

**Learning Community Coordinating Council  
Meeting Agenda**

**June 26, 2025 - 6:00 PM**

**Learning Community Center of North Omaha, 1612 N 24th Street, Omaha, NE 68110**

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

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

1. **Opening the Meeting:**
  - 1.a. **Call to order:** The regular meeting of the Learning Community Coordinating Council is called to order on June 26 2025, at \_\_\_ p.m.
  - 1.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.
  - 1.c. **Public Notice and Compliance Nebraska Open Meetings Law:** Public Notice was published in The Daily Record on June 24, 2025 and on the Learning Community Website.
  - 1.d. **Council Roll Call:**
  - 1.e. **Pledge of Allegiance:** Please stand and face the flag for the Pledge of Allegiance.
2. **Public Comment: Are there any public comments?**
3. **Good News Report! : BECI**
4. **Reports:**
  - 4.a. Chair Report:
  - 4.b. CEO Report : *Moec Contract Renewal*
  - 4.c. Treasurer Report:
  - 4.d. Legal Counsel:
  - 4.e. Foundation:
5. **Consent Agenda:**

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

  - 5.a. Minutes of the May 22, 2025 meeting of the Council.
  - 5.b. Treasurer's Report – June 2025
6. **Subcommittee Reports:**
  - 6.a. Elementary, Learning, and Diversity (ELD) subcommittee:
  - 6.b. Budget, Finance & Audit Subcommittee:
  - 6.c. Legislative and Policy subcommittee:
  - 6.d. Administration and Personnel subcommittee:
7. **Programming Update:**
  - 7.a. Center Updates
  - 7.b. 7b. Superintendent's Plan
8. **New Business: Superintendents Plan/ BECI 2025-2029**
  - i. **Action Item: Motion to authorize the CEO to enter into a written agreement with Buffett Early Childhood Institute to manage the Superintendents Early Childhood Plan, as set forth in the document entitled Superintendent's Early Childhood Plan Contract Renewal**

**Agreement. Motion to approve the Early Childhood Plan Agreement as a cost reimbursable contract not to exceed \$3,870,531 for FY 2025/2026, \$4,027,177 for FY 2026/2027, \$4,147,993 for 2027/2028, and \$4,272,433 for FY 2028/2029 from the Elementary Learning Center Fund budget. Current and future approval is contingent upon Council approval of authorization of the elementary levy and the 2025/2026 fiscal year, 2026/2027, 2027/2028, and 2028/2029 fiscal years' budgets for the Learning Community.**

8.a.

ii. MMI 2025-2026

- i. Action item: Motion to authorize the CEO to enter the ELC into a Program Evaluation Agreement with MMI, not to exceed \$712,542. Approval is contingent upon Council approval of authorization of the elementary levy and the 2025/2026 budget for the Learning Community.

8.b. D2 Center

8.c. CAP's Plan

9. **Adjournment: Meeting adjourned at: \_\_\_\_\_**

10. **Next Meeting - August 21, 2025 at 6:00 pm**

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

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

1612 North 24th Street Omaha,  
Nebraska 68110  
Phone: 402.905.9984

#### Chief Executive Officer

Gerald M. Kuhn, II

#### COORDINATING COUNCIL OFFICERS

Chair

Sharnell Shelton

Vice Chair

Mark Hoeger

Secretary

Cindy Johnson

Treasurer

Tim Hall

#### COUNCIL MEMBERS

##### Achievement Subcouncil 1

David Preston, Jr

Cindy Johnson

##### Achievement Subcouncil 2

Carol Hahn

Sharnelle Shelton

##### Achievement Subcouncil 3

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](http://LearningCommunityDS.org)

**June 23, 2025**

Dear Coordinating Council Members,

This update provides a brief overview of key activities and progress at the Learning Community.

#### Partnership Agreements Update

- **D2 Center:** Following a comprehensive review of their proposed funding increase for fiscal year 2026, I endorse their proposal and recommend that the Council approve the renewal of their partnership agreement.
- **MOEC:** MOEC seeks to renew their partnership with the Learning Community. They also propose to pivot one of their two existing programs from the "Raise Me to Read" initiative to a focus on student attendance. They intend to continue their current operation service agreement with us.
- **Buffet Early Childhood Institute & Superintendents Early Childhood Plan:** BECI is seeking renewal of their partnership agreement. Our team has reviewed this proposal and implemented amendments that are projected to generate savings exceeding \$100,000 for the Learning Community. I recommend that the Council approve the renewal agreement with BECI.

