

Learning Community Coordinating Council Meeting Agenda

February 19, 2026 – 6:00 p.m.

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 circumstances.*

The subjects to be discussed or considered, or upon which any formal action may be taken, are as follows: **

1. **Opening the Meeting:**

a. **Call to order:** The regular meeting of the Learning Community Coordinating Council is called to order on February 19, 2026, at _____ p.m.

b. **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.

c. **Public Notice and Compliance with the Nebraska Open Meetings Law:** Public Notice was published in The Daily Record on February 13, 2026 and on the Learning Community Website.

d. **Council Roll Call:** Present: _____ Excused: _____ Absent: _____ Quorum: _____

e. **Pledge of Allegiance:** Please stand and face the flag for the Pledge of Allegiance.

f. **Elections of Officers:**

2. **Public Comment:** Are there any public comments?

3. **Reports:**

1. **Good News Report:**

2. **Chair Report:**

3. **CEO Report:**

4. **Treasurer Report:**

5. **Legal Counsel:**

6. **Foundation:**

4. **Consent Agenda:**

Unless removed motion from the consent agenda, items identified within the consent agenda will be acted in the same motion.

- a. Minutes of January 15, 2025, meeting of the Council.
- b. Treasurer’s Report – February 2026
- c. Community Achievement Plan- Revised Amendment
- d. OneWorld Contract Amendment

Motion: To approve the consent agenda as presented.

First: _____ Second: _____

Discussion:

Moved to vote: Yes _ No _____ Abstain _____

Motion: passed _____ failed _____

5. **Subcommittee Reports:**

1. Elementary, Learning, and Diversity (ELD) subcommittee:
2. Budget, Finance, and Audit subcommittee:
3. Legislative and Policy subcommittee:
4. Administration and Personnel subcommittee:

6. **Programming Update:**

1. **Center Updates-**
2. **Superintendents Plan - Update**
3. **Director of Strategic Initiatives**

7. **New Business:**

Adjournment: Meeting adjourned at: _____

Next Meeting – March 19, 2026, at 6:00 p.m. – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

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

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

UPCOMING LEARNING COMMUNITY EVENTS:

LC Coordinating Council	March 19, 2026, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24 th Street, Omaha, NE 68110
Subcouncil #1	TBA
Subcouncil #2	TBA
Subcouncil #3	TBA
Subcouncil #4	TBA
Subcouncil #5	TBA
Subcouncil #6	TBA

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS

- CEO Report
- Treasure Report
- January Mins
- Center Updates North & South
- CAP- Revised Amendment
- OPS IEC Proposal
- BECI Newsletter

Learning Community Coordinating Council Meeting Agenda

January 15, 2026 – 6:00 p.m.

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 circumstances.*

The subjects to be discussed or considered, or upon which any formal action may be taken, are as follows: **

1. Opening the Meeting:

a. **Call to order:** The regular meeting of the Learning Community Coordinating Council is called to order on January 15, 2026, at 6:11 p.m.

b. **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.

c. **Public Notice and Compliance with the Nebraska Open Meetings Law:** Public Notice was published in The Daily Record on January 9, 2026 and on the Learning Community Website.

d. **Council Roll Call:** Present: 11 Excused: _____ Absent: 1 Quorum: yes

e. **Pledge of Allegiance:** Please stand and face the flag for the Pledge of Allegiance.

f. Elections of Officers:

-Rodriguez nominated Shelton for chair Hahn seconded the motion.
Shelton Accepted

-Shelton nominated Rodriguez for vice chair Johnson seconded the motion.

-Hoeger nominated Taylor for vice chair Brady seconded the motion.

Everyone has to write in vote- Rodriguez won

Rodriguez Accepted

-Hoeger Nominated Taylor for Secretary Brady seconded the motion

-Shelton nominated Brady for secretary, Brady declined

-Shelton nominated Hall for treasure, bloom seconded.

According to by laws position has a 2 year term.

-Taylor resigned as secretary and hall resigned as treasurer.

-Taylor accepted position as treasure and hall accepted position as secretary.

2. **Public Comment:** Are there any public comments? **N/A**

3. **Reports:**

1. **Good News Report.** LCCS participant spoke about her experience going back and getting her GED. She spoke about how the At-Home visits helped her connect more with her child.
2. **Chair Report:** Thanked the council for the support of the council on becoming chair for another year.
3. **CEO Report:** CEO gave thanks to staff and spoke about quarterly report of avenue scholars. We are making a difference. Spoke about UNO AI training that the learning community will join the cohort. It will teach staff to use AI in our environment. Spoke about the strategic plan highlights will go in depth in the February meeting. Spoke about LB924. The hearing is next Tuesday and our CEO will testify. Spoke about CAP plan and the approval process. There will be a tour of north and south center hosted tomorrow 1/16/26 to go over questions and discussions.
4. **Treasurer Report:** no new updates
5. **Legal Counsel:** N/A
6. **Foundation:** N/A

4. **Consent Agenda:**

Unless removed motion from the consent agenda, items identified within the consent agenda will be acted in the same motion.

- a. Minutes of November 19, 2025, meeting of the Council.
- b. Treasurer's Report – January 2026

Motion: To approve the consent agenda as presented.

First: Shelton Second: Preston Jr

Discussion: n/a

Moved to vote: Yes X No _____ Abstain _____

Motion: passed X failed _____

5. **Subcommittee Reports:**

1. Elementary, Learning, and Diversity (ELD) subcommittee: N/A
2. Budget, Finance, and Audit subcommittee: N/A
3. Legislative and Policy subcommittee: *Whitted JR reminded everyone of the hearing of LB924 on next Tuesday.*
4. Administration and Personnel subcommittee: *there will be new hire introductions in February. NetSuite training has begun.*

6. **Programming Update:**

1. **Center Updates-**

-North Center participants worked with UNO to gain strategies to support their children's development. Both centers attended the Omaha symphony Christmas celebration.

-South center- frosty the snow man visited. Partnership with the rose theater. They will come and teach classes.

2. **District Initiatives-**

1. Ralston Public Schools – Updated everyone on district initiatives 2.0. Explained where the funds of the learning community are going within their district.

2. Millard Public Schools- updated everyone on district initiatives 2.0. Targeted Literacy initiative.

3. Director of Strategic Initiatives- community advisor board meeting next month.

7. **New Business:**

- **Action Item:** Motion to authorize the CEO to enter ELC programming agreements with Millard Public Schools. The organization is to fund the Behavior Support Team for \$530,000 (Y1: \$106,000; Y2: \$212,000; Y3: \$212,000). Summary Sheet (attached) for the FY 2025/2026, 2026/27, 2027/28. Approval is contingent upon Council approval of authorization of the elementary levy and the fiscal year budgets for each of the above fiscal years of the Learning Community.

Motion: To approve the Action Items as presented.

First: Whitted JR Second: Rodriguez

Discussion: CEO stated that carol had questions around what school and students will be served. And concern around the budget. Spoke with DR Swartz and he assured that it would be the priority schools. The need is there.

Moved to vote: Yes X No _____ Abstain _____

Motion: passed X failed _____

Action Item:

- a. Motion to approve the General Fund Budget for the 2025-2026 fiscal year in the amount of \$470,000 calling for a total property tax requirement of \$0 and to recommend the same to the full Council at the next Learning Community Coordinating Council meeting.
- b. Motion to approve the Capital Projects Fund Budget for the 2025-2026 fiscal year in the amount of \$874,000 calling for a property tax requirement of \$1,281,324 plus a 1% County Treasurer Collection Fee of \$12,943 for a total property tax requirement of \$1,294,266.
- c. Motion to approve the Elementary Learning Center Fund Budget for the 2025-2026 fiscal year in the amount of \$1,021,993 calling for a property tax requirement of \$12,891,773 plus a 1% County Treasurer Collection Fee of \$130,220 for a total property tax requirement of \$13,021,993 and to recommend the same to the full Council at the next Learning Community Coordinating Council meeting.
- d. Motion to approve the Research & Evaluation Fund Budget for the 2025-2026 fiscal year in the amount of \$762,542 calling for a total property tax requirement of \$0.

Motion: To approve the Action Items as presented.

First: Johnson Second: Bloom
 Discussion:
 Moved to vote: Yes X No _____ Abstain _____
 Motion: passed X failed _____

Action Item:

Motion to adopt of the following resolutions.

