

Learning Community Coordinating Council

March 16th, 2023 – 6:00PM

1612 North 24th Street, Omaha, Nebraska 68110

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

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

I. Opening the Meeting

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

II. Public Comment

III. Reports

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

IV. Consent Agenda

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

- i. Minutes of the February 16th, 2023, meeting of the Council
- ii. Treasurer's Report – dated February 28th, 2023

V. Programming Update

- a. Centers Updates -
- b. Superintendents' Plan - BECI Presentation
- c. District Initiatives -
 1. District Representative (Papillion-LaVista Community Schools)

VI. Subcommittee Reports

a) Elementary Learning and Diversity Subcommittee (ELD)

1. Community Achievement Plan

i. Action Item: Motion to approve the Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2023–2026 and recommend for consideration of the Nebraska State Board of Education.

b) Budget, Finance and Audit Subcommittee

ii. Action Item: Motion to Approve the Insurance Renewal Premiums for 2023-2024

c) Legislative Subcommittee

VII. New Business

1. MMI Presentation

2. Formation of the Administration & Personnel Subcommittee

iii. Action Item: WHEREAS, in accordance with Section 6.3 of the Bylaws of the Learning Community of Douglas and Sarpy Counties, the Learning Community Coordinating Council (the “Coordinating Council”) may, from time to time, establish such subcommittees as it deems necessary or appropriate to carry out the obligations or activities of the Coordinating Council.

WHEREAS, in accordance with Section 2.2.2 of the Coordinating Council’s Policies and Procedures, the Coordinating Council may establish by resolution such other subcommittees or task forces as it deems necessary and appropriate to carry out the activities of the Learning Community; and WHEREAS, the Coordinating Council desires to establish the Administration & Personnel Subcommittee effectively immediately.

NOW, THEREFORE, BE IT RESOLVED, that the Administration & Personnel Subcommittee is hereby established effective immediately pursuant to and in accordance with the Learning Community of Douglas and Sarpy Counties’ Bylaws and its Policies and Procedures.

Upcoming Meeting – April 3, 2023, 5:00 p.m. to 6:00 p.m. – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

VIII. Adjourn

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

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

UPCOMING LEARNING COMMUNITY EVENTS:

Advisory Committee	To Be Determined
LC Coordinating Council	April 20 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	March 17, 2023
Subcouncil #4	March 17, 2023
Subcouncil #5	To Be Determined
Subcouncil #6	March 17, 2023

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOW

- CEO Report
- LCCC Minutes dated February 16th, 2023
- January Treasurer's Report dated February 28th, 2023
- Center Updates (North & South Reports)
- Parent University March Program Calendar
- BECI Presentation
- Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2023–2026
- Insurance Renewal
- MMI Presentation
- Council Roster



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

Chief Executive Officer
Dr. Bradley Ekwerekwu

**COORDINATING
COUNCIL OFFICERS**
Chair
Brian Thommes

Vice Chair
Mark Hoeger

Secretary
Angie Miller

Treasurer
Tim Hall

COUNCIL MEMBERS
Achievement Subcouncil 1
Mike Kuhn
Brian Thommes

Achievement Subcouncil 2
Carol Hahn
Sharnelle Shelton

Achievement Subcouncil 3
Mark Hoeger
Sally Otis

Achievement Subcouncil 4
Angie Miller
Amy Scott

Achievement Subcouncil 5
Douglas Brady
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

MARCH 16, 2023 LCCC MEETING

CEO REPORT

1. Welcome to the newly appointed Council member, Amy Scott! We look forward to your participation in this Council. We are now “fully rostered” and look forward to this Council’s leadership moving forward.
2. The Buffet Early Childhood Institute is slated to join this meeting to discuss the overall project plans, future vision items, and monthly meeting cadence. I look forward to a fruitful and collaborative discussion.
3. Kent Rogert, lobbyist for the LC, continues to keep the LC apprised on legislative issues that may directly or indirectly affect our operations moving forward. Please remember that any personal testimony provided is on behalf of yourself, not the Learning Community nor the Learning Community Coordinating Council.
4. The LC and the White Lotus group continue to hold meetings to further explore locations in South Omaha to expand services to a satellite location. As more information becomes available, the LC will share with the Council, appropriately.
5. Negotiations with the Wiesman Development group regarding the 3rd Center location (98th/M) continue to progress. We are moving forward with Koley Jessen drafting lease agreements and including feedback from various Council subcommittee meetings. Further discussions/potential action items will occur at upcoming Subcouncil, ELD, BFA, Executive, and LCCC meetings. We will discuss a “West Center portfolio” document that includes several key information points for consideration.
6. Based upon the feedback from last month’s LCCC meeting, Dr. Shirley Vargas, Nebraska Department of Education, and Dr. Martha Bruckner, MOEC, have provided an update related to the Community Achievement Plan to the Elementary Learning and Diversity subcommittee. The NDE Board met on March 3, 2023 to discuss the approval of the current CAP, which has been vetted and approved by Superintendents (Jan 12, 2023). If approved by the LCCC, the CAP is sent to the NDE Board to prepare for discussion and approval vote in the upcoming April meeting. Please reference your documents for additional information related to the CAP.

7. If you have not already done so, please take a few minutes to submit your responses to the staff and council engagement survey (sent after last month's LCCC meeting). All submissions go directly to MMI, and after all responses are received, the LC will receive a deidentified report for further review and activation.
8. Several Subcouncil and Subcommittee meetings have been set up to discuss upcoming contracts, policy and procedures, and programming initiatives. Please refer to the Upcoming Contracts/Budget handout for more information. Thank you all for your hard work and dedication to these elements...we are looking forward to these integral discussions.
9. As a reminder, I will not be able to attend the March LCCC meeting as I will be out of the state at a family function. Please contact me ahead of the meeting if I can assist with any item. I am looking forward to reviewing the minutes of the meeting upon my return.

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

CONTRACT/BUDGET RENEWAL SCHEDULE

2023

(as of March 2023)

APRIL West Center lease agreement (Discussion and/or proposed Action Item---could be schedule for May, as well.)

MAY

District Initiatives (Subcouncils 1, 3, 5, 6)

CEO Contract (TBD)

JUNE

BECI Participant Agreements

OPS Early Childhood Partnership Agreement

Munroe Meyer Institute Evaluation

Empspace + Lovgren Marketing/Communication

SEPTEMBER

2023-2024 Learning Community of Douglas and Sarpy Counties Annual Budget



LEARNING COMMUNITY **REPORTING**

February 2023



SOCIAL MEDIA OVERVIEW





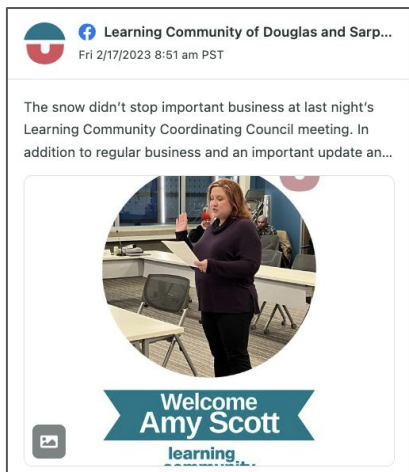
FACEBOOK METRICS

	FOLLOWERS	IMPRESSIONS	ENGAGEMENTS	ENGAGEMENT RATE
TOTAL	1,667	5,574	753	13.5%
% CHANGE	↑ 0.1%	↓ 45.3%	↓ 2%	↑ 79.1%





FACEBOOK TOP PERFORMING POSTS



Welcome Amy Scott
205 Engagements



We're Hiring
88 Engagements



2Gen Approach South Center (Spanish)
40 Engagements





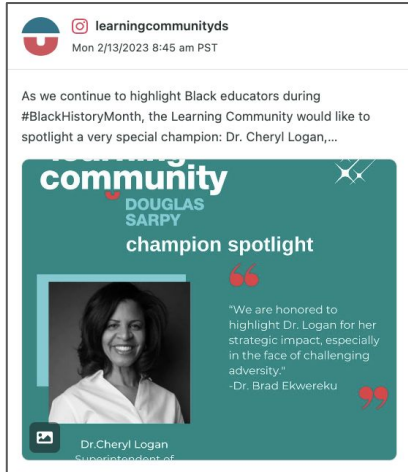
INSTAGRAM METRICS

	FOLLOWERS	IMPRESSIONS	ENGAGEMENTS	ENGAGEMENT RATE
TOTAL	62	274	27	9.9%
% CHANGE	↓ 1.6%	↓ 41.2%	↓ 30.8%	↑ 17.7%

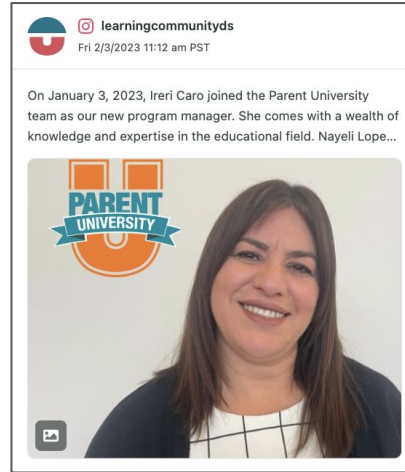




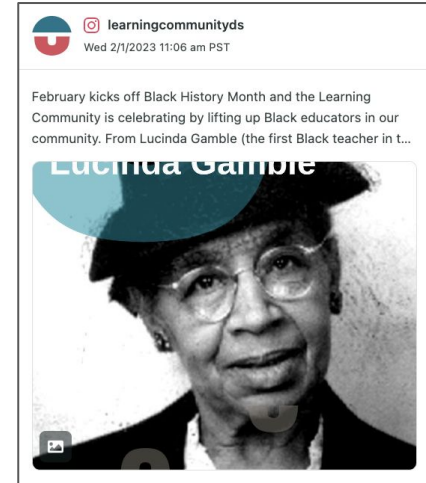
INSTAGRAM TOP PERFORMING POSTS



Dr. Cheryl Logan Spotlight
6 Engagements



Welcome Ileri Caro
6 Engagements



Black History Month
4 Engagements






TWITTER METRICS

	FOLLOWERS	IMPRESSIONS	ENGAGEMENTS	ENGAGEMENT RATE
TOTAL	1,262	1,101	29	2.6%
% CHANGE	↑ 0.2%	↑ 18.4%	↓ 3.3%	↓ 18.4%






TWITTER TOP PERFORMING POSTS

 @LearnComm
Mon 2/13/2023 4:50 pm UTC

Learning Community would like to spotlight a very special champion during #BlackHistoryMonth: Dr. Cheryl Logan, superintendent of @OmahaPubSchool. We value our long...




learning community
DOUGLAS SARPY
champion spotlight

"We are honored to highlight Dr. Logan for her strategic impact, especially in the face of challenging adversity!"
-Dr. Brad Ekwereku


Dr Cheryl Logan
Superintendent of



Dr. Cheryl Logan Spotlight
13 Engagements


 @LearnComm
Thu 2/9/2023 4:46 pm UTC

Parent University offers programming that considers our community's diverse needs. To become a member of Parent University, please contact Sharon Barnett within 8 days of the...




Parent University offers programming that considers our community's diverse needs. To become a member of Parent University, please contact Sharon Barnett within 8 days of the...

Parent U Programming
4 Engagements

 @LearnComm
Fri 2/3/2023 7:05 pm UTC

Ileri Caro joined the Parent University team as our new program manager. Nayeli Lopez, Executive Director of Elementary Learning Centers says, "We are so happy to have Ileri Caro join our team...."







Ileri Caro joined the Parent University team as our new program manager. Nayeli Lopez, Executive Director of Elementary Learning Centers says, "We are so happy to have Ileri Caro join our team...."

Welcome Ileri Caro
4 Engagements



LINKEDIN METRICS

	FOLLOWERS	IMPRESSIONS	ENGAGEMENTS	ENGAGEMENT RATE
TOTAL	130	888	82	9.2%
% CHANGE	 4%	 29.1%	 39.7%	 14.9%






LINKEDIN TOP PERFORMING POSTS


 Learning Community of Douglas and Sarpy Counties
Wed 2/15/2023 3:47 pm UTC

The Coordinating Council will meet Thursday, February 16th at Learning Community North Center at 6 p.m. To access the meeting agenda and materials, visit <https://lnkd.in/gf5nF4tX>.




UPCOMING
LEARNING COMMUNITY
COORDINATING COUNCIL
MEETING
NORTH CENTER AT 6 PM
02/16/2023







**Coordinating Council
Reminder
11 Engagements**


 Learning Community of Douglas and Sarpy Counties
Fri 2/3/2023 2:46 pm UTC

On January 3, 2023, Ileri Caro joined the Parent University team as our new program manager. She comes with a wealth of knowledge and expertise in the educational field. Nayeli Lopez, Executive...

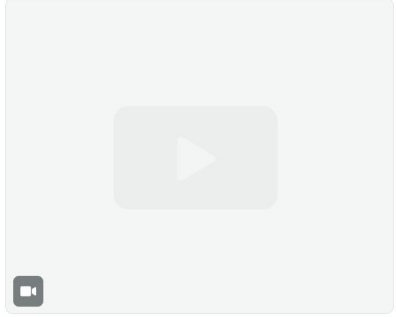




**Welcome Ileri Caro
10 Engagements**

 Learning Community of Douglas and Sarpy Counties
Wed 2/22/2023 4:14 pm UTC


This #BlackHistoryMonth, we are continuing to highlight Black education leaders in our community. Dr. Brad Ekwerekwu, Learning Community of Douglas and Sarpy Counties CEO, leads by exampl...



