, Grasstop leaders and families need help in being able to calibrate or navigating their skills to work with the eclectic communities, which is part of your mission. As an advocate community, I noticed that Nicole asks tough questions and knows how to be a team player. I suspect the council needs such board members during these contentious and political times.

MORE is one of the few nonprofits that help with racial healing, seeking to demonstrate outcome demographics by involving participants who are frequently left out of public and government decision-making processes.

If you have any questions, feel free to contact me.

Sincerely,

William and Ruth Scott Family Foundation
1120 South 101st Street, Suite 320
Omaha, NE 68124
402-342-3458
johnlevy@omahafoundation.org

January 5, 2023

The Learning Community of Douglas & Sarpy Counties
Dr. Bradley Ekwerekwu, Chief Executive Officer
1612 N. 24th Street
Omaha, NE 68110

Dear Dr. Ekwerekwu & Coordinating Council Members:

Over the past several years, I have had the tremendous pleasure to get to know and to work with Nicole Seymour. During this time, I have been thoroughly impressed with Nicole's ability to think strategically, work collaboratively, and thoughtfully serve youth in our community. It is because of this combination of skills that I wholeheartedly endorse Nicole's application for appointment to represent Achievement Subcouncil 4 on the Learning Community Coordinating Council.

Nicole truly is a unique individual. First, she is a subject matter expert that understands the challenges facing youth and how to hopefully narrow the student achievement gap. Moreover, having spent the better part of the past 15 learning the strengths and weaknesses of the full system, Nicole understands the work of the coordinating council and the overarching Community Achievement Plan. Equally significant, Nicole has shown the ability to work with a diverse group of impassioned people and to do so in a respectful, positive manner to ensure all people are heard and opinions valued. In addition, when appropriate, Nicole has launched innovative programming and developed meaningful partnerships with people and agencies with the goal of benefiting youth and their families. Lastly, Nicole's passion and desire to serve is contagious. Unquestionably, Nicole wants what is best for youth and their families, and this helps her to know when to lead and when to follow.

It is without hesitation that I endorse Nicole and would be happy to answer any questions if you would like. Please do not hesitate to reach out directly via e-mail at johnlevy@omahafoundation.org or via telephone at 402-734-4110.

Sincerely yours,

John Levy
President
William and Ruth Scott Family Foundation



**ELECTED MEMBER VACANCY APPLICATION TO SERVE ON THE
ACHIEVEMENT SUBCOUNCILS OF
THE LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES**

Applicant must reside within the boundaries of the Achievement Subcouncil to which they are submitting their candidacy.

Name: Dulce M. Sherman

Home Address: 15446 Farnam Circle

Home Phone: 402.305.2236

E-mail: dulce@shermanexecutiveconsulting.com

Business: Nebraska Early Childhood Collaborative | Sherman Consulting, Inc (DBA SEC)

Business Address: 3200 N 30th St Ste 200, Omaha, NE 68111

Business Phone: (402) 305-2236

Business E-mail: dsherman@nebraskaeearly.org

Please indicate which Achievement Subcouncil you reside in:

- ☐ Achievement Subcouncil 1 ☐ Achievement Subcouncil 3 ☐ Achievement Subcouncil 5
☐ Achievement Subcouncil 2 ☒ Achievement Subcouncil 4 ☐ Achievement Subcouncil 6

Please indicate which School District you reside in:

- ☐ Bellevue Public Schools ☒ Millard Public Schools ☐ Westside Community
☐ Bennington Public Schools ☐ Omaha Public Schools Schools
☐ DC West Community Schools ☐ Papillion-La Vista School District
☐ Elkhorn Public Schools ☐ Ralston Public Schools
☐ Gretna Public Schools ☐ Springfield Platteview Community Schools

Do you currently hold any public office?

☐ Yes ☒ No

If "Yes," please list:

Have you ever been convicted of a felony in this, or any, state? ☐ Yes ☒ No (Nebraska State Revised Statute 29-112)

REQUIRED – Please attach a cover letter and your resume. List applicable education and/or experience: Please reference the attached cover letter, resume and reference letter(s).

How would your experience benefit the Achievement Subcouncil area you reside in and the Learning Community Coordinating Council?

How would your experience benefit the Achievement Subcouncil area you reside in and the Learning Community Coordinating Council?


I hope to influence the council's work in four ways: 1) To ensure families and students believe they can be successful and as an agency we can measure success through our services. 2) To identify with Latino, Spanish-speaking parents and students living below poverty level. 2) To Promote Hope-- that despite economic status or challenges in life, I am a first-born generation child of immigrant parents that earned a graduate degree, owns her own small business and obtained employment through hard work ethic. 3) To be able to relate with other parents who have children with a disability, who suffer from mental health, who have worked through the Individual Education Plan or 504 plan, and who may participate in the AP program, ACT, and scholarship academic process. 4) To use the knowledge of serving on the MPS Foundation, Latino Center of the Midlands and Girls, Inc. of Omaha board(s) and work toward leveraging resources in the community. 5) To bring HR Consultative skills set to the council that will leverage everyone's strengths.

