

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

CAP Plan Revised and
Renewed by Learning
Community Coordinating
Council on: **02/23/2026**

Approved by the
Nebraska State Board of
Education on:
02/27/2025

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.

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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.

ADDENDUM TO THE COMMUNITY ACHIEVEMENT PLAN

This Addendum to the Community Achievement Plan (this “Addendum”) is added to provide accountability and clarity to the use of the Community Achievement Plan (CAP) funds approved by the State Board of Education (BOE) and the Learning Community of Douglas and Sarpy Counties, a Nebraska political subdivision (“Learning Community”).

WHEREAS, the BOE currently is seeking clarity and accountability for the funds allocated to the School Districts of the Learning Community and

WHEREAS, the School Districts seek to provide transparency as to how those allocated funds are spent and

WHEREAS, the School Districts of the Learning Community seek to partner with the BOE in developing a shared understanding of student progress and the multiple measurements of success

The School Districts of the Learning Community propose the following system of reporting and accountability:

1. Each School District in the Learning Community shall report, in writing, to the BOE on an annual basis on the following areas:
 - i. How the funds allocated through the CAP have been spent
 - ii. How the funds align with the goal of reducing barriers to accessing educational programs and to student achievement
 - iii. How achievement has been impacted by the allocation of these funds
2. At the request of the BOE, individual districts may be called to present, in person, at a meeting of the State Board of Education or a subcommittee of the State Board of Education to present their annual report.
3. Additionally, the School Districts of the Learning Community wish to engage in a collaborative conversation regarding how best to define student growth and success to show the impact of these funds on student achievement.

Community Achievement Plan (CAP)

Statement of Amendments and Compliance Clarifications

Effective February 11, 2026

The following amendments and clarifying actions have been incorporated into the Community Achievement Plan (CAP) to strengthen transparency, fiscal accountability, and alignment with statutory expectations. These updates are intended to provide clear guidance regarding funding use, contractual safeguards, and reporting responsibilities associated with CAP implementation.

1. Funding Use Clarification

Learning Community of Douglas and Sarpy County

A Funding Use Clarification has been added to the CAP to affirm allowable uses of CAP resources and provide clear parameters for expenditure.

This clarification establishes that:

- CAP funds are allocated in accordance with Nebraska statute, approved budget categories, and the established CAP priorities: Quality Early Learning, Student Attendance, Family Engagement, and College and Career Readiness.
 - Learning Community resources, including state funding and levy funds, shall not be used to provide, support, subsidize, or reimburse gender-affirming medical care, reproductive health care services, prescription medications, or clinical medical procedures.
 - Partner organizations may offer services outside the CAP scope; however, CAP funds remain restricted to approved educational and student-support services only.
 - All expenditures remain subject to fiscal oversight, compliance monitoring, and audit requirements.
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2. Contractual Clarification Related to OneWorld Partnership

Following concerns raised during the CAP approval process regarding the partnership with OneWorld Community Health Centers, administrative revisions were made to the contractual language to reinforce fiscal safeguards and funding separation.

The revised contract language:

- Explicitly restricts CAP funds to approved educational and student-support services.
- Prohibits the commingling of CAP funds with other organizational funding sources.
- Requires separate financial tracking and reporting to ensure compliance and transparency.

These revisions were implemented to provide clear assurance that CAP resources are used solely for authorized purposes and remain fully separated from non-CAP activities.

3. Addendum to the Community Achievement Plan

Submitted by Superintendents of Douglas and Sarpy County School Districts

An addendum has been incorporated to strengthen reporting accountability and transparency regarding CAP funding outcomes.

Key provisions include:

- Annual written reporting by each participating school district to the Nebraska State Board of Education (BOE) outlining:
 - o Use of CAP funds
 - o Alignment with reducing barriers to educational access and student achievement
- Impact on student achievement outcomes
- Opportunity for districts to provide in-person presentations to the BOE or designated subcommittee upon request.
- Commitment to collaborative dialogue regarding shared measures of student growth and success.

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

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:

- 1.1 **GOAL 1: Customized Assistance for Districts:** 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.
- 1.2 **GOAL 2: School as Hub Programming for Schools:** 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.
- 1.3 **GOAL 3: Specialized Professional Learning for Educators:** 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.

Strategies/Activities

GOAL 1: Customized Assistance for Districts 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.

Institute staff collaborate with district leaders to:

- 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.

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.

Child-Level Outcomes

The evaluation examines how participation in School as Hub programming influences children’s experiences and growth. Key questions include:

- How does engagement in the Superintendents’ Plan influence students’ academic growth within School as Hub sites?

Measure: Academic Achievement Reflections and district

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 across the Learning Community. Professional learning opportunities

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

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, 	<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

<p>Love and Logic, financial literacy, nutritious cooking) to 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. 	<p>(teacher-reported and observational) to assess student growth from fall to spring.</p>
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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>	

By 2025, children ages birth–5 whose parents participate in Parent University will demonstrate measurable gains in early development and 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>NOTE: 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 	<p>Evaluation Plan Data for the following metrics are being collected:</p>

enrollment.

- 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.

- 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.

NOTE: Data includes aggregated metrics for all MOEC districts.

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