**Black History Month - Dr.
Brad Video
9 Engagements**




POSITIVE INTERACTIONS

 **Learning Community of Douglas and Sarpy Counties** Feb 9, 2023
Posted on Wall of Learning Community of Douglas and Sarpy Counties

Parent University serves families with an array of needs. We offer a variety of programming to support our community. February's courses include Financial Survival During Crisis, monthly ESL and GED classes, Anger Management, Common Sense Parenting for School Success and more. Classes are held in person or virtually to accommodate our participants.

To become a member of Parent University, please contact Sharon Barnett within 8 days of the class s...

[Show More](#)



JH by Jenna H.

8 Reactions 2 Comments 1 Share


[Load newer comments](#)

 **Metro-Omaha Raise Me to Read** @MetroOmaha_RMTR Feb 15, 2023
Retweeted @LearnComm

 **Learning Community of Douglas and Sarpy Counties** @LearnComm

The Coordinating Council will meet Thursday, February 16th at Learning Community North Center at 6 p.m. To access the meeting agenda and materials, visit learningcommunityds.org/coordinating-c...




 **McGill Law** @McGillFamilyLaw Feb 3, 2023
is now following @LearnComm

Here for You | Omaha - Lincoln - Bellevue | Nebraska & Iowa
Collaborative Divorce | Collaborative Law | Collaborative Mediation |
Mediation | Litigation

Omaha, Lincoln & Bellevue, NE

52 Followers
454 Following

[View Thread](#)

 **Nebraska Commission on Latino-Americans** @LatinoNebraska Feb 2, 2023
is now following @LearnComm

Serves as a link between the Nebraska State Government & the Latino community. Somos tu enlace entre el Gobierno del Estado de Nebraska y la comunidad Latina

Nebraska


24 Followers
113 Following

[View Thread](#)






POSITIVE INTERACTIONS

 **Metro-Omaha Raise Me to Read** Feb 20, 2023
Mentioned Learning Community of Douglas and Sarpy Counties in a Wall Post

Exciting news in the Living section of the **Omaha World-Herald** Loraine Chang and Renee Franklin from **Learning Community of Douglas and Sarpy Counties** (also current and former RMTA Advisory Board Members!) will be honored in "A Tribute to Women" at the Women's Center for Advancement. AND a Charles E. Lakin Foundation Grant will support Reach Out and Read for Children's Physicians.

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 **Page E10 - Page E10**
View the Omaha World-Herald Sunrise Edition for Sunday, February 19, 2023

 **South Omaha Community Care Council** Feb 8, 2023
Mentioned Learning Community of Douglas and Sarpy Counties in a Wall Post

Looking for a GED resource or parenting class? Check out the **Learning Community of Douglas and Sarpy Counties!**







INSIGHTS

- + While we had decreases in impressions for both Facebook and Instagram, our engagement rate increased, meaning that a greater number of our followers looked at our platforms. Despite a decrease in number of posts for Twitter, we saw an increase in followers and engagement. It may be beneficial to post more on Twitter and less on Instagram.
- + Posts that performed best included photos and videos of people and programs, as well as posts advertising open positions. Adding additional links or insight into program and position opportunities, we would potentially see additional increases in engagement.





NEXT STEPS

- + In upcoming months, we will:
 - Try to incorporate more new and unique content by asking for program calendars and events a couple months in advance. Include Dr. Brad speaking at Creighton on April 4th.
 - Continue growing LinkedIn platform by sharing program accomplishments, hiring opportunities and new staff highlights.
 - We will make a time to create video content with staff members. This video content generally gets significantly more engagement than graphics or pictures.
 - We will continue to be thoughtful about which posts fit best in our Spanish translation posts so that the content fits with the targeted audience.
 - Share more participant highlights and accomplishments to grow program interest and applications.



Learning Community Coordinating Council

February 16th, 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 February meeting of the Learning Community Council is called to order on February 16th, 2023, at 6:03 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 February 16th, 2023. Notice of the meeting, containing the date, time, place, and agenda, was given in advance thereof by publication in the Daily Record on February 13th, 2023. The proofs of publication have been received and will be made a permanent part of the record of the meeting. Notice of the agenda was given to all members of the Council on February 10th, 2023.

iv. Council Roll Call:

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

Voting Members Excused:

Members Absent:

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

Also Present: BECI, Koley Jessen

v. Pledge of Allegiance

II. Public Comment

A. Reports

- i. Chair- Chair Thommes welcome everyone and reminded all about today's meeting and the voting process that will occur tonight. He also encouraged everyone to fill out the questionnaires on evaluation of the CEO and to visit our centers and see how great and alive all our programs are. He shared some updates on the project of building a third center. He emphasized on the fact that we do have the funds for it; but will need to build it from ground up. He asks that everyone stayed engaged toward these projects and is welcome to answer questions if they have it. He also referred all members to Brad, Nayeli and Alice if more questions arise.

- ii. CEO-

Welcome to the newly appointed Council member, Sharnelle Shelton! We look forward to your participation in this Council. Additionally, we welcome the candidates for the Subcouncil 4 vacancy. We look forward to one of you joining the Council at the conclusion of this meeting. Please reference your Documents for additional information related to the candidates.

2. The Buffet Early Childhood Institute will join this meeting to introduce Dr. Walter Gilliam as the new Executive Director. Please reference your Documents for additional information related to Dr. Gilliam.

3. Kent Rogert, lobbyist for the LC, continues to keep the LC apprised on legislative issues that may directly or indirectly affect our operations moving forward. Hearings for bills are scheduled every day, and please remember that any personal testimony provided is on behalf of yourself, not the Learning Community nor the Learning Community Coordinating Council.

4. The LC and the White Lotus group are holding introductory meetings to further explore locations in South Omaha to expand services to a satellite location. As more information becomes available, the LC will share with the Council, appropriately.

5. Negotiations with the Wiesman Development group regarding the 3rd Center location (98th/M) are in the final stages. We will plan to move forward with drafting lease agreements after consideration from various Council subcommittee meetings. Further discussions/potential action items will occur at upcoming ELD, BFA, Executive, and LCCC meetings. Let's GO!

6. Dr. Shirley Vargas, Nebraska Department of Education, and Dr. Martha Bruckner, MOEC, have provided an update related to the Community Achievement Plan. The NDE Board will meet in March to discuss the approval of the current CAP, which has been vetted and approved by Superintendents (Jan 12, 2023). The timeline is as follows: The LCCC reviewed the CAP in January, and votes to approve at the February Council meeting. If approved, the CAP is sent to the NDE Board to prepare for discussion at their March meeting and will vote to approve in their April meeting. Please reference your Documents for additional information related to the CAP.

7. One of the deliverables of our current Strategic Plan includes data related to LC Staff and Council communication, trust, and equipping. After the February LCCC meeting, an electronic survey will be shared with Staff and Council members to capture data related to personal experiences. Please take a few minutes to submit your responses. All submissions go directly to MMI, and after all responses are received, the LC will receive a deidentified report for further review and activation.

8. Several subcouncil and subcommittee meetings have been set up to discuss upcoming contracts, policy and procedures, and programming initiatives. Thank you all for your hard work and dedication to these elements...we are looking forward to these integral discussions.

9. I will not be able to attend the March LCCC meeting as I will be out of the state at a family function. Please contact me ahead of the meeting if I can assist with any item. I am looking forward to reviewing the minutes of the meeting upon my return.

- iii. Treasurer- Treasurer shared that they had a long meeting and discussed a lot toward the insurance renewal. The contract will be presented next month and will be putting in the consent agenda, the First Quarter Budget to Actual.
- iv. Legal Counsel- No report.
- v. Foundation- Hahn asked everyone to recommend more people for the foundation board.

II. Consent Agenda

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

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

Motion to approve Council meeting minutes of January 19th, 2023, and Treasurer's Report dated January 31st, 2023, and First Quarter Budget to Actual Report 2022/2023.

Motion first by Hoeger, second by Otis.

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

III. Programming Updates

- a) Centers Updates- Nayeli shared the updates on the diaper banks and how supportive it has been for the families. She shared updates on how the South Center has connected the families to art and community events for families. On the North Center side, they are working on recruiting plan and how they can reach out more to the community. This month is the biggest month to engage, attract more families. For the third location (Upcoming West Center), they are currently doing a lot of meetings and touring schools to learn more about the needs and a presentation will be done in March to showcase the findings on March 17th, 2023 at 1 PM.
- b) Superintendent's Plan- BECI Presentation
- c) District Initiatives- Nayeli shared that they have a lot of Subcouncil meetings coming up. Everyone should check the website on date and times.

IV. Subcommittee Reports-

- 1. Elementary Learning and Diversity Subcommittee (ELD)- Miller shared they have been having meeting and is excited of upcoming meetings and also the West Center project and the continuing conversation of staffing and leveraging their expertise.
- 2. Budget, Finance and Audit Subcommittee- The committee will meet for more meetings and report back.

3. Legislative Subcommittee- Brock shared that it's been pretty busy spending time with Kent. There are currently no bills that will cause any harm. There are two majors bills that Kent is focusing on (LB 753)

V. New Business

1. Community Achievement Plan

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

Motion first by Thommes, second by Kuhn.

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

2. Interview Candidates for Appointment to the Subcouncil 4 Vacancy

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

Amy Scott was appointed as the new council board member.

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

VII. Adjourn at 8:00 PM.

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

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

UPCOMING LEARNING COMMUNITY EVENTS:

Advisory Committee	To Be Determined
LC Coordinating Council	March 16 th , 2023, 6:00 p.m. Learning Community Center of North Omaha, 1612 N.24 th Street, Omaha, NE
Subcouncil #1	March 6, 2023 3:30 PM via Zoom
Subcouncil #2	To Be Determined
Subcouncil #3	To Be Determined

Subcouncil #4	March 6, 2023, 3:30 PM via Zoom
Subcouncil #5	To Be Determined
Subcouncil #6	February 21, 2023, 3:30 PM via Zoom

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS:

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

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

March 16, 2023 Agenda Item IV. ii.

Treasurer's Report

Feb 28, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	2/1/23	All Copy Products	AR3823465	Monthly Maintenance for Admin Area 1/1/23-1/31/23	25.42		
				Monthly Maintenance for Parent University 1/1/23-1/3/23	29.26		
5969				All Copy Products		54.68	Paid In Full
3774	2/1/23	Buffett Early Childhood Institute	LCYR2-012023Eval	January 2023 Supt Plan Eval Buffett Early Childhood Institute	2,098.91	2,098.91	Paid In Full
5971	2/1/23	Buffett Early Childhood Institute	LCYR2-012023Supes	January 2023 monthly program payment Residual Balance 25% of Residual deduction Buffett Early Childhood Institute	165,235.46 -14,939.07	150,296.39	Paid In Full
5989	2/20/23	Blue Cross Blue Shield of Nebraska	2956354	March Health & Dental (Admin) March Health & Dental (PU Staff) March Health & Dental (ELC Dir) Blue Cross Blue Shield of Nebraska	6,156.95 8,768.60 2,308.75	17,234.30	Paid In Full
5990	2/23/23	City of Omaha	228928	Librarian (Debra Paris)Jan 2023 PR/Benefits Part-Time Status City of Omaha	5,733.90	5,733.90	Paid In Full
5970	2/1/23	Clarity Benefit Solutions	0201234474	January 2023 Admin Mo Fee; MED & DCA Clarity Benefit Solutions	73.55	73.55	Paid In Full
5977	1/31/23	Completely KIDS	20230131-LC	January Contract billing for Field Club Elementary Completely KIDS	364.00	364.00	Paid In Full
5994	2/17/23	Control Yours	6384	Plus membership Subscription fee for LCC Control Yours	192.50	192.50	Paid In Full
5973	1/31/23 1/31/23	Culligan of Omaha Culligan of Omaha	1058137 1058269	Equipment Cooler (Admin Office) Equipment Cooler (LCCNO Class Rooms)2/1-2/28/23 Culligan of Omaha	12.50 5.50	18.00	Paid In Full
5995	2/20/23 2/20/23	Culligan of Omaha Culligan of Omaha	1059576 1059583	Water & Delivery 2/14/23 (Admin Office 28A) 5 Gal water Delivery & Equipment 2/20 Cooler (LCCNO Class Rooms 28B) Culligan of Omaha	22.10 80.90	103.00	Paid In Full
	2/7/23	The Daily Record	150270	Achievement Subcouncil #1 mtg notice - 02/17/23	21.52		
	2/7/23	The Daily Record	150271	Achievement Subcouncil #3 mtg notice - 02/17/23	21.52		
	2/13/23	The Daily Record	150447	Achievement Subcouncil #2 mtg notice - 02/16/23	22.16		
	2/14/23	The Daily Record	150486	Coordinating Council mtg notice - 2/17/23	22.16		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Feb 28, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
5978				The Daily Record		87.36	Paid In Full
	2/1/23	El Mero Mero Inc	February 2023	February 2023	5,582.00		
1422				El Mero Mero Inc		5,582.00	Paid In Full
	11/30/22	EMSPACE, INC	90745	Account Service & Consulting	5,587.50		
				Media Outreach & Management	900.00		
				Website Updates	900.00		
				Digital Annual Report & Misc Comm Support	2,737.50		
				Social Media Management	2,657.50		
				Media Training	75.00		
				New Brand ID	937.50		
	1/31/23	EMSPACE, INC	90795	Account Service & Consulting	1,612.50		
				Media Outreach & Management	2,075.00		
				Website Updates	1,312.50		
				Digital Annual Report & Misc Comm Support	327.72		
				Social Media Management	2,550.00		
				Media Training	2,737.50		
5991				EMSPACE, INC		24,410.22	Paid In Full
	2/1/23	Envisioned Solution, Inc	INV_0067	LC Monthly Hosting Cost of LCC app	199.00		
5968				Envisioned Solution, Inc		199.00	Paid In Full
	2/7/23	Great Kids, Inc.	18419	4 Day Growing Great Kids for Preschoolers	1,955.00		
				Certification Seminar 3/20-3/24/23 Ileri Caro			
5979				Great Kids, Inc.		1,955.00	Paid In Full
	2/1/23	HELP Foundation of Omaha	2302 February 2023	February Rent and utilities	12,832.42		
1423				HELP Foundation of Omaha		12,832.42	Paid In Full
	2/10/23	HyVee Accounts Receivable	4854723293	PU Parent/Child Classes 1/23, 2/7/23	734.53		
5996				HyVee Accounts Receivable		734.53	Paid In Full
	2/1/23	InfiNet Solutions, Inc.	64065ISI	Monthly Managed Services February 2023	2,023.25		
5986				InfiNet Solutions, Inc.		2,023.25	Paid In Full
	2/15/23	Jensen Rogert Associates, Inc.	2023-03	March 2023 Installment	2,500.00		
5993				Jensen Rogert Associates, Inc.		2,500.00	Paid In Full
	2/9/23	Interactive Parenting Technology, LLC	1986	KIPS eLearning Subscription -Caro, Ileri	169.00		
5980				Interactive Parenting Technology, LLC		169.00	Paid In Full
	2/10/23	Koley Jessen PC LLO	453729	General Through 1/31/23	2,351.00		
	2/10/23	Koley Jessen PC LLO	453730	ELC Contracts	459.00		
	2/10/23	Koley Jessen PC LLO	453731	Personnel Matters	210.00		
	2/10/23	Koley Jessen PC LLO	453764	South Omaha ELC	162.00		
	2/10/23	Koley Jessen PC LLO	453732	Monthly Community Council Meetings	1,875.00		
	2/10/23	Koley Jessen PC LLO	453765	South Omaha Satellite Facility Contracts	1,822.50		
5987				Koley Jessen PC LLO		6,879.50	Paid In Full