WHEREAS, Nebraska Revised Statute § 77-1601.02 provides that the Coordinating Council, as the governing body of the Learning Community of Douglas and Sarpy Counties (the "Learning Community"), passes by majority vote a resolution setting the Learning Community's tax requests for its Capital Projects Levy and Elementary Learning Center Levy after holding a public hearing for the purpose of discussing and approving or modifying the Learning Community's tax requests for the 2025-2026 fiscal year;

WHEREAS, such special public hearing was held on January 15, 2026 as required by law to receive and consider public comments regarding the proposed property tax requests of the Learning Community's Capital Projects Levy and Elementary Learning Center Levy, notice of the special public hearing having been given in accordance with Nebraska Revised Statute § 77-1601.02;

WHEREAS, the total assessed value of the property differs from the previous year's total assessed value by 6.56%; the tax rate which would levy the same amount of property taxes as the previous year, when multiplied by the new total assessed value of property would be \$0.014586345 per \$100 of assessed value; the Learning Community proposes to adopt a property tax requests that will cause its tax rate to be \$0.013688323 per \$100 of assessed value for the 2025-2026 fiscal year;

WHEREAS, based on the proposed property tax request and changes in other revenue, the total operating budget of Learning Community will increase last year's budget by 4.58% percent; and

WHEREAS, the Coordinating Council, after having reviewed the Learning Community’s tax requests for each said levy, and after public consideration of the matter, has determined that the tax requests as listed below are necessary in order to carry out the functions of the Learning Community, as determined by the Coordinating Council for the 2025-2026 fiscal year.

BE IT RESOLVED that the Coordinating Council of the Learning Community hereby sets its Capital Projects Levy property tax request for the 2025-2026 fiscal year at \$1,294,266; and

BE IT RESOLVED that the Coordinating Council of the Learning Community hereby sets its Elementary Learning Centers Levy property tax request for the 2025-2026 fiscal year at \$13,021,993.

BE IT FURTHER RESOLVED that a copy of this Resolution be certified and forwarded to the Douglas County Clerk on or before January 16, 2026.

Motion: To approve the Action Items as presented.

First: Brady Second: Taylor

Discussion:

Moved to vote: Yes X No _____ Abstain _____

Motion: passed X failed _____

Adjournment: Meeting adjourned at: 7:33pm

Next Meeting – February 19, 2026, at 6:00 p.m. – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

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

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UPCOMING LEARNING COMMUNITY EVENTS:

LC Coordinating Council	February 19, 2026, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24 th Street, Omaha, NE 68110
Subcouncil #1	TBA
Subcouncil #2	TBA

Subcouncil #3	TBA
Subcouncil #4	TBA
Subcouncil #5	TBA
Subcouncil #6	TBA

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS

- CEO Report
- Treasure Report
- November Mins
- Center Updates North & South
- Avenue Scholars Quarterly Report
- Millard's Proposal

	2025-2026 Budget	1/31/26 Expense	Year to Date Expense	Percentage Year to Date
Rent	\$ 874,000	\$ 138,282	\$ 275,833	31.56%
North Center	\$ 632,000	\$ 98,418	\$ 196,758	31.13%
South Center	\$ 242,000	\$ 39,864	\$ 79,076	32.68%

Research and Evaluation	\$ 762,542	\$ 118,757	\$ 312,761	41.02%
MOEC	\$ 50,000			0.00%
MMI	\$ 712,542	\$ 118,757	\$ 312,761	43.89%

Programming				
Parent University	\$ 2,056,785	\$ 157,878	\$ 711,954	34.61%
Wages	\$ 1,322,342	\$ 113,614	\$ 537,618	40.66%
Benefits	\$ 359,143	\$ 9,264	\$ 37,054	10.32%
Other	\$ 375,300	\$ 35,000	\$ 137,282	36.58%

ELC Programming	\$ 16,314,056	\$ 465,838	\$ 5,563,615	34.10%
ELC Programs (Districts 1.0)	\$ 1,323,376	\$ 46,000	\$ 947,920	71.63%
Districts 2.0	\$ 2,719,903	\$ -	\$ 1,467,363	53.95%
District 2.0 carryover	\$ 200,000	\$ -	\$ -	0.00%
Avenue Scholars	\$ 1,374,111	\$ 71,855	\$ 302,252	22.00%
Whispering Roots	\$ 114,290	\$ -	\$ -	0.00%
D2 Center	\$ 280,000	\$ 33,749	\$ 168,743	60.27%
One World	\$ 3,183,581	\$ 133,802	\$ 842,504	26.46%
Superintendents Plan	\$ 3,870,530	\$ 146,206	\$ 1,081,951	27.95%
OPS Early Childhood Partnership (Sub 5)	\$ 1,150,705	\$ 34,226	\$ 344,646	29.95%
OPS Early Childhood Partnership (Sub 2)	\$ 1,797,560	\$ -	\$ 408,237	22.71%
Henry Doorly Zoo	\$ 50,000	\$ -	\$ -	0.00%
Workforce Hub (New 2025-2026)	\$ 250,000	\$ -	\$ -	0.00%

Central Admin	\$ 1,759,607	\$ 149,693	\$ 688,160	39.11%
Salaries	\$ 756,847	\$ 83,317	\$ 352,411	46.56%
Benefits	\$ 284,761	\$ 17,315	\$ 37,288	13.09%
Other	\$ 718,000	\$ 49,061	\$ 298,460	41.57%
Marketing/Advertising	\$ 110,000	\$ 4,900	\$ 20,149	18.32%
Legal	\$ 75,000	\$ 3,763	\$ 22,557	30.08%
Insurance	\$ 90,000	\$ -	\$ -	0.00%
Lobbying	\$ 33,000	\$ 2,584	\$ 12,917	39.14%
Other	\$ 300,000	\$ 30,781	\$ 206,486	68.83%
Technology (computers, website, IT)	\$ 80,000	\$ 4,783	\$ 29,601	37.00%
Travel/Conference	\$ 30,000	\$ 2,250	\$ 6,750	22.50%

Coordinating Council	\$ 60,000	\$ 26	\$ 1,877	3.13%
Travel/Conferences	\$ 15,000	\$ -	\$ 1,671	11.14%
Daily Record / Advertising	\$ 2,000	\$ 26	\$ 117	5.87%
Contracted Services	\$ 38,000	\$ -	\$ -	0.00%
Misc	\$ 5,000	\$ -	\$ 89	1.78%

Total Expense	\$ 21,826,990	\$ 1,030,474	\$ 6,842,246	31.35%
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Revenue				
Interest	\$ 500,000	\$ 107,641	\$ 245,014	49.00%
Elementary Learning Center	\$ 12,891,773	\$ 46,712	\$ 504,944	3.92%
Capital Projects	\$ 1,281,324	\$ 4,511	\$ 49,892	3.89%
General Funds	\$ 1,247,000	\$ 155,593	\$ 781,185	62.65%
NCFL Grant - PU	\$ 30,000	\$ 29,900	\$ 29,900	99.67%
Total Revenue	\$ 15,950,097	\$ 344,357	\$ 1,610,935	10.10%

YTD Percentage

41.67%

Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties (2026-2029)



Approved by the
Superintendents of the
Learning Community
on: 11/13/2025

Approved by the
Learning Community
Coordinating Council
on: 11/19/2025

Approved by the
Nebraska State Board
of Education on:

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.

Table of Contents

CAP Background.....	1
Section 1: Increased Access to Early Childhood Programming.....	5
Section 2: Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers.....	9
Section 3: Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan.....	15
Section 4: Superintendents’ Attendance Plan.....	18

Funding Use Clarification

The Learning Community of Douglas and Sarpy County allocates all Community Achievement Plan (CAP) funds in accordance with Nebraska statute, approved budget categories, and the four established CAP priorities: Quality Early Learning, Student Attendance, Family Engagement, and College and Career Readiness.

No Learning Community resources — including state funding or levy funds — may be used to provide, support, subsidize, or reimburse gender-affirming medical care, reproductive health care services, prescription medications, or any clinical medical procedures.

While partner organizations may offer a range of services within their broader mission, CAP funds are contractually restricted to approved educational and student-support services only. All expenditures are subject to fiscal oversight, compliance monitoring, and audit requirements.

DRAFT

Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties (2026-2029)
Approved by the Nebraska State Board of Education, April 14, 2023
Revisions and Progress Reports Submitted, October 3, 2025

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 revised and approved on April 14, 2023. 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.

The Community Achievement Plan was developed to provide synergy and collaboration between already existing programs and newly conceived initiatives. These included:

- the Superintendents’ 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 Superintendents’ Attendance Plan – 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 to focus on increasing student attendance;
- the Learning Community of Douglas and Sarpy Counties’ North and South Omaha Learning Centers; and
- a Collective Impact Initiative developed by the Metropolitan Omaha Education Consortium (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 access to programs and services, 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:

- continue to foster collaboration between and among the 11 school districts, Educational Service Units 3 and 19 and the Learning Community of Douglas and Sarpy counties, and community partners
- continue to address achievement barriers,
- be research and/or evidence-based,
- utilize best practices in addressing 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

These sections are intended to enhance and expand upon current initiatives as the plan evolves and additional community partners become involved. The CAP consists of four sections containing goals, strategies, and actions associated with each:

I. Section 1: Increased Access to Early Childhood Programming

1.1 Customized Assistance for Districts

All districts in the Learning Community will have access to customized assistance to support their early childhood goals. The Institute will partner with district leaders to co-create and monitor action plans, provide consultation and technical assistance, and build district capacity to design, implement, and sustain high-quality early childhood systems and programs.

1.2 School as Hub Programming for Schools

Districts will deepen implementation of the School as Hub model in selected schools with high concentrations of poverty. This approach integrates leadership effectiveness, instructional excellence, and family–community partnership engagement to ensure children and families from birth through Grade 3 experience continuity of high-quality learning opportunities and supports.

1.3 Specialized Professional Learning for Educators

Districts will collaborate with the Institute to provide specialized professional learning for early childhood educators, leaders, and family-facing staff across settings. Professional learning will be aligned to district action plans and the School as Hub

framework, with a focus on research-based practices that improve instructional quality, leadership capacity, and family engagement.

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 Partnership with IEC and Child Care Centers at the Learning Community Centers of North and South Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate with Omaha Public Schools’ Intensive Early Childhood Partnership (IEC) to strengthen partnerships with childcare centers located in proximity to the North and South Learning Community Centers. The focus is to extend high-quality early learning practices and coaching supports into community childcare centers serving children from high-poverty backgrounds.

2.5 Workforce Development Initiative at the Learning Community Centers of North and South Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify and expand workforce development strategies that support parents and family members, increasing family stability and economic opportunity to improve children’s learning outcomes.

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

3.1 Students and families are engaged in high-quality early childhood experiences, so they are successful in the primary grades.

3.2 Students complete P-12 education and are prepared to successfully engage in a career pathway.

- 3.3 Students complete postsecondary experiences prepared for career success.
- 3.4 Business and community partners are engaged in collaborations with educators to create career and employment opportunities.

IV. Section 4: Superintendents' Attendance Plan

- 4.1 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.

Changes to the Community Achievement Plan

- 1. In Section 1, updates include revisions to Goal 1: Customized Assistance, highlighting action planning and capacity building for all 11 districts, Goal 2: School as Hub Programming, emphasizing birth through grade 3 in schools serving high concentrations of poverty, and Goal 3: Specialized Professional Learning, expanding tailored learning, coaching, and communities of practices for educators, leaders, and family-facing staff.
- 2. In Section 2, updates include expanding satellite locations to strengthen partnership with schools and offer Parent University in North Omaha, increase the Workforce Development Pathway to serve more families, and deepen partnerships with childcare centers in North and South Omaha.
- 3. 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.
- 4. In Section 4, the Superintendents' Attendance Plan includes a goal and action plan, aligned to statutory requirements, highlighting 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 focus on reducing or eliminating opportunity gaps for every child by helping Learning Community school districts create and sustain high-quality early childhood practices and policies. This includes:</p> <p>1.1 GOAL 1: <u>Customized Assistance for Districts</u>: Support all 11 districts in developing and implementing comprehensive early childhood action plans that build district capacity, strengthen leadership, align policies and practices, and reduce opportunity gaps for children from birth through Grade 3.</p> <p>1.2 GOAL 2: <u>School as Hub Programming for Schools</u>: Strengthen the “School as Hub” approach in selected elementary schools with high concentrations of poverty, ensuring children and families benefit from high-quality instruction, strong family-school partnerships, and seamless access to supports from birth through Grade 3.</p> <p>1.3 GOAL 3: <u>Specialized Professional Learning for Educators</u>: Advance the expertise of early childhood educators, leaders, and family-facing professionals through tailored professional learning, coaching, and communities of practice that strengthen instructional excellence, leadership effectiveness, and family and community partnership engagement across the Learning Community.</p>	
<p>Strategies/Activities GOAL 1: <u>Customized Assistance for Districts</u> strengthens district systems for children from birth through Grade 3 by focusing on leadership effectiveness, instructional excellence, and family and community partnership engagement. Districts develop action plans in collaboration with the Buffett Institute that guide implementation of early childhood priorities.</p> <p>Institute staff collaborate with district leaders to:</p> <ul style="list-style-type: none"> • Co-develop and monitor action plans. • Provide consultation and technical assistance aligned to district needs. • Design and facilitate professional learning connected to action plan goals. • Support collaboration and problem-solving to address barriers and sustain implementation. 	<p>Evaluation Plan Evaluation activities for the Superintendents’ Early Childhood Plan are designed to assess outcomes for children, families, and systems, while also informing continuous improvement. Both qualitative (e.g., interviews, focus groups) and quantitative (e.g., surveys, assessments, administrative data) methods are used. Data use agreements are developed with districts, as needed, to support evaluation activities.</p> <p>Child-Level Outcomes The evaluation examines how participation in School as Hub programming influences children’s experiences and growth. Key questions include:</p> <ul style="list-style-type: none"> • How does engagement in the Superintendents’ Plan influence students’ academic growth within School as Hub sites? <i>Measure: Academic Achievement Reflections and district</i>

District leaders collaborate with Institute staff by:

- Establishing and following action plans.
- Maintaining regular communication.
- Engaging in planning and implementation.
- Taking steps to achieve identified goals.

GOAL 2: School as Hub Programming for Schools provides comprehensive birth through Grade 3 supports in selected elementary schools serving high concentrations of poverty. The approach integrates home visiting for children birth to age 3, high-quality preschool, and aligned PreK–3 curriculum, instruction, and assessment, along with strong family–school partnerships.

Institute staff collaborate with district and school leaders to:

- Provide consultation and coaching to principals, teachers, family facilitators, and home visitors.
- Plan and co-facilitate monthly School as Hub team meetings.
- Facilitate professional learning at school sites to strengthen instructional and family engagement practices.
- Support implementation of aligned instruction, leadership, and family engagement strategies.

School and district leaders, staff, and facilitators engage by:

- Leading and sustaining birth through Grade 3 programming.
- Promoting family and community engagement as a central part of the school’s work.
- Facilitating home visits and socialization events for families with infants and toddlers.
- Creating and supporting family engagement opportunities for all families in the school community.
- Participating in consultation, coaching, professional learning, and team-based planning.

GOAL 3: Specialized Professional Learning for Educators builds the knowledge and skills of educators, leaders, and family-facing staff

assessments

- How does engagement in the Superintendents’ Plan influence children’s development and social-emotional skills?
Measure: ASQ and ASQ-SE

Family-Level Outcomes

The evaluation assesses how families engage with and benefit from School as Hub supports. Key questions include:

- What is the influence of family engagement programming on perceptions of support?
Measures: Family Interviews and Family Engagement Staff Focus Groups
- What is the level of collaboration among families, schools within School as Hub sites, and communities?
Measures: Family Engagement Survey

Systems-Level Outcomes

Evaluation activities track how the plan strengthens leadership, instructional excellence, and family–community engagement across districts. Key questions include:

- What are the barriers and facilitators to collaboration between district stakeholders and Institute staff members?
Measure: Collaboration Survey
- How much progress was made toward district-level action plan goals?
Measures: Action Plan Focus Groups
- What was the depth of learning from participants engaged in professional learning opportunities?
Measures: Professional Learning Survey
- How did engagement in the Lens series influence early childhood educators' learnings and perceptions of the six essential child experiences?
Measures: Lens Series Program Surveys
- How did engagement in the Superintendents’ Plan

across the Learning Community. Professional learning opportunities strengthen instructional excellence, leadership effectiveness, and family and community partnership engagement from birth through Grade 3.

Institute staff collaborate with district and school leaders to:

- Provide access to a catalog of professional learning offerings for schools, districts, and community childcare programs to select programming aligned with their needs and priorities.
- Design and deliver professional learning aligned to district action plans and School as Hub priorities.
- Facilitate workshops, communities of practice, and coaching to support implementation of best practices.
- Provide tailored supports that connect research and innovative strategies to classroom, leadership, and family engagement practices.

District, school leaders, and staff engage by:

- Participating in professional learning sessions, coaching, and communities of practice.
- Applying new knowledge and strategies to strengthen instructional practice, leadership, and family engagement.
- Sharing insights and lessons learned to inform continuous improvement across schools and districts.

consultation, coaching, and communities of practice influence teacher and principal perceptions of self-efficacy for teaching and leadership?