List any additional qualifications you feel would benefit the Achievement Subcouncil and the Learning Community Coordinating Council:

I possess the following:

- Graduate level education in Business, Organizational Development
- Board experience to include President and committee work (Latino Center, MPS Foundation, Girls, Inc.)
- Bilingual in English and Spanish
- 35 years of Human Resources leadership and Interim Executive Director nonprofit experience
- Small business owner in the Millard district but work with nonprofits through Douglas County, Sarpy in the nonprofit sector.
- Nonprofit Executive Institute and WIPFL National Nonprofit Ready to Service training
- LeadDIVERSITY graduate
- Public Speaker (Greater Omaha Chamber of Commerce Young Professional Summit, CODE, NE Hispanic Chamber of Commerce)

I hereby certify I am qualified to hold the position for which this application is made. Furthermore, I hereby authorize the Learning Community of Douglas and Sarpy Counties to investigate the truthfulness of all of the information I have provided in this application. I understand that any misrepresentation or omission of information requested in this application is cause for disqualification. **Please Note:** Application materials may be subject to disclosure under the Nebraska Public Records Act.



APPLICANT SIGNATURE

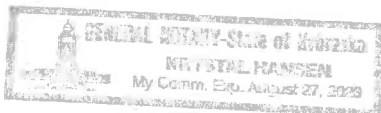
PLEASE NOTE: Application needs to be notarized.

STATE OF NEBRASKA)

COUNTY OF Douglas)

On this 10th day of October, 2022, before me the undersigned, a Notary Public duly commissioned and qualified in and for the State of Nebraska, personally came, Dulce Sherman, to me known to be the identical person whose name is subscribed to the foregoing instrument, and acknowledged the execution thereof to be his/her voluntary acts and deeds.

Witness my hand and notary seal the day and year last above written.





NOTARY PUBLIC, STATE OF NEBRASKA

Please return your application, cover letter and resume to the office of the Learning Community of Douglas and Sarpy Counties • 1612 North 24th Street • Omaha, NE 68110 • Office: 402.964.2405 • Fax: 402.964.2478

RESUME

Ms. Dulce M. Sherman
15446 Farnam Circle
Omaha, NE 68154

402.305.2236 Cell phone
<https://www.linkedin.com/in/dulcemsherman> LinkedIn
www.ShermanExecutiveConsulting.com Website
dulce@ShermanExecutiveConsulting.com Email

EMPLOYMENT HISTORY

Nebraska Early Childhood Collaborative
Chief Human Resources & DEI Officer

May 2021 to present (Part-time)

- Report to the CEO, develop Human Resources Strategy, Policy, lead Human resources team, Employee Resource group and DEI Strategic initiative.

Sherman Executive Consulting
Owner & Chief Executive HR Advisor

May 2019 to present

- In partnership with the Board or leadership, may serve in an interim Executive Director role and consult on all aspects of a nonprofit to include Crisis management, organizational infrastructure, funding to include meeting with key funders, clarifying budget and financials, Policy creation to include NAM Guiding Principles, Financial, Programming, Metrics, Employee Handbook, Communication, Board Governance and preparation of a final Executive Summary. Recent assignments: *Interim Executive Director, CASA for Douglas County June 2022 to September 2022, Interim Executive Director, Heartland Workers Center October 2021 to March 2022 and Interim Human Resources Director, NECC, May, 2021 to May 2022*
- **Key Accomplishments:** Established 25 ongoing nonprofit client relationships based on 100% referrals generating over \$125,000 gross revenue. Successfully implemented crisis management/Interim ED role with Executive Summary and recommendations for the incoming Executive Director.

Whispering Roots, Inc. (Nonprofit, startup)
Chief Operating Officer

November 2018, to November 2020

- Report to the Founder & CEO in an urban agriculture, hydro/aquaponics startup
- Develop infrastructure aspects of the nonprofit to include Operational, Strategy, Programming, Financial Policy, establish third-party Accounting and Auditing Practices, Board Bylaws & Governance, Human Resources Policies & Procedures, Compensation Structure & Pay philosophy, Employee Handbook, Volunteer Program, Benefits Planning, Recruitment, Onboarding and Terminations, Risk Management, Worker's Compensation, Safety, Compliance, Facility management, Social Media Planning and Placement, Omaha Gives Campaign planning and implementation, Community Outreach & presentations
- Assist capital campaign third-party developer with building planning and meetings with funders.
- Research and recommend grant opportunities, provide verbiage for grant application to third-party grant writer, develop Omaha Gives campaign, plan and place all social media placement
- Lead student project with UNO Service learning (graduate students) and coordinate with all schools throughout Nebraska with the Beyond School Bells programming, budget, and funder visits.
- Public speaking and participated in community panels building awareness and representing the organization
- **Key Accomplishments:** Completed NAM Guiding Principles within one year, exceeded Omaha Gives goal for 2020 by 80%, increased social media engagement by 50%, increased Community Outreach by 50% and secured \$50,000 funding for the Beyond Schools Bells program and an additional \$100,000 for Operating budget toward the Capital Campaign.