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Feb 28, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	2/6/23	Lion's Gate Security Solutions	LCJAN2023	1/28/2023 Security Services 1/5, 1/19, 1/24, 1/26, 1/31	360.00		
5974				Lion's Gate Security Solutions		360.00	Paid In Full
1424	2/1/23	Lund Company	1612 February 2023	February Lease payment Lund Company	52,624.78	52,624.78	Paid In Full
	1/3/23	Nebraska Association of School Boards	INV-11609-X0X1X1	Registration - LIC -Monday Program-Angie Miller	97.00		
				Registration - LIC -Sunday Dinner-Angie Miller	55.00		
5975				Nebraska Association of School Boards		152.00	Paid In Full
	2/2/23	Nebraska Association of School Boards	47629	Assoc Membership Dues 04/01/23 to 03/31/24	3,300.00		
5988				Nebraska Association of School Boards		3,300.00	Paid In Full
	1/31/23	One World Community Health Centers, Inc	INV140	November 2022 Expenses South Omaha Center	114,689.00		
	1/31/23	One World Community Health Centers, Inc	INV141	December 2022 Expenses South Omaha Center	94,623.00		
5972				One World Community Health Centers, Inc		209,312.00	Paid In Full
	2/1/23	HiTouch	7372781923-0-2	SPLS 3 Tab Manila 100PK	19.99		
				Tape 12PK	18.35		
	2/1/23	HiTouch	7372802817-0-1	ULTRALUX PAPER PLATES 8 1/2 IN	39.38		
				BOUNTY NAPKINS 200CT	11.98		
				KCup TWININGS LEMON & GINGER 24CT	32.90		
				KCUP GM FRENCH ROAST 24Ct	32.38		
				DIXIE ULTRA 20OZ HEAVY BOWLS	36.28		
				SPOON HD PLASTIC WHITE 100PK	9.06		
				FORK HD PLASTIC 100PK	8.25		
				TISSUE FACIAL BOUTIQ 6/PK	44.52		
				KCUP GM SOUTHERN PECAN 24Ct	32.22		
	2/6/23	HiTouch	7372781923-0-3	Brother TN221 Toner Set	258.85		
5981				HiTouch		544.16	Paid In Full
	2/2/23	HiTouch	7372781923-0-1	12in Ruler	7.66		
	2/2/23	HiTouch	7372802817-0-2	Earl Grey	29.54		
5976				HiTouch		37.20	Paid In Full
	2/13/23	HiTouch	7373625827-0-1	KCUP TWININGS LEMON & GINGER	32.90		
				KCUP TWININGS CHAI TEA	14.59		
				Ready Index A-Z Multicolor	15.60		
				BLK BINDER 1.5IN	6.39		
				LETTER OPENER	2.12		
	2/20/23	HiTouch	7605288277-0-1	NAPKINS	11.80		
				COPY PAPER	42.00		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Feb 28, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	2/22/23	HiTouch	7374030895-0-1	ULTRALUX PAPER PLATES 8 1/2 IN	74.85		
				HELLO NAME TAGS	21.48		
				KCup TWININGS GREEN TEA 24CT	44.24		
				KCUP GM HAZELNUT 24Ct	49.71		
				SUGAR 3PK	25.77		
				NON-DAIRY CREAMER 3PK	25.89		
				FOAM CUPS	14.65		
				KCUP GM SWISS MISS HOT CHOC 24Ct	53.61		
5997				HiTouch		435.60	Paid In Full
	2/1/23	Peopleready	27925541	PU temp Childcare workers 1/23-1/29/23	564.98		
	2/7/23	Peopleready	27927411	PU temp Childcare workers 1/30-2/5/23	1,212.64		
5983				Peopleready		1,777.62	Paid In Full
	2/13/23	Regal Printing CO	89331	Business Cards, Miller, Angie	65.50		
				Business Cards, Shelton, Sharnelle	65.50		
				Business Cards, Otis, Sally	65.50		
				Business Cards, Brady, Doug	65.50		
				Shipping	12.00		
5984				Regal Printing CO		274.00	Paid In Full
	2/1/23	Sun Life Assurance Company of Canada	Jan & Feb 2023	EE Life, AD&D, & LTD Insurance (ADMIN)	200.06		
				EE Life, AD&D, & LTD Insurance (PR Ded)	29.34		
5985				Sun Life Assurance Company of Canada		229.40	Paid In Full
	2/1/23	UNMC	02/2023 ELC Eval	February 2023 Monthly ELC Eval Prog	36,025.42		
3773				UNMC		36,025.42	Paid In Full
	2/24/23	Gail F. Williams	FSC003-1	FINANCIAL SURVIVAL TRAINING	1,125.00		
5999				Gail F. Williams		1,125.00	Paid In Full
022723EFT	2/27/23	Security National Bank	January Statement	Credit Card Online Pmt	5,383.17	5,383.17	Paid In Full
					545,121.86	545,121.86	

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Credit Card Report

Feb 28, 2023

Date	Reference	Trans Description	Debit Amt	Credit Amt	Balance
2/1/23		Beginning Balance			-5,383.17
2/1/23	CC022023_L01	Crowne Promo Communications, L		1,599.99	
2/1/23	CC022023_L02	T-Mobile		914.40	
2/3/23	CC022023_V01	Amazon.com		109.90	
2/3/23	CC022023_V02	Zoom Video Communication, Inc.		199.90	
2/9/23	CC022023_L03	Dzidula Consulting		500.00	
2/24/23	CC022023_V03	Stamps.com		17.99	
2/26/23	CC022023_L04	Crowne Promo Communications, L		1,599.99	
2/26/23	CC022023_V04	Amazon.com		143.87	
2/26/23	CC022023_V05	Amazon.com		14.79	
2/27/23	022723EFT	Security National Bank - Credit Card Payable - SNB	5,383.17		
2/28/23	CC022023_V06	1&1 Ionos		8.71	
2/28/23	CC022023_V07	Stamps.com		100.00	
2/28/23	CC022023_V08	Amazon.com		107.89	
		Current Period Change	5,383.17	5,317.43	65.74
2/28/23		Ending Balance			-5,317.43

Programming Updates

March 16th, 2023

Center Updates

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

District Initiatives

General Information

- Subcouncil #1 & 4 met with Dr. Miller and learned about the Extended Learning program Elkhorn Public Schools have in place.
- Subcouncil #2 met to discuss the Parent University program and the efforts the staff is making to recruit participants and engage current participants in high-quality programming.
- Subcouncil #3 & 5 met with Mrs. Lawless and learned about the positive impact Completely Kids is having at Field Club Elementary School.
- Subcouncil #6 met with Papillion La Vista Community Schools and learned about the Jump Start and how it helps incoming Kindergarteners successfully transition to school.
- Subcouncil #4 visited two Full Implementation School Sites also known as School as Hub for Birth-Grade 3 and learned what the Superintendent's Early Childhood Plan looks like at the Millard District.

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

	Upcoming Meetings	Organization/Program Name
Subcouncil #1	Pending to schedule	DC West (Extended Learning/ Summer)
Subcouncil #2		
Subcouncil #3		
Subcouncil #4		
Subcouncil #5		
Subcouncil #6	March 20, 2023, 5:30 p.m. via Zoom	Springfield Platteview Community Schools (Extended Learning/ School Year)

Learning Community Center of North Omaha

Updates 03/08/2022

General Information

- Hosted a Community Café in partnership with Douglas County Community Response.
- Hosted Joslyn Learning & Engagement Community meeting.
- Ten tickets were donated from the Omaha Symphony to invite PU participants to attend the Beauty and the Beast concert on February 19.
- PU Staff was trained on DayC & DECA assessments by UNMC
- Lunch with Connections: In partnership with Project Harmony, PU participants will have access to individual or group therapy at the North Center. Participants had the opportunity to meet and greet the therapist on March 6.
- The North center currently has four open positions:
 - Program Director (FTE 1.0)
 - Educational Navigator (FTE 1.0)
 - Child Learning Specialists (FTE 0.5 x2)
- All programming in person

Programming

- Programming at the center includes:
 - ESL classes (2 cohorts, twice a week for 3 hours)
 - GED classes (1 cohort, twice a week for three hours)
 - Parenting Classes (March calendar attached)
 - Forgiving What you Can't Forget
 - Common Sense Parenting (x3)
 - Financial Survival During Crisis (x2)
 - Autism Speaks
 - Supporting Your Child through Special Abilities
 - Home visits are scheduled once a month.

Recruitment Efforts

- February 22: Presented information about PU at a Heart Ministry CSP meeting.
- February 25: Kellom and Conestoga New Teachers (3) and Paraprofessionals (3) toured Parent University and learned the best ways to refer families to the program.
- March 6: ED met with Mrs. Kimberly Jones from Gifford Park Elementary School

Evaluations during this period included:

- Keys to Interactive Parenting Scale

Learning Community Center of West Omaha

Updates 03/08/2022

General Information

- ED and two Educational Navigators from Parent University attended Parent Teacher Conferences to survey families and inquire about potential programming opportunities for the West Center. Over 100 responses were collected in two nights. Survey results will be shared at the upcoming West Center advisory group on March 17 at 1 p.m.
- ELD subcommittee had the opportunity to review the West Center Portfolio and asked questions about progress towards the West Center on March 2nd.
- Programming:
 - Circle of Security Classes started March 1st to support Ralston, Millard, and Westside districts. The goal was to have two classes and recruit 20 participants.

LEARNING COMMUNITY CENTER OF SOUTH OMAHA

2/10/23-3/9/23

General Information

- 25 Creighton students visited the center and practiced parent/teacher conferences
- Children's Museum signed up 68 low-income LCCSO families for their \$ 5-a-year membership
- In February, Nebraska Diaper Bank gave diaper packs for 69 LCCSO children.
- The Big Garden started its Farm to School program onsite, enhancing the child learning rooms by teaching about gardening and healthy eating.
- LCCSO ESL teachers attended the Annual Colloquium on Language Teaching at UNO
- Referrals began on 3/6 to have limited individual/group therapy onsite through Project Harmony
- KETV visited center for story about 10-year-anniversary
- Three open positions: two Educational Navigators and an on-call Child Learning Provider
- We have had 12 volunteers/practicum students helping at our center in the past month

Programming (all in person except GED)

- Parent/Child Programs
 - ESL for Parents (11 cohorts, twice a week for 3 hours)
 - GED for Parents (2 cohorts, twice a week for 3 hours)
 - Parenting Classes once every two weeks, including:
 - Nurturing Parenting
 - Pyramid Model for Parents
 - Circle of Security
 - Love and Logic
 - Early Childhood Guidelines for Parents (science)
 - Mind in the Making (executive functioning in children)
 - Parent Workshops once every two weeks, including:
 - Workforce Development (Metro Community College)
 - Computer Classes (Metro Community College)
 - Budgeting class (Lending Link)
 - Opening Doors (Catholic Charities)
 - Cooking Matters (Whispering Roots)
 - Child Learning programming during parent classes (age 0-5 while kids in school and including school-aged kids during evening programming)
 - Opera Omaha
 - The Big Garden
 - Interactive Parent/Child Programming
 - String Sprouts free violin classes through the Omaha Conservatory of Music - daytime and evening offerings
 - Prime Time Reading through Humanities Nebraska started on 2/7/23. This semester we will offer this on two evenings a week.
 - College Prep program began on 2/27 on one night a week
 - Home visits are scheduled approximately every 3 weeks

- Educational Navigator continue to work with a representative through the ESU #3 twice a month to learn “coaching” for parents and discuss challenges
- Community Childcare trainings for 28 South Omaha providers
 - LCCSO team continue training as trainers in early childhood development
 - One Early Learning Guideline training held at center – 13 community providers
 - Rooted in Relationships program
 - One training and one provider collaboration meeting in February
 - Coaching continues monthly with 15 providers in the program

Evaluations during this period included:

- CASAS (Comprehensive Adult Student Assessment Systems) English-language acquisition and GED progress
- Keys to Interactive Parenting Scale

Story by Cely Sebastian, Educational Navigator

Juana is a wife and mother of seven children. Juana is involved in many extracurricular activities at the center to help her children’s development. For example, she signed her children up for violin classes, and said that this activity is healthy for the children instead of spending time on a screen. Juana also was involved in activities at the Omaha Public Library. She said that the center had helped her expand her knowledge of services available to her family in the area.