Measures: Self-Efficacy Surveys

Summary

Together, these measures provide a comprehensive picture of how the Superintendents' Early Childhood Plan improves child learning and well-being, strengthens family engagement, and builds district and school capacity to sustain high-quality early childhood systems.

Essential Collaboration

The Superintendents' Early Childhood Plan is built on strong partnerships across the Learning Community of Douglas and Sarpy Counties. Representatives from all 11 districts are engaged as advisors and collaborators on a regular basis. Every district has access to **Customized Assistance** and **Specialized Professional Learning** through the Buffett Early Childhood Institute, while six districts implement **School as Hub programming** in designated elementary schools serving high concentrations of poverty.

Representative partnerships include:

Learning Community of Douglas and Sarpy Counties: The Learning Community partners with the Buffett Early Childhood Institute and school districts to provide governance, oversight, and fiscal responsibility for the Superintendents' Early Childhood Plan. As the primary funder, the Learning Community ensures alignment with statutory requirements and community priorities, while supporting accountability and sustainability of the plan.

Buffett Early Childhood Institute: The Buffett Early Childhood Institute serves as the lead implementation partner for the Superintendents' Early Childhood Plan. The Institute collaborates with districts, schools, and community partners to design and implement programming, provide customized assistance, and facilitate professional learning. In partnership with the Learning Community, the Institute ensures that the plan is research-based, responsive to district needs, and continuously improved through evaluation.

Superintendents' Plan Workgroup: Each superintendent appoints an administrator to serve as a workgroup member. Members collaborate with one another and Institute staff to advise on the direction of the Superintendents' Plan. The workgroup meets quarterly.

District Leaders: Select school district leaders, including (but not limited to) early childhood coordinators, special education directors, curriculum directors, and student services administrators, partner with Institute staff to strengthen district systems through customized assistance and support implementation of School as Hub programming at school sites.

School Principals: Principals from the 10 School as Hub sites works regularly with Institute staff to implement School as Hub programming aligned with district priorities and action plans.

School Staff: Home visitors, family facilitators, community facilitators, teachers, and other school staff collaborate with Institute staff to provide children and families access to high-quality learning through classroom instruction, home visitation, family learning events, family engagement, connections to community supports, and engagement with community child care programs.

Evaluation Partner: To ensure accountability, effectiveness, and continuous program improvement, the Munroe-Meyer Institute at the University of Nebraska Medical Center serves as the independent third-party evaluator.

This partnership structure ensures shared governance, aligns district and community goals, and sustains collective responsibility for advancing high-quality early childhood education across the Learning Community.

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 2029, parents will demonstrate individualized gains in English language acquisition as measured by CASAS assessments, with at least 70% advancing one or more proficiency levels after 40+ instructional hours.</p> <p>2.1.2 By 2029, at least 65% of parental interactions will be of medium to high quality (building relationships, promoting learning, and supporting confidence) as measured by the KIPS assessment.</p> <p>2.1.3 By 2029, families receiving navigation services will demonstrate measurable increases in self-sufficiency and reduced stress as evidenced through social assistance navigator data.</p> <p>2.1.4 By 2029, students of parents engaged for two years or more will demonstrate stronger educational outcomes than district peers, including:</p> <ul style="list-style-type: none"> • Higher attendance rates (with 70% or more missing fewer than 10 days). • Academic performance in the average or above average range on NWEA MAP in reading and math. • Gains in executive functioning and social-emotional skills, with at least 90% scoring in the average range by spring. <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"> • Expand programming to two satellite locations in partnership with Omaha Public Schools to increase access for families in school communities. • Diversify course offerings to reach a wider range of participants, including expanded workforce development pathways, digital literacy, and financial literacy. • Provide ESL and GED instruction supported by bilingual facilitators, with progress monitored through CASAS assessment and GED enrollment/completion data. • Deliver parenting classes and workshops (Circle of Security, Love and Logic, financial literacy, nutritious cooking) to 	<p>Evaluation Plan</p> <ul style="list-style-type: none"> • CASAS Assessment to track English language proficiency gains. • KIPS assessment to measure parent-child interaction quality. • Navigator data (referrals, closures, and family outcomes) to measure family resiliency and self-sufficiency. • Attendance tracking for students to monitor progress toward 70%+ meeting the 10-day absenteeism threshold. • NWEA MAP results for students to monitor reading and math achievement compared to district averages. • Executive functioning and social-emotional measures (teacher-reported and observational) to assess student growth from fall to spring.

<p>strengthen parenting skills and protective factors.</p> <ul style="list-style-type: none"> • Utilize Educational and Social Assistance Navigators to provide individualized support, connect families to resources, and monitor family progress through structured assessments. • Facilitate interactive parent-child activities and monitor outcomes using KIPS to measure improvements in building relationships, promoting learning, and supporting confidence. • Partner with workforce organizations to award certificates in high-demand fields, track completion rates, and assess parent-reported gains in employment or education. • The team will continue to respond to families and community constituents with emphasis on inclusive practices. 	
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<p>2.2 Parent University at The Learning Community Center of North Omaha</p>
<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 2029, 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 2029, students of parents participating in the program for two years or more will demonstrate improved educational outcomes as evidenced by stronger attendance (65% missing fewer than 10 days) and academic performance in the average range on NWEA MAP reading and math assessments.</p> <p>2.2.3 By 2029, parents participating in ESL or GED cohorts will show measurable gains in English and literacy, with at least 70% advancing one or more levels on CASAS® after 40+ hours of instruction.</p> <p>2.2.4 By 2029, parents will demonstrate individualized gains in parent-child interactions, with at least 65% achieving medium-to-high quality interactions (Building Relationships, Promoting Learning, Supporting Confidence) as measured by the Keys to Interactive Parenting Scale.</p> <p>By 2025, children ages birth–5 whose parents participate in Parent University will demonstrate measurable gains in early development and</p>

social-emotional growth, as assessed by the Developmental Assessment of Young Children (DAYC-2) and Devereux Early Childhood Assessment (DECA).

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

Strategies/Activities

- Provide ESL and GED instruction with bilingual supports, tracking progress through CASAS.
- Deliver parenting education workshops (Circle of Security, Love & Logic, Growing Great Kids, trauma-informed supports) that strengthen protective factors and parenting strategies.
- Utilize Educational Navigators to create individualized family action plans, conduct monthly home visits, and connect families with resources based on student and parent needs.
- Facilitate parent-child interactive activities and monitor progress through KIPS™ assessments.
- Use DAYC-2 and DECA assessments to evaluate children’s language, development, and social-emotional skills, and adjust programming to address identified needs.
- Expand Parent University with a satellite location by 2027 to extend access to additional North Omaha families.
- The team will continue to respond to families and community constituents with emphasis on inclusive practices.

Evaluation Plan

- CASAS: Track adult English language acquisition.
- GED enrollment/completion: Monitor parent educational attainment.
- KIPS: Measure parent-child interaction quality.
- DAYC-2 and DECA: Assess child development and social-emotional growth.
- NWEA MAP: Monitor student achievement in reading and math.
- Attendance records: Track chronic absenteeism and improvements over time.

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 2029, students enrolled in IEC classrooms will demonstrate measurable improvements in school readiness skills as evidenced by significant gains in vocabulary, literacy, and numeracy measured through the DAYC-2 and teacher-reported assessments.

2.3.2 By 2029, children will show growth in social-emotional development, with at least 90% scoring within the average range by spring as measured by the DECA.

2.3.3 By 2029, IEC classrooms will maintain high-quality environments, with CLASS domain scores (emotional support, classroom organization, instructional support) meeting or exceeding national quality thresholds.

2.3.4 By 2029, students will demonstrate gains in executive functioning, with at least 90% achieving scores in the average range on school readiness and classroom-based measures.

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

Strategies/Activities

- Partner with OPS to deliver 13 high-quality preschool classrooms in six schools, serving children ages 3–5.
- Implement CLASS observations annually to ensure teaching practices provide strong emotional support, classroom organization, and instructional quality.
- Use the DAYC-2 to monitor vocabulary, communication, and cognitive growth, adjusting curriculum and teacher supports to address gaps.
- Use the DECA to track children’s protective factors (initiative, self-control, attachment) and guide social-emotional learning supports.
- Provide inclusive supports for children with IEPs, ensuring differentiated strategies that promote both language and social-emotional growth.
- Facilitate professional development and coaching cycles for teachers, grounded in continuous quality improvement and IEC best practices.

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 2029.
- CLASS: Evaluate classroom quality in emotional support, organization, and instructional support domains.
- DAYC-2: Track student growth in vocabulary, communication, and cognitive skills.
- DECA: Measure social-emotional development and protective factors.
- Executive functioning tools: Monitor student growth in attention, self-regulation, and problem-solving.
- Attendance: Track chronic absenteeism to ensure regular participation in early learning experiences.

2.4 Partnership with IEC and Child Care Centers at the Learning Community Centers of North and South Omaha

2.4 Partnership with IEC and Child Care Centers at the Learning Community Centers of North and South Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate with Omaha Public Schools’ Intensive Early Childhood Partnership and local agencies to strengthen partnerships with childcare centers near the North and South Learning Community Centers. The goal is to extend high-quality early learning practices into community-based settings, improving school readiness and long-term educational outcomes for children from high-poverty backgrounds.

- 2.4.1 By 2029 at least 15 childcare centers in proximity to the North and South Centers will participate in ongoing professional development and coaching through partnerships with IEC staff and Learning Community facilitators.
- 2.4.2 By 2029, participating centers will demonstrate measurable improvement in classroom quality, with CLASS score in emotional support, classroom organization, and instructional support meeting or exceeding national thresholds.
- 2.4.3 By 2029, at least 70% of childcare staff engaged in Rooted in Relationships or coaching cycles will report increased confidence and skills in supporting children’s social-emotional and language development.
- 2.4.4 By 2029, children attending partner childcare centers will show measurable growth in DAYC-2 developmental domains (language, cognitive, communication) and DECA protective factors (initiative, self-control, attachment).

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

Strategies/Activities:

- Leverage the **IEC Community Facilitator role** to engage childcare centers near the North and South Learning Community Centers, building trust and providing professional development.
- Expand the **Rooted in Relationships program** to include additional centers, focusing on social-emotional development, responsive caregiving, and family engagement practices.
- Provide **CLASS observations and feedback cycles** in participating centers to drive continuous quality improvement.
- Offer **joint professional learning communities** between IEC teachers and childcare providers to share strategies and strengthen alignment.
- Connect childcare centers with Learning Community Navigators to help families access parenting education, ESL/GED, and workforce development opportunities.
- Collaborate with OPS and Buffett Early Childhood Institute to align training and resources across systems.

Evaluation Plan

- CLASS observations: Monitor classroom quality and improvements in instructional practices.
- DAYC-2 and DECA assessments: Track growth in children’s developmental and social-emotional outcomes in partner centers.
- Childcare staff surveys: Measure increased knowledge, skills, and confidence in supporting children’s learning.
- Family engagement data: Track referrals and connections from childcare centers to Learning Community Navigators and parent education programs.

2.5 Workforce Development Initiative at the Learning Community Centers of North and South Omaha

2.5 Workforce Development Initiative at the Learning Community Centers of North and South Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for expanding workforce development opportunities that strengthen the capacity of parents to achieve educational advancement, economic stability, and improved family well-being—directly supporting children’s learning outcomes.

2.5.1 By 2029 at least 250 parents will complete workforce development pathways, including GED completion, certificates, and career readiness credentials.

2.5.2 By 2029, at least 70% of participants will report improved employment, enrollment in higher education, or increased wages as a result of their training.

2.5.3 By 2029, participants will demonstrate measurable gains in digital literacy, financial literacy, and workforce readiness skills as evidenced by course completion and post-training surveys.

2.5.4 By 2029, parents participating in workforce programming will also report increased capacity to support their children’s education, as measured through navigator surveys and follow-up interviews.

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

Strategies/Activities

- Partner with **Metropolitan Community College, Heartland Workforce Solutions, and other community agencies** to expand certificate and credentialing opportunities in high-demand fields.
- Provide **on-site workforce development classes** at the North and South Centers and OPS satellite locations, including bilingual instruction and flexible scheduling.
- Integrate **career coaching, resume building, interview preparation, and job search strategies** to ensure workforce readiness.
- Offer **digital literacy, financial literacy, and entrepreneurship courses** to broaden pathways for parents and promote long-term self-sufficiency.
- Connect workforce participants to **Educational and Social Assistance Navigators** to align family economic goals with children’s educational success.

Evaluation Plan

- **Certificates and credential tracking** (customer service, workforce ethics, GED completion, digital literacy).
- **Participant employment/education follow-up surveys** to measure changes in income, employment, or continued education.
- **Navigator data** on family progress in self-sufficiency and stress reduction.
- **Parent feedback surveys** to capture perceived impact on ability to support children’s education.

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

<p>CAP Goal 3.1 Students and families are engaged in high-quality early childhood experiences, so they are successful in the primary grades.</p>	
<p>Strategies/Activities</p> <ul style="list-style-type: none"> • A MOEC work group on Early Literacy has worked with 11 school districts and national consultants to better embed the Science of Reading into school curricula. • MOEC has supported more than 130 teachers in a semester-long workshop/course related to early literacy that was offered 5 times throughout the past 2 years. • MOEC has collaborated with Buffet Early Childhood Institute, as well as select school districts, to develop a data collection process for the metric regarding the number of children enrolled in a high-quality early childhood program, and they implemented a pilot for the data collection process, with the intention of expanding to all schools in the next two years and provided documentation throughout the process. 	<p>Evaluation Plan Data for the following metrics, except the first one, are being collected:</p> <ul style="list-style-type: none"> • Children enrolling in school-based Pre-K or kindergarten who are at age-appropriate developmental milestones or had been enrolled in a high-quality early childhood program. • Early childhood teachers who are properly credentialed: Data for 2024: 86% total, 45 to 100% district range. • Entering kindergarten students meeting the state-approved threshold for a student to be progressing toward future reading success: Data for 2024: 50% total, 8 to 95% district range. • Students who meet expectations for proficiency in literacy by the end of 3rd grade: Data for 2024: 61% total, 40 to 93% district range. <p><u>NOTE:</u> Data includes aggregated metrics for all MOEC districts.</p>

<p>CAP Goal 3.2 Students complete P-12 education and are prepared to successfully engage in a career pathway.</p>	
<p>Strategies/Activities</p> <ul style="list-style-type: none"> • MOEC regularly convenes cross-district work groups related to early literacy, mathematics, FAFSA completion, and dual enrollment. 	<p>Evaluation Plan Data for the following metrics are being collected:</p>

<ul style="list-style-type: none"> • MOEC is leading multiple attendance improvement cohorts that bring together school teams from several districts and all grade levels to work together to improve school attendance in their own building, with the goal of decreasing the chronic absence rate in the metro. • MOEC is supporting a Saturday conference for metro-area K-8 mathematics educators to engage in rich professional learning and networking with the goal of improving math instruction and student success. • MOEC is advancing dual enrollment by advocating for streamlined approval processes for high school instructors; collaborating with public schools, higher education institutions, and community partners to expand course offerings; and raising awareness among families and students about the benefits and career pathways connected to dual enrollment opportunities. • 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, two service units and three postsecondary institutions to share challenges and successes. 	<ul style="list-style-type: none"> • Students who meet expectations for proficiency in literacy (ELA) by the end of 8th grade: Data for 2024: 62% total, 38 to 91% district range. • Students who meet expectations for proficiency in math by end of 8th grade: Data for 2024: 53% total, 21 to 90% district range. • Students who meet expectations for proficiency in literacy (ELA) by the end of 11th grade: Data for 2024: 44% total, 20 to 80% district range. • Students who meet expectations for proficiency in mathematics by the end of 11th grade: Data for 2024: 40% total, 14 to 76% district range. • Students who graduate from high school having successfully completed four years of math: Data for 2024: 50% total, 20 to 100% district range. • High school freshmen who are on track to graduate by the end of 9th grade: Data for 2024: 82% total, 62 to 100% district range. • Number of students who missed 10% or more days of school during the year: Data for 2024: 25% total, 7 to 41% district range. • Students enrolled in postsecondary education within a year of high school graduation who are academically prepared for math: Class of 2024: 37% total; 18 to 72% district range. • Students enrolled in postsecondary education within a year of high school graduation who are academically prepared for English: Class of 2024: 39% total; 24 to 78% district range • Teachers/instructors approved to teach dual enrollment courses: Data for 2024: 17% total, 10 to 37% district range. • Students who complete at least one dual enrollment course prior to high school graduation: Data for 2024: 48% total, 1 to 88% district range. <p><u>NOTE:</u> Data includes aggregated metrics for all MOEC districts.</p>
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CAP Goal

3.3 Students complete postsecondary experiences prepared for career success.

Strategies/Activities

- MOEC collaborates with postsecondary partners to share and analyze data on persistence, credit completion, and degree attainment, using insights to inform K–12 preparation and student supports.
- MOEC engages in joint initiatives with higher education institutions to align high school coursework, dual enrollment, and general education requirements to reduce remediation and accelerate degree completion.
- MOEC has been invited to participate in the development of a Nebraska partnership with the National College Attainment Network (NCAN) to apply best practices in supporting college access, persistence, and completion for underrepresented students throughout the state.

