

# Building Better Futures

FOR CHILDREN AND FAMILIES

## Community Achievement Plan (CAP)

Improving Access and  
Reducing Barriers



## Introduction

### What is the Community Achievement Plan (CAP)?

The Community Achievement Plan (CAP) serves as a strategic roadmap for aligning efforts across education, family support, and workforce preparation. By focusing on four core priority areas—early learning access, consistent student attendance, meaningful family participation, and preparation for college and careers—the CAP helps guide coordinated action across schools and community partners. This shared approach supports stronger systems, clearer collaboration, and sustained outcomes that help children and families succeed from the earliest years through adulthood.



Connecting our education and community systems creates a powerful circle of support. Engaging school, family and community means more helpful resources for student success. When our students build better skills and proficiency that helps everyone.



## Message from the CEO

### *The Community Achievement Plan*

DEAR COMMUNITY PARTNERS,

Welcome to the Community Achievement Plan (CAP)—a shared commitment to strengthening the pathway from early childhood through career for every child in our community.

The CAP aligns four priorities to bring schools, families, and partners together in expanding opportunity for all. The CAP unites schools, families, and community partners around a common purpose: removing barriers and expanding opportunity.

Across our eleven districts and community organizations, this collaboration ensures children and families have the support they need to learn, grow, and thrive.

The CAP is more than a plan—it is our collective promise to our children and to our future.

Thank you for walking this journey with us,  
Gerald Kuhn | Chief Executive Officer  
Learning Community of Douglas and Sarpy Counties

## Contents

<b>CAP History Timeline</b>	<b>04</b>
<b>Implementation Centers</b>	<b>06</b>
<b>What's At Stake?</b>	<b>08</b>
<b>Keys to Breaking Down Barriers</b>	<b>10</b>

# The Community Achievement Plan (CAP)

The CAP is derived from N.R.S. §79-2122. This statute requires “an approved plan (that) shall remain in effect for three years except as revised with the approval of the state board. The learning community shall submit a report on the success of the plan, evaluation results, and proposed revisions by December 1 immediately following the completion of the first two years of implementation and every three years thereafter.

## CAP Implementation Timeline History



## Primary Initiatives of the Community Achievement Plan

### Superintendents’ Plan for Early Childhood Education

A collaborative effort among the eleven school districts, the Buffett Early Childhood Institute, and the Learning Community of Douglas and Sarpy Counties to expand access to high-quality early childhood education.

### The Superintendents’ Attendance Plan

A multi-agency partnership involving the eleven school districts, MOEC, Douglas and Sarpy County law enforcement, juvenile court systems, county attorneys’ offices, and Nebraska state agencies to provide targeted support that improves student attendance.

### The Learning Community of Douglas and Sarpy Counties’ North and South Omaha Learning Centers

Learning centers that strengthen family engagement and support educator preparation throughout North and South Omaha.

### Collective Impact Initiative (Achievement Plan) developed by the Metropolitan Omaha Education Consortium (MOEC)

An initiative developed by the Metropolitan Omaha Education Consortium (MOEC) that connects school districts and postsecondary institutions to advance shared learning and best practices beyond PK–12 education.



## CAP Centers for Implementation



### Superintendents' Early Childhood Plan

- a. Customized Assistance for Districts
- b. School as Hub Programming for Schools
- c. Specialized Professional Learning for Educators



### Learning Community:

Strengthening Family Engagement and Early Childhood Education in High-Need Areas

- a. Families build the skills, confidence, and knowledge needed to support their children's learning and overall well-being.
- b. Through Family Learning, Parent University, Intensive Early Childhood programs with OPS, workforce development initiatives, and childcare partnership expansion, the Learning Community supports families, strengthens early learning, and creates pathways to student and parent success.
- c. Student attendance and academic progress improve when families actively participate in Learning Community programs.
- d. Parents strengthen family stability and expand future opportunities by advancing their education and workforce skills.

### Metropolitan Omaha Educational Consortium (MOEC):

Collective Impact Plan

- a. Students and families are engaged in high-quality early childhood experiences.
- b. Students complete P–12 education and are prepared for career pathways.
- c. Students complete postsecondary experiences prepared for career success.
- d. Business and community partners collaborate with educators to create career opportunities.