OneWorld Community Health Centers, Inc. (Nonprofit, Healthcare)
Human Resources Director

January 2016 to November 2018

- Report to the CEO, with 500 employees in 14 locations and led the Human Resources Strategy, HR team of up to 5, and annualized budget of \$500,000
- **Key Accomplishments:** Implemented new HRIS System, Compensation structure, Self-funded benefits Insurance program, Recognition Program, Online Benefit enrollment, and Best Places to Work award.

Human Resources Leadership Positions

July 1988 to 2015

Positions held (for profit-sector sector) increased in responsibility throughout career until small business formed to include: Human Resources Director, Human Resources Manager, Sr. Compensation Analyst, Senior Human Resources Generalist, Human Resources Generalist, and Employment Specialist

EDUCATION

Organization Development Graduate Certificate
Fielding Graduate Institute, Santa Barbara, CA

December 2003

Master of Arts Degree, Management
Bellevue University, Bellevue, NE

June 1998

Bachelor of Science Degree, Human Resource Management
Bellevue University, Bellevue, NE

January 1996

TRAININGS

- **WIFLI Stronger to Serve National Nonprofit Conference – Executive Director, Financial Reporting, and Audits for nonprofits** **July 2022**
- **NEI (Nonprofit Executive Institute) Program** **October 2020**
Nonprofit Association of the Midlands
- **LeadDIVERSITY Inaugural Program** **September 2020**
Inclusive Communities
- **Racial Equity Institute Diversity Equity Training Part I & II** **August 2020 & November 2021**
- **TEAM: Building Culture Executive Leadership program** **2018**
- **ToP Facilitation Skills, Strategic Planning** **2018**

TECHNOLOGY

HRIS systems: Paylocity, Taleo, Ceridian, Peoplesoft, Lawson. **Compensation systems:** Mercer Prism, Hay Point
Evaluation system **PC software:** MS Word, Excel, PowerPoint, SharePoint **Languages:** English and Spanish.
Assessments: Predictive Index, Gallup Strengthsfinder

BOARD EXPERIENCE

- Current – 1) President Latino Center of the Midlands Board 2) Girls Inc. of Omaha Board & DEI Committee, South Omaha Center Committee Co-Chair 3) Millard Public Schools Foundation Board, Development & Finance Committee - Present
- 2021 - Heartland Workers Center Board – (resigned to serve as Interim ED), Nebraska Aids Project Board
- 2020 - Women's Fund Circles Alumni, Leadership & DEI Committee, Voices for Children, WCA, and Nebraskland Foundation board

COMMUNITY SPEAKING ENGAGEMENTS

- Girls, Inc. Of Omaha – Girl's Eureka Program - 2022
- OLLAS, UNO, Immigration & Economics – 2022, Inmigración documentary 2021
- RISE, Omaha (Women's group) – Imposter Syndrome – 2022
- Greater Omaha Chamber of Commerce CODE Conference – Planning committee, CODE Speaker, 2020-21 and YP (Young Professionals) Summit Speaker 2018-2019
- Creighton Connect Student Diversity Panel, 2020
- Streck Laboratories, Executive Diversity Leadership panel, 2020
- ConAgra Hispanic ERG, 2020 & 2021
- Inclusive Communities – multiple facilitation and panels, 2020, 2019
- Hispanic Chamber of Commerce Diversity & Inclusion Conference – 2019

MEMBERSHIP & RECOGNITION

- Society for Human Resource Management
- Human Resources Association of the Midlands - past
- 2020 Delores Huerta Catalyst cohort scholarship recipient
- 2019 - Women of Color Caucus Award, Women on a Mission for Change
- 2018 - Women's Center for Advancement (WCA) Tribute to Women Honoree, Best Places to Work Employer and for Women

REFERENCES AVAILABLE UPON REQUEST

October 9, 2022

To whom it may concern:

It is with great pleasure that I strongly support and highly recommend consideration of Mrs. Dulce Sherman for the Learning Community of Douglas and Sarpy Counties Achievement Sub Council 4. I have had the pleasure of getting to know Mrs. Sherman through her role as interim Executive Director at CASA for Douglas County while being the Board Chair and Executive Committee member of the Board of Directors. During this period, I have come to know her professionally and highly respect her leadership abilities. I can say with confidence she possesses many skills which include being personable, having a strong work ethic, vast and extensive knowledge of the importance of community partnerships, professionalism, an ability to motivate those she works with, being authentic, fair, consistent, and patience. In addition to performing her professional obligations to CASA for Douglas County at an exemplary level, Mrs. Sherman demonstrates an extraordinary commitment to the greater Omaha Community with her non-profit work, board of directors' membership, and leadership.

Dulce is a visionary. She can bring a group of individuals together to work towards a common goal. Mrs. Sherman has a unique ability to find the strengths in each of her team members and bring them together to produce the strongest possible outcome and obtain results. I witnessed firsthand her ability to take a vulnerable and volatile environment and turn it into a place of positive productivity. This skillset would be essential as a member of the Learning Community.