#### Financial Update

- **Audit Status:** The state audit is currently behind schedule; however, it is nearing completion, with an anticipated finalization within the next three weeks.
- **FY 26 Budget:** The development of the upcoming fiscal year's budget is underway. I will ensure that all Council members are provided sufficient opportunity to review the draft and submit questions prior to the final approval process.
- **Systems Transition:** The initial phase of transitioning to NetSuite from our previous financial management system has been successfully completed. This upgrade will enhance our financial reporting capabilities and streamline responses to public records requests and audit inquiries.

#### Community Engagement & Public Events

The Learning Community participated in the Juneteenth Parade and will also engage in the upcoming Pride Parade downtown. Active participation in these community events fosters positive visibility and strengthens our credibility within the community by showcasing our commitment and support.

### **Additional Updates**

- **Legislative Committee:** The committee is scheduled to convene soon to review the Nebraska State Charter.
- **Staff Achievement:** Congratulations are in order for our HR Director, who recently attained the SHERM certification—an esteemed credential within the HR profession and a recognized standard of excellence.

Thank you for your continued support and dedication to the Learning Community.

Sincerely,

Gerald “Mike” Kuhn  
CEO, Learning Community of Douglas and Sarpy County

## PARTNERSHIP AGREEMENT

THIS PARTNERSHIP AGREEMENT ("Agreement") is entered into as of September 1, 2025 ("Effective Date") by and between the Learning Community of Douglas and Sarpy Counties, a Nebraska political subdivision ("Learning Community"), and the Board of Regents, University of Nebraska d/b/a the University of Nebraska at Omaha and its Metropolitan Omaha Educational Consortium ("MOEC," and collectively, "UNO").

### RECITALS

WHEREAS, Learning Community is committed to enhancing the academic success of students residing in the Learning Community;

WHEREAS, Learning Community and UNO desire to work together to develop an Attendance Improvement Initiative (the "Initiative") for the benefit of students residing in the Learning Community; and

NOW, THEREFORE, in consideration of the mutual agreements, promises and covenants set forth herein, the parties hereto agree as follows:

1. Scope of Partnership. Pursuant and subject to the terms and conditions set forth in this Agreement, Learning Community and UNO hereby agree to collaborate on the development of the Attendance Improvement Initiative as outlined in the Attendance Improvement Initiative Description ("Initiative Description"), attached hereto as Exhibit "A," and by this reference specifically incorporated herein.

2. Term/ Annual Review.

a. The term of this Agreement shall commence on the Effective Date and shall continue for three (3) years (the "Term"), unless earlier terminated as provided in this Agreement.

b. The parties agree to review the Initiative on an annual basis for any modifications that might be needed. Any such modifications mutually agreed to shall be memorialized in a written amendment to this Agreement signed by the parties. Each such amendment may incorporate subsequent technical proposals, projects, and associated funding actions.

3. Payment & Billing. Subject to the terms and conditions set forth in this Agreement, during the Term Learning Community shall pay to UNO an amount not to exceed the amount provided for in the budget attached hereto as Exhibit "B" (the "Initiative Amount"), and by this reference specifically incorporated herein. Invoices for payment of the Initiative Amount shall be provided by UNO as follows: Invoices within sixty (60) days of the end of each year of the Term for reimbursement of actual expenses incurred by UNO in such year of the Term, which shall include a statement of cumulative costs incurred by UNO during the Term, the services performed and an itemized listing of expenses actually incurred by UNO during the previous year and shall be accompanied by documentation substantiating all itemized expenses set forth on such invoice. Learning Community will review and approve payment of UNO's invoice, in its reasonable discretion. The final installment payment will be invoiced as set forth herein after 1) within sixty (60) days of the conclusion of the Term, or within sixty (60) days of the termination of this Agreement, whichever is earlier, and 2) submission of the APR (as defined in Section 5.a) for the final year of the Term, or portion thereof, as applicable, and approval of same by Learning

