

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 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, March 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 County Juvenile Assessment Center, Sarpy County Juvenile Diversion Program, 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

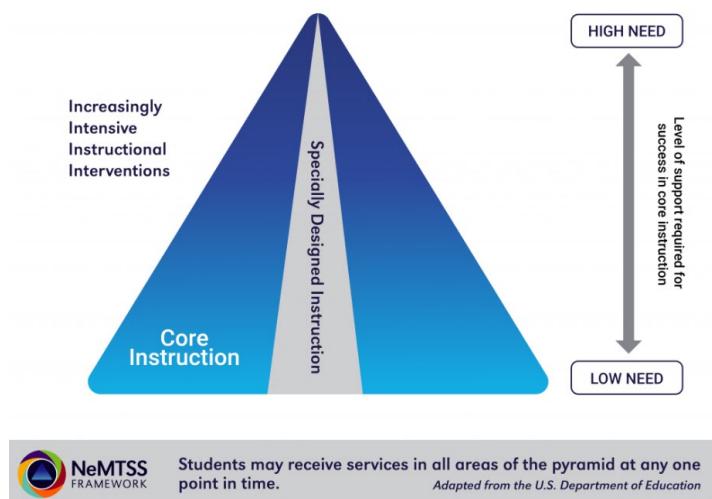
MISSION OF SUPERINTENDENTS' ATTENDANCE PLAN: To address absenteeism and at-risk behavior through encouragement of coordinated efforts to improve student attendance and learning.

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.