Evaluation Plan

Data for the following metrics are being collected:

- Students enrolled in any postsecondary institution within a year of high school graduation: Class of 2023: 64% total; 35 to 86% district range.
- Students who successfully complete math program/degree requirements by the end of the first year of postsecondary education: Class of 2023: 40% total; 28 to 67% district range.
- Students who successfully complete English program/degree requirements by the end of the first year of postsecondary education: Class of 2023: 64% total; 55 to 83% district range.
- Recent high school graduates who persist from first term to second term in postsecondary education: Class of 2023: 90% total; 78 to 100% district range.
- Graduates who complete a 4-year postsecondary degree within 150% of expected time: Class of 2017: 36% total; 20 to 67% district range.
- Graduates who complete a 2-year postsecondary degree within 150% of expected time: Class of 2020: 6% total; 3 to 59% district range.

NOTE: 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.

CAP Goal

3.4 Business and community partners are engaged in collaborations with educators to create career and employment opportunities.

Strategies/Activities

MOEC’s work with business, community, and postsecondary partners is still in the early stages, but these collaborations are essential for preparing students for future careers. Initial efforts focus on building connections with the Greater Omaha Chamber, local employers, and higher education institutions to explore opportunities for work-based learning and career pathway development.

- MOEC is beginning conversations with the Greater Omaha Chamber of Commerce and other community partners to explore ways to connect students with local career pathways and work-based learning opportunities.
- MOEC will share information and best practices across districts regarding existing business–school partnerships (e.g., internships, job shadowing, career fairs) to identify scalable models for broader implementation.
- MOEC will continue to invite employers and community representatives to participate in task force discussions where career readiness and workforce alignment are emerging topics of focus.
- MOEC will explore opportunities to collaborate with postsecondary partners and employers on pilot programs that provide students with early exposure to industry-recognized credentials.

Evaluation Plan

Data for one of the following metrics are being collected while the rest are under development:

- Number of unfilled teaching positions: Data for 2024: 3% total, range of 0% to 9% by district.
- Students who participate in high school pre-apprenticeship/internship experiences
- Students who complete an industry-recognized credential or degree by high school graduation before transition to a career, military or higher education
- Students who participate in postsecondary internships, apprenticeships, clinical practices, and other experiential training opportunities that lead to employment

Section 4: Superintendents’ Attendance Plan

CAP Goal: 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.

Strategies/Activities

This plan operationalizes the Superintendents' statutory responsibility to lead a collaborative, preventative, and restorative response to chronic absenteeism, as outlined in NRS 79-209 and supported by the LC Coordinating Council. MOEC will:

- Coordinate cross-district implementation of the Superintendents' Attendance Plan, emphasizing early intervention and community-based solutions to attendance.
- Convene monthly, semi-annual, and annual meetings of the MOEC School Attendance Workgroup, comprised of Student Services leaders and district-appointed representatives, to share data, monitor trends, and identify effective strategies.
- Host annual multi-sector convenings that include juvenile court, county attorneys, DHHS, probation, Region VI, school districts, and nonprofit partners to review system data and determine aligned responses.
- Ensure alignment with Multi-Tiered Systems of Support (MTSS) frameworks across districts, building consistent, proactive supports at Tier I, II, and III levels—including case conferencing, restorative justice practices, and academic interventions.
- Support implementation of district-specific collaborative attendance plans prior to any legal referral, in compliance with state law and informed by best practices in prevention and diversion.

Evaluation Plan

MOEC 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
- A summary of successes and challenges incurred in the prior academic year

**learning
community
center**
OF NORTH OMAHA

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Gerald M. Kuhn, II

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Mark Hoeger

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Cindy Johnson

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Achievement Subcouncil 2
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Mark Hoeger
Warren Whitted, Jr

Achievement Subcouncil 4
Raquel Dixon Rodriguez
Stephen Bloom

Achievement Subcouncil 5
Douglas Brady
Tonya Ward

Achievement Subcouncil 6
Jason Taylor
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

**learning
community**
DOUGLAS
SARPY

Date: 02/12/2026

CEO Report

LB 924 (Sen. Bob Andersen) — brief synopsis and status

Synopsis: LB 924 Purpose: LB 924 (Introduced 01/09/2026) expands and clarifies authorized uses of learning-community levy funds. Key changes: allow learning communities to purchase (not just lease) elementary learning center facilities and remodel them; limit levy use for “administrative staff of the learning community” to no more than 10% of that levy; and explicitly authorize partnering with public and private entities to support increasing high-school graduation rates.

Current status

Introduced by Sen. Bob Andersen on 01/09/2026; referred to the Education Committee and heard 01/20/2026. The Education Committee advanced the bill to General File (committee vote recorded). The bill has advanced from General to Select File. After Select File it moves to Enrollment & Review (E&R) and then Final Reading.

Final Reading and passage: if passed on Final Reading the bill goes to the governor (who has five days to sign, veto, or allow it to become law). If signed (and no emergency clause), the operative date will be three months after adjournment unless otherwise specified.

Community Action Plan (CAP) update

Progress: I am working closely with the Nebraska Department of Education to secure CAP approval. Key outstanding items have been addressed, and we are in active review.

Media: Nebraska Public Media News has requested an interview regarding the CAP approval process. Interview scheduled for 02/19/2026.

2nd Line Community Parade — proposal

Concept: Invite a professional 2nd Line band from New Orleans to lead a community parade through neighborhoods in our service area, partnering with local community organizations for a celebratory procession and outreach.

Goals: Build community cohesion, raise program awareness, increase engagement with families, and celebrate cultural heritage.

Gerald Kuhn

Chief Executive Officer

Learning Community of Douglas and Sarpy Counties

Center Report-LCCNO

January 2026

General Info

- Board of Education Tour of Learning Community Center of North Omaha
- Program Photo Shoots with Stable Grey
- District Kindergarten Roud Up at Fontenelle and Conestoga Elementary
- New Partnerships established as it relates to referring participants between our programs include: Persevere, North Omaha Collective, All Communities Outreach

Center Programming

- Programming Monday-Thursday from 9 am-12 pm, 12:15 pm - 3:00 pm, & 5:30 pm-8 pm. Friday programming from 9-11am
- Interactive Parent/Child Programming-Winter Wonderland
- Home visits are scheduled approximately every three to four weeks
- Parent/child violin classes through String Sprouts (3 classrooms per week)

Adult Education Programming

- ESL for Parents: 3 cohorts
- GED for Parents: 1 cohort at Highlander

Parenting Courses

- Circle of Security Parenting Class-Spanish

Adult Workforce Development Programming

- North Star Digital Literacy Class
- Whispering Roots Culinary Advancement Program-English

Early Childhood Education Programming

- Teaching of the following 8 objectives for development and learning-social-emotional, physical, language, cognitive, literacy, math, science/technology, social studies, and the arts, plus English-language acquisition
- Reading with Ms. Shelley every Wednesday
- Rose Theater-Mini Five

Staff Training

- Prime Time Training
- Active Supervision Training
- Safe with you Training
- Transformational Leadership Training
- Mission, Vision, and Values Training -A practical process to refresh direction, align shared values, and embed them in day-to-day work



Figure 1- Whispering Roots



Figure 2-Rose Theater

Success Stories

One of our participants has landed a job at UNMC that aligns with her schedule, and she recently shared her performance review from her supervisor with her EN and it included glowing reviews. She attributes this to her success in ESL and the support of her navigator. Additionally, this participant has shared that her son is now ready for PreK due to all the things he has learned in our early childhood classrooms. -Submitted by Tanyel.

One of our participants had a car and was so afraid to drive it. With the support and encouragement of her EN she has attained her license and is now driving. -Submitted by Sandra

This same participant has shared with her new EN that she has learned so much from attending ESL and other classes here that she feels confident speaking English with her children, family, and others. -Submitted by Delia.

LEARNING COMMUNITY CENTER OF SOUTH OMAHA

1/05/2026 – 2/11/26

General Info

- Kindergarten Round-Up recruitment at twelve South Omaha OPS schools.
- Several enrollment events and orientation opportunities for new families.
- One more child enrolled in Little Lions Preschool at the Zoo.
- Presented the program to Bellevue Public Schools elementary principals and other leaders.
- Met with Metro Community College leadership to discuss other partnership possibilities.
- One LCCSO team member presented at the Midwest Summit for Early Childhood Coaches and Trainers Conference with BECI.
- Met with Catholic Charities to consider bringing a Microbusiness program onsite – usually costing \$300 per enrollee, but they have grant funding to cover this for our families.
- Child Saving Institute's KidSquad program assisting with child learning classroom staff in learning ways to deal with challenging behaviors.
- The Nebraska Diaper Bank conducted its annual site visit at the LCCSO. Each LCCSO participant with children needing diapers is offered free diaper packs once a month.
- Nebraska State Board of Education members toured the LCCSO.
- Child Learning Providers teaching similar levels are meeting with a coach in small groups to improve practices and share ideas.

Center Programming

The LCCSO offers programming Monday – Thursday from 9 am-12 pm, 12:45 pm - 3:45 pm, and from 5 pm-8 pm. Friday programming is from 9 am-12 pm and 12:45 pm-3:45 pm. Saturday programming is offered at least once a month and lasts between two to six hours.

- Interactive Parent/Child Programming
 - Home visits are scheduled approximately every three to four weeks
 - College Prep for Families program
 - Parent/child violin classes through Omaha Conservatory of Music for 4 classes of kids
- Parent Programming
 - ESL for Parents: 15 cohorts
 - GED for Parents: 3 cohorts
 - Parent Workshops included:
 - Mental Health 101 (UNMC Center for Reducing Health Disparities)
 - Mind in the Making – bilingual class (ESU consultant and LCCSO staff)
 - Intro to Finances (Lending Link)
 - Community Café (LCCSO participants hired by The BRIDGE)
 - Bienvenidos mental health program (LCCSO staff with UNMC)
 - NCFL Parent Leadership program (2 LCCSO staff)
 - Love & Logic (LCCSO staff)
 - Circle of Security classes in English and Spanish (LCCSO staff) -
 - Nurturing Parenting (LCCSO staff) -
 - Workforce Development parts 1 and 2 (LCCSO staff)
 - Digital Literacy classes at both locations (LCCSO staff) -
 - OneWorld Patient Leadership Group (OW senior leader)
- Child Learning programming during parent classes

- Regular programming for children aged 0-5
 - Lil' Rosies Storytime through the Rose Theater twice a month
 - Opera Omaha Storytime and child-focused programming
- Community Childcare training/coaching for South Omaha childcare providers
 - 16 childcare providers receiving weekday coaching and Saturday trainings/collaboration meetings

Staff Training

- Team retreat at the Joslyn Museum – focused on teambuilding and data sharing
- NECVIP Panel discussion- Working with the Whole Household
- OneWorld Leadership Academy (Family Engagement Manager)
- Inquiring Minds Want to Know: Science for Young Children (Nebraska Extension – Fit & Healthy Kids), (five LCCSO child learning staff)
- Nebraska Safety Council minibus training (three LCCSO staff)
- Lights & Shadows (Nebraska Extension – Fit & Healthy Kids), (five LCCSO staff members)
- Inside Out Learning – UNL Extension (LCCSO Evening Program Manager)
- OneWorld Leadership Growth Series (LCCSO management)
- Transformational Leadership training with the Learning Community (LCCSO management)
- Growing Great Kids Birth to 36 months training (Family Engagement Manager)
- Conscious Discipline trainings (all Child Learning providers and other LCCSO staff)
- Child Development Associate study (LCCSO Program Manager)

Success Story

submitted by Cely Sebastian, School Program Supervisor

Maria is a parent to children with complex needs. She has expressed that collaborating with her educational navigator and social assistance navigators has been particularly beneficial in supporting her family. Maria values these relationships and appreciates working closely with her navigator, who provides her with support both academically and personally. Additionally, when Maria enrolled in our program, she had a basic level of literacy. She shared that she has had a great experience with one of our teachers and likes how he encourages her to speak in English, even when it feels challenging. Because of this support, Maria feels more confident and believes she has advanced in her learning.



Thursday, February 12, 2026 at 11:34:53 AM Central Standard Time

Subject: Superintendents' Early Childhood Plan Newsletter: Winter 2025
Date: Thursday, December 11, 2025 at 8:14:19 AM Central Standard Time
From: Buffett Early Childhood Institute
To: Allyson Freeman

Email not displaying correctly? [View it in your browser.](#)



An Update from Amy Schmidtke

Dear Colleagues,

As we move into this new season of the Superintendents' Early Childhood Plan, I'm struck by the momentum across our districts. With new team members in place, fresh professional learning opportunities underway, and Munroe-Meyer Institute evaluation partners helping us focus on meaningful improvement, we are building on a strong

foundation together.

I continue to be inspired by the stories emerging from schools—whether it's staff facilitating programming with families, teacher leaders facilitating innovative school projects, or district leaders aligning early learning as a priority. Each example reminds us that this work is about more than programs—it's about relationships, opportunities, and ensuring every child experiences a great start.

Thank you for your continued commitment. I look forward to gathering at our spring convening to celebrate progress and chart the path ahead. Events like this are designed to connect us, ground us in early learning priorities, and continue to forge paths forward to strengthen the work we do together.

Warmly,
Amy

Amy Schmidtke
Director of Educational Practice
Buffett Early Childhood Institute



School as Hub



Sandoz Elementary Hailed as a ‘Bright Spot’ by National Media Outlet

The 74, a national education news organization, [recently highlighted](#) schools across the country, including Sandoz Elementary in Millard, that are “beating the odds” in terms of third-grade reading scores. Sandoz is one of [10 School as Hub schools](#) in the Omaha area.

These so-called “bright spots” are schools whose reading proficiency rates are higher than expected based on student poverty rates. Sandoz, with a student poverty level of roughly 50% and a spring 2024 reading proficiency rate of 78%, is one of seven schools in Omaha deemed a bright spot. Six elementary schools in Omaha Public Schools made the list, too.



School as Hub Conference Presentation

The Buffett Institute's Alyssa Anson, Carol Burk from the Nebraska Department of Education, and Nayeli Lopez from the Learning Community of Douglas and Sarpy Counties presented on the School as Hub approach at the Nebraska Association of School Boards State Education Conference on Nov. 21. Learning Community Coordinating Council member Mark Hoeger introduced them.

Their session, "Building Strong Foundations: The School as Hub for Early Learning Approach for Nebraska Schools," highlighted the strong early learning foundation behind the Superintendents' Plan and how that work is spreading to schools across Nebraska.



Teachers as Leaders

The Teacher Leadership Network (TLN) has launched its second cohort made up of 25 teachers from schools in the Omaha metro. TLN aims to give teachers the background of the Superintendents' Plan and allow them to have a voice in the work that is being implemented at their schools around the School as Hub approach. [Read more.](#)



Westside School's 'Park and Play' Turns Waiting for Pick-up into Interactive Activity

This fall, news station WOWT visited Westbrook Elementary, where family facilitator Jill Garrett has developed a new initiative for parents

and younger children in the neighborhood—turning pick-up time into something efficient and engaging. [Watch](#).



New School as Hub Book Series

The School as Hub book series celebrates the experiences of children and families while providing a firsthand look into School as Hub programming and inviting more families to participate. “Learning with Lulu” depicts home visits with Liberty Elementary staff, while “I Love Visiting My School” explores a School as Hub socialization event at Pinewood Elementary. [Read the full story on the Buffett Institute’s Early Years Matter blog](#).

Specialized Professional Learning

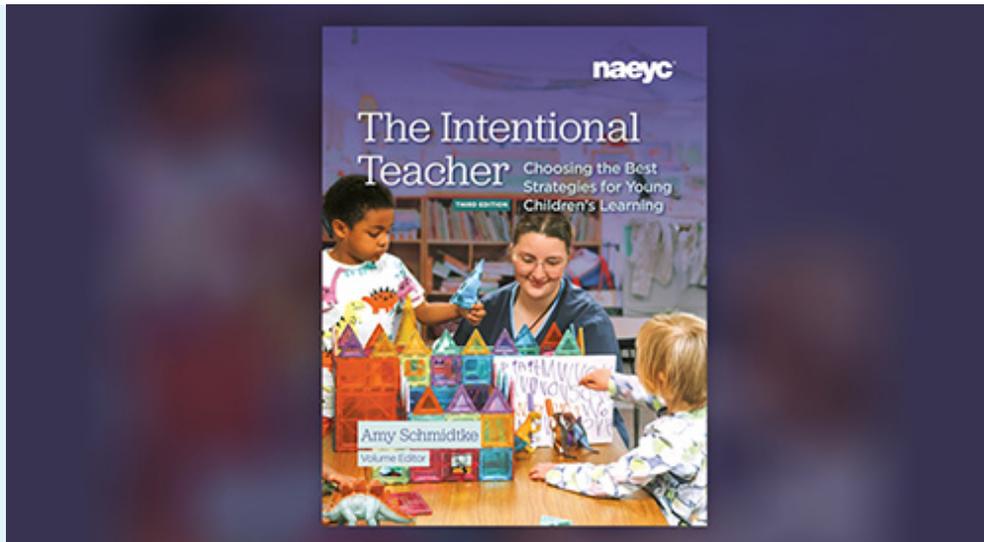


Lens of the Child Series to Start in January

The Buffett Institute is preparing to launch its Early Learning Through the Lens of the Child cohort series for educators in Douglas and Sarpy Counties in January.

The registration window opened Oct. 1, and more than 30 educators applied within a matter of hours, quickly exceeding capacity. By now, all registrants should have been notified if they were accepted.

Participants will explore the Lens of the Child approach, which aims to transform early learning by centering the child's experience and creating environments where every child can thrive.



Amy Schmidtke Edits New NAEYC book

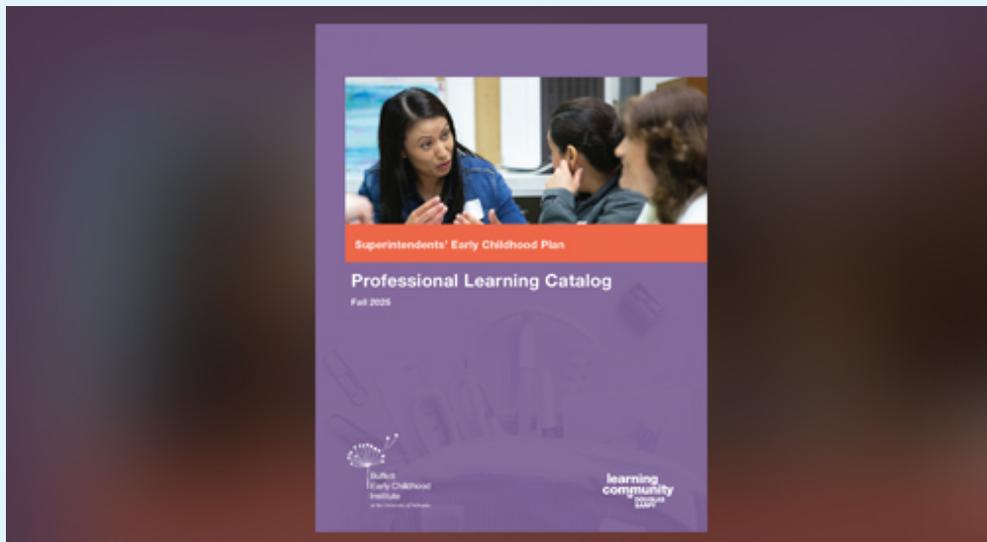
The Buffett Institute's Amy Schmidtke is the volume editor of The National Association for the Education of Young Children (NAEYC)'s new textbook, ["The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning, Third Edition."](#)

Read an [interview with Schmidtke](#) about what intentional teaching looks like in practice, how this new version expands upon previous editions, and what's kept her in the early childhood field for more than 30 years.



Professional Learning Opportunities

This free series is for early childhood educators working in partnership with the Learning Community of Douglas and Sarpy Counties by supporting children and families birth through age 5. The Buffett Institute hosted the latest session, “Strengthening School Relationships” on Nov. 20.



Available Now: Updated Professional Learning Catalog

The Institute offers a number of professional development opportunities for early educators and school administrators, and we’ve recently updated our

[professional learning catalog](#). To schedule a workshop, school officials can contact the Institute staff members who serve their district or reach out to [Kimberlee Telford](#).



Impact and Evaluation

Superintendents' Plan Evaluation Released

The Learning Community contracts with the Munroe-Meyer Institute (MMI) at the University of Nebraska Medical Center to conduct a third-party evaluation of the Superintendents' Plan work. The evaluation provides insight for Learning Community Coordinating Council members on the progress of the investment and for the Institute to facilitate ongoing improvements to drive strong outcomes for children, families, and schools. MMI recently released its [full evaluation](#) and an [executive summary](#) for the 2024-2025 academic year.

The MMI team evaluates child-, family-, and systems-level progress and outcomes, assessing, for example, children's academic growth, family perceptions of School as Hub programming, and whether districts are meeting action plan goals.

In case you missed it...



News

- Report: Thousands of Omaha children without access to child care resources [READ MORE >](#)
- Omaha Public Schools sees drop in chronic absenteeism but problem persists [READ MORE >](#)
- Omaha Westside schools incorporate AI into lesson plans, teacher workflow [READ MORE >](#)
- First student teacher from OPS-UNO partnership enters the classroom [READ MORE >](#)
- Gretna schools launch backpack program to fight student food insecurity [READ MORE >](#)
- Historic First: Meadows Elementary student elected as Nebraska's Kid Governor [READ MORE >](#)
- Nebraska school finance group finishes first phase of finding ways to improve school funding [READ MORE >](#)



Events

Mark Your Calendars for the 2026 Superintendents' Plan Convening

The fourth annual Superintendents' Early Childhood Plan convening and breakfast featuring family engagement expert Ernesto Mejia is scheduled for Tuesday, March 3. Additional details and a formal invitation will be provided in early 2026. We hope to see you there.

Superintendents' Early Childhood Plan Collaboration Summit

June 16, 2026



LEARN MORE ABOUT
Superintendents' Plan



LEARN MORE ABOUT
**Learning Community
of Douglas and Sarpy
Counties**



LEARN MORE ABOUT
**Buffett Early
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LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES
Intensive Early Childhood Program
Proposal

PROPOSAL			
Electronic File Name:	Proposal 2026-2029 _LearningCommunity_ District Name		
School District:			
Program Name:			
Program Category	<input type="checkbox"/> IEC- Sub#2		
Amount Requested:			
Sub council: (choose all that apply)	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6		
Program Start Date:		Program End Date:	
Total Cost of Program:	\$		
# of Students in Program: Projected # of students impacted by the program			
Supporting Documents:	<input type="checkbox"/> We agree that by submitting this application that we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute.		
	<input type="checkbox"/> On Attachment B, please provide the budget summary, and salary per staff.		
Executive Summary: Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right.			
Contact Information			
Superintendent			
Name:			
School District:			
Email:			
Phone:			
Point of Contact for Program Overview			
Name:			
Title:			
Email:			
Phone:			
Point of Contact for Finances			
Name:			
Title:			
Email:			
Phone:			

1. Principle: Educational Need (Attachment A)

Educational Need: Considering support services already in the buildings, please rank in order the schools with the highest needs for these services (highest to lowest). Needs statements for each building need only be filled out if requested in advance by the Learning Community.

Please report using Attachment A.

2. Identified Educational Need

New Programs: Please describe the educational issues, challenges, or systemic concern currently observed within your district. The response should be grounded in quantitative and/or qualitative data, district assessments, or documented community needs.

Returning Programs: Why does your district continue to see this program as a priority? Please describe how the academic, behavioral or engagement needs of your students have persisted or evolved?

3. Proposed Strategic Response

Outline the intervention or strategy your district proposes to address the identified need. Specify the target population(s), delivery method, staffing approach, duration, and any partnerships or infrastructure involved in implementation.

4. Evaluation Framework

Describe the process your district will use to evaluate the effectiveness of the proposed strategy. What is the baseline or current condition? What measurable outcomes are anticipated? What indicators, tools, or benchmarks will be used to determine progress and impact over time?

5. Budget Submission

Please complete and submit the official Budget Proposal Template provided by the Learning Community. The budget must include a detailed breakdown of projected revenues and expenditure, as well as cost-per-hour analysis where applicable. The total amount requested should align with the documented program costs.

6. Sustainability Plan

Explain how your district intends to sustain the proposed effort beyond the funding period. This may include institutional support, integration into existing systems, alternate funding sources, or other strategies that promote long-term viability and impact.

7. Principle: Statement of Assurances

The applicant understands by submitting this proposal that the applicant assures the Learning Community that they will comply with the assurances and will provide the listed information to ICPE-Munroe Meyer Institute for the Fiscal Year 2026/2027. The applicant understands that student-identifiable data and district-level data will be aggregated for the Learning Community and will, therefore, not be publicly disclosed.

The district or organization assures:

- Participation in external evaluation conducted by ICPE-Munroe Meyer Institute.
- Timely submission of program outcome data and reports as requested.
- Ensuring evaluation results are not used in educator performance evaluations.
- Submission of a final, reconciled budget within four weeks of program completion.
- Timely response to Learning Community requests within two business days.

I understand all the above information is accurately and completely represented to the best of my knowledge. If Learning Community staff should have clarification questions, we agree to respond within two business days.

Signature: _____

Name: _____

Title: _____