She prioritizes both her children’s education and her own. She said that one of her children told her that she is her role model; when she heard that, she was happy and nervous because she knows she must work even harder to reach her goals. That way, her children see that they can accomplish any goal; the way to accomplish them is to put effort into it. Juana speaks Q’anjob’al and is learning English at the center. She goes to the public library to get books in Spanish and English to read with her children or to let the children read them to her. She said she wants her children to be trilingual in English, Spanish and Q’anjob’al, allowing them to find better jobs and have easier lives when they grow up. When her children play at home, they love pretending to be teachers.

As her navigator, I can tell that Juana has grown a lot; she is very committed to the program. She does everything she can to complete her goals.





March 2023

Mon	Tues	Wed	Thurs	Fri	Sat
		1 MCC Spring Break	2 MCC Spring Break	3 MCC Spring Break	4 Financial Survival during Crisis 12pm-2pm
6 ESL Class 9am - 12pm Coffee with Connections 12-1pm	7 GED Class 9am - 12pm CSP 6-8 pm	8 ESL Class 9am - 12pm "Supporting your child through their special abilities" Session 1 6-8pm	9 GED Class 9am - 12pm Community Cafe' 5:30- 7 pm	10	11 Financial Survival during Crisis 12pm-2pm
13 ESL Class 9am - 12pm Story Time with Ms. Debbie 11:30am-12:30pm OPS Spring Break	14 GED Class 9am - 12pm CSP 6-8 pm OPS Spring Break	15 ESL Class 9am - 12pm Story Time with Ms. Debbie 11:30am-12:30pm OPS Spring Break	16 GED Class 9am - 12pm OPS Spring Break	17 OPS Spring Break	18
20 ESL Class 9am - 12pm CSP (Español) 6-8:00pm Bounce Back 6pm-7pm Circle of Security 6-7:30pm	21 GED Class 9am - 12pm Catch Them Being Good (English) 6-7:30pm	22 ESL Class 9am - 12pm WCA Family Safety Workshop 6-7:30pm	23 GED Class 9am - 12pm Ready Rosie Dinner (Parents as Partners) 6-7pm	24	25
27 ESL Class 9am - 12pm CSP (Español) 6-8:00pm Bounce Back 6pm-7pm Circle of Security 6-7:30pm	28 GED Class 9am - 12pm Catch Them Being Good (English) 6-7:30pm	29 ESL Class 9am - 12pm WCA Family Safety Workshop 6-7:30pm	30 GED Class 9am - 12pm OPS No School Elementary Conferences Community Cafe' 5:30- 7 pm	31 OPS No School Elementary Conferences	

ALL CLASSES REQUIRE REGISTRATION WITHIN 8 DAYS OF CLASS START DATE

To RSVP for any course/class please contact 531.213.2734 or by email at sradmin@learningcommunityds.org

ESL Class: All members who want to learn English are encouraged to be in ESL. This course will help you learn English to be able to better engage in your child's learning and school. Must have completed intake and service plan with Educational Navigator in order to participate in ESL. Classes are every Monday & Wednesday from 9am-12 pm. ATTENDANCE IS MANDATORY!

GED Class: If you have never finished school, sign up for this course and get your GED for free. We pay for the test and the instructor to help you finish. You stress education with your child, so let us help you get your diploma! Must have completed intake and service plan to participate in GED. Classes are every Tuesday & Thursdays from 9am-12pm. ATTENDANCE IS MANDATORY!

Financial Survival During Crisis: There are ways to lower your monthly expenses through comparison shopping, negotiating prices with vendors, budgeting, identifying needs versus wants and learning to save money by couponing and shopping frugally. Facilitated by Williams Counseling and Consultants Saturdays 02/18-03/11/23 12pm-2pm

Coffee with Connections: We are happy to announce a new partnership with Connections at PH. Participants will have access to individual or group therapy. Come and greet the therapist from Generation Hope and learn how to access the services. Monday 03/06/23 from 12pm-1pm

Supporting your child through their special abilities: A 2 Session workshop centered around special abilities and developmental milestones for ages 2-8. Information will be provided regarding IEP's and the necessary testing. You will receive a step by step guide to walk you through the process. Session #2 will provide tips for preventing and responding to emotional and behavioral challenges and ways to promote positive social-emotional and behavioral skills. In addition to quick tips for caring for yourself. Facilitated by Halley B. & Chris C. (Munroe-Meyer Institute LEND Fellows) Dates and Times: Wednesdays, 03/8/23, 04/20/23 6pm-8pm

CSP for School Success: Common Sense Parenting (CSP) for School Success is a six-week class that offers training for parents who want to build on their existing skills or learn new ways of dealing with their children's behaviors. Professional parent trainers teach the course. This is a 6-week course is facilitated by Boystown, classes are Mondays 02/07/23-03/14/23 from 6pm-8pm.

Community Café: (A collaboration with Parent University and Douglas County Community Response) The meeting is intended to create a space of unity and appreciation for family and community. The Cafés are created with parents and caregivers for parents, caregivers and community members. Thursday 03/09, 30/23 from 5:30pm-7pm

Story Time with Ms. Debbie: This is an opportunity for families to participate in story time with our very own Ms. Debbie in our onsite library. There will also be an opportunity to check out books. You don't want to miss this story time experience fully equipped with props and interaction. There will be two chances to enjoy Storytime: Monday March 13 and Wednesday March 15 11:30am-12:30pm.

CSP para el Exito Escolar: Crianza con Sentido Común para el Exito Escolar es una clase de seis semanas que ofrece capacitación para padres que desean desarrollar sus habilidades existentes o aprender nuevas formas de lidiar con los comportamientos de sus hijos. Entrenadores profesionales para padres enseñan el curso. (*Stipend Incentive Eligible*) Este es un curso de 6 semanas facilitado por Boystown, las clases son los Lunes 03/20-04/24/23 de 6pm a 8pm.

Catch Them Being Good (English): This course is designed to teach parents to be on the lookout for good behavior. Our children make bad decisions from time to time, but they also make good decisions. When we catch them being good, it is a great opportunity to reward them and reinforce the good. We catch what we look for and we repeat what is reinforced. Look for good. You may be pleasantly surprised by what you find, and the results produced. (*Stipend Incentive Eligible*) This is a 6-week course facilitated by Abundant Life Consulting, classes are Tuesdays 03/21/23-04/25/23 from 6:pm-7:30pm.

Ready Rosie Dinner (Parents as Partners): Even before entering school, your child has learned so much—from you! This 1-hour dinner workshop encourages you to recognize your family's strengths, the developmental stages that children go through, and discuss ways to partner with your child's school. Both in English and Spanish Thursday 03/23/23 from 6-7pm

Circle of Security (For Parents): The Circle of Security is a relationship based, early intervention class. It is designed to enhance attachment between parents and children and help parents learn how to support their children in developing increased empathy, greater self-esteem, better relationships with parents and peers, enhanced school readiness, and an increased capacity to handle emotions more effectively. (*Stipend Incentive Eligible*) This class is 8 weekly sessions, Mondays March 20-May 08, 2023 6pm-7:30pm

Bounce Back (For Children): Class focused on child participants that have experienced trauma or a stressful life event that may include witnessing violence, auto accident, loss of loved one, Divorce/Separation, Incarceration/Deportation, or bullying. This will support you and your child with identifying the feelings, learning healthy coping skills, and reducing the stress surrounding the event. Geared towards children from kindergarten through 4th grade. This class is 10 weekly sessions, Mondays March 20-May 22, 2023 6pm-7pm

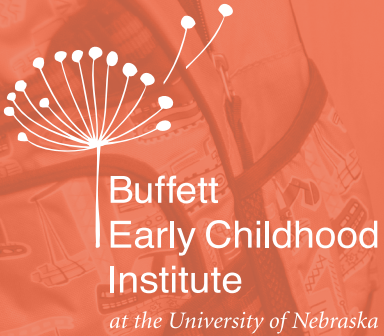
WCA Family Safety Session: A 2 Session workshop centered around Family Safety. Session 1 will focus on Human Trafficking specifically children, what to look for and be aware of. Session 2 will focus on what it means to have Healthy Relationships. (*Stipend Incentive Eligible*) This is a 2-week workshop, classes are Wednesday 03/22/23 and 03/29/23 6pm-7:30pm



The Superintendents' Early Childhood Plan

All Children Deserve the Opportunity to Succeed

The Superintendents' Early Childhood Plan is a collaborative initiative of the 11 school districts of Douglas and Sarpy counties to create and sustain high-quality, equitable early childhood practices and programs for young children living in poverty. The focus of the plan is on closing opportunity gaps so that all children can reach their full potential. In partnership with the Learning Community of Douglas and Sarpy Counties, the Buffett Early Childhood Institute provides leadership and support for the plan, which is seen as one of the nation's most innovative and comprehensive approaches to ensure early learning opportunities for all children.



34% of children under age 6

in Nebraska live in poverty,* which places them at increased risk for school failure.

*≤185% of the Federal Poverty Level | Data from the 2020 U.S. Census

The Superintendents' Plan in Action

The plan presents three levels of support for school districts, elementary schools, and community-based professionals to strengthen their birth through Grade 3 efforts: Professional Development for All, Customized Assistance, and School as Hub.



Professional Development for All

Professional Development for All is a series of in-person and online opportunities open to school leaders, teachers, early childhood professionals, and caregivers who work with children from birth through Grade 3 in Douglas and Sarpy counties. This professional learning opportunity introduces leading-edge research and innovative practices while creating a space for early childhood professionals to gather and learn from one another.

Customized Assistance to School Districts

Customized Assistance provides tailored consultation to school districts, addressing leadership effectiveness, instructional excellence, and family engagement. The Buffett Institute also provides Customized Assistance through access to state and national consultation as districts engage in strategic planning and improvement efforts, developing and implementing District Action Plans that specify the efforts districts are taking to close opportunity gaps for children and families.

15,000 children

in PreK – Grade 3 are in districts with administrators and/or teachers who participate in professional development and customized assistance around early childhood programs and services

8 schools in 6 districts

have fully implemented School as Hub programming



100+

PreK – Grade 3 classrooms participating

2,100+

PreK – Grade 3 children impacted

School as Hub

School as Hub programming highlights the central role that schools can undertake as “hubs” that connect young children—and their families—with high-quality, comprehensive, and continuous early childhood education and services.

School as Hub features three integrated components:



Home visiting from birth to entering school

Regular, voluntary home visiting for individual families and group activities at the school support the development of strong parent-child relationships, child development skills, parenting education, and connections between parents and community resources. The home visiting and socialization programs have a strong link to the goals of elementary school programs so that home-school partnerships can be shaped from the beginning of a child's life.



High-quality preschool and family facilitation for 3- and 4-year-olds

Once children reach age 3, their families may choose to transition from home visiting into a school-based or community-based preschool. Ongoing professional development for staff at the preschool helps ensure high-quality learning experiences that build on the home visiting program. A family facilitator continues the family support and education activities initiated during the home visiting component. Monthly parent-child groups, hosted by the school, create community among families and strengthen their engagement in their children's education.



Aligned Kindergarten through Grade 3

Once children complete preschool, they transition into a coordinated and rigorous Kindergarten through Grade 3 educational approach so their early elementary education builds upon their preschool experiences. Strong home-school partnerships and family support continue as well.

Support the Superintendents' Plan

Let's ensure all children have the opportunity to succeed.

Everyone—from policymakers, to school staff, to families—can support high-quality early childhood education.

School and district leaders:

We encourage you to take advantage of Customized Assistance and connect the Superintendents' Plan to your district's strategic planning efforts.

Educators:

Attend Professional Development for All.

Parents and guardians:

See if you qualify for unique support such as home visitation and socialization activities.



Learn more about the Superintendents' Early Childhood Plan by visiting

buffettinstitute.nebraska.edu
or by scanning the code.



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



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

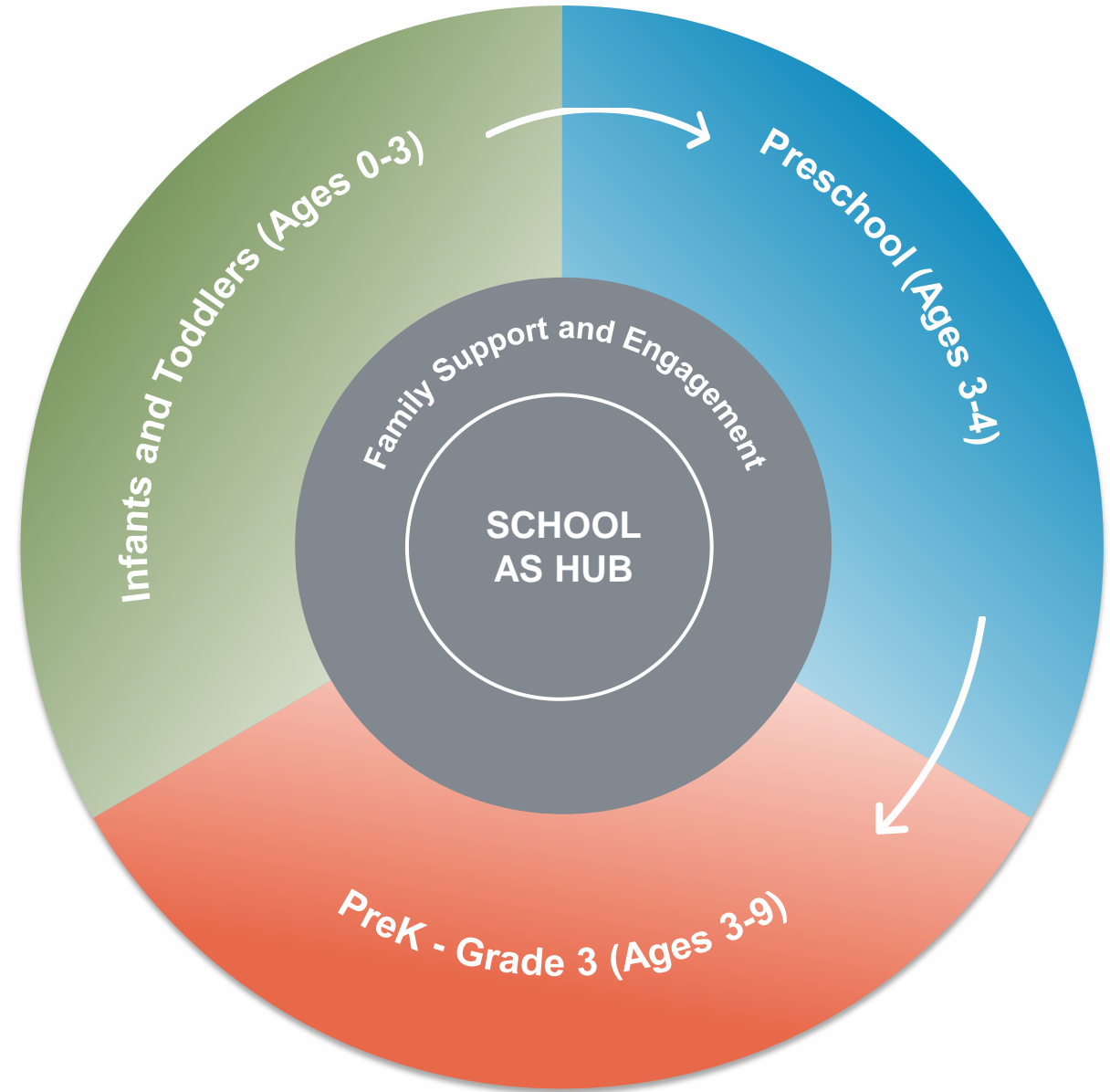
GOAL 1: Customized Assistance to School Districts

Leadership
Effectiveness

Instructional
Excellence

Family and
Community
Partnership
Engagement

GOAL 2: School as Hub Programming



GOAL 3:

Professional Development for All—"Bite-Sized Learning"

- Digital learning delivered in small pieces, also referred to as "microlearning"
- Developed to meet the needs of the 21st century professional by providing quality professional learning in formats that may more easily support continual development
- **Examples:** Twitter chats, infographics, and short videos shared on social media sites

Presentation	Data Collected	Presentation date
Superintendents' Plan School District Project Plan	Project management milestone status	April 20
PD for All	Cohort evaluation, Twitter chat metrics, video metrics	May 18
Instructional Excellence	Teacher surveys, teacher focus groups	June 15
Collaboration	Data walk, 2023–24 district action plans, collaboration survey	Aug. 17
Family and Community Partnership Engagement	Family engagement survey, focus groups	Sept. 21
Superintendents' Plan Evaluation Report	Annual evaluation report	Oct. 19
Leadership Effectiveness	NAESP competencies, principal portfolios, landscape assessment data	Nov. 16

What to Expect

- Project information
- Voices of our partners
- Intended outcomes
- Timelines
- Initial results
- Continuous improvement

Amy Schmidtke

Director of Program Development

buffettinstitute.nebraska.edu

aschmidtke@nebraska.edu



Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2023–2026
Approved by the Nebraska State Board of Education, April 7, 2017
Revisions and Progress Reports Nov. 7, 2019
Revisions and Progress Reports Oct. 7, 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>

<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

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

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

<p>CAP Goal 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,

and school districts).

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

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

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

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

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

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

PART I

DISTRICT PREVENTION, MULTI-TIERED SYSTEM OF SUPPORTS FOR ATTENDANCE

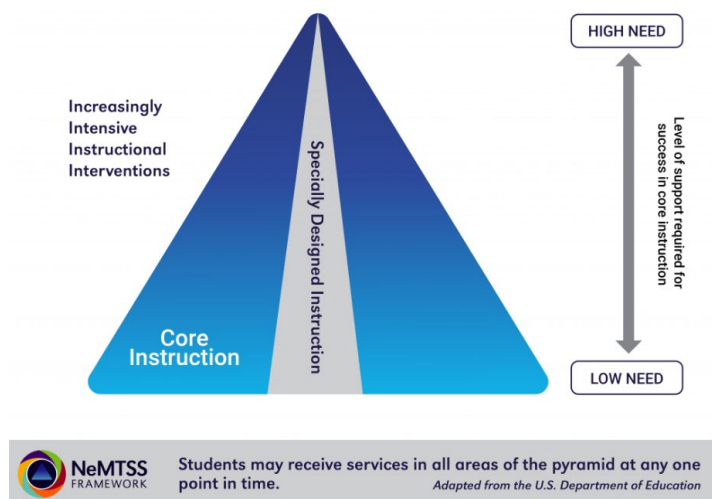
MISSION OF SUPERINTENDENTS' ATTENDANCE PLAN: To address absenteeism and at-risk behavior through encouragement of coordinated efforts to improve student attendance and learning.

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

MTSS – Multi-Tiered System of Supports

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

A Conceptual Framework for NeMTSS



MTSS Pyramid of Intervention related to Student Attendance:

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

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

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

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

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

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

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

PART II

ABSENCE REFERRAL TO COUNTY ATTORNEY

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

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

All Referrals to the County Attorney shall include the following:

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

COUNTY ATTORNEY INVOLVEMENT: DOUGLAS AND SARPY COUNTIES

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

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

PART III

TRACKING AND MONITORING

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

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

PART IV

SUPERINTENDENTS' ATTENDANCE PLAN REVIEW

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

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

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

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

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

superintendents and to the Learning Community Coordinating Council.



“Trust. Integrity. Knowledge.”

Contacts:

Agent

Scott D. Durbin, AAI
Senior Vice President
402 861-7034
scott.durbin@fnicgroup.com

Donald J. Kamins, AAI, RHU
Vice President
402 861-7035
don.kamins@hakco.com

Account Manager

Christina Perkins, CISR
Account Manager, Commercial Insurance
402 861-7105
christina.perkins@fnicgroup.com

Claims Representative

Robyn Meyers, AAI, AINS
Sr. Claims Specialist
402 861-7052
robyn.meyers@fnicgroup.com

**A
Proposal
of
Insurance
For**

**Learning Community of
Douglas/Sarpy Co.**

February 8, 2023

FNIC

This presentation is designed to give you an overview of your current insurance coverage. It is meant only as a general understanding of your insurance coverages and should not be construed as a legal interpretation of the insurance policies. Please refer to your actual policies for specific terms, conditions, limitations and exclusions that will govern in the event of a loss. Specimen copies of these policies are available for your review prior to the binding of any coverage

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If you have any questions please contact:

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David Destache	(402) 861-7165
Toll Free	(800) 344-5624

FNIC

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1. Information you provide to us – Personal information that you provide to us on applications and through other correspondence, such as your name, address, social security number and personal financial information.
2. Transaction and Experiences – Personal information about your transactions and experiences with us and our affiliates, such as your account balance and payment history.
3. Information we received from third parties – Personal information nonaffiliated parties provide to us about you, such as your claims history, driving record, credit history, and public records.

Personal information we disclose to affiliates

We may disclose personal information about your transactions and experiences with us to our affiliates.

Personal information we disclose to nonaffiliated parties

We may disclose personal information about you to nonaffiliated third parties as permitted by law. This may include all of the personal information we collect about you that is necessary to secure and service our products. Additionally, personal information may be disclosed in connection with a subpoena or similar legal requirements, in connection with audits, to process a transaction you requested, and to prevent fraud or unauthorized use.

We may disclose all of the personal information we collect, as described above, to companies that perform marketing services on our behalf or to other financial institutions with whom we have joint marketing agreements.

Disclosure

This summary of the coverage offered by the insurers is based on the information provided by you and which we have relied upon in preparing this document. If changes need to be made, please notify our office immediately. All changes are subject to review and acceptance by the insurance company.

When requested to review contracts (leases, construction contracts, purchase orders, etc), the review will be based on industry standard risk management practices. Reviews will not be legal advice or legal opinion for any portion of the contract. Contracts can have diverse, broadly stated indemnification or other provisions that may not be insurable. Contracts should be reviewed and modified by your legal counsel to reflect variations in local law and the specific circumstances of your contract. Our review is provided for your information and should not be relied upon by any party as a representation of your insurance exposures or coverage.

In addition to the fees or commissions retained by FNIC, in certain circumstances other parties may earn and retain usual and customary commissions and/or fees for their role in providing or placing insurance products or services under their separate contracts with insurers and/or reinsurers.

As a common legal practice in our industry, FNIC may enter into “contingency” agreements with certain insurance companies providing for compensation, in addition to commissions, to be paid to FNIC based on several factors not client specific such as aggregate loss experience and size or performance of an overall book of business produced with the insurer. The insurance coverage you purchase through FNIC may be issued by an insurance company who has such an agreement with our firm. Please contact our sales or service representative if you have any questions or concerns.

FNIC through its sales representatives and service personnel, recommends insurance companies to our clients based on coverage, financial stability, cost and service capability – not on the existence of contingency agreements. It has always been our practice to leave the final selection of insurers to the discretion of our clients.

Products and Services

Business Insurance

- Property Casualty Insurance including but not limited to:
 - Workers' Compensation
 - Directors & Officer's
 - Errors & Omissions
 - Property
 - Liability
 - Auto
 - Excess
- 24 Hour Claims Service
- Claims Management and Experience Rating Projections
- Risk Surveys including Risk Transfer Cost Options
- Program Design
- Stewardship Meetings
- Property Casualty Consulting
- Commercial Building Appraisals for Insurance Valuation

- Alternative Risk Financing
 - Retrospectively Rated
 - Captive Programs
 - High Deductibles
 - Self Insurance
- Loss Control Consulting & Management Services

Surety Bonds

- Bonds
 - Bid
 - Performance & Payment
 - Miscellaneous
- Banker, Attorney and CPA Referral
- Trade/Industry Comparison
- Assist with Contractor Prequalification
- Financial Analysis
- Consult with Contractor & CPA
- Maximize Surety Credit
- Financial Presentation to Surety

Employee Benefits

- Group Medical Plans
 - Multiple Employer Trusts
 - Health Reimbursement Accounts
 - Health Savings Accounts
 - Fully Insured
 - Self-Funding
- Basic and Supplemental Life Insurance
- Voluntary Benefits (employee paid plans)
- Preferred Vendor Arrangements
 - COBRA/HIPAA/ERISA Compliance
- Plan Document and SPD Development
 - Employee Communications and Education
 - Form 5500 Preparation
 - Exclusive Access to Web-Based HR Portal
- Short and Long term Disability
- Special Risk
 - Business Travel Plans
 - Accidental Death and Dismemberment
- Consulting Services, including but not limited to:
 - Market Surveys
 - Actuarial Services
 - Analysis of Funding Arrangements
 - Benchmarking and Trending
 - Carrier Negotiations
- Retirement Plans

- Owner-Based Planning
- Executive Benefits

Personal Lines

- Home and Condominiums
- Fine Arts, Antiques, and Jewelry
- Automobile Insurance
- Property Appraisals
- Secondary Residences/Vacation Properties
- Watercraft Coverage
- Personal Liability
- International Travel Coverage

Life Insurance and Estate Planning

- Life, Disability, and Long-Term Care
- Financial Planning
- Charitable Trust

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FNIC

Schedule of Locations

Loc #	Address	City	State	Zip Code
1	1612 N 24th St	Omaha	NE	68110

FNIC

Property Policy

Named Insured: Learning Community of Douglas/Sarpy Co.
Insurance Company: Philadelphia Indemnity Insurance Co.
Policy Number: APPPHPK2379035
Policy Term: 3/26/2023 to 3/26/2024

Exposure Schedule

Loc #1 - 1612 N 24th St. Omaha , NE

Bld #	Occupancy	Subject of Insurance	Limit	Co-Ins %	Ded	Valuation	Cause of Loss	Agd Amt
1	Office	Business Personal Property	400,000	90	\$ 2,500	Replacement Cost	Special	

Additional Coverages and/or Exclusions include, but are not limited to:

Description:	Limit:	Ded
Business Income & Extra Expense - included in Elite form	\$300,000	
Loss of Income Due to Workplace Violence - Business Income	\$100,000	
Property in Transit - included in Elite form	\$100,000	
Crisis Management Enhancement Endorsement	\$25,000	
Property in Transit Common Carrier - included in Elite form	\$10,000	
Loss of Income Due to Workplace Violence - Extra Expense	\$5,000	
Wind/Hail Ded		\$2,500
Bell Endorsement - See Form PI-Bell-1 for additional coverages		
Disclosure Pursuant to Terrorism Risk Insurance Act		
Elite Property Enhancement: Human Services - See form PI-EPE-HS for additional coverages		
Equipment Breakdown Protection Endorsement		
Exclusion of Loss Due to Virus or Bacteria		
Protective Safeguard		
Water Exclusion endorsement		

Named Insureds:

Learning Community of Douglas and Sarpy Counties
Learning Community Coordinating Council

FNIC

General Liability Policy

Named Insured: Learning Community of Douglas/Sarpy Co.
Insurance Company: Philadelphia Indemnity Insurance Co.
Policy Number: APPPHPK2379035
Policy Term: 3/26/2023 to 3/26/2024

Coverage Written On: Occurrence Form
 Claims-Made Form; Retro Date:

<u>Limits:</u>	<u>Coverage Description:</u>
\$2,000,000	General Aggregate
\$2,000,000	Products and Completed Operations Aggregate
\$1,000,000	Personal and Advertising Injury
\$1,000,000	Each Occurrence – Bodily Injury and Property Damage
\$100,000	Fire Damage
\$5,000	Medical Expenses

NOTE: All information shown is subject to verification and change by audit.