Community, which APR shall (i) include an invoice for Initiative expenditures during the Term; (ii) set forth an itemized listing of expenses actually incurred by UNO; and (iii) be accompanied by documentation substantiating all itemized expenses set forth on such invoice. Learning Community shall remit the final installment payment to UNO within thirty (30) days after review and approval of the invoice and APR submitted by UNO pursuant to this subsection; provided, however, that the amount remitted in the final installment shall not result in the total amount paid to UNO exceeding either the lesser of the budget amounts reflected on Exhibit B or the total amount of Initiative expenses actually incurred by UNO as authorized in writing by Learning Community.

a. The amount(s) to be paid by Learning Community as provided under this Section 3 shall constitute the entire consideration to be paid by Learning Community to UNO for the Initiative. Learning Community shall not be liable for any further costs, including, but not limited to, overhead, social security, pension, employment compensation, taxes, or any other expenses incurred by any party in connection with the Initiative.

b. Learning Community funds may not be used by UNO to: (i) lobby or otherwise attempt to influence legislation; (ii) influence the outcome of any specific public election or participate or intervene in any political Initiative on behalf of any candidate for public office or conduct, directly or indirectly, any voter registration drive; or (iii) distribute funds to any entity or individual, other than as permitted by this Agreement.

c. No Learning Community funds shall be paid by UNO to any Coordinating Council member or Learning Community employee, or any immediate family member thereof, for any purpose. For purposes of this Section 3.f., "immediate family member" is defined as a spouse, parent, sibling, child or stepchild of a Coordinating Council member or Learning Community employee.

d. Learning Community reserves the right to withhold or suspend any payment(s) to be made by Learning Community pursuant to this Agreement, or to require a total or partial refund of Learning Community funds, if, as determined by Learning Community in its sole discretion, such action is necessary: (i) because UNO has not complied with the terms and conditions of this Agreement and such noncompliance has not been cured within fifteen (15) business days after written notice from Learning Community to UNO of such noncompliance; (ii) to protect the purpose and objectives of the Initiative or any other activities of Learning Community; or (iii) to comply with the requirements of any law or regulation applicable to Learning Community, UNO or the Initiative.

e. UNO expressly agrees and acknowledges that the enactment of legislation by the Nebraska Legislature subsequent to the Effective Date which either eliminates or reduces the levy authority of Learning Community pursuant to Neb. Rev. Stat. § 77- 3442(2)(i) (as amended) may result in the termination of this Agreement by Learning Community upon sixty (60) days prior written notice in accordance with Section 7 hereof.

i. Unless otherwise agreed by the parties in writing, Learning Community's total funding obligation shall not exceed Twenty-Five Thousand Dollars (\$25,000.00) during any twelve (12) month period beginning on the Effective Date, nor exceed Seventy-Five Thousand Dollars (\$75,000.00) in the aggregate during the Term.

4. Covenants /Warranties /Representations.

a. UNO hereby agrees and represents to Learning Community that:

i. The Initiative and use of Learning Community funds will comply with the terms of this Agreement, as well as all applicable laws, rules and regulations applicable to UNO, Learning Community and the Initiative.

ii. There is no fact known to UNO, its directors, officers, employees, representatives or agents which would materially affect the decision of Learning Community to enter into this Agreement which has not been disclosed to Learning Community.

iii. As of the date of the execution of this Agreement, UNO is self- insured pursuant to the University of Nebraska General Self-Insurance Program (the "Program"). Subject to the terms, conditions, exclusions, and limits of the Statement of Self-Insurance Coverage contained in the Program, the Program shall pay on behalf of UNO during any of its fiscal years all sums for which UNO shall become legally obligated to pay as damages for liability occurrences, up to the limits of \$1,000,000 per liability occurrence and \$3,000,000 in the aggregate of liability occurrences in any fiscal year. UNO shall provide the Learning Community with a copy of the University of Nebraska Self-Insurance Trust Fund Program Statement evidencing such coverage upon request.

iv. UNO further agrees that UNO shall:

(1) Not use Learning Community funds to provide, facilitate or discuss religious instruction, doctrine, worship or belief, nor will the Initiative include or discuss such concepts. UNO agrees that it will not utilize facilities used exclusively for religious services for the Initiative.

(2) Administer and maintain the Initiative in accordance with this Agreement and maintain documentation of all actions taken and expenditures incurred with regard to the Initiative. UNO acknowledges that failure to comply with the requirements of this Agreement could result in suspension or termination of the Initiative and could result in UNO being required to return Learning Community funds to Learning Community.

(3) Maintain, in full force and effect, all required governmental and professional licenses and credentials for itself, its facilities, employees, volunteers and all other persons engaged by UNO in conjunction with the Initiative.

(4) Provide leadership, coordination, and support for the Initiative, promoting the importance of school attendance.

(5) Provide in-kind supports to implement and sustain the Initiative.

(6) Pursue joint grant applications that align and support Initiative strategies and outcomes.

(7) Assist with evaluation and analysis of the Initiative

b. Learning Community hereby covenants, warrants and represents to UNO

that:

i. Learning Community shall at all times during the Term maintain Commercial General Liability insurance providing coverage to Learning Community and naming UNO as an Additional Insured on a primary and non-contributory basis, including completed operations, with limits of not less than \$1,000,000 per occurrence, \$2,000,000 general aggregate, \$2,000,000 product and completed operations aggregate, and \$1,000,000 personal and advertising injury.

ii. Learning Community is not currently a party to any agreement, nor subject to any law, regulation, or other enactment, that would prohibit Learning Community from entering into this Agreement with UNO.

iii. There is no fact known to Learning Community, its Coordinating Council members, officers, employees, representatives or agents which would materially affect the decision of UNO to enter into this Agreement which has not been disclosed to UNO.

iv. Learning Community further agrees that Learning Community shall:

(1) Provide leadership and consultation on the development of the Initiative.

(2) Work in partnership with other entities on the development and execution of components of the Initiative.

5. Reporting / Information Dissemination. UNO shall collect and report to Learning Community specified demographic and evaluation data for the Initiative as more specifically set forth in this Section. All reports made by UNO pursuant to this Agreement shall comply with applicable federal and state law, including, but not limited to, the Federal Educational Rights Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act ("HIPAA") to the extent that such laws apply to information contained within such reports.

a. For each year of the Term (or portion thereof, in the event this Agreement is terminated prior to the conclusion of the Term), UNO shall prepare and submit to Learning Community a written Annual Performance Report ("APR") which shall include a detailed account of all Initiative expenditures and a narrative description of Initiative activities and accomplishments, including progress made on Initiative

outcomes. The purposes of the APR are to (1) report on the amount of progress made toward meeting the Initiative goals, which goals shall be mutually established by UNO and Learning Community in accordance with the Initiative Description, and (2) report quantitative and qualitative data that addresses the performance indicators for the Learning Community. The APR shall be submitted to the Learning Community on or before July 31 of each year. At the request of the Learning Community, UNO shall make a live presentation of the APR to the Learning Community Coordinating Council, or the Achievement Subcouncils.

b. Subject to applicable law, UNO shall disseminate to Learning Community, other governmental entities designated by Learning Community, if any, and the general public, if so requested by Learning Community, pertinent information relating to the results, findings, or methods developed during the implementation and conduct of the Initiative.

6. Publicity. Each party hereto shall allow the other party to review and approve the text of any proposed publicity or external communication concerning the Initiative prior to its release, which approval shall not be unreasonably withheld. Each party hereto may include information regarding the Initiative, the logo or trademark of the other party, and any general information about the other party and its activities in any external communication of said party.

7. Termination. This Agreement may be terminated at any time by mutual agreement of the parties or unilaterally by either party, with or without cause, by giving sixty (60) days advance written notice to the other party of its election to terminate. In addition to the foregoing, this Agreement may be terminated by Learning Community or UNO if it reasonably determines that the other party is in breach or violation of this Agreement and, after delivery of written notice to the other party setting forth said violation or breach, the other party does not cure said violation or breach within fifteen (15) days after said notice is provided, which termination shall be effective upon written notice of termination to the party in breach or violation.

8. Independent Contractor. Nothing contained in this Agreement shall be deemed or construed by the parties hereto, nor by any third party, as creating the relationship of principal and agent, or of partnership, or of joint venture, it being understood and agreed that no provision contained herein, nor any act of the parties hereto, shall be deemed to create any relationship between the parties hereto other than that of independent contractors. No party to this Agreement shall have authority to bind another party to this Agreement.

9. Liability. Each party agrees that it will be responsible for its own acts and the results thereof and shall not be responsible for the acts of the other party and the results thereof. Each party therefore agrees that it will assume all risk and liability to itself, its agents or employees for any injury to persons or property resulting in any manner from the conduct of its own operations and the operations of its agents or employees under this Agreement, and for any loss, cost, or damage caused thereby during the performance of this Agreement.

10. Notices. Any notice required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been given when delivered by hand or when deposited in the United States mail by registered or certified mail, return receipt requested, postage prepaid, addressed as follows:

If to Learning Community: Learning Community of Douglas and Sarpy Counties

Attn: Gerald Kuhn, CEO  
1612 N. 24th Street  
Omaha, Nebraska 68110

If to UNO: University of Nebraska at Omaha  
6001 Dodge Street, CEC 223B  
Omaha, NE 68182  
Attn: Dr. Terry Haack

With copy to:

Office of Research and Creative Activity 6001  
Dodge Street, EAB 203  
Omaha, NE 68182

or to such other address as any party hereto may from time to time give notice of to the other parties in the above manner.

11. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.

12. Compliance with Laws. The parties hereto shall comply with all applicable federal, state and local laws and ordinances applicable to the Initiative, including, but not limited to, the Federal Educational Rights Privacy Act (FERPA), the Health Insurance Portability and Accountability Act, Public Law No. 104-191 (HIPM), and Neb. Rev. Stat. § 84-712 to 84-712.09 to the extent that these laws are applicable to this Agreement.

13. Non-Discrimination. The parties hereto shall not, in the performance of this Agreement, discriminate or permit discrimination in violation of federal or state laws or local ordinances because of race, color, religion, sex, sexual orientation, national origin, disability, age, marital status, citizenship status, or economic status.

14. Citizenship Verification. UNO agrees and acknowledges that it shall use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska pursuant to Neb. Rev. Stat. § 4-108 to 4-114, as amended.

15. Assignment. This Agreement may not be assigned or transferred by UNO without the prior written consent of the Learning Community, which consent may be granted by the Learning Community in its sole discretion.

16. Ownership Materials. All original documents, illustrations, charts, graphs, maps, reproducible drawings, reports and other materials developed solely by Learning Community as a result of the performance of this Agreement shall remain the exclusive property of the Learning Community and no contents of any such materials or documents shall be released except upon the express prior written consent of the Learning Community, which consent may be granted by the Learning Community in its sole discretion.

17. Severability. Should any part hereof or any sections of this Agreement be rendered or declared illegal, invalid or unenforceable by any court of competent jurisdiction, the

remaining portions of this Agreement shall not be affected thereby to the extent permitted by Nebraska law.

18. **Waiver.** The waiver by any party of a breach or violation of any term or provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach or violation.

19. **Entire Agreement.** This Agreement, together with the recitals, as well as any exhibits, attachments, or schedules to an exhibit hereof, constitutes the entire agreement among the parties pertaining to the subject matter hereof, and supersedes and revokes any and all prior or existing agreements, written or oral, relating to the subject matter hereof, and this Agreement shall be solely determinative of the subject matter hereof.

20. **Amendment.** This Agreement may only be amended or modified by written agreement of all parties hereto. The parties hereto agree that Initiative changes, amendments or addendums to this Agreement that are non-budget impacting may be approved on behalf of Learning Community by the CEO of the Learning Community.

*[Signature Page Follows]*

IN WITNESS WHEREOF, the parties hereto execute this Agreement effective as of the Effective Date.

**Learning Community of Douglas and Sarpy Counties, a Nebraska political subdivision**

By:   
Gerald Kuhn, Chief Executive Officer

Date: 6-20-2025

**Board of Regents, University of Nebraska d/b/a University of Nebraska at Omaha**

By: \_\_\_\_\_

Tiffani Hix, