

Learning Community Coordinating Council

January 19, 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 January meeting of the Learning Community Council is called to order on January 19, 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. Chair Opening Statement:

A. 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 5th, 2023, meeting of the Council
- ii. Treasurer's Report – dated November 30th & December 31, 2022

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. Interview Candidates for Appointment to the Subcouncil 2 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 2 vacancy (including any candidate who receives a majority of the votes).

ii. Action Item: Vote by written ballot to select the appointee

iii. Action Item: Appoint one finalist to the Subcouncil 2 candidate vacancy

Upcoming Meeting – February 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:

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

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOW

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



1612 North 24th Street
Omaha, Nebraska 68110
Phone: 402.964.2405

Chief Executive Officer
Dr. Bradley Ekwerekwu

**COORDINATING
COUNCIL OFFICERS**

Chair
Allen Hager

Vice Chair
Brian Thommes

Secretary
Carol Hahn

Treasurer
Mark Hoeger

COUNCIL MEMBERS

Achievement Subcouncil 1
Clarice Jackson
Brian Thommes

Achievement Subcouncil 2
Carol Hahn
Nathan Zingg

Achievement Subcouncil 3
Mark Hoeger
Melinda Kozel

Achievement Subcouncil 4
Allen Hager
Lisa Schoenberger

Achievement Subcouncil 5
Erik Servellon
Tonya Ward

Achievement Subcouncil 6
Andrew Brock
Tim Hall

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
circumstance.*

LearningCommunityDS.org

JANUARY 19, 2023 LCCC MEETING

CEO REPORT

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. OneWorld 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.

Learning Community Coordinating Council

January 5th, 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 5th, 2023, at 6:00 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 5th, 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 4th, 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 2, 2023.

iv. Pledge of Allegiance

v. Oath of Office

Douglas Brady, Gerald Mike Kuhn, Sally Otis, Mark Hoeger, Brian Thommes, and Tonya Ward were all sworn into office and completed associated paperwork, notarized by Margaret Herschiser, Koley Jessen.

vi. Welcome & Introductions

vii. Council Roll Call:

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

Voting Members Excused:

Members Absent:

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

Also Present: BECI, Koley Jessen

v. Officer Elections

Thommes was nominated for Chair-accepted nomination. Hoeger was nominated for Chair-declined nomination. Vote was tallied via roll call, All voting members present voted Yay (10-0). Thommes is appointed Chair.

Hoeger was nominated for Vice Chair-accepted nomination. Vote was tallied via roll call, All voting members present voted Yay (10-0). Hoeger is appointed Vice Chair.

Miller was nominated for Secretary-accepted nomination. Vote was tallied via roll call, All voting members present voted Yay (10-0). Thommes is appointed Secretary.

Hall was nominated for Treasurer-accepted nomination. Vote was tallied via roll call, All voting members present voted Yay (10-0). Hall is appointed Treasurer.

II. Chair Opening Statement

A. Reports

- i. Chair - Thommes thanks everyone for his nomination and expresses positive intentions for the future of the Learning Community.

- a. Subcommittee Interest Indicator Summary

Each Council member completed the subcommittee interest form and submitted to the Chair for assignment.

- b. Conflict of Interest- Disclosure Form- Margaret Hershiser

Each Council member completed the conflict-of-interest form and submitted to the CEO for internal records and compliance. Margaret Herschiser assisted with this process.

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 November 17th, 2022, meeting of the Council

Motion to approve Council meeting minutes of November 17th, 2022.

Motion first by Thommes, second by Schoenberger.

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

IV. Adjourn- 6:53 PM by Thommes

V. Upcoming Meeting – January 19th, 2023 – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

***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	January 19 th , 2023, 6:00 p.m. Learning Community Center of North Omaha, 1612 N.24 th Street, Omaha, NE
Subcouncil #1	To Be Determined
Subcouncil #2	To Be Determined
Subcouncil #3	To Be Determined
Subcouncil #4	To Be Determined
Subcouncil #5	To Be Determined
Subcouncil #6	To Be Determined

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS:

- LCCC Minutes dated November 17, 2022
- Officer Election Procedures Summary
- Subcommittee Interest Indicator Summary
- Conflict of Interest - Disclosure Form

**LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES
Treasurer's Report
Nov 30, 2022**

Checks#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	11/1/22	All Copy Products	AR3724438	Monthly Maintenance for Admin Area 11/1/22-11/30/22	41.12		
				Monthly Maintenance for Parent University 11/1/22-11/30/22	120.02		
5827				All Copy Products		161.14	Paid In Full
	11/1/22	Buffett Early Childhood Institute	LCYR1-092022Eval	September 2022 Supt Plan Eval	2,107.83		
	11/1/22	Buffett Early Childhood Institute	LCYR1-102022Eval	October 2022 Supt Plan Eval	2,082.83		
3767				Buffett Early Childhood Institute		4,190.66	Paid In Full
	11/1/22	Buffett Early Childhood Institute	LCYR1-102022SUPES	November 2022 monthly program payment	155,721.76		
				<i>Residual Balance 25% of Residual deduction</i>	<i>-14,939.07</i>		
5834				Buffett Early Childhood Institute		140,782.69	Paid In Full
	11/21/22	Blue Cross Blue Shield of Nebraska	2726757	December Health & Dental (Admin)	6,156.95		
				December Health & Dental (PU Staff)	5,583.87		
				December Health & Dental (ELC Dir)	4,617.50		
5860				Blue Cross Blue Shield of Nebraska		16,358.32	Paid In Full
	10/31/22	C & A Industries - Celebrity Staff	2805972	PU Receptionist temp 10/16/22-10/22/22	1,320.00		
5835				C & A Industries - Celebrity Staff		1,320.00	Paid In Full
	11/7/22	C & A Industries - Celebrity Staff	2814377	PU Receptionist temp 10/23/22-10/29/22	1,320.00		
5844				C & A Industries - Celebrity Staff		1,320.00	Paid In Full
	11/1/22	Clarity Benefit Solutions	1101224474	October 2022 Admin Mo Fee; MED & DCA	45.17		
5828				Clarity Benefit Solutions		45.17	Paid In Full
	11/1/22	Colonial Life	3884152-1101777	Short Term Dis (Admin)	449.65		
5857				Colonial Life		449.65	Paid In Full
	10/31/22	Completely KIDS	20221031LC	October Contract billing for Field Club Elementary	11,140.00		
5838				Completely KIDS		11,140.00	Paid In Full
	10/12/22	Occupational Health Centers of NE	257156806	Employment testing- Dunn, Caitlyn	68.00		
5829				Occupational Health Centers of NE		68.00	Paid In Full
	10/25/22	Occupational Health Centers of NE	257161116	Employment testing- Temple, Essence	68.00		
5841				Occupational Health Centers of NE		68.00	Paid In Full
	11/17/22	Control Yours	6314	Plus membership Subscription fee for LCC	175.00		
5850				Control Yours		175.00	Paid In Full
	10/31/22	Culligan of Omaha	1049221	Equipment Cooler (Admin Office)	12.50		
	10/31/22	Culligan of Omaha	1049347	Equipment Cooler (LCCNO Class Rooms)	5.50		
5842				Culligan of Omaha		18.00	Paid In Full
	11/21/22	Culligan of Omaha	1050739	Water & Delivery 11/16/22 (Admin Office 28A)	27.75		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES
Treasurer's Report
Nov 30, 2022

Checks#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	11/21/22	Culligan of Omaha	1050748	5 Gal water Delivery & Equipment 11/16 Cooler (LCCNO Class Rooms 28B)	194.50		
5858				Culligan of Omaha		222.25	Paid In Full
5836	11/2/22	The Daily Record	148169	Coordinating Council mtg notice - 11/2/22 The Daily Record	23.44	23.44	Paid In Full
5851	11/15/22	The Daily Record	148441	Coordinating Council mtg notice - 11/17/22 The Daily Record	23.44	23.44	Paid In Full
1412	11/4/22	El Mero Mero Inc	November 2022	November 2022 El Mero Mero Inc	5,582.00	5,582.00	Paid In Full
5861	10/31/22	EMSPACE, INC	90713	Account Service & Consulting New Brand ID & Recommendation Media Outreach & Management Website Updates Annual Report & Misc Comm Support Social Media Management Media Training EMSPACE, INC	2,775.00 1,687.50 2,351.16 1,237.50 2,212.50 3,662.50 37.50	13,963.66	Paid In Full
5852	11/11/22	Engineered Controls, Inc	174686	ADA button on door repair Engineered Controls, Inc	163.00	163.00	Paid In Full
5830	11/1/22	Envisioned Solution, Inc	INV-0046	LC Monthly Hosting Cost of LCC app Envisioned Solution, Inc	199.00	199.00	Paid In Full
1410	11/1/22	HELP Foundation of Omaha	2302 November 2022	Rent and utilities HELP Foundation of Omaha	13,234.31	13,234.31	Paid In Full
5853	11/10/22	HyVee Accounts Receivable	218408	PU Parent/Child Classes HyVee Accounts Receivable	805.74	805.74	Paid In Full
5845	10/1/22 11/1/22	InfiNet Solutions, Inc. InfiNet Solutions, Inc.	62993ISI 63213ISI	Monthly Managed Services - October 2022 Monthly Managed Services - November 2022 InfiNet Solutions, Inc.	2,016.75 2,023.25	4,040.00	Paid In Full
5864	11/25/22	InfiNet Solutions, Inc.	63415ISI	USB Extension Cable adapter 9.8ft InfiNet Solutions, Inc.	8.00	8.00	Paid In Full
5848	11/15/22	Jensen Rogert Associates, Inc.	2022-12	December 2022 installment Jensen Rogert Associates, Inc.	2,500.00	2,500.00	Paid In Full
5847	11/10/22 11/10/22 11/10/22 11/10/22 11/10/22	Koley Jessen PC LLO Koley Jessen PC LLO Koley Jessen PC LLO Koley Jessen PC LLO Koley Jessen PC LLO	445996 447943 447944 447945 447946	M Street Lease General Through 10/31/22 ELC Contracts Personnel Matters Monthly Community Council Meetings Koley Jessen PC LLO	3,925.00 1,108.00 1,795.00 79.00 1,836.00	8,743.00	Paid In Full

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES
Treasurer's Report
Nov 30, 2022

Checks#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
1411	11/2/22	Lund Company	1612 November 2022	Lease payment Lund Company	53,503.01	53,503.01	Paid In Full
5846	6/10/22	Miller Electric Company	59997	Provide and Install Exterior Cameras Miller Electric Company	4,149.85	4,149.85	Paid In Full
5849	10/1/22	One World Community Health Centers, Inc	INV063	September 2022 Expenses South Omaha Center One World Community Health Centers, Inc	165,596.00	165,596.00	Paid In Full
5862	11/1/22	One World Community Health Centers, Inc	INV089	October 2022 Expenses South Omaha Center One World Community Health Centers, Inc	140,478.00	140,478.00	Paid In Full
5859	11/21/22	PARLAY CONSULTING FIRM INC	553	CEO Coaching Session 8/9/22 & 9/15/22 PARLAY CONSULTING FIRM INC	450.00	450.00	Paid In Full
5831	10/26/22	HiTouch	7601532310-0-2	LUNCHEON NAPKINS EARL GREY HiTouch	12.10 14.65	26.75	Paid In Full
5837	11/1/22	HiTouch	7367487890-0-1	CLOROX WIPES VALUE PK HELLO NAME TAGS HiTouch	96.81 25.20	122.01	Paid In Full
5840	11/3/22	HiTouch	7367730388-0-1	Manila Folders, 50/Box HiTouch	99.97	99.97	Paid In Full
5855	11/12/22	HiTouch	7368585938-0-1	Foam Cup Clorox Wipes KCUP Assortment HiTouch	85.70 49.02 198.28	333.00	Paid In Full
5865	11/18/22	HiTouch	7602317873-0-1	Metal Compact Stapler Facial Tissue Swingline Stapler Monthly Planner, Black Gel Blk Gel Blue Finito X-Fine Blue Pen	21.29 14.84 8.95 26.28 13.33 13.33 27.24		
	11/22/22	HiTouch	7602317873-0-2	Coffee supplies (water, sugar, creamer) HiTouch	83.60	208.86	Paid In Full
5832	10/26/22	Philadelphia Insurance Companies	2004215111	umbrella payment Philadelphia Insurance Companies	476.83	476.83	Paid In Full
	11/15/22	Project Harmony	11152022	Parent University Program Sept-Oct 2022 True-up	67,073.80		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES
Treasurer's Report
Nov 30, 2022

Checks#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
				Waive the \$100 fee for Phoebe_s Landrum_s Emegenetics profile	-100.00		
5863				Project Harmony		66,973.80	Paid In Full
5843	11/9/22	Regal Printing	87412	Business Cards, Lopez Regal Printing	65.50	65.50	Paid In Full
5833	11/1/22	Sun Life Assurance Company of Canada	November 2022	EE Life, AD&D, & LTD Insurance (ADMIN) EE Life, AD&D, & LTD Insurance (PR Ded) Sun Life Assurance Company of Canada	87.29 13.27	100.56	Paid In Full
5856	11/1/22	The Russell Center LLC	001	Grant and Writing Services The Russell Center LLC	881.25	881.25	Paid In Full
3768	11/1/22	UNMC	11/2022 ELC Eval	November 2022 Monthly ELC Eval Prog UNMC	35,164.58	35,164.58	Paid In Full
5866	11/19/22	VSP Insurance Co.	816562253	December 2022 VSP Insurance Co.	154.66	154.66	Paid In Full
112822EFT	11/28/22	Security National Bank	October Statement	Credit Card Online Pmt	1,275.48	1,275.48	Paid In Full
					695,664.58	695,664.58	

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Credit Card Report

Nov 30, 2022

Date	Reference	Trans Description	Debit Amt	Credit Amt	Balance
11/1/22		Beginning Balance			-1,275.48
11/2/22	CC112022_H01	Crowne Promo Communications, L		7,999.96	
11/2/22	CC112022_H02	Kreative Ways		272.82	
11/8/22	CC112022_V01	United States Postal Service		100.00	
11/15/22	CC112022_H03	Amazon.com		7.97	
11/16/22	CC112022_V02	TDC Personal Chef Services LLC		1,851.00	
11/16/22	CC112022_H08	Amazon.com		96.65	
11/17/22	CC112022_V03	Zoom Video Communication, Inc.		199.90	
11/17/22	CC112022_V04	Sam's Club		34.20	
11/18/22	CC112022_V05	Saji Events		934.50	
11/23/22	CC112022_H04	Amazon.com		48.10	
11/23/22	CC112022_H05	Amazon.com		48.10	
11/23/22	CC112022_H06	Amazon.com		57.72	
11/23/22	CC112022_H07	Amazon.com		73.96	
11/24/22	CC112022_V06	Stamps.com		17.99	
11/28/22	112822EFT	Security National Bank - Credit Card Payable - SNB	1,275.48		
11/28/22	CC112022_V07	1&1 Ionos		8.71	
11/28/22	CC112022_V08	Omaha That Life Visuals		210.00	
11/30/22	CC112022_L01	T-Mobile		417.79	
		Current Period Change	1,275.48	12,379.37	-11,103.89
11/30/22		Ending Balance			-12,379.37

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Dec 31, 2022

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
5883	12/1/22	Accident Fund	1000082364	4th Installment Accident Fund	332.75	332.75	Paid In Full
5874	12/5/22	All Copy Products	AR3758595	Monthly Maintenance for Admin Area 11/1/22-11/30/22 Monthly Maintenance for Parent University 11/1/22-11/30/22 All Copy Products	43.36 119.89	163.25	Paid In Full
3770	12/2/22	Buffett Early Childhood Institute	LCYR2-112022Eval	November 2022 Supt Plan Eval Buffett Early Childhood Institute	2,082.83	2,082.83	Paid In Full
5880	12/2/22	Buffett Early Childhood Institute	LCYR2-112022Supes	December2022 monthly program payment <i>Residual Balance 25% of Residual deduction</i> Buffett Early Childhood Institute	168,447.74 <i>-14,939.07</i>	153,508.67	Paid In Full
5918	12/20/22	Blue Cross Blue Shield of Nebraska	2800431	January Health & Dental (Admin) January Health & Dental (PU Staff) January Health & Dental (ELC Dir) Blue Cross Blue Shield of Nebraska	6,156.95 9,103.96 4,617.50	19,878.41	Paid In Full
5882	12/6/22	City of Omaha	225809	Librarian (Debra Paris) Oct 2022 PR/Benefits Part-Time Status City of Omaha	4,719.22	4,719.22	Paid In Full
5900	12/13/22	City of Omaha	226209	Librarian (Debra Paris) Nov 2022 PR/Benefits Part-Time Status City of Omaha	3,431.57	3,431.57	Paid In Full
5874	12/1/22	Clarity Benefit Solutions	1201224474	November 2022 Admin Mo Fee; MED & DCA Clarity Benefit Solutions	45.17	45.17	Paid In Full
5912	12/1/22	Colonial Life	3884152-1201805	Monthly Short-Term Disability Insurance Premium Pymt - LC ADMIN Staff Monthly Short-Term Disability Insurance Premium Pymt - ELC Director Staff Monthly Short-Term Disability Insurance Premium Pymt - Parent University Staff Colonial Life	449.65 138.00 606.00	1,193.65	Paid In Full
5884	11/18/22	Occupational Health Centers of NE	257147854	Employment testing- Lopez, Itzeni Occupational Health Centers of NE	68.00	68.00	Paid In Full
5896	11/30/22	Occupational Health Centers of NE	257181708	Employment testing- Hamilton, Kenaija Occupational Health Centers of NE	68.00	68.00	Paid In Full
5914	12/13/22	Occupational Health Centers of NE	257190686	Employment testing- McKleny, Linda Occupational Health Centers of NE	68.00	68.00	Paid In Full
	12/17/22	Control Yours	6341	Plus membership Subscription fee for LCC	192.50		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Dec 31, 2022

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
5902				Control Yours		192.50	Paid In Full
	12/20/22	Culligan of Omaha	1053635	Water & Delivery 12/16/22 (Admin Office 28A)	22.10		
5903				Culligan of Omaha		22.10	Paid In Full
	12/20/22	Culligan of Omaha	1053643	5 Gal water Delivery & Equipment 11/16 Cooler (LCCNO Class Rooms 28B)	71.35		
5915				Culligan of Omaha		71.35	Paid In Full
	12/14/22	Datashield	0107859	Onsite Shredding Cart	54.00		
5904				Datashield		54.00	Paid In Full
	12/8/22	Douglas County West School District	Sept-Nov 2022	Sup EC Prgm Sept-Nov 2022	26,208.85		
5893				Douglas County West School District		26,208.85	Paid In Full
	12/1/22	El Mero Mero Inc	December 2022	December 2022	5,849.50		
1413				El Mero Mero Inc		5,849.50	Paid In Full
	12/1/22	Envisioned Solution, Inc	INV-0055	LC Monthly Hosting Cost of LCC app	199.00		
5867				Envisioned Solution, Inc		199.00	Paid In Full
	11/28/22	FNIC Advisors	191444	New Misc. Bond for Tim Hall (Travelers Pol #107739037) 1/31/2023-2024	1,361.00		
5910				FNIC Advisors		1,361.00	Paid In Full
	12/16/22	Great Kids, Inc.	18311	4 Day Growing Great Kids for Preschoolers Certification Seminar 12/12-12/16/22	9,775.00		
5908				Great Kids, Inc.		9,775.00	Paid In Full
	12/1/22	HELP Foundation of Omaha	2302 December 2022	December Rent and utilities	12,996.84		
1414				HELP Foundation of Omaha		12,996.84	Paid In Full
	12/12/22	HyVee Accounts Receivable	4852530302	PU Parent/Child Classes	800.55		
5911				HyVee Accounts Receivable		800.55	Paid In Full
	12/1/22	InfiNet Solutions, Inc.	63476ISI	Monthly Managed Services -December2022	2,023.25		
5894				InfiNet Solutions, Inc.		2,023.25	Paid In Full
	11/28/22	Jay L. Ringle	PU-0004	PU Database Tech Support	700.00		
5916				Jay L. Ringle		700.00	Paid In Full
	12/16/22	Jensen Rogert Associates, Inc.	2023-01	January 2023 installment	2,700.00		
5909				Jensen Rogert Associates, Inc.		2,700.00	Paid In Full
	12/10/22	Koley Jessen PC LLO	448627	M Street Lease	1,762.50		
	12/10/22	Koley Jessen PC LLO	449373	General Through 11/30/22	1,374.56		
	12/10/22	Koley Jessen PC LLO	449374	ELC Contracts	268.00		
	12/10/22	Koley Jessen PC LLO	449375	Monthly Community Council Meetings	1,650.00		
5895				Koley Jessen PC LLO		5,055.06	Paid In Full
	8/1/22	Konica Minolta Premier Finance	77144644-1	Parent University Copier Lease(Late Fee)	10.02		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Dec 31, 2022

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	9/29/22	Konica Minolta Premier Finance	77751964-1	Parent University Copier Lease (past due bill & late fee)	231.33		
5873				Konica Minolta Premier Finance		241.35	Paid In Full
	11/29/22	Konica Minolta Premier Finance	78337888	Admin Copier Lease	194.48		
5868				Parent University Copier Lease	200.34		
				Konica Minolta Premier Finance		394.82	Paid In Full
	12/7/22	Lion's Gate Security Solutions	LCNOV2022	10/29/2022 Security Services 11/3, 11/5, 11/8, 11/9, 11/10, 11/12, 11/17	504.00		
5885				Lion's Gate Security Solutions		504.00	Paid In Full
	12/1/22	Lund Company	1612 December 2022	December Lease payment	52,459.76		
1415				Lund Company		52,459.76	Paid In Full
	11/30/22	Millard Public Schools Foundation, Inc.	3	Circle of Security Gas Cards Reimbursement	125.00		
5905				Millard Public Schools Foundation, Inc.		125.00	Paid In Full
	12/19/22	Millard Public Schools	0005	Circle of Security Meals	769.95		
5906				Millard Public Schools		769.95	Paid In Full
	12/2/22	NE Council of School Administrators	74640	2022 Legislative preview-Itzeni Lopez	120.00		
5881				2022 Legislative preview-Tameshia Harris	120.00		
				NE Council of School Administrators		240.00	Paid In Full
	11/19/22	Omaha Bridges Out of Poverty, Inc.	MOU -082322	Getting Ahead in a Just-Getting _By-World workshop - Saturdays, 09/6/2022 _ 11/12/2022 10 weeks in length (Final)	1,737.00		
5869				Omaha Bridges Out of Poverty, Inc.		1,737.00	Paid In Full
	11/30/22	One Source The Background Check Company	2136-20221130	Temple, Essence Bkgrd Chk	5.00		
5870				Hamilton, Kenaija Bkgrd Chk	45.50		
				One Source The Background Check Company		50.50	Paid In Full
	12/29/22	OMAHA PUBLIC SCHOOLS	BECI0012	Sept-Nov 30 2022 BECI payment - Mt. View	131.96		
5919				Sept-Nov 30 2022 BECI payment - Gomez	18,030.00		
				Sept-Nov 30 2022 BECI payment - Liberty	37,975.91		
				Sept-Nov 30 2022 BECI payment - Pinewood	34,599.60		
				OMAHA PUBLIC SCHOOLS		90,737.47	Paid In Full
	12/29/22	OMAHA PUBLIC SCHOOLS	Sept 1-Nov302022 ELC	Instructional Coaching - SC1	15,001.08		
5920				Instructional Coaching - SC3	17,581.86		
				ELC Partnership Progrm	72,631.17		
				OMAHA PUBLIC SCHOOLS		105,214.11	Paid In Full
	12/22/22	PARLAY CONSULTING FIRM INC	574	CEO Coaching Session 10/11/22	225.00		
5913				PARLAY CONSULTING FIRM INC		225.00	Paid In Full
	11/29/22	HiTouch	7368585938-0-2	Kleenex Tissue	59.39		
5879				HiTouch		59.39	Paid In Full

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Dec 31, 2022

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	11/30/22	HiTouch	7369334348-0-1	Dixie Ultra Bowls	71.34		
				Ultra Plates	49.90		
5876	12/1/22	HiTouch	7369389467-0-1	Colored folders	89.40		
				HiTouch		210.64	Paid In Full
	12/9/22	HiTouch	7370091197-0-1	Lysol Disinfectant	48.23		
5898				Coat Hook Command	7.21		
				HiTouch		55.44	Paid In Full
5886	11/26/22	Philadelphia Insurance Companies	2004215112	umbrella payment	477.83		
				Philadelphia Insurance Companies		477.83	Paid In Full
5901	12/8/22	Picklemans Gourmet Cafe #17	2577	PU common sense parenting cafe' 12/6/22	115.32		
				Picklemans Gourmet Cafe #17		115.32	Paid In Full
5877	10/20/22	Ralston Public Schools	102201	Circle of Security Child Care	1,120.15		
				Ralston Public Schools		1,120.15	Paid In Full
1416	10/31/22	RDG Planning & Design	52517	Professional Svcs thru 10/31/22 Pre-design & Schematics Satellite Center 16th St	3,094.31		
				RDG Planning & Design		3,094.31	Paid In Full
	11/30/22	RDG Planning & Design	52810	Professional Svcs thru 11/30/22 Pre-design & Schematics Satellite Center 16th St	2,062.50		
	11/30/22	RDG Planning & Design	52811	Professional Svcs thru 11/30/22 Pre-design & Schematics 3rd Center 98th M St	1,620.00		
1417				RDG Planning & Design		3,682.50	Paid In Full
5887	12/7/22	Regal Printing	87955	PU Brochures & Rack Cards	1,133.95		
				Regal Printing		1,133.95	Paid In Full
5888	12/6/22	Regal Awards & Advertising Specialties	197267	DUAL LAYER PLAQUE W/STANOFF SILVER HARDWARE (Awards for Council members -Paul Hartnett)	362.25		
				Easel Back	25.00		
				Regal Awards & Advertising Specialties		387.25	Paid In Full
5878	12/1/22	Sun Life Assurance Company of Canada	December 2022	EE Life, AD&D, & LTD Insurance (ADMIN)	87.29		
				EE Life, AD&D, & LTD Insurance (PR Ded)	13.27		
				Sun Life Assurance Company of Canada		100.56	Paid In Full
5871	11/27/22	The Reserves Network, Inc	6539542	PU Admin Assistant Temp 11/14-11/20/2022	561.00		
	11/27/22	The Reserves Network, Inc	6539543	PU Admin Assistant Temp 11/21-11/27/2022	561.00		
				The Reserves Network, Inc		1,122.00	Paid In Full
5889	12/4/22	The Reserves Network, Inc	6540798	PU Admin Assistant Temp 11/27-12/4/2022	1,369.50		
				The Reserves Network, Inc		1,369.50	Paid In Full
5899	12/11/22	The Reserves Network, Inc	6541010	PU Admin Assistant Temp Buy-Out	4,566.00		
				The Reserves Network, Inc		4,566.00	Paid In Full

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES
Treasurer's Report
Dec 31, 2022

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
5907	12/11/22	The Reserves Network, Inc	6541791	PU Admin Assistant Temp 12/5-12/11/2022 The Reserves Network, Inc	1,394.25	1,394.25	Paid In Full
3769	12/1/22	UNMC	12/2022 ELC Eval	December 2022 Monthly ELC Eval Prog UNMC	35,164.58	35,164.58	Paid In Full
5892	12/6/22	University of Nebraska at Omaha	UNO Corp 0000002625	Tuition Reimbursement -Lewis Tiffani University of Nebraska at Omaha	1,646.88	1,646.88	Paid In Full
5917	12/19/22	VSP Insurance Co.	816786972	January 2023 VSP Insurance Co.	112.39	112.39	Paid In Full
5897	12/8/22	Washington County Election Commission	11/8/22 GenElection	11/08/2022 General Election expenses for LC Coordinating Council Washington County Election Commission	100.00	100.00	Paid In Full
5872	11/14/22	World Speaks	November 1236	PU Interpreting Svcs-Spanish World Speaks	75.00	75.00	Paid In Full
5891	12/7/22	World Speaks	December 1237	PU Interpreting Svcs-Spanish World Speaks	75.00	75.00	Paid In Full
122722EFT	12/27/22	Security National Bank	November Statement	Credit Card Online Pmt	12,379.37	12,379.37	Paid In Full
					574,709.79	574,709.79	

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Credit Card Report

Dec 31, 2022

Date	Reference	Trans Description	Debit Amt	Credit Amt	Balance
12/1/22		Beginning Balance			-12,379.37
12/6/22	CC122022_H01	Crowne Promo Communications, L		1,599.99	
12/7/22	CC122022_V01	WalMart		15.58	
12/12/22	CC122022_V02	Saji Events		445.73	
12/15/22	CC122022_H02	Amazon.com		7.73	
12/15/22	CC122022_H05	Amazon.com		9.62	
12/16/22	CC122022_V03	Amazon.com		54.95	
12/16/22	CC122022_H03	Amazon.com		88.26	
12/17/22	CC122022_V04	Zoom Video Communication, Inc.		199.90	
12/17/22	CC122022_H04	Amazon.com		28.83	
12/17/22	CC122022_H06	Amazon.com		21.38	
12/18/22	CC122022_H07	Amazon.com		602.34	
12/19/22	CC122022_H08	Amazon.com		31.01	
12/19/22	CC122022_H09	Amazon.com		70.29	
12/19/22	CC122022_H10	Amazon.com		29.94	
12/19/22	CC122022_H11	Amazon.com		450.52	
12/19/22	CC122022_H12	Amazon.com		26.70	
12/19/22	CC122022_H19	Amazon.com		32.09	
12/20/22	CC122022_H13	Amazon.com		33.15	
12/21/22	CC122022_H14	Amazon.com		69.86	
12/21/22	CC122022_H15	Amazon.com		44.39	
12/22/22	CC122022_H16	Amazon.com		72.05	
12/24/22	CC122022_V05	Stamps.com		17.99	
12/27/22	122722EFT	Security National Bank - Credit Card Payable - SNB	12,379.37		
12/28/22	CC122022_V06	1&1 Ionos		8.71	
12/29/22	CC122022_H17	Amazon.com		42.79	
12/29/22	CC122022_H18	Amazon.com		40.65	
		Current Period Change	12,379.37	4,044.45	8,334.92
12/31/22		Ending Balance			-4,044.45

Programming Updates

November 19, 2022

A. Center Updates

- Attached is a written report from the South Center.
- North Center:
 - Mrs. Tameshia Harris, Program Director, resigned; her last day was 01.13.2023.
 1. Nayeli Lopez (ED) will be the interim Program Director until the position is filled.
 - Parent University programming Spring semester is up and running.
 - Welcome to Ileri Caro, Program Manager at Parent University.

B. Superintendents' Plan

C. District Initiatives

- The following District Initiative Agreements are up for renewal in 2023:
 - **Subcouncil 3**
 1. Completely Kids
 - **Subcouncil 6**
 1. DC West
 2. Elkhorn
 3. Papillion
 4. Springfield

Paula (Executive Assistant) will be sending an email to schedule a subcommittee meeting to discuss each agreement.

- Master Contract Calendar: To ensure Council Members can review and discuss Contracts and Agreements in a timely manner, we are creating a Master Contract calendar via outlook. All council members can access the shared calendar on your Learning Community Calendar.

LEARNING COMMUNITY CENTER OF SOUTH OMAHA

11/10/22 to 1/12/23

General Information

- Family events during this period included a gratitude-themed event in November and a holiday event in December
- Families attended the College Prep program ended with a celebration in November
- Parent graduated from our GED program in December
- UNO Service Learning connected our program with a UNO Spanish course and a co-created event was developed to benefit both UNO students and our families
- Nebraska Diaper Bank continues to give diapers to LCCSO families each month. In December, 76 children received diapers.
- The South center currently has three open positions: Educational Navigator and two Child Learning Providers
- 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 include classes once every two weeks, including:
 - Nurturing Parenting
 - Pyramid Model for Parents
 - Circle of Security
 - Love and Logic
 - Mommy and Me class in Q'anjob'al language
 - 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)
 - Domestic Violence Prevention (Women's Center for Advancement)
 - Opening Doors (Catholic Charities)
 - Child Learning during parent classes and workshops
 - Opera Omaha hosted its musical story time on-site in November and December
 - The Big Garden worked with our children in November
 - Interactive Parent/Child Programming
 - String Sprouts violin classes
 - College Prep: Family Learning program with UNO (twice a week in evenings for 6 weeks)
 - Family Days (Thanksgiving event with Opera Omaha, holiday event)
 - Home visits are scheduled approximately every 2-3 weeks

- Educational Navigator began working with a representative through the Educational Service Unit to find ways to best be a “coach” for parents
- Community Childcare training
 - Multiple members of the LCCSO team trained in Early Learning Guidelines (early childhood development trainings)
 - Rooted in Relationships program
 - One training in November
 - 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

Educational Navigator Stephanie Diaz Gallindo’s Story

In my work I have never thought about the impact I have made because I have always thought it was a gift for myself to help my community. One of my participants truly showed me the beauty that comes with this line of work. Sayda is someone who is always extremely interactive in our visits and motivates her daughters Lizty and Karen to participate in the activities and in the visits. Every time I arrive I am greeted with a smile and the biggest hug and excitement from the girls. Sayda told me they always look forward to my arrival for the fun activities.

Sayda mentioned her daughters made a new game called Ms. Stephanie. They mimic my arrival with my back pack and my water bottle and greet their mother saying, “Hello! How are you kids? My name is Ms. Stephanie.” They grab a book and pretend to do lessons with their mother the same way I do. It was such a warm feeling knowing I am able to impact their lives and that at their young ages, they notice such little details. I remember when I was their age, I would mimic jobs with my sister and pretend we were receptionists, teachers, and nurses, because I wanted to do that one day. I never thought I would become that inspiration for my families. It just makes me appreciate the difference that we make.

NU NEWS RELEASE: Dr. Walter Gilliam named Buffett Early Childhood Institute executive director

Nov. 21, 2022

Contact: Melissa Lee

(402) 472-7127

(402) 580-3297 (cell)

melissalee@nebraska.edu

University of Nebraska System President Ted Carter announced today that following a national search, he has named Walter S. Gilliam, Ph.D., a leading expert in the education, health and mental health of young children, as the next executive director of NU's Buffett Early Childhood Institute.

Gilliam is currently the Elizabeth Mears & House Jameson Professor of Child Psychiatry and Psychology at Yale University's Child Study Center in New Haven, Conn. He is also director of Yale's Edward Zigler Center in Child Development and Social Policy, named for his mentor, who is known as the "Father of Head Start." Gilliam is a widely published and cited researcher, author and speaker with expertise in early childhood care and education programs, school readiness, and mental health supports for young children, among other areas.

Gilliam will begin his new role on March 1, 2023, succeeding the Buffett Institute's founding executive director, Samuel J. Meisels, Ph.D.

"Walter Gilliam has a deep commitment to education, and early education in particular, as America's greatest force for social mobility and growth," Carter said. "That commitment is personal for him as a first-generation college graduate.

"I have come to know Walter as a strong champion for children and families, a passionate believer in the power of partnerships, and an accomplished thinker who will bring a distinguished record to Nebraska. We're excited to have Walter on board and continue our work in serving the needs of Nebraska's most vulnerable young people."

Launched with a founding gift from Omaha philanthropist Susie Buffett, the Buffett Early Childhood Institute draws on the talents and resources of all four University of Nebraska campuses plus community partners across the state to help transform the lives of young children by improving their learning and development. Faculty across the University of Nebraska have a long history of leadership in early childhood, helping Nebraska create a new model for the engagement of higher education in the field.

As the Buffett Institute celebrates its 10th anniversary this year, Carter said Gilliam emerged as the right person to work with university faculty, staff, students and community partners to lead the institute into

its next chapter. Carter thanked the search committee, chaired by University of Nebraska at Kearney College of Education Dean Mark Reid, for its work in identifying and assessing candidates.

Gilliam said: “In creating the Buffett Early Childhood Institute, Nebraska has set a high bar for what’s possible when talented and committed people from across the university system and around the state come together to make a difference for children, families and the incredible professionals who serve them. I’m honored and excited to be part of this work.

“The challenges before us are clear, and have only become more urgent in the wake of the devastating impacts the pandemic has had on early childhood programs and the early educator workforce. But I know Nebraska will be the place that will deliver nation-leading solutions for making sure every young person has the best possible opportunity for their fullest measure of health, happiness and success.”

Gilliam is vice president of Zero to Three, a past president of Child Care Aware of America, board treasurer for the Irving Harris Foundation, and a board director for First Children’s Finance, All Our Kin and the National Workforce Registry Alliance. In 2008, he was a co-recipient of the prestigious Grawemeyer Award in Education for the coauthored book *A Vision for Universal Preschool Education*.

Gilliam’s research has focused on early childhood education and intervention policy analysis, specifically how policies translate into effective services; ways to improve the quality of prekindergarten and child care services; the impact of early childhood education programs on children’s school readiness; and effective methods for reducing classroom behavior problems and preschool expulsion. His research and writings are frequently cited in major news outlets and he is regularly consulted by decision-makers in the U.S. and other countries on issues related to early care and education.

Gilliam has also studied Covid-19 transmission, vaccination, and health and safety promotion in early childhood settings. At the beginning of the pandemic, he created the [Yale CARES program](#) to study the impact of Covid-19 on early care and education programs; the program has more than 126,000 early educators participating, and its results are regularly provided to federal and state agencies including the CDC and governor’s offices.

Gilliam is a graduate of the University of Kentucky, where he earned a master’s degree in educational psychology and a Ph.D. in school psychology. He grew up in Pikeville, Kent.

-30-

About the University of Nebraska

The University of Nebraska is the state’s only public university system, made up of four campuses – UNL, UNO, UNK and UNMC – each with a distinct role and mission. Together the campuses enroll nearly 50,000 students and employ 16,000 faculty and staff who serve the state, nation and world through education, research and outreach. For more information and news from the University of Nebraska, visit www.nebraska.edu/news.



Buffett
Early Childhood
Institute
at the University of Nebraska

Superintendents' Early Childhood Plan A Birth Through Grade 3 Approach

Amy Schmidtke, Ed.D.

Start early. Start well.





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.

The Superintendents' Early Childhood Plan:

An innovative, comprehensive approach for reducing opportunity and achievement gaps for children from birth through Grade 3



Goals of the Plan

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.

Goals of the Plan

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.

Goals of the Plan

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.

Implementing the Plan

GOAL 1: Customized Assistance to Districts

GOAL 2: School as Hub Programming
for Birth through Grade 3

GOAL 3: Professional Development for All

GOAL 1: Customized Assistance to School Districts

Leadership
Effectiveness

Instructional
Excellence

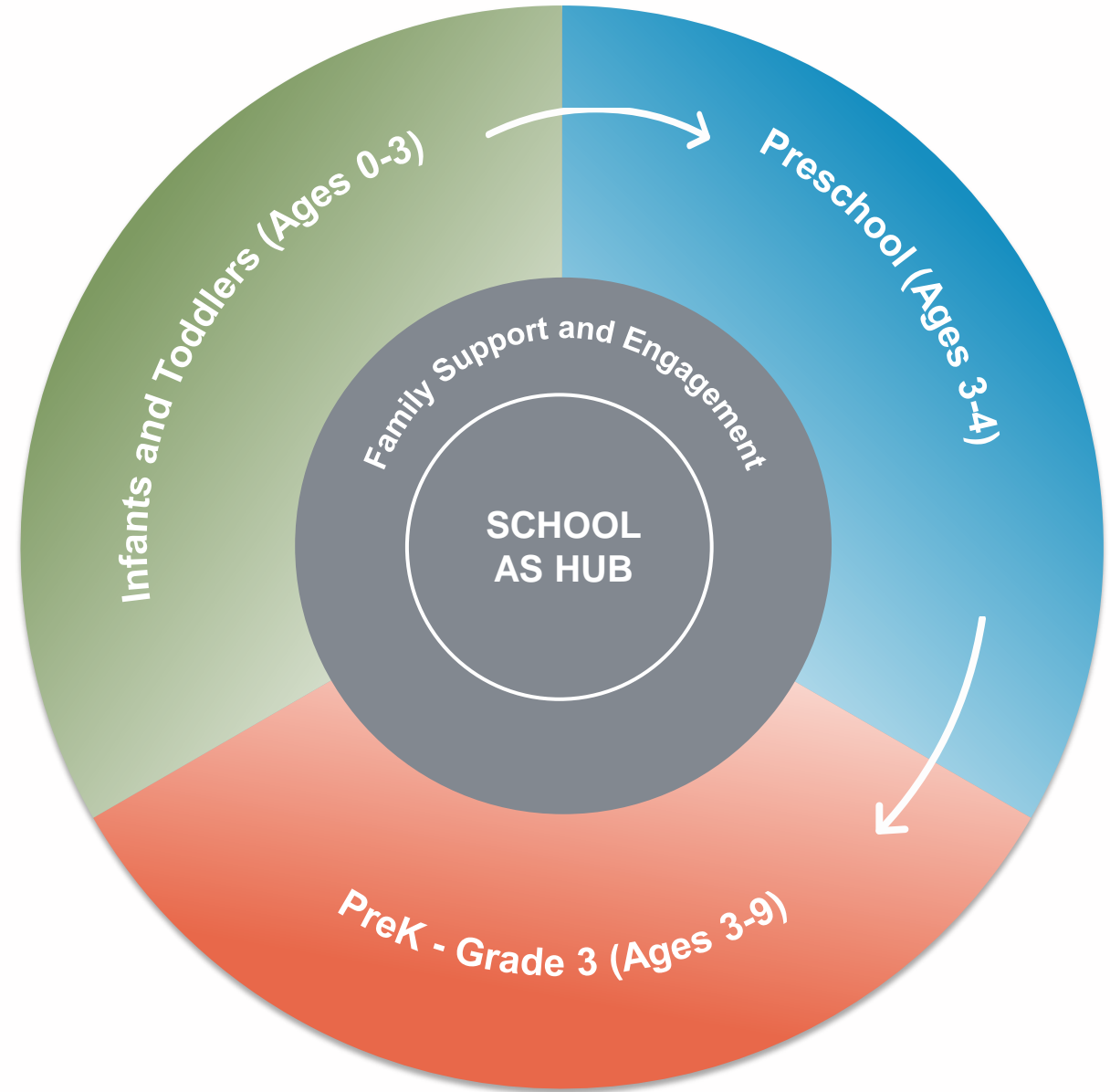
Family and
Community
Partnership
Engagement

GOAL 1: Customized Assistance to School Districts

Current District Action Plans

- Bellevue
- Bennington
- DC West
- Elkhorn
- Gretna
- Millard
- OPS
- Papillion La-Vista
- Ralston
- Westside

GOAL 2: School as Hub Programming



GOAL 2: School as Hub Programming

- 6 Districts
- 8 Schools
- 8 out of 8 Schools with Family Facilitation
- 6 out of 8 Schools with Home Visitation
- 107 PreK – Grade 3 Classrooms
- 2196 PreK – Grade 3 Children

2022-23 Professional Development for All

Theme: Building and Sustaining Powerful Partnerships With Families

Format: Bite-sized learning so birth through Grade 3 educators can learn on their time and schedule. This innovative format will continue to deliver the leading-edge research and practices PD for All has been built upon and provide the practical, evidence-based strategies educators count on.

Upcoming activities: Series overview [video](#)

Session 1:

- Video launching week of Jan. 23
- Interactive Twitter chats, Feb. 2 and Feb. 16
- Social media infographics and emails throughout Feb.

Session 2:

March/April

Session 3:

June/July

Focused Projects

Leadership Effectiveness

- Principals' Community of Practice
- District Organization and Capacity Workshops

Instructional Excellence

- Instructional Toolkit Workgroup

Family and Community Partnership Engagement

- Home Visitor and Family Facilitator Community of Practice
- PD for All Series- Building and Sustaining Powerful Partnerships with Families

Amy Schmidtke

Director of Program Development

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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 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 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 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 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 Evaluation activities will be developed for each of four areas of focus that cut across programmatic strategies/activities: (1) Collaboration,</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.

- 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.

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.

- 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.

(2) District Action Plans, (3) System-Level Changes, and (4) Child and Family Outcomes.

(1) Collaboration

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.

(2) District Action Plans

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.

(3) System-Level Changes

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

- 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.

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.

- 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.

decisions, and improve key activities within the plan so that desired outcomes and impacts are realized.

(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.

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.

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.

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

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>
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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

2.2 Parent University at The Learning Community Center of North Omaha

<p>CAP Goal</p> <p>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</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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<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

CAP Goal

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.

2.3.1 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).

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).

For more information about the program, please see the annual report: www.learningcommunityds.org.

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.

Strategies/Activities:

- The Child Learning Supervisor will complete CLASS training and utilize the learned skills to promote best practices in the child learning rooms.

Evaluation Plan

NWEA-MAP® Growth™
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.

Partnership

Omaha Public Schools, Educare, Buffett Early Childhood Institute

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

CAP Goal

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.

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).

For more information about the program, please see the annual report: www.learningcommunityds.org.

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.

Strategies/Activities:

- 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.

Evaluation Plan

Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences

Partnerships

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

CAP Goal

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.

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.

For more information about the program, please see the annual report: www.learningcommunityds.org.

Strategies/Activities:

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.

Evaluation Plan

Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences.

Partnerships

Metropolitan Community College, Creighton University

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

<p>CAP Goal 3.1 Students are prepared for success in kindergarten and the primary grades.</p>	<p>Equity Connections 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 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 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 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 Rynearson; 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 3.2 Students graduate from high school prepared for postsecondary and career success</p>	<p>Equity Connections 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 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.

<p>CAP Goal 3.4 Students complete postsecondary experiences prepared for career success.</p>	<p>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.</p>
<p>Strategies/Activities</p> <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 	<p>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: *“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!”*

- 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.
- 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.

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.

**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, Superintendents’ Attendance Plan for Districts in the Learning Community of Douglas and Sarpy Counties – Proposed Revision January 2023

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, and state probation to analyze attendance data, identify challenges and share effective strategies;

- 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

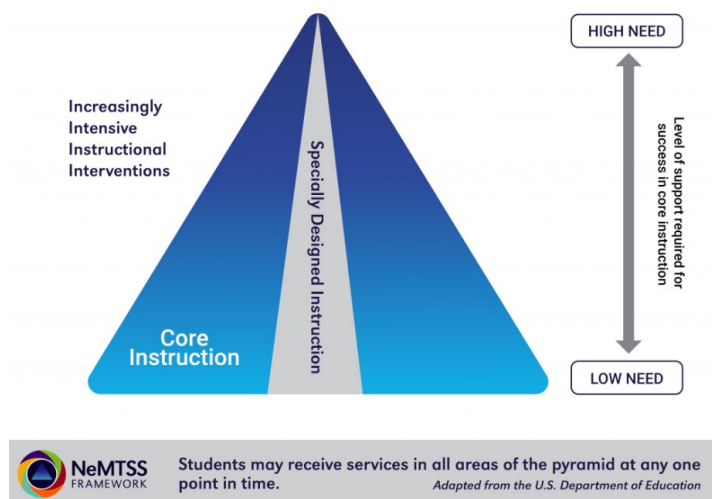
MISSION OF SUPERINTENDENTS' ATTENDANCE PLAN: To address absenteeism and at-risk behavior through encouragement of coordinated efforts to improve student attendance and learning.

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, and state probation 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.

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**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: <u>Cornelius F. Williams</u>		
Home Address: <u>1905 Lothrop Omaha NE 68110</u>		
Home Phone: <u>336-337-0617</u>	E-mail: <u>drphysics@msn.com</u>	
Business:		
Business Address:		
Business Phone:	Business E-mail:	
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 checked="" type="radio"/> Achievement Subcouncil 2	<input 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 type="radio"/> Millard Public Schools	<input type="radio"/> Westside Community Schools
<input type="radio"/> Bennington Public Schools	<input checked="" 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 – <u>Please attach a cover letter and your resume.</u> List applicable education and/or experience:		
How would your experience benefit the Achievement Subcouncil area you reside in and the Learning Community Coordinating Council?		

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.

Cornelius F Williams

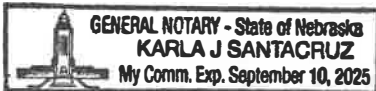
APPLICANT SIGNATURE

PLEASE NOTE: Application needs to be notarized.

STATE OF NEBRASKA)
)
COUNTY OF Douglas)

On this 28th day of December, 2022, before me the undersigned, a Notary Public duly commissioned and qualified in and for the State of Nebraska, personally came, Cornelius F Williams, 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.



Karla J Santacruz

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

To Whom it May Concern:

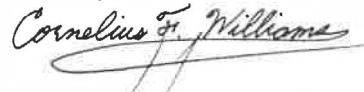
My name is Dr. Cornelius Williams and I graduated from Michigan State University with a Ph.D. in Physics. The purpose of this letter is to apply to serve on the Achievement Council of the Learning Community of Douglas and Sarpy Counties. As you review my resume you will see my diverse background in teaching and research, and I must point out that from 2017 to 2020 I was one of the representatives for the second district on this board. I am confident that my credentials will lead you to the conclusion that I am a great candidate for your team.

As a representative I do believe that one should take the position very serious since one is ask the people to trust in fulling the job, which is why I can say when I held the position I only missed one meeting and attended as many of the functions as I could as a representative of the Learning Community.

Since graduate school I have spent much of my career teaching, but since 2010 I have spent a good deal of time involved in working with the Democratic Party. I have volunteered on few campaigns and have run for a few offices myself as well. I should also point out the I have a long back ground in doing research as a graduate student and working as a patent examiner for the US Patent and Trademark Office.

Because of my experience, I feel that it I am a very good candidate for this position. Therefore, I hope that you will strongly consider me for the position.

Sincerely,

A handwritten signature in cursive script that reads "Cornelius F. Williams". The signature is written in black ink and is positioned above the typed name.

Cornelius F. Williams, Ph.D.

CORNELIUS F. WILLIAMS, PH.D.

1905 Lothrop
Omaha NE 68110
(336) 337-0617 or (402) 457-7922
E-mail: Drcfwilliams@hotmail.com
Drphysics@msn.com

EDUCATION: Michigan State University, East Lansing, MI, Doctor of Philosophy, Nuclear Physics
Texas A&M University, College Station, TX, Master of Science, Physics
Stanford University, Stanford, CA, Bachelor of Science, Physics

WORK EXPERIENCE:

Council Member for The Learning Community of Douglas and Sarpy Counties (2017-2020),
Represented Subcouncil 2, Omaha, NE

University Professor (1998-2022), University of Nebraska at Omaha, Omaha, NE, Winston Salem State University, Winston-Salem, NC, ITT Technical Institute, Omaha, NE; Metropolitan Community College, Omaha, NE, South Carolina State University, Orangeburg, SC, Bowie State University, Bowie, MD, Shippensburg University, Shippensburg, PA, Dana College, Blair, NE, Georgia Southern University, Statesboro, GA

Patent Examiner (2008-2009), Examined patentability of patent application
United States Patent and Trademark Office, Alexandria, VA

Instructor (2009 and 2008), High school physics, astronomy, and chemistry; Upward Bound Summer Academy at Creighton University, Omaha, NE

SKILLS:

An accomplished professional with over 20 years experience in teaching and research.

Knowledgeable of PC and MAC platform including computer programming languages such as FORTRAN, Java and Hypertext formats.

Knowledgeable of vacuum and cryogenic systems, including system construction and use of leak detectors. Competent in radiation safety and the handling of hazardous material. Ability to design and work with various types of radiation and particle detectors. Skilled in the use of industrial equipment.

Qualified faculty advisor and mentor. Taught calculus and non-calculus based introductory physics and physical science courses with lab.

RESEARCH:

- Completed dissertation at Michigan State University, East Lansing, MI with William Lynch, Ph.D., titled "Multifragmentation in $^{84}\text{Kr} + ^{197}\text{Au}$ Collisions at Beam Energies of $E/A = 35, 55, 70, 100, 200,$ and 400 MeV "
- Tested the reliability of GeAs F.E.T.'s at low temperatures for an ion trap designed to trap and cool protons with Robert Kenefick, Ph.D., Texas A&M University, College Station, TX
- Worked on the development of a Superconducting Free Electron Laser with Alan Schwettman, Ph.D., Stanford University, Stanford, CA

PRESENTATIONS:

- National Conference of Black Physics Students, Atlanta, GA, "Energy Dependence of Multifragmentation in $^{84}\text{Kr} + ^{197}\text{Au}$ in Heavy Ion Collisions"
- American Physical Society Meeting, Washington D.C., "Dynamical Effects in $^{84}\text{Kr} + ^{197}\text{Au}$ Collisions at $E/A = 35 - 400 \text{ MeV}$ " (1994)
- National Conference of Black Physics Students, Washington D.C., "Nuclear Physics at MSU" (1995)
- Dissertation Defense Multifragmentation in $^{84}\text{Kr} + ^{197}\text{Au}$ Collisions at Beam Energies of $E/A = 35, 55, 70, 100, 200,$ and 400 MeV (1996)

HONORS:

- Appreciation Award from "The Health Professions Society," South Carolina State University
- Annual Outreach Award for work with the National Conference of Black Physics Students, Michigan State University



**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: Joe DiCostanzo		
Home Address: 2330 N. 66th Street, Omaha, NE 68104		
Home Phone: 4025476662	E-mail: joe.dicostanzo@gmail.com	
Business: Nebraska Children and Families Foundation		
Business Address: 2610 Harney Street		
Business Phone:	Business E-mail: jdicostanzo@nebraskachildren.org	
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 checked="" type="radio"/> Achievement Subcouncil 2	<input 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 type="radio"/> Millard Public Schools	<input type="radio"/> Westside Community Schools
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<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 attached resume and cover letter for education and professional experiences.		
How would your experience benefit the Achievement Subcouncil area you reside in and the Learning Community Coordinating Council?		

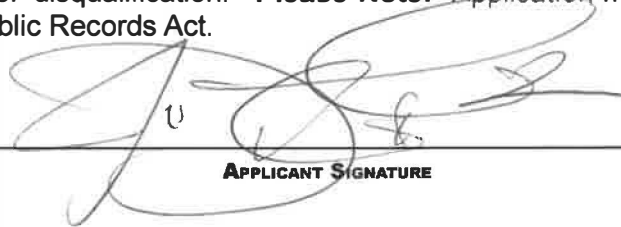
List any additional qualifications you feel would benefit the Achievement Subcouncil and the Learning Community Coordinating Council:

My professional experience provides:

- a unique blend of public school service,
- partnership with non-profit organizations, and
- systems-level partnerships with the Nebraska Department of Education.

Combined with my national-level work at the Harvard Graduate School of Education's Education ReDesign Lab, which provides the opportunity to all students through systematic partnership, my passion, experience, and background make me a unique candidate worthy of consideration.

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.

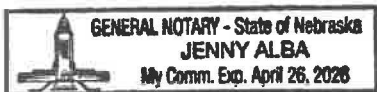
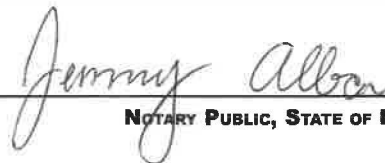
STATE OF NEBRASKA)

)

COUNTY OF Douglas)

On this 13 day of December, 2022 before me the undersigned, a Notary Public duly commissioned and qualified in and for the State of Nebraska, personally came, Joseph D Dicastanzo, 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

December 13, 2022

Learning Community Coordinating Council
Learning Community of Douglas Sarpy Counties
1610 N. 24th Street
Omaha, NE 68110

Dear Learning Community Coordinating Council,

As an experienced educator, the posting for Learning Community Coordinating Council Member, Achievement Subdistrict 2 sparked my interest. When reviewing the position requirements and your organization's website, I was excited to find that my qualifications, professional experience in schools and the school community, and personal strengths align with your needs and mission.

My professional experiences provide me with a firm foundation for the vacant position. As Vice President of Education at Nebraska Children and Families Foundation, I have displayed my abilities to collaborate, build partnerships, and innovate with community partners, government institutions, and private philanthropy. My collaborative, people-centric nature and compassion have afforded me excellent leadership skills. I bring a comprehensive set of skills that will be valuable to the council.

I am excited to contribute my talents and expertise in policy and management to your team efforts. As an engaging communicator with a proven track record of creating and sustaining partnerships, my focus on building strong professional relationships has been a beneficial asset throughout my career.

Please review my enclosed resume for a more in-depth illustration of my work history and accomplishments. I would appreciate the opportunity to interview and further discuss my background and experiences.

Thank you for your time and consideration of my candidacy.

Sincerely,



Joe DiCostanzo

EDUCATION

HARVARD GRADUATE SCHOOL OF EDUCATION

Master's Degree, Education Policy and Management, May 2019

Cambridge, MA

2018-2019

DOANE UNIVERSITY

Master's Degree, Educational Leadership (Administrative Certification, NE), May 2013

Crete, NE

2011-2013

UNIVERSITY OF NEBRASKA

Bachelor of Science, Education and Human Sciences, May 2008

Lincoln, NE

2004-2008

EXPERIENCE

NEBRASKA CHILDREN AND FAMILIES FOUNDATION

Vice President, Education

Omaha, NE

2021-Present

- Lead Together, Better Initiative in partnership the Nebraska Department of Education, including Full-Service Community Schools Pilot in four communities. Lead Rural Schools Initiative, which expands the Full-Service Community Schools concept to rural communities.
- Focus on education and career policy and practice improvement strategies at Nebraska Children, including facilitating the Fostering Achievement in Nebraska network and postsecondary education systems reform and support.
- Accelerate postsecondary and career connections for Connected Youth Initiative population through partnership with University of Nebraska-Omaha and legislative work through LR354 (Pell Plus for CYI population)

LINCOLN PUBLIC SCHOOLS

Associate Principal

Lincoln, NE

2019-2021

- Systems design and implementation using data-driven decision making to improve student academic engagement and achievement for all students, with focus on student sub-groups based on socioeconomic status, race/ethnicity, special education, and gifted ability.
- Daily responsibilities included budget management, staff evaluation/appraisal, school improvement programming and implementation, student discipline, leading the Community Learning Center opportunities, outcomes and planning, staff professional development. Staff is about 200 adults, 1800 students.

HARVARD EDUCATION REDESIGN LAB

Fieldwork Fellow

Cambridge, MA

2018-2019

- Supported the implementation of the collective impact fieldwork efforts to integrate city, school, and non-profit services with local leadership in six cities as a part of the By All Means Initiative to create a cradle to career pipeline for student success. This collective impact effort worked to break down traditional silos in youth service entities.
- Designed a rural network to provide collective impact opportunities for collaboration between and amongst healthcare, educational and town services to support life success for young people in rural communities.
- Contributed to the production of major convenings and institutes provided by the Harvard Education Redesign Lab, including the Leadership Institute, Fiscal Mapping Event, By All Means (BAM) annual convenings.

OMAHA PUBLIC SCHOOLS

Benson High School

Omaha, NE

Administrator/Director of Family & Community Partnerships/Teacher

2008-2018

- Develop partnerships with leaders in the health care, business/entrepreneurship, and construction/design career fields. This includes internship sites, curriculum development partners, and dual enrollment opportunities.
- Established advisory boards to partner with industry leaders to focus on industry specific skill development, certification, and emerging trends.
- Collaborated in the development of the 5-year strategic plan in conjunction with district officials for career academy implementation.



**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: Josh Gillman		
Home Address: 2703 N 47th Ave; Omaha, NE; 68104		
Home Phone: 402-350-0620	E-mail: jpgillman@gmail.com	
Business: Kids Can Community Center		
Business Address: 4860 Q Street; Omaha, NE; 68117		
Business Phone: 402-731-6988	Business E-mail: jgillman@kidscan.org	
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 checked="" type="radio"/> Achievement Subcouncil 2	<input 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 type="radio"/> Millard Public Schools	<input type="radio"/> Westside Community Schools
<input type="radio"/> Bennington Public Schools	<input checked="" 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: Education: Bellevue University: Master of Public Administration (2013) University of Nebraska Omaha: Bachelor of Arts - International Management and Business Leadership Major (2009) University of Nebraska Omaha: Bachelor of Arts History Major (2009) Experience: Kids Can Community Center - Chief Operating Officer (2014 - Present) Completely Kids - Program Manager (2013 - 2014) Completely Kids Program Coordinator (2009 - 2012)		
How would your experience benefit the Achievement Subcouncil area you reside in and the Learning Community Coordinating Council?		

I have spent my career working to support the educational development of children in the Omaha metro. Working both in hands-on, direct instructional roles as well as in leadership I have witnessed the impact strong leadership and strategic partnerships play in building an educated and well-rounded child and youth population. Specially for this position, I have provided education program leadership for various programs within Subcouncil 2 experiencing firsthand the strengths and opportunities this district possesses.

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

Through leadership roles in non-profit organizations, I have experience with strategic planning and implementation, community partner relationships, governance, and balancing multiple priorities. This experience and my qualifications will support my efforts in being an asset in support of the Learning Community and Subcouncil's mission and vision.

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.



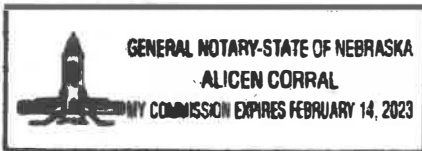
APPLICANT SIGNATURE

PLEASE NOTE: Application needs to be notarized.

STATE OF NEBRASKA)
)
COUNTY OF Douglas)

On this 29 day of December, 2022, before me the undersigned, a Notary Public duly commissioned and qualified in and for the State of Nebraska, personally came, Josh Gillman, 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

Josh Gillman

(402) 350-0620

jgillman@gmail.com

Education

Bellevue University: Bellevue, NE
Master of Public Administration

September 2013

University of Nebraska Omaha: Omaha, NE
Bachelor of Arts: International Management and Business Leadership Major
Bachelor of Arts: History Major

December 2009

Professional Experience

Kids Can Community Center: Omaha, NE
Chief Operating Officer

September 2014 – Present

- Oversee staff of 7 direct reports and 130 indirect reports for high performance and functionality
- Responsible for providing ultimate oversight of programs, finance, human resources, and operations of all agency departments and functions
- Maintain highly effective programming aligned with community needs and agency's strategic plan
- Measure program performance through outcomes, surveys, statistics, and analytics
- Ensure sound fiscal management by managing and monitoring organizational budgets
- Assists in securing new funds for program development and in ongoing reporting to stakeholders
- Harness existing community partnerships and continually identify new strategic and collaborative opportunities
- Lead applicable Board of Director task force groups and committees

Completely KIDS: Omaha, NE
Program Manager

January 2013 – September 2014

- Oversee implementation of youth programs, adult and family programs, case management, and mental health programs at multiple sites to meet agency outcomes
- Maintain collaborative partnerships with school administration, school staff, and community partners across multiple sites
- Utilized individualized supervision methods to supervise staff including Program Coordinators, Family Specialists, and Program Therapist
- Project leadership in design and implementation of third party evaluation
- Hold leadership roles on various agency teams including youth programming, adult and family, financial development, volunteer, and agency management
- Develop and monitor budget for various programs
- Complete grant writing, reporting, and management
- Maintain relationships with donors and board of directors

Completely KIDS: Omaha, NE
Program Coordinator

August 2009 – December 2012

- Develop academic and enrichment programming for youth in Kindergarten to 6th grade

- Set strategic vision for program
- Engage volunteers from multiple backgrounds and experiences, track volunteer participation and administer satisfaction surveys
- Collaborate with key school personnel to set program goals
- Hire and evaluate all Program Support Staff
- Act as school liaison to parents to communicate and foster good relations

Development and Recognition:

- National Institute on Out-of-School Time: National Editorial Review Board – 2022
- Omaha Jaycees Ten Outstanding Young Omahans – 2021
- Midlands Business Journal 40 Under 40 - 2021
- Leadership Omaha Graduate – 2021
- National Institute on Out-of-School Time: National Research Fellow - 2020
- Nonprofit Executive Institute Graduate - 2018



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

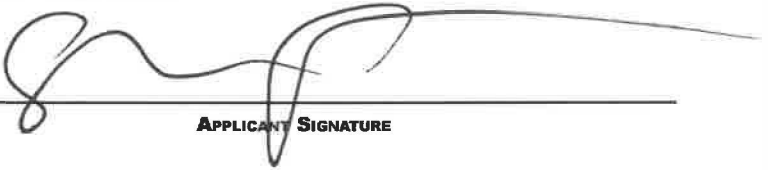
Applicant must reside within the boundaries of the Achievement Subcouncil to which they are submitting their candidacy.

Name: <i>Sharnelle Shelton</i>		
Home Address: <i>4416 Ruggles St, WPM</i>		
Home Phone: <i>402 916-0972</i>	E-mail: <i>Sharnelle.Shelton@gmail.com</i>	
Business: <i>Minotiles Owning Businesses</i>		
Business Address:		
Business Phone: <i>402 916-0972</i>	Business E-mail: <i>minotilesaboutbusiness@gmail.com</i>	
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 checked="" type="radio"/> Achievement Subcouncil 2	<input type="radio"/> Achievement Subcouncil 4	<input type="radio"/> Achievement Subcouncil 6
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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:		
How would your experience benefit the Achievement Subcouncil area you reside in and the Learning Community Coordinating Council? <i>Entrepreneur, strong community ties, Accessible representation, parent of students, strategic thinker ...</i>		

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

Established Community Partnerships. Effective Leader. Excellent Communication Skills. Ability to work well in team settings. Deep vehicle expertise. Dedicated. Insight from having children (school aged)

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.



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STATE OF NEBRASKA)
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COUNTY OF Douglas)

On this 29 day of December, 2022, before me the undersigned, a Notary Public duly commissioned and qualified in and for the State of Nebraska, personally came, Sharnelle Shelton, 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

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SHARNELLE SHELTON

4416 Ruggles Street, Omaha, NE 68111 · (402) 916-0972

[SHARNELLE SHELTON](#)

I am excited to be applying for the position of board member Achievement Subcouncil 2. Please accept this letter and the attached resume as my interest in this position. I am very much aligned with the goals and focus of your organization and would like to apply my skills to help bridge achievement gaps and invest in children and families to improve academic outcomes.

I am a North Omaha Native and have lived in this community my entire life. I am dedicated to contributing to the success of students within the area. I have strong community ties which allow me the advantage to be accessible representation. I get along well with others and thrive on finding resolutions to problems. I am confident that these qualities together with my commitment to work will be an asset to your organization.

My enclosed resume will provide you with more details regarding my qualifications and experience. I know I can bring much benefit and skills and I look forward to being a contributing member to your board. I look forward to hearing from you and thank you for your time.

Sincerely,

Sharnelle Shelton

SHARNELLE SHELTON

4416 Ruggles Street, Omaha, NE 68111 · (402) 916-0972

sharnelle.shelton@email.com

Highly Effective Leader* Strategic Thinker* Governance* Health Information Management * Claims Adjudication * Pre-Authorizations * Referrals for Care * Provider Inquiries * Emergency Response Communications * Retail Sales/Marketing * Management* Recruitment*Operational Efficiency & Process Improvement * HIPAA Compliance

EXPERIENCE

AUGUST 2021 – PRESENT

SIGNATURE PERFORMANCE, INC.

- Support medical provider inquiries related to the claims adjudication process for the Veterans' Affairs (VA) Community Care Network (CCN)
- Assist U.S. Military Veterans in navigating the complexities of the VA healthcare system including but not limited to authorizations, provider referrals, and benefits inquiries
- Mentor fellow representatives in onboarding and acclimation to PEC systems and processes, including a proprietary operations toolkit, SPARKS
- Cross trained on CAEC, Portals, and Research pro
- Key accomplishment(s):
 - Selected to participate in Signature's Emerging Leaders cohort, an 8-month intensive program designed to enhance Associate leadership skills
 - Received the Signature coin for passion, courage, integrity, and respect.

February 2019- PRESENT

BRANDS, Minorities Owning Businesses

- Built a community of over 150 local entrepreneurs
- Developed program to connect local businesses with the community
- Led strategic planning meetings with board members to establish a strong foundation
- Responsible for bridging connections with the community and local businesses
- Key accomplishment(s):
 - Assisted in generating over 145k sales in the North Omaha Community
 - Nominated for Inspiration Women award

APRIL 2014 - PRESENT

OWNER/OPERATOR, ONYX STREET BOUTIQUE

- Responsible for developing, implementing, and maintaining retail fashion entity and related business strategy
- Lead for all sales performance metrics, business development efforts, and resource development/onboarding
- Enhance brand awareness through various digital strategies while providing excellent customer service

- Key accomplishment(s):
 - Increased revenue over \$100K by introducing community events and new services strategy
 - Featured in multiple relevant publications in the greater Omaha Metro area

FEBRUARY 2015 – JULY 2020

COMMUNICATION SPECIALIST, AIRMETHODS

- First responder dispatch for Air Medical helicopters
- Responsible for flight tracking aircraft to ensure safe transport and destination arrival
- Operator for air-med support applications, multi-channel radio systems, and emergency response telephone systems
- Key accomplishments:
 - Selected as speaker/presenter at the National Air Medical Training Conference
 - Selected as winner of the “Proud to Be” EMS week contest two years in a row

SEPTEMBER 2013 – JUNE 2014

CUSTOMER SERVICE REPRESENTATIVE, BLUE CROSS BLUE SHIELD OF NEBRASKA

- Facilitated claims process adjudicating claims including initial processing and applying adjustments, as well as responding to claims inquiries
- Initiated pre-authorization process for beneficiaries prior to rendering of services
- Key accomplishments:
 - Consistently provided exemplary customer service striving for first-call resolution

JANUARY 2011 – AUGUST 2013

SALES AGENT, MONSTER EVENT SALES

- Executed high-pressure sales strategies for revenue generation events
- Responsible for building rapport, interest, and developing buyer requirements
- Negotiated pricing, drove sales closure, and executed purchase contracts
- Key accomplishments:
 - Consistently exceed sales goals

EDUCATION

ANTICIPATED Q4 2022

**ASSOCIATE OF SCIENCE, HEALTH INFORMATION MANAGEMENT SERVICES,
METROPOLITAN COMMUNITY COLLEGE**

MAY 2004

HIGH SCHOOL DIPLOMA, BENSON HIGH SCHOOL

Nebraska State Legislature

SENATOR TERRELL MCKINNEY

District 11
State Capitol
PO Box 94604
Lincoln, Nebraska 68509-4604
(402) 471-2612
tmckinney@leg.ne.gov



COMMITTEES

Chairperson - Enrollment and Review
Vice Chairperson - State-Tribal Relations
Education
Judiciary
Justice Reinvestment Oversight

To whom it may concern,

I am writing to you to support Sharnelle Shelton as she seeks an appointment to the Learning Community Coordinating Council. She is passionate about showing up and advocating for the community, especially the youth. Which is something that I look for in anyone that stands up and says they are for the community. She will be an added asset to the council. She brings her life experience as a native Omahan, business owner, and parent to the council.

From the time we met, it has been clear that she is passionate about service and community. Seeking to impact our youth positively to ensure that the community we will leave them is different from what was left to us. She represents the makeup of many families in the community. Families that deal with real-life issues don't have the luxury or ability to be as present as they would like. She understands that their lack of presence doesn't mean they do not care. This is priceless, especially for an aspiring elected official to empathize with those she seeks to represent. Lastly, representation matters, but what matters most is representation that will listen and be present, which is why she has my support.

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

Sincerely,

A handwritten signature in cursive script, appearing to read "Terrell McKinney".

Senator Terrell McKinney
District 11

Dr. Ekwerekwu,

Board Members of the Learning Community,

I submit this letter in support of and as an endorsement for Ms. Sharnelle Shelton I have known Sharnelle, for over 7 years and her challenging work, dedication, and leadership skills have made her invaluable to multiple organizations and agencies that provided direct services to youth and families in the community, as well as several businesses in the Omaha metropolitan area.

Sharnelle understands program expectations, standards and building positive relationships to ensure success as it pertains to goals and outcomes. Her excellent communication skills and willingness to serve her community in several capacities especially education, entrepreneurship, and parent advocacy make her a strong and solid candidate for the Learning Community Board.

Sharnelle has worked with individuals in the community, small groups and large groups in her vast career, and community service efforts. Students and staff alike enjoy working with Sharnelle, as she has a unique ability to be engaged while working with families to problem solve.

Youth and families know Sharnelle really cares about them and they feel it and respond positively. Sharnelle has the intellectual capacity, integrity and nurturing delivery needed to appropriately serve this population. I highly recommend Sharnelle, for the current board position and look forward to seeing her serve the learning community in the capacity of Board member.

Ricky Smith

Director Omaha 360 Empowerment Network

Omaha Public School Board Official



Orlanda Whitfield Ed.D, MSE, MOL
2118 N 24th Street Suite 105
402-215-1532

Learning Community Center

1612 N 24th Street Omaha, NE 68110

It is my great pleasure to recommend Sharnelle Shelton for the Learning Community Board. I meet Sharnelle in 2016. We both opened business in the Fair Deal Village. I have witnessed first-hand her hard work, dedication, and resilience. I've seen her inspire youth, help others to launch businesses, and build connections.

She is a mother to 3 amazing boys currently enrolled in Omaha Public Schools. Shanelle's interest goes further than the interest of her own children: she cares deeply about the quality of education for all students. She has continuously advocated for students, families, and teachers. She is not only a positive influence and role model for her children she also has years of experience mentoring youth in our community.

Sharnelle is often referred to as a solutionist. When there is a problem, she always comes with multiple ideas to help overcome obstacles. Sharnelle will be a great asset to the board. She is connected to the community. She is invested in the empowerment of youth through education and service. She is dedicated to making a difference and building bridges with youth education, teacher's needs, and community collaborations.

Warm regards,

Orlanda Whitfield Ed.D, MSE, MOL

Educator

Owner

Still Poppin Gourmet Popcorn



December 15, 2022

Wellbeing Partners Dear Board Members of the Learning Community,

It is with great pleasure that I write this letter of recommendation for Sharnelle Shelton, who is currently standing to fill a position on your Board of Directors subdistrict 2. I have had the privilege of knowing Sharnelle for over 12 years now as a friend and colleague and I know that she has everything it takes to be an asset to your board.

In all the years I have known Sharnelle, I found her to be exceptionally professional in all that she does. She is an excellent communicator and is known for being someone who can be counted on to get to the root of issues, offering up real solutions. With a solid reputation for possessing good business savvy, it is no surprise that Sharnelle currently owns and operates a very successful community driven organization today.

She has given back to the community as a volunteer for several good causes over the years. She has advocated for parents, students, and teachers. She mentors for Sacred Heart school and volunteers for a wide array of other community organizations. She is dependable and reliable.

Sharnelle holds the utmost of integrity in character and is highly respected in the community, especially in the North Omaha sector. That, combined with the fact that she already possesses the type of experience that is required for a position of this nature, makes her a good fit for your organization. I believe that she would serve your organization well, sitting on the Board of Directors. She would bring with her enthusiasm, knowledge, professionalism, sincerity, integrity, and community connections. I can't think of anyone who would do a better job for you.

Aja Anderson

Chief Executive Officer