Schedule of Exposures

State	Loc #	Class Code	Classification	Premium Basis	Exposure
NE		61227	Nf Profit - Buildings Or Premises - Other - Noc	Area	20,000
NE		47471	Schools-public-elementary,Kindergarten	Students	If Any
NE		47473	Schools-public-high	Students	If Any
NE		47469	Schools-faculty Liability For Corporal	Faculty	If Any
NE		91591	Contractors - Subcontracted Work - other than construction related work (Contract Amount)	Other	7,800,000
NE		47367	Service Class – Parenting U Program	Payroll	\$20,000

FNIC

Additional Coverages and/or Exclusions include, but are not limited to:

Description:	Limit	Ded	Remarks
Sexual or Physical Abuse or Molestation - Occurrence Vicarious Liability Coverage Form	\$1,000,000/ \$2,000,000		
Employee Benefits Liability; Retro 3-26-09 (rating basis - 5 employees)	\$1,000,000/ \$1,000,000	\$0	
General Liability Deluxe Endorsement: Human Services			
Fund Raising Events Endorsement			
SAM - Non-Binding Arbitration			
Blanket Additional Insured - When Required by Contract - included in Deluxe			
Personal & Advertising Injury - Includes Abuse of Process, Discrimination - included in Deluxe form			
Bodily Injury - includes mental anguish - included in Deluxe			
Exclusion - Access or Disclosure of Confidential or Personal Information & Data-Related Liability - With Limited Bodily Injury Exception			
Designated Professional Services Exclusion			
Employment-Related Practices Exclusion			
Fungi or Bacteria Exclusion			
Corporal Punishment Exclusion			
Lead Liability Exclusion			
Asbestos Liability Exclusion			
Blanket Waiver of Subrogation - included in Deluxe form			
Employee Benefits Administration Errors & Omissions Insurance			
EBL - Prior/Pending Litigation and Known circumstances exclusion - claims made			
SAM - Employee Defense Coverage			
Cap on Losses From Certified Acts of Terrorism			
Total Pollution Exclusion with a Building Heating Equipment Except			
Professional Liability Exclusion			
Communicable Disease Exclusion			
Additional Insured - Designated Person or Organization			

Named Insureds:

Learning Community of Douglas and Sarpy Counties
Learning Community Coordinating Council

FNIC

Business Automobile Policy

Named Insured: Learning Community of Douglas/Sarpy Co.
Insurance Company: Philadelphia Indemnity Insurance Co.
Policy Number: APPPHPK2379035
Policy Term: 3/26/2023 to 3/26/2024

<u>Limits:</u>	<u>Symbols:</u>	<u>Coverage Description:</u>
\$1,000,000	8 9 7	Combined Single Limit – Bodily Injury/Property Damage
\$1,000,000	2	Uninsured Motorist
\$1,000,000	2	Underinsured Motorist
		Medical Payments – Each Person
See Vehicle Schedule	8 7	Comprehensive
See Vehicle Schedule	8 7	Collision

Hired / Borrowed Auto

State	Cost of Hire	If Any	Physical Damage Limit	Unl	Comp Deductible	Collision Deductible
NE	\$5,000	Y		X	\$100	\$1,000

Non-Owned Auto

State	Number of employees
NE	9

Drivers

<u>Name as it appears on License:</u>	<u>State</u>	<u>License Number:</u>	<u>Date of Birth:</u>	<u>Date Off</u>

Additional Coverages and/or Exclusions include, but are not limited to:

<u>Description:</u>
Cap on Losses From Certified Acts of Terrorism
Employee Hired Autos
Fellow Employee Coverage
Non-Binding Arbitration

Named Insureds:

Learning Community of Douglas and Sarpy Counties
Learning Community Coordinating Council

FNIC**Commercial Automobile Schedule**

Veh #	Client #	Year	Vehicle Make Vehicle Model Serial Number Garage Location	Liab	Med Pay	UM	UIM	Specified Causes of Loss Ded	Comp Deductible	Collision Deductible
1		2022	Ford Transit 350 Van 1FBAX9CG2NKA05004 Omaha , NE 68110	Y		Y	Y		\$500	\$1,000

FNIC

Workers' Compensation Policy

Named Insured: Learning Community of Douglas and Sarpy Counties
Insurance Company: Accident Fund National Insurance Co
Policy Number: APPWCP100016215
Policy Term: 3/26/2023 to 3/26/2024

Claim reporting notice: To comply with Workers' Compensation statutes, all work related injuries should result in the prompt filing of the Employers First Report with the insurance company and the State Workers' Compensation Court. Any medical expenses incurred as a result of such injuries are to be paid strictly by the insurer. Non-compliance with this rule could result in fines and/or penalties by the Workers' Compensation Court.

<u>Limits:</u>	<u>Coverage Description:</u>
\$500,000	Employer's Liability – Each Accident
\$500,000	Employer's Liability – Disease – Policy Limit
\$500,000	Employer's Liability – Disease – Each Employee

NOTE: All information shown is subject to verification and change by audit.

State: NE - Schedule of Exposures

Code	Classification	Est. Payroll
8868	School: Professional Employees & Clerical	\$326,000

Partners, Officers, Relatives to be included or excluded:

Not for Profit All Officers Included	Included
--------------------------------------	----------

Experience Modification Rating: 0.93

Additional Coverages and/or Exclusions include, but are not limited to:

<u>Description:</u>
Audit Noncompliance Charge Endorsement
Catastrophe (other than certified acts of terrorism) premium endorsement
Execution Clause Endorsement
Experience Rating Modification Factor Endorsement
Notification of change in ownership endorsement
Part Five - Premium Amendatory Endorsement
Pending Rate Change Endorsement
Service Fee
Terrorism Risk Insurance Program Reauthorization Act Disclosure Endorsement

Named Insureds:

Learning Community of Douglas and Sarpy Counties
Learning Community Coordinating Council

FNIC

**CORPORATE OFFICERS, MEMBERS, MANAGERS, PARTNERS, SOLE PROPRIETOR OR OTHERS
WORKERS COMPENSATION ELECTION/REJECTION/REVOCAION FORM**
Pursuant to State Insurance or Labor Code

Depending on your respective State Insurance or Labor Code, an Officer, Partner, Member, Manager, Sole Proprietor or Other individual may be required or permitted to either **ELECT** or **REJECT** workers compensation coverage. This form provides documentation of your decision as your state has not promulgated a form for this purpose. The coverage selection indicated below shall apply to all subsequent renewal policies until an insurer representative is properly notified of a change in coverage.

Please fill in all sections that pertain to your company, sign and return to your insurer representative.

COMPANY NAME:			
MAILING ADDRESS:			
PHONE:			
CONTACT PERSON:			
TYPE OF COMPANY:	<input type="checkbox"/> Corporation	<input type="checkbox"/> Sole Proprietor	<input type="checkbox"/> Limited Liability Company
	<input type="checkbox"/> Partnership	<input type="checkbox"/> Other – Describe:	

SELECT ONE CHOICE ONLY:

- The person(s) named below is/are **ELECTING** coverage.
- The person(s) named below is/are **REJECTING** coverage. *(Signature Required)*
- The person(s) named below is/are withdrawing the previous election of coverage. *(Signature Required)*
- The person(s) named below is/are withdrawing the previous rejection of coverage.

TYPE OF INDIVIDUAL(S):	<input type="checkbox"/> Officer	<input type="checkbox"/> Sole Proprietor	<input type="checkbox"/> Member
	<input type="checkbox"/> Partner	<input type="checkbox"/> Manager	<input type="checkbox"/> Other:
NAME OF INDIVIDUAL:	TITLE:	SIGNATURE	
1.			
2.			
3.			

AUTHORIZED/SUBMITTED BY:

Full Name (Print)	Title	
Signature	Today's Date	Coverage Effective Date

FNIC

Umbrella Policy

Named Insured: Learning Community of Douglas/Sarpy Co.
Insurance Company: Philadelphia Indemnity Insurance Co.
Policy Number: APPPHUB803070
Policy Term: 3/26/2023 to 3/26/2024

<u>Limits:</u>	<u>Coverage Description:</u>
\$4,000,000	Each Occurrence
\$4,000,000	Annual Aggregate
\$10,000	Retained Limit

Additional Coverages and/or Exclusions include, but are not limited to:

<u>Description:</u>	<u>Limit:</u>
Products-Completed Operations Aggregate Limit of Insurance	\$4,000,000
Absolute Communicable Disease Exclusion	
Absolute Cyber Liability and Electronic Exclusion	
Abuse or Molestation Exclusion	
Access or Disclosure of Confidential or Personal Information & Data-Related Exclusion with Limited Bodily Injury Exception	
Additional Insured is following form	
Automobile liability follow form endorsement	
Cap on loss from certified acts of terrorism	
Directors & Officers Liability Exclusion	
Employee benefits liability limitation endorsement and ERISA exclusion	
Employers Liability - Retained Limits	
Employers Liability (Stop Gap) Follow Form	
Exclusion - Adoption and Foster Care Operations	
Exclusion-Medical Professional	
Fungi or Bacteria Exclusion	
General Liability Following Form	
Lead Liability Exclusion	
Limit of Ins Excl Clause Minimum Limit Requirement	
Liquor Liability Exclusion	
Non-Owned Watercraft Amendment	
Per Location / Per Project Agg Limit of Insurance Exclusion	
Professional Services Exclusion	
Recording and Distribution of Material or Information	
Silica or Silica - Related Dust Exclusion	
Specified Underlying Claims Made Coverage Endorsement	
Subsidence Exclusion	
Underlying insurance following form - Employee Benefits Liability: Retro date 3/26/2009	

Named Insureds:

Learning Community of Douglas and Sarpy Counties
Learning Community Coordinating Council

FNIC

School Board Legal Liability

Named Insured: Learning Community of Douglas/Sarpy Co.
Insurance Company: Indian Harbor Insurance Co.
Policy Number: APPELL0952953
Policy Term: 3/26/2023 to 3/26/2024

School Board Legal Liability

Coverage Description	Limit	Ded	Remarks
Educators Errors and Omissions Liability	\$3,000,000	\$20,000	
Employment Practices Liability	\$3,000,000	\$20,000	
Policy Aggregate	\$3,000,000	\$20,000	
Supplementary Payments/Aggregate	\$50,000/ \$100,000		
Claims Made Coverage			
Harassment / Bullying Coverage			
Minimum Earned Premium - 25%			
Retroactive Date 3/26/2009			
Service of Process			

Named Insureds:

Learning Community of Douglas and Sarpy Counties

FNIC

Cyber

Named Insured: Learning Community of Douglas/Sarpy Co.
Insurance Company: Evolve MGA
Policy Number: APPEK0239443288
Policy Term: 3/26/2023 to 3/26/2024

Commercial Cyber and Privacy Liability

Coverage Description	Limit	Ded	Remarks
Incident Response Costs	\$1,000,000		
Legal and Regulatory Costs	\$1,000,000	\$5,000	
IT Security and Forensic Costs	\$1,000,000	\$5,000	
Crisis Communication Costs	\$1,000,000	\$5,000	
Privacy Breach Management Costs	\$1,000,000	\$5,000	
Third Party Privacy Breach Management Costs	\$1,000,000	\$5,000	
Post Breach Remediation Costs	\$50,000		
Funds Transfer Fraud	\$250,000	\$5,000	
Theft of Funds Held in Escrow	\$250,000	\$5,000	
Theft of Personal Funds	\$250,000	\$5,000	
Extortion	\$1,000,000	\$5,000	
Corporate Identity Theft	\$250,000	\$5,000	
Telephone Hacking	\$250,000	\$5,000	
Push Payment Fraud	\$50,000		
Unauthorized Use of Computer Resources	\$250,000	\$5,000	
System Damage and Rectification Costs	\$1,000,000	\$5,000	
Income Loss and Extra Expense	\$1,000,000	\$5,000	
Additional Extra Expense	\$100,000	\$5,000	
Dependent Business Interruption	\$1,000,000	\$5,000	
Consequential Reputational Harm	\$1,000,000	\$5,000	
Claim Preparation Costs	\$25,000		
Hardware Replacement Costs	\$1,000,000	\$5,000	
Network Security Liability	\$1,000,000	\$5,000	
Privacy Liability	\$1,000,000	\$5,000	
Management Liability	\$1,000,000	\$5,000	
Regulatory Fines	\$1,000,000	\$5,000	
PCI Fines, Penalties and Assessments	\$1,000,000	\$5,000	
Defamation	\$1,000,000	\$5,000	
Intellectual Property Infringement	\$1,000,000	\$5,000	
Court Attendance Costs	\$100,000		
Income Loss and Extra Expense	\$1,000,000	\$5,000	