Dulce is consistent and dependable. She follows through with her commitments and always gives 100% to whatever role she is taking on. I continue to hear from numerous community members what a phenomenal, dedicated professional Mrs. Sherman is. She has been integral to the success of several community non-profits through direct employment, consultation, or through volunteer contributions as a board member. She demonstrated this numerous times during her time as Interim ED at CASA for Douglas County.

Mrs. Sherman is a leader in the Omaha and non-profit community where she has decades of experience. She is a collaborative leader and many of her colleagues look to her for mentorship. I observe this in the non-profit and larger Omaha community. I have witnessed other leaders acknowledge Mrs. Sherman's leadership abilities and her service as an outstanding mentor to many in the non-profit community. Individuals look to her for expertise and guidance.

To conclude, Mrs. Dulce Sherman possesses a professional skillset that is distinctive and one which stands out in the Omaha community. She has been a pleasure to work with and I look forward to continuing to collaborate with Mrs. Sherman. After reading the open post for the

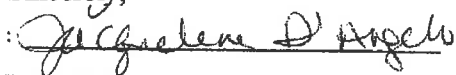


COLLEGE OF EDUCATION AND HUMAN SCIENCES

Department of Special Education and Communication Disorders
Serving People with Special Needs

Learning Community Sub Council, I feel confident that her skillset is well aligned, she will be valuable and a difference maker to the Learning Community. If you have any questions, please feel free to contact me at 402-990-4285.

Sincerely,

A handwritten signature in black ink, reading "Jacqueline D'Angelo", written over a horizontal line.

Jacqueline Huscroft-D'Angelo, Ph.D.
Associate Research Professor
College of Special Education and Communication Disorders
jndangelo@unl.edu

Academy for Child and Family Well Being

219 Barkley Memorial Center // P.O. Box 830738 // Lincoln, NE 68583-0738 // (402) 472-6246 // FAX (402) 472-5412



LATINO

Center of the Midlands

October 10, 2022

Dear Coordinating Council,

It is with great pleasure that I write this letter of recommendation for Dulce Sherman. Dulce would instantly contribute deep expertise in the areas of human resources, education, and cultural inclusion and continue to advance the mission of the Learning Community.

In 2018, Dulce joined the Latino Center of the Midlands (LCM) as vice president of the board of directors. She is currently president of our board of directors, and I have worked closely with her throughout her association with the organization. Under her leadership, the organization has grown in several ways - from tripling our budget, to more than doubling our staff size, to rolling out new and impactful initiatives.

Dulce is an exceptional leader and an outstanding communicator with an impressive ability to connect the mission and goals of the organization with the responsibilities of the board of directors for successful execution. Her professional human resources expertise was recently a tremendous asset for LCM during a time when we shifted our organizational structure and underwent a compensation review as we expanded our team. She is a consensus-builder and solution-finder who has built a reputation in the community for integrity and ethical practices. Dulce, in turn, lives up to the respect and trust instilled in her by the LCM team, fellow board members and organizational stakeholders. She also has a passion for promoting diversity, equity and inclusion in everything she does, and has knowledge and experience that will serve useful in advocating on behalf of underserved and under the radar populations.

Dulce has a unique professional history that includes leadership in both commercial enterprises and nonprofit organizations with more than two decades of human resources experience. With that kind of expertise, and her commitment to ethics and integrity, I have complete confidence in her not only as a leader, but also as a leader of leaders. I heartily recommend Dulce Sherman for the Learning Community. Please feel free to contact me on my cell at (402) 214-4461 or email avaras@latinocenter.org if you have any questions.

Sincerely,

Albert Varas
Chief Executive Officer, Latino Center of the Midlands

October 9, 2022

Learning Community of Douglas and Sarpy Counties
1612 N. 24th Street
Omaha, NE 68110
(402) 964-2405

Coordinating Council Members:

It is with great pleasure that I write this letter of recommendation for Dulce Sherman.

As a 20+ year educator and educational leader, I believe Dulce is the ideal candidate to address the challenges the Learning Community of Douglas and Sarpy Counties face daily. These are especially challenging times for our public schools. The experience Dulce brings to the position is unparalleled. Her 35 years of leadership has benefited the students, teachers, and families in the Omaha metro area.

Dulce's service on the Millard Public Schools Foundation Board and as chair of the Latino Center of the Midlands Board of Directors demonstrates her passion for investing in children and families. She has given time and talent to ensure current and future students will have the same opportunities as her own children.

She believes when children struggle with mental health it impacts their full access to and participation in learning. Dulce is also passionate about student attendance and the effect truancy has on the student, the family, and the community.

I give my highest recommendation that Dulce be appointed to the Learning Community of Douglas and Sarpy Counties Achievement Sub-Council 4 vacancy.

Yours in education,



Edward T. Ventura Jr.
2811 Bryan Avenue
Bellevue, Nebraska 68005
402-210-1655
venturaomaha@gmail.com

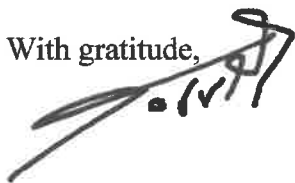
Coordinating Council,

I am pleased to submit this letter of recommendation for Dulce Sherman for the Learning Community Subcouncil 4 vacancy. I have had the pleasure of knowing Dulce Sherman for ten years. We have served on a couple of boards together, and she always brought professionalism and structure to the organizations. For example, when she was a board member of the Heartland Workers Center and the organization went through changes of the executive director, she took the lead to become the interim director and provide the needed structure at that time.

Mrs. Sherman has demonstrated a passion for helping the larger Omaha community. This is displayed in her involvement on boards such as Girls, Inc. and Latino Center of the Midlands, where she serves as the president. Not only does Dulce is a great asset to the Omaha community, but also, she is a small business owner. After identifying a significant need in human resources, she decided to open her small business Sherman Executive Consulting. This business covers a gap in the small business world on how to improve its operations. Mrs. Sherman is a visionary, and her expertise in different areas will be a great asset to the Learning Community of Douglas and Sarpy Counties.

I strongly recommend her for Subcouncil 4. I believe she is ready for this endeavor.

With gratitude,

A handwritten signature in black ink, appearing to read "Christian Espinosa Torres", with a stylized flourish at the end.

Christian Espinosa Torres
Small Business Program Administrator
402-905-7821

Learning Community | Metrics | May - October 2022

Mid-year Touchpoint | Updated December 12, 2022

Identified Metrics	Responsible	Numbers + Assets	
Media mentions, favorability	Ashley	Favorable media mentions since May 2022: <i>Nonprofit leader will fill Learning Community slot (OWH - Oct 21)</i> <i>Learning Community has vacancy to fill (OWH - Oct 9)</i> <i>Learning Community Of Douglas & Sarpy Counties Is Accepting Applications For Its Governing Body (Omaha Daily Record - Oct 5)</i>	
		Publicity value: \$6,211 (Saturday paper) \$52,265 (Sunday paper) \$99 (Daily Record)	
Number of families utilizing programs and services	Tameshia Anne	Parent University at Learning Community Center of North Omaha families served since May 2022: 196 parents 379 children *Data provided in preliminary MMI Evaluation Report presentation for 2021 - 2022	
		Learning Community Center of South Omaha families served since May 2022: 308 parents 767 children *Data provided in preliminary MMI Evaluation Report presentation for 2021 - 2022	
Increase in website traffic (grow interest in shared data)	Control Yours/Lindsay	<u>2021 (Jan 31 - Dec 31, 2021)</u> Page views (top 3 pages): <ul style="list-style-type: none"> • Home page - 11,290 • Coordinating Council Members page - 332 • Meet the Learning Community Team page - 2,883 	<u>2022 (Jan 1 - Nov 7, 2022)</u> Page views (top 3 pages): <ul style="list-style-type: none"> • Home page - 9,083 (-19.55%) • Coordinating Council Members page - 4,305 (+1,196%) • Meet the Learning Community Team page - 3,277 (+13.67%)

		<p>Users overall:</p> <ul style="list-style-type: none"> 11,812 <p>Users by language:</p> <ul style="list-style-type: none"> English U.S.: 8,802 Chinese: 345 English: 169 English UK: 147 Spanish: 70 <p>New users:</p> <ul style="list-style-type: none"> 11,753 <p>Sessions:</p> <ul style="list-style-type: none"> 15,965 <p>Number of sessions per users:</p> <ul style="list-style-type: none"> 1.35 <p>Pageviews</p> <ul style="list-style-type: none"> 42,314 <p>Pages per session:</p> <ul style="list-style-type: none"> 2.65 <p>Average session duration:</p> <ul style="list-style-type: none"> 02:13 <p>Bounce rate:</p> <ul style="list-style-type: none"> 58.84% 	<p>Users overall:</p> <ul style="list-style-type: none"> 11,491 (-2.72%) <p>Users by language:</p> <ul style="list-style-type: none"> English U.S.: 10,848 (+23.24%) Chinese: 204 (-40.87%) English: 94 (-44.38%) English UK: 78 (-46.94%) Spanish: 69 (-1.43%) <p>New users:</p> <ul style="list-style-type: none"> 11,499 (-2.16%) <p>Sessions:</p> <ul style="list-style-type: none"> 15,286 (-4.25%) <p>Number of sessions per users:</p> <ul style="list-style-type: none"> 1.33 (-1.58%) <p>Pageviews:</p> <ul style="list-style-type: none"> 38,099 (-9.96%) <p>Pages per session:</p> <ul style="list-style-type: none"> 2.49 (-5.96%) <p>Average session duration:</p> <ul style="list-style-type: none"> 01:45 (-21.08%) <p>Bounce rate:</p> <ul style="list-style-type: none"> 55.67% (-5.40%)
		<p><u>Website Traffic Data Notes</u></p> <ul style="list-style-type: none"> Acquisition: Organic search traffic increased by 67% from 2021 to 2022. In turn, direct, referral, and social traffic decreased. Overall traffic decreased by 2.72% from 2021 to 2022. However, there was an increase in en-us traffic and a decrease in traffic from foreign countries, so it's likely that there was some sort of spam issue in 2021. Even though traffic decreased, the right traffic increased from year to year. To help support this data, we've pulled 2021 information from when Carroll Communications supported the Learning Community and are currently comparing that to our 2022 Emspace data. For our end-of-contract data, we'll use the right column above as our Emspace + Lovgren baseline for comparison 	
Increase online engagement/brand awareness (social media engagement)	Keegan	June 2022 July 2022 August 2022 September 2022 October 2022	
Increase partnerships with other organizations/asks to partner	Brad	<p>Number of new partnering orgs/entities since May 2022:</p> <p>4 (Women's Center for Advancement, Bridge, Weisman Development, CHI Healthcare Career Academy)</p>	
Number of applicants for employment	Brad		