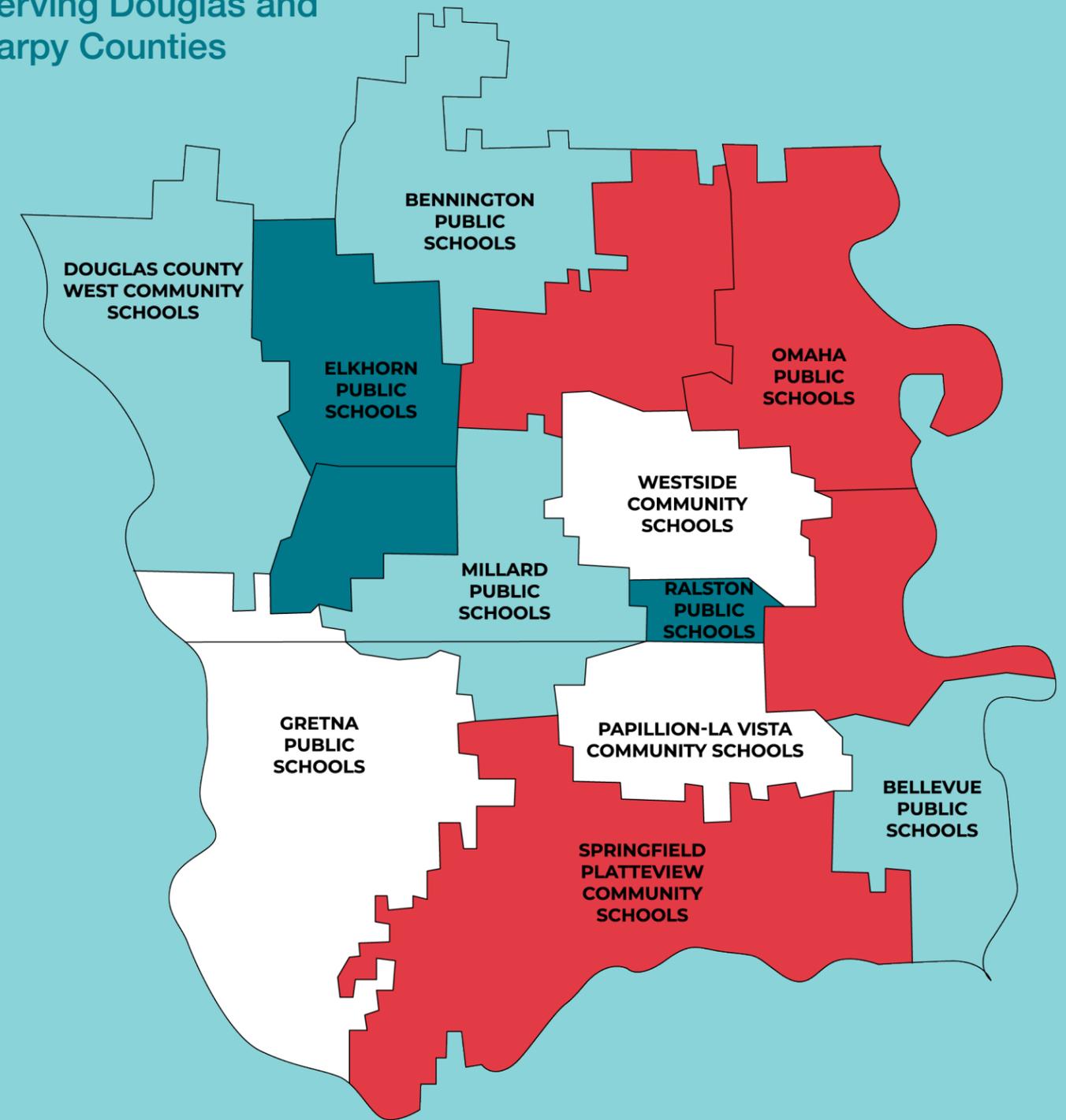


### MOEC: Superintendents' Attendance Plan

- a. Prevention & Early Identification
- b. Collaborative Intervention Planning
- c. Integrated Community Partnerships
- d. Data Sharing, Monitoring, & Continuous Improvement

## Who We Serve

### Serving Douglas and Sarpy Counties



The Learning Community connects 11 school districts across Douglas and Sarpy Counties—supporting families through collaboration, innovation, and opportunity.

**Douglas County:** Omaha, Westside, Millard, Ralston, Elkhorn, Bennington, Douglas County West  
**Sarpy County:** Bellevue, Papillion La Vista, Gretna, Springfield Platteview



# What's at Stake: A Unified Path for Student Success

## What is at Stake?

### OUR VISION

That each and every student in the metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond through partnerships with families, schools and community.