FNIC

Crime

Named Insured: Learning Community of Douglas/Sarpy Co.
Insurance Company: Travelers Casualty & Surety Co of Ameri
Policy Number: APP105584116
Policy Term: 3/26/2023 to 3/26/2025

Crime

Coverage Description	Limit	Ded	Remarks
Computer Crime - Computer Fraud	\$1,000,000	\$15,000	
Funds Transfer Fraud	\$1,000,000	\$15,000	
Government Entity Crime Endorsement excluding coverage for treasurers and tax collectors: Employee Theft - Per Loss Coverage	\$1,000,000	\$15,000	
Forgery & Alteration	\$1,000,000	\$2,500	
Computer Crime - Computer Program and Electronic Data Restoration Expense	\$100,000	\$1,000	
Claim Expense	\$5,000	\$0	
Amendatory Endorsement for Certain ERISA Considerations			
Delete Exclusion For Prior Losses Involving Subsidiaries Endorsement			
Financial Interest Coverage			
Include the Chairperson and Members of Specified Committees as Employees Endorsement - All voting and non-voting members of the Learning Community Coordinating Council			
Removal of Short-Rate Cancellation Endorsement			
Replace Exclusion BB. Endorsement			
Social Engineering Fraud Insuring Agreement Endorsement			

Named Insureds:

Learning Community of Douglas and Sarpy Counties

FNIC**Premium Summary**

Named Insured: Learning Community of Douglas/Sarpy Co.
Policy Term: 3/26/2023 to 3/26/2024

Description of Coverage	Annualized Expiring Premium	Renewal Premium	Difference
Property	\$1,363	\$1,301	-\$62
General Liability	\$21,830	\$22,633	\$803
Automobile	\$2,966	\$3,259	\$293
Workers' Compensation	\$1,291	\$1,291	\$0
Umbrella	\$5,674	\$6,864	\$1,190
Employee Benefits Liability	\$300	\$300	\$0
Sexual/Physical Abuse	\$1,698	\$1,771	\$73
School Board Legal Liability	\$32,648.65	\$32,648.65	\$0
Crime (2 Yr Term 2023/2025)	\$1,175	\$1,548	\$373
Cyber	\$7,158.50	\$9,465.70	\$2,307.20
Total Estimated Premium	\$76,104.15	\$81,081.35	\$4,977.20

A change in terms, conditions or premiums may occur after binding upon underwriter's receipt and review of subjectivities, or the failure to provide subjectivities on a timely basis.

Available Premium Payment Plans:**Accident Fund:**

Direct Bill – 1 pay (premium over \$400)
Direct Bill – 2 pay - 50% down and 1 installment
Direct Bill – 4 pay – 25% down and 3 installments (premium over \$1,000)
Direct Bill – 10 pay – 10% down and 9 installments (premium over \$4,000)
Mail down payments to PO Box 77000 Dept 77125, Detroit, MI 48277-0125

AmWins:

Agency Bill; Annual

Evolve:

Agency Bill, Annual

Philadelphia:

Direct Bill - 50% down and 2 installments (\$2,000 min prem)
Direct Bill - 25% down and 3 installments (\$2,000 min prem)
Direct Bill - 25% down and 5 installments (\$3,500 min prem)
Direct Bill - 25% down and 9 installments (\$6,000 min prem)
Each installment must be at least \$500
Mail down payments to
P O Box 70251, Philadelphia, PA 19176-0251

Travelers (Crime):

Direct Bill; Annual (2 Year Term)

FNIC

We accept online payments & you can review open invoices at <https://fnicgroup.epaypolicy.com> using your client code LEA57255

If an installment plan is selected, the insurance company may add a service charge to each installment.

Please provide your accounting contact email address for invoice inquiries.

Important Notes and Comments Regarding Quotations:

- **School Board Legal Liability:**
 - Revenue is up from \$11,647,091 to \$11,863,876 or 2% up
- **Umbrella:**
 - Transit Van added midyear during expiring term causing increase in renewal premium

Binding Subject To:

- Signed NE Surplus Lines Consent Form
- **Mobile App - 30 Days Post Binding:** Satisfactory confirmation that you have downloaded and registered our incident response mobile app, details of which can be found with your policy documents.
- **Note from Travelers (Crime):**
- They operate the 2 early elementary learning centers....do they pay the staff directly as well as pay for additional services (i.e. lunch, supplies they need etc).
- I know over the years with the change in the learning community they have somewhat changed.
- I just wanted to document the file relative to exposure (i.e. if they are paying teachers directly, or, for supplies for the learning centers....that there is oversight in place so payments do not go out fraudulently).
- Their financials show “disbursements”, so, they do have payments going out. In the past, it was typically to the school districts, but, now a bit more like a regular organization paying for the services they provide directly?
- I’m not super concerned but want to be able to document their responsesthe main one is the response on Purchase Orders (they do not use purchase orders). Sometimes I think the intent of the question on the app can be confusing. Maybe they don’t use purchase orders, but, if they are making payments to someone/some entity, we want to make sure there is oversight when that payment transaction is set up. We have a lot of claims where payments get directed to a fraudulent account (i.e. contractor of some sort).

FNIC

General Liability – Rate Comparison

Named Insured: Learning Community of Douglas/Sarpy Co.
Insurance Company: Philadelphia Indemnity Insurance Co.
Policy Number: APPPHPK2379035
Policy Term: 3/26/2023 to 3/26/2024

State	Loc #	Class Code	Classification	Last Term Exposure	This Term Exposure
NE		61227	Nf Profit - Buildings Or Premises - Other - Noc	20,000	20,000
NE		47471	Schools-public-elementary,Kindergarten	If Any	If Any
NE		47473	Schools-public-high	If Any	If Any
NE		47469	Schools-faculty Liability For Corporal	If Any	If Any
NE		91591	Contractors - Subcontracted Work - other than construction related work (Contract Amount)	7,800,000	7,800,000
NE		47367	Service Class – Parenting U Program	N/A	20,000

FNIC

Workers' Compensation Rate Comparison

Named Insured: Learning Community of Douglas/Sarpy Co.
Insurance Company: Accident Fund National Insurance Co
Policy Number: APPWCP100016215
Policy Term: 3/26/2023 to 3/26/2024

State: NE

CLASS	DESCRIPTION	Last term PAYROLL	This term PAYROLL	Last Term RATE	This Term Rate
8868	School: Professional Employees & Clerical	\$326,000	\$326,000	.30	.30

	Last Years Mod	This Years Mod
Experience Mod	.93	.93



Learning Community 2021-2022 Annual Evaluation



Jolene Johnson, Ed.D.
Department Director for Education & Child Development
Munroe-Meyer Institute, University of Nebraska Medical Center



University of Nebraska Medical CenterSM

MUNROE-MEYER INSTITUTE

Education and
Child Development
Department

- Interdisciplinary Department
- External Evaluator for the Learning Community programs
- Evaluate multiple local, regional and statewide educational, health and community-based programs

Three Primary Strategies

Family Learning at LCCSO

Early Childhood & Family Engagement at LCCNO

District Supported Initiatives

- **Jump Start**
- **Extended Learning**
- **Instructional Coaching**



Evaluation Questions



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

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

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

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

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

Evaluation Components



OBSERVATIONS (TEACHERS AND PARENTS)

CLASS; KEYS TO INTERACTIVE PARENTING (KIPS)

SURVEYS

TEACHERS, COACHES, PARENTS, EARLY CHILDHOOD (EC) PROVIDERS

FOCUS GROUPS AND INTERVIEWS

TEACHERS, PARENTS, EC PROVIDERS, PROGRAM STAFF

RATING SCALES

DECA (SOCIAL EMOTIONAL); DAY-C (LANGUAGE)

DIRECT ASSESSMENTS

PPVT (VOCABULARY); BRACKEN (SCHOOL READINESS); MEFS (EXECUTIVE FUNCTION)

Feedback Loops

DATA DEBRIEFS

INDIVIDUAL REPORTS

GROUP REPORTS

REGULAR MEETINGS ABOUT DATA AND CHANGES

2GEN Model of Change

learning community

OF DOUGLAS AND SARPY COUNTIES



Intensive Early Childhood

- **322 PreK students**
- **6 schools**
- **20 classrooms**



- 1. Gender differences were found for both vocabulary and social emotional skills. Girls had significantly higher scores for vocabulary while boys had significantly more behavior concerns.**
- 2. IEC students had significant gains in school readiness skills. Students in each racial group showed growth from fall to spring with no significant differences in growth rates.**
- 3. IEC classrooms were of high quality; particularly for Classroom Organization & Emotional Support.**



Family Learning at Learning Community Center of South Omaha

- 308 parents
- 767 children; 494 target (0-6 years)
- 78% of families used onsite childcare
- 94% qualify for FRL



Parent University at Learning Community Center of North Omaha

- 196 parents
- 379 total children (238 ages 0-8)
- 94% represented racial and ethnic diversity
- 89% of students qualified for FRL

- 1. Over 500 parents participated in programming.**
- 2. Participants demonstrated effective parenting practices with significant improvements.**
- 3. Multiple, varied programming strands are necessary to meet the needs of families.**
- 4. Results are evidence that a 2GEN approach is effective in improving family outcomes.**

District Supported Initiatives

Instructional Coaching

Extended Learning

Jump Start to Kindergarten

- 1. Jump Start students entered kindergarten with improved EF skills and more skills than other kindergarten students.**
- 2. Extended Learning programs continue to have a positive impact on students and high satisfaction ratings from parents.**
- 3. Instructional Coaching serves the most teachers and students across the programs. Teachers indicated that coaching has improved their instructional practices.**

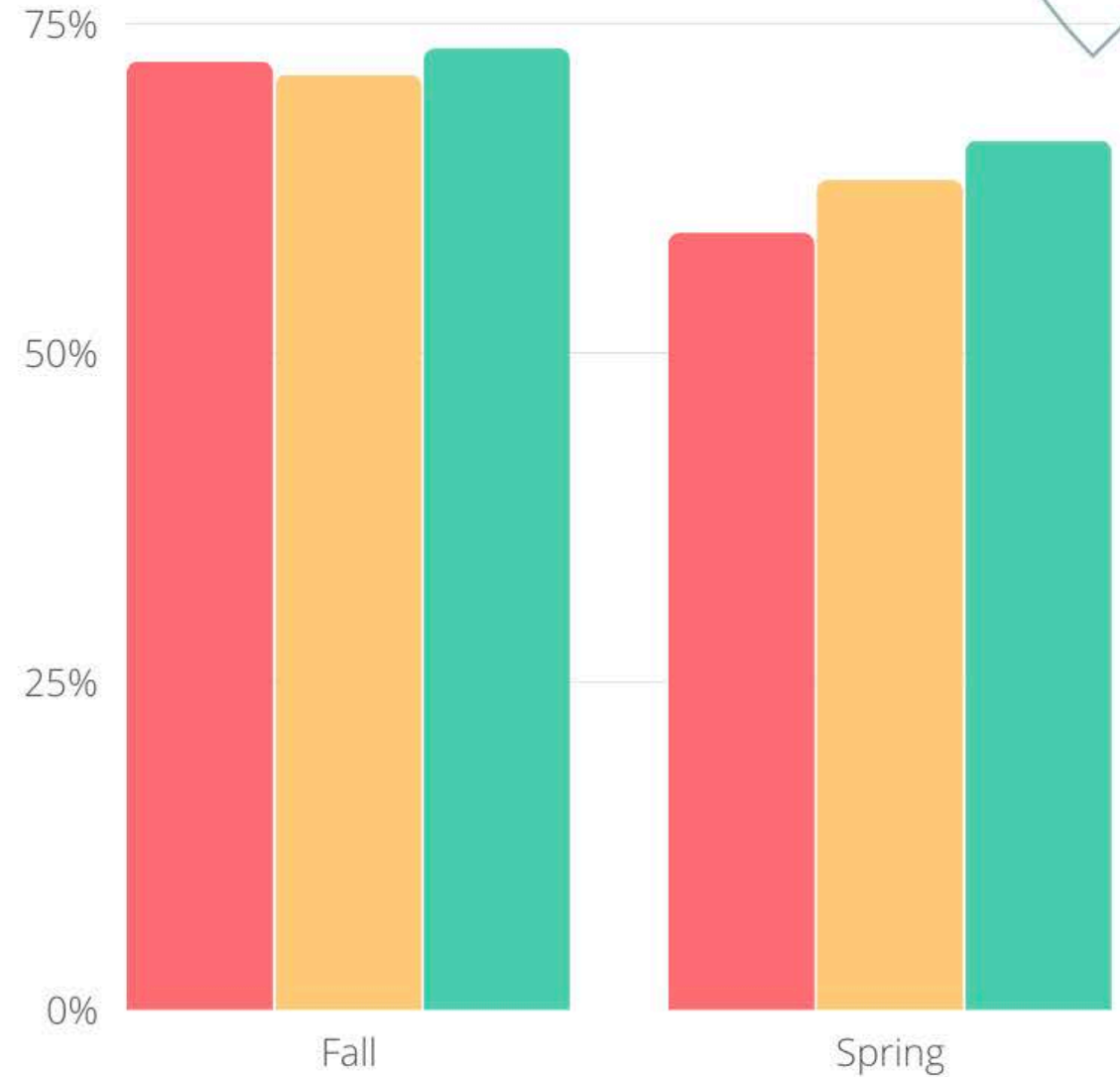
NWEA MAP

By Spring 2022, fewer students were scoring in the average range on the reading assessment.