		Learning Community Leadership Team applicants since May 2022: 31
		Learning Community of South Omaha applicants since May 2022: 97
		Parent University applicants since May 2022: Learning Community unable to provide 2021 - October 2022 data as the applicants were submitted through Project Harmony's HR department
		Learning Community Coordinating Council Vacancy applicants since May 2022: 5 for Subcouncil 4



LEARNING COMMUNITY **REPORTING**

December 2022



SOCIAL MEDIA OVERVIEW





FACEBOOK METRICS

	FOLLOWERS	IMPRESSIONS	ENGAGEMENTS	ENGAGEMENT RATE
TOTAL	1,653	5,175	363	7%
% CHANGE	↑ 0.1%	↑ 41.5%	↑ 52.5%	↑ 7.8%



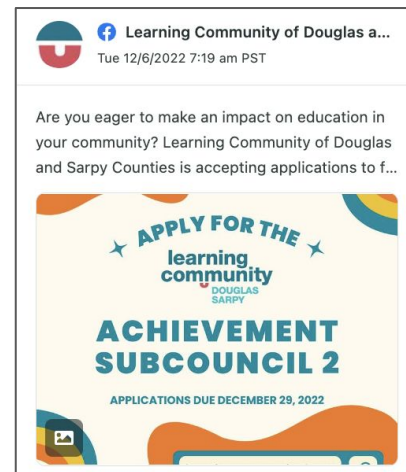
FACEBOOK TOP PERFORMING POSTS



We're Hiring
70 Engagements



Holiday Party
57 Engagements



Achievement Subcouncil 2
52 Engagements





INSTAGRAM METRICS

	FOLLOWERS	IMPRESSIONS	ENGAGEMENTS	ENGAGEMENT RATE
TOTAL	57	484	32	6.6%
% CHANGE	↓ 1.7%	↑ 93.6%	↑ 45.5%	↓ 24.9%





INSTAGRAM TOP PERFORMING POSTS



Dr. Brad Intro Video
7 Engagements



South Center Holiday Party
5 Engagements



National Violin Day
3 Engagements





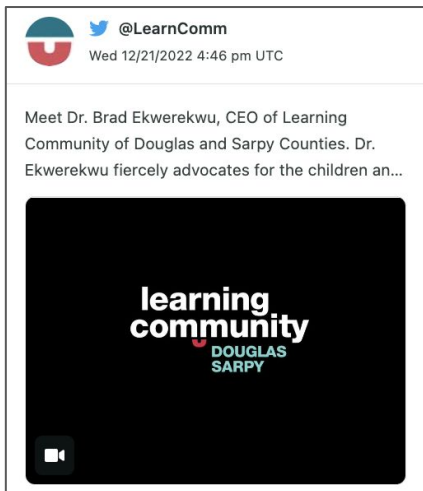
TWITTER METRICS

	FOLLOWERS	IMPRESSIONS	ENGAGEMENTS	ENGAGEMENT RATE
TOTAL	1,261	1569	38	2.4%
% CHANGE	↓ 0.2%	↑ 144.8%	↑ 137.5%	↓ 3%

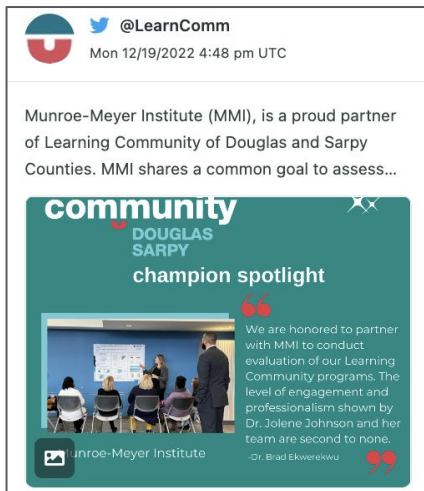




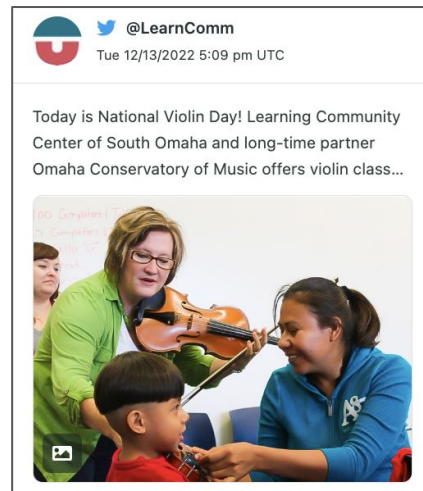
TWITTER TOP PERFORMING POSTS



Dr. Brad Intro Video
9 Engagements



Munroe-Meyer Institute Feature
6 Engagements



National Violin Day
6 Engagements





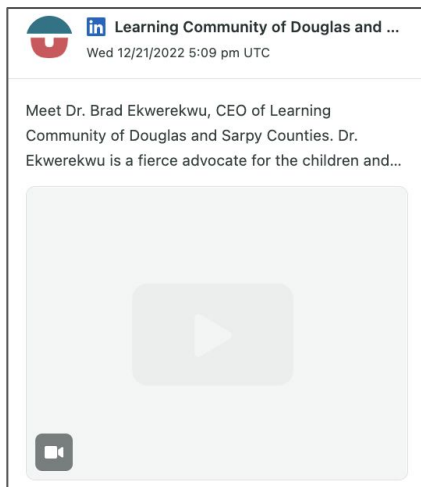
LINKEDIN METRICS

	FOLLOWERS	IMPRESSIONS	ENGAGEMENTS	ENGAGEMENT RATE
TOTAL	113	1,022	86	8.4%
% CHANGE	↑ 6.6%	↑ 34.8%	↑ 7.5%	↓ 20.3%





LINKEDIN TOP PERFORMING POSTS



Dr. Brad Intro Video
36 Engagements



Achievement Subcouncil Opening
15 Engagements



South Center Holiday Party
10 Engagements





INSIGHTS

- + In December, there was an increase in impressions and engagement across all platforms, likely due to a slight increase in total posts and a greater variation in modes of content (adding videos) compared to November.
- + Posts that performed best included photos and videos of people and programs, as well as posts advertising open positions. Adding more video content in future months will provide increased opportunities for engagement among Learning Community followers.





NEXT STEPS

- + In upcoming months, we will:
 - Integrate additional video content and reels to promote programs.
 - Continue growing LinkedIn platform by sharing program accomplishments, hiring opportunities and new staff, and current staff highlights.
 - We will continue to be thoughtful about which posts fit which platform and will support accordingly.
 - Share more participant highlights and accomplishments to grow program interest and applications.





LEARNING COMMUNITY **REPORTING**

January 2023



SOCIAL MEDIA OVERVIEW



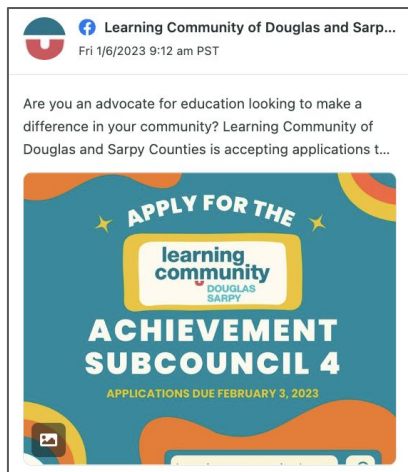


FACEBOOK METRICS

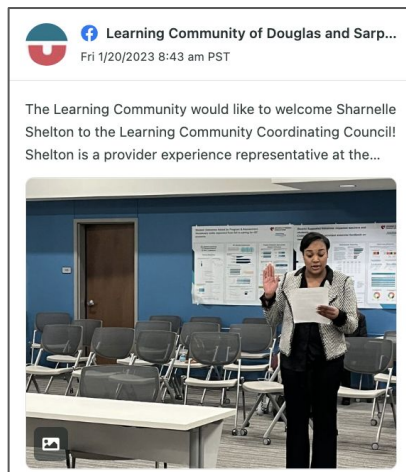
	FOLLOWERS	IMPRESSIONS	ENGAGEMENTS	ENGAGEMENT RATE
TOTAL	1,665	10,184	768	7.5%
% CHANGE	↑ 0.7%	↑ 96.8%	↑ 111.6%	↑ 7.5%