### SHARED PRINCIPLES AND FOCUS

- » Students in high-need and/or limited English proficiency
- » Achievement and consistency of access
- » Shared goals PK–16
- » Research and evidence-based strategies
- » Best practices
- » Evaluation and continuous program improvement
- » Aligned with Nebraska Department of Education and AQuESTT (Accountability for a Quality Education System, Today and Tomorrow)

## Why?

### PRE-K TO GRADE 3

Student achievement is headed in the right direction. Grade 3 Nebraska Student Centered Assessment System scores show steady gains in student proficiency. As performance improves, the gap between children in high-need and those who are not continues to close. We have a long way to go but the outlook for children PreK–3 is much improved.

### GRADES 8–11

Student outcomes gradually trend down starting in middle school. In Grade 8, Nebraska Student Centered Assessment System reading gains are offset as students lose ground in math. By grade 11, the achievement gap widens further in both reading and math. Poor proficiency indicates the region's high school graduates need better preparation for college and career.

## How?

### WE KNOW WORKING TOGETHER GETS BETTER RESULTS.

When education and community systems unite, we build a powerful circle of care around our children. Engaged schools, families, and community partners create more resources, deeper connections, and a richer learning experience that supports every child's success.

## 4 TRANSFORMATIONAL PRIORITIES

- » Increase access to high-quality early childhood education
- » Improve student attendance
- » Engage families as partners
- » Integrate college and career readiness PK–16

## WHEN DO WE SEE MEASURABLE CHANGE?

Measurable change grows as our work strengthens. With strong progress already demonstrated in family engagement, early learning, and parent education, we expect ongoing improvements in student outcomes that will make a lasting impact across the Omaha metropolitan region.

## WHO ARE THE PARTNERS?

### SCHOOL DISTRICTS:

Bellevue Public, Bennington Public, DC West Community, Elkhorn Public, Gretna Public, Millard Public, Omaha Public, Papillion LaVista Community, Ralston Public, Springfield Platteview Community, and Westside Community.

Nebraska Department of Education, Metropolitan Omaha Education Consortium (MOEC), Educational Service Unit (ESU) #3, Educational Service Unit (ESU) #19, Buffett Early Childhood Institute at the University of Nebraska, and Learning Community of Douglas and Sarpy Counties.





## Keys to Breaking Down Barriers

### High-quality Early Childhood Education for Every Child

1. Better student attendance and engagement
2. Strong family partnerships
3. Career and college readiness from early learning through graduation



### Early Childhood Education

#### INCREASING ACCESS IS CRITICAL

Access to high-quality early childhood education is essential for children to be ready for kindergarten and proficient in reading and math by grade 3. A comprehensive birth to grade 3 approach is especially important to help vulnerable children and families overcome the barriers related in high-need areas with limited English. The Superintendents' Early Childhood Plan improves teacher effectiveness with consistent professional development. Best practice teaching strategies, individualized teacher coaching and evaluator guidance sustain impact across the Learning Community.



### Family Engagement

#### INNOVATION STARTS WITH FAMILIES

Family engagement is one of the strongest predictors of student success. The Learning Community strengthens parents and children through our two-generation approach, offering Parent University, Family Learning, child learning experiences, and navigation support. Across partner districts, we also fund home visiting, parent education, family literacy, and early childhood programs. Evaluations show families gain confidence, strengthen school relationships, and build practices that boost school readiness—creating a strong foundation for children and families to thrive.



### Post Secondary Success

#### CREATING NEW PATHWAYS

Preparation for college and career is PK–16. The CAP calls for better student support with curriculum aligned for a range of student postsecondary choices. Growing partnerships and transition counseling help students explore their possible pathways. Initial postsecondary actions include: apprenticeships and internships; Advanced Placement and dual credit programs; increased FAFSA completions and career readiness improvements.



### Fostering Collaboration

#### CONNECTING OUR COMMUNITY RESOURCES

The CAP connects home, school and community to enhance student learning and exploration. Business, higher education and local non-profit organizations all play a role in closing the achievement gap. With more resources, early learning is more successful and post secondary experiences become more relevant and accessible.



**learning community**  
DOUGLAS SARPY

1612 N 24TH STREET | OMAHA, NE 68110 | 402.964.2858  
WWW.LEARNINGCOMMUNITYDS.ORG  
@LEARNINGCOMMUNITYDS