IEC STUDENTS

PARENT UNIVERSITY

LCCSO STUDENTS



Student Achievement Reading

NWEA-MAP® Reading Growth Goals Outcomes

Growth Goal Outcome	For IEC students with both Fall and Spring scores (n=167), 32% met their projected growth goal.
Growth Goal Outcome	For Parent University students with both Fall and Spring scores (n=113), 33% met their projected growth goal.
Growth Goal Outcome	For LCCSO students with both Fall and Spring scores (n=122), 30% met their projected growth goal.

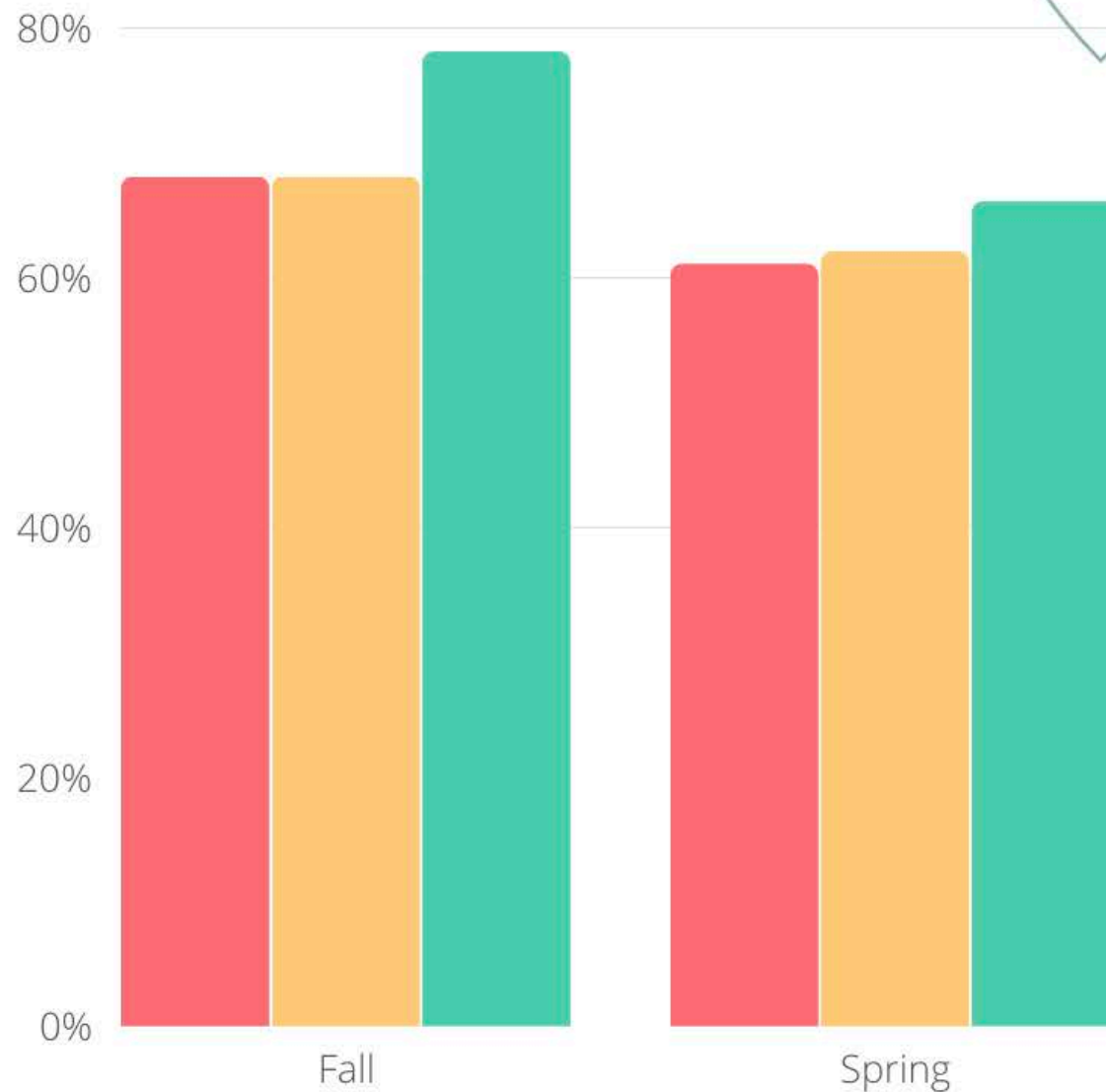
NWEA MAP

By Spring 2022, 70% of LCCSO students continued to score in the average range.

IEC STUDENTS

PARENT UNIVERSITY

LCCSO STUDENTS



Student Achievement Mathematics

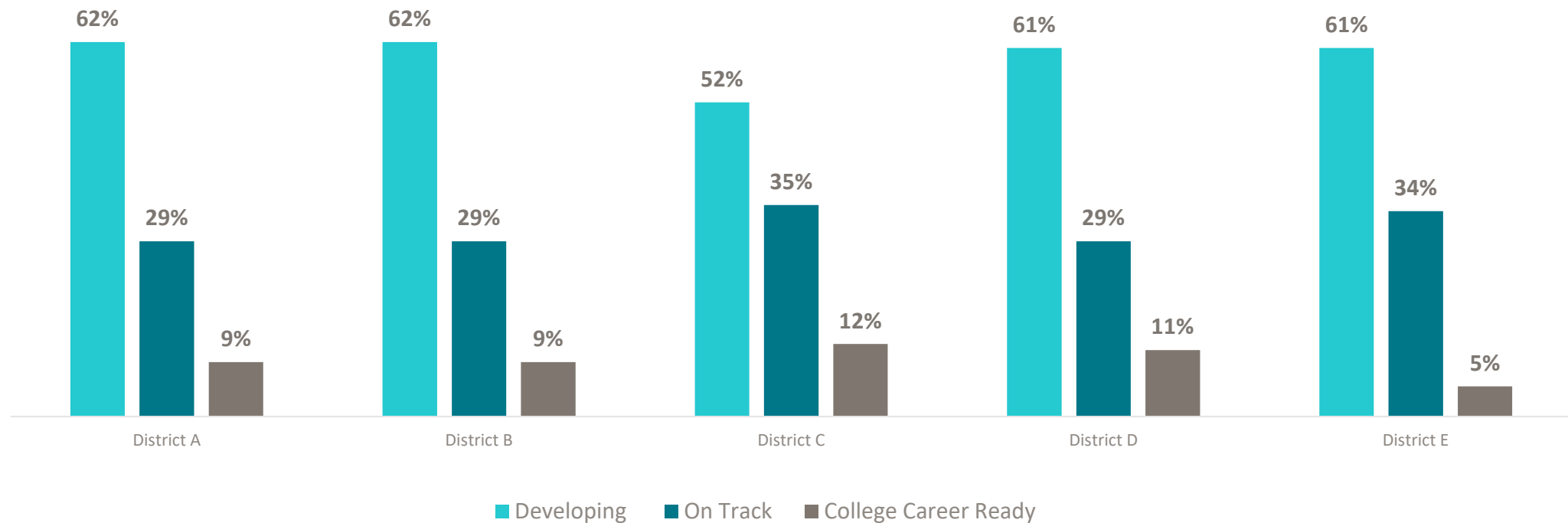
NWEA-MAP® Math Growth Goal Outcomes

Growth Goal Outcome	For IEC students with both Fall and Spring scores (n=168), 35% met their projected growth goal.
Growth Goal Outcome	For Parent University students with both Fall and Spring scores (n=112), 33% met their projected growth goal.
Growth Goal Outcome	For LCCSO students with both Fall and Spring scores (n=122), 37% met their projected growth goal.

NSCAS English Language Arts

NSCAS ENGLISH LANGUAGE ART PROFICIENCY LEVELS INDICATE VARIABILITY ACROSS DISTRICTS.

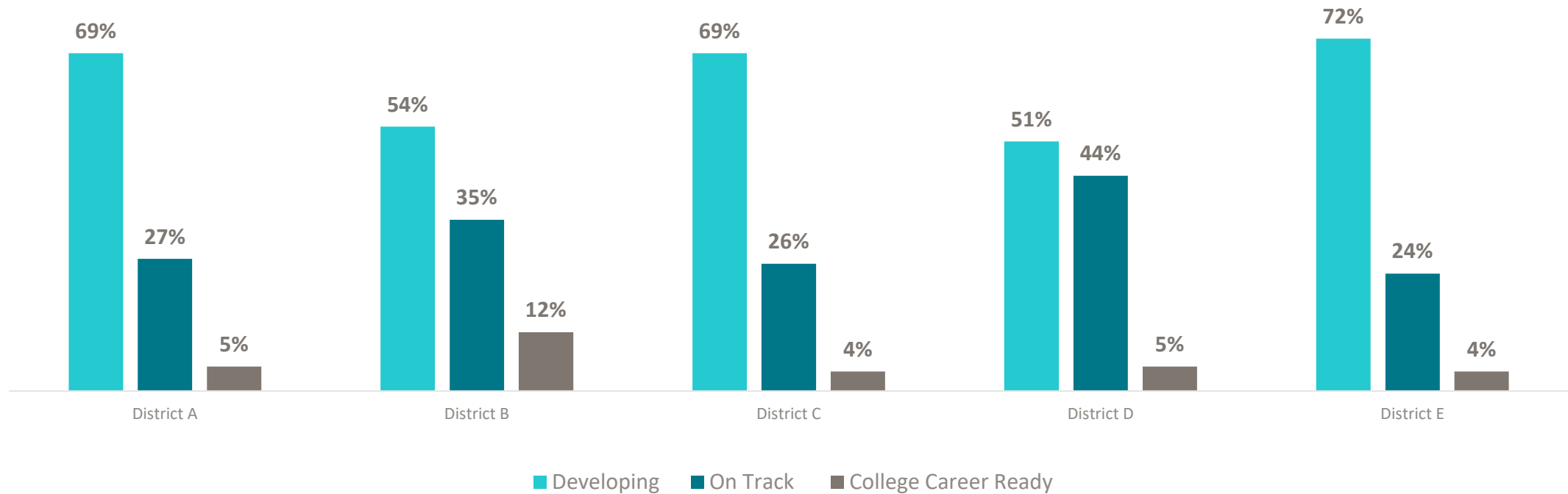
Across all participating districts, the majority of students scored in the Developing range.



NSCAS Mathematics

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

The pattern of scores is consistent with the statewide percentages.



School Day Attendance

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

Key Takeaways

The effects of COVID19 are evident in the attendance and student achievement outcomes.

Students with parents attending LCCSO continue to attend school at higher rates than peers in other programs. This pattern has been demonstrated across several years.

Students in the programs are showing similar patterns to those statewide on the statewide assessment.



LEARNING COMMUNITY COORDINATING COUNCIL – 2023

Current as of March 2023

LAST	FIRST	DISTRICT	ADDRESS	CITY	ZIP	PHONE	E-MAIL
KUHN	MIKE	1	11015 Potter Street	OMAHA	68142	313-695-1416	gkuhn@learningcommunityds.org
THOMMES	BRIAN	1	9183 ELLISON AVENUE	OMAHA	68134	515-202-2141	bthommes@learningcommunityds.org
HAHN	CAROL	2	1403 FARNAM ST., #1200	OMAHA	68102	402-681-9500	chahn@learningcommunityds.org
SHELTON	SHARNELLE	2	4416 RUGGLES STREET	OMAHA	68111	402-916-0972 (Home)	sshelton@learningcommunityds.org
HOEGER	MARK	3	1915 SOUTH 63 RD ST.	OMAHA	68106	402-630-8128	mhoeger@learningcommunityds.org
OTIS	SALLY	3	6466 Cuming Street	OMAHA	68132	402-594-1953	sotis@learningcommunityds.org
MILLER	ANGIE	4	17115 MADISON STREET	OMAHA	68135	402-960-3681 (cell)	amiller@learningcommunityds.org
SCOTT	AMY	4	17522 J STREET	OMAHA	68135	402-676-5980	ascott@learningcommunityds.org
BRADY	DOUGLAS	5	1406 Cascio Drive	Bellevue	68005	402-960-0420	dbrady@learningcommunityds.org
WARD	TONYA	5	4826 S. 19 TH ST.	OMAHA	68107	531.247.9542	tward@learningcommunityds.org
BROCK	ANDREW	6	7905 South 97 th Circle	La Vista	68128	402-906-5409	abrock@learningcommunityds.org
HALL	TIM	6	901 Michael Drive	Papillion	68046	402-990-5661	thall@learningcommunityds.org
12 members							