FACEBOOK TOP PERFORMING POSTS



Achievement Subcouncil 4
144 Engagements



Sharnelle Shelton
67 Engagements



We're Hiring
66 Engagements





INSTAGRAM METRICS

	FOLLOWERS	IMPRESSIONS	ENGAGEMENTS	ENGAGEMENT RATE
TOTAL	63	466	39	8.4%
% CHANGE	↑ 10.5%	↓ 3.7%	↑ 21.9%	↑ 26.6%





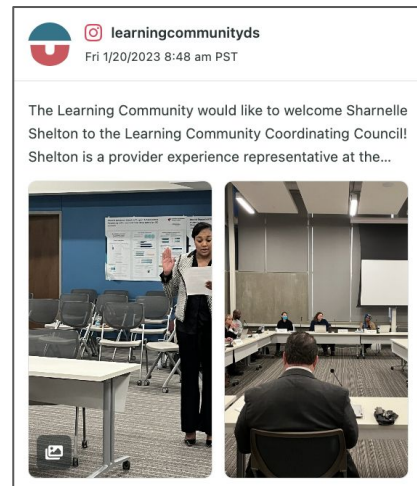
INSTAGRAM TOP PERFORMING POSTS



New Coordinating Council Members
7 Engagements



South Center Diaper Drive
(Spanish)
6 Engagements



Shantelle Shelton Swear In
4 Engagements





TWITTER METRICS

	FOLLOWERS	IMPRESSIONS	ENGAGEMENTS	ENGAGEMENT RATE
TOTAL	1,259	964	31	3.2%
% CHANGE	↓ 0.2%	↓ 36.6%	↓ 18.4%	↑ 28.6%





TWITTER TOP PERFORMING POSTS



We're Hiring
6 Engagements



Welcome New Families (Spanish)
4 Engagements



Upcoming Coordinating Council Meeting
3 Engagements





LINKEDIN METRICS

	FOLLOWERS	IMPRESSIONS	ENGAGEMENTS	ENGAGEMENT RATE
TOTAL	125	1,253	136	10.9%
% CHANGE	↑ 10.6%	↑ 22.6%	↑ 58.1%	↑ 29%





LINKEDIN TOP PERFORMING POSTS



Sharnelle Shelton Swear In
33 Engagements



New Coordinating Council Members
21 Engagements



Achievement Subcouncil 4
Opening
20 Engagements





POSITIVE INTERACTIONS



Jobs via Tweet @jobsviateet
Retweeted @LearnComm

4 days ago



Learning Community of Douglas and Sarpy Counties @LearnComm

The Learning Community of Douglas and Sarpy Counties is **#hiring** for full-time and part-time positions. If you have a passion for your community and Nebraska education, please visit bit.ly/3im5WFF to learn more about joining our team!
#NebraskaJobs #Education



Nathan Zingg

Commented on Learning Community of Douglas and Sarpy Counties Wall Post "The Learning Community w... Jan 20, 2023

What an outstanding choice to replace me!
Thank you, Ms. Shelton, for picking up the baton!

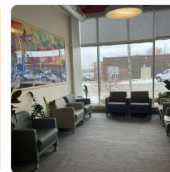


ne_latino_comm
Tagged learningcommunityds

Jan 20, 2023


Thank you to the Learning Community of Douglas and Sarpy Counties team Itzeni Nayeli Lopez, Executive Director of Elementary Learning Centers, and Anne O'Hara, Family Learning Director for sitting down with Maria Arriaga, the Latino American Commission of Nebraska's Executive Director. It was a wonderful opportunity to learn more about the Learning Community of Douglas and Sarpy Counties' mission and goals as well as a great time to share ideas. ...

[Show More](#)






POSITIVE INTERACTIONS



Omaha Youth 360
Posted on Wall of Learning Community of Douglas and Sarpy Counties

Jan 20, 2023

Omaha Youth 360 participant Jayven Shelton showing his leadership and advocacy skills at the **Learning Community of Douglas and Sarpy Counties** meeting addressing their Board members and new Leadership. This is why we do this, to prepare our students for opportunities and leadership.





Metro-Omaha Raise Me to Read @MetroOmaha_RMtR
Retweeted @LearnComm

Jan 5, 2023



Learning Community of Douglas and Sarpy Counties @LearnComm

¡Con el nuevo año por delante, nos gustaría dar la bienvenida a nuestros estudiantes y familias que regresan de nuevo! Esperamos dar la bienvenida a nuevos participantes en el 2023, así que esté atento a las solicitudes para nuestros muchos programas.





INSIGHTS

- + In January, there was an increase in impressions and engagement across all platforms, except for Twitter. The decrease on Twitter may be due to the lull or uncertainty of its users. Twitter has been under much scrutiny after a change of ownership which led to many institutions leaving the platform. We continue to suggest that Learning Community use twitter as it is a communication hub for educators.
- + Posts that performed best included photos and videos of people and programs, as well as posts advertising open positions. Adding additional links or insight into program and position opportunities, we would potentially see additional increases in engagement.





NEXT STEPS

- + In upcoming months, we will:
 - Integrate additional video content and reels to promote programs and open positions.
 - Continue growing LinkedIn platform by sharing program accomplishments, hiring opportunities and new staff highlights.
 - We will continue to be thoughtful about which posts fit best in our Spanish translation posts so that the content fits with the targeted audience.
 - Share more participant highlights and accomplishments to grow program interest and applications.



EXECUTIVE COMMITTEE AND LEARNING COMMUNITY COORDINATING COUNCIL 2023 MEETING DATES

Note: Executive Committee meetings are held on the first Tuesday of each month, 6:00 p.m. to 7:00 p.m., at the Learning Community Center of North Omaha (LCCNO), 1612 North 24th Street, Omaha NE 68110 Or via Zoom.

LCCC meetings are held on the third Thursday of each month, 6:00 p.m., at the Learning Community Center of North Omaha (LCCNO), 1612 North 24th Street, Omaha NE 68110

EXECUTIVE COMMITTEE	COORDINATING COUNCIL
January 3	January 5 (Special Meeting) January 19 (Regular)
February 7	February 16
March 7	March 16
April 4	April 20
May 2	May 18
June 6	June 15
July 11	July 20
August 1	August 17
September 5	September 7 & September 28
October 3	October 19
November 7	November 16
December 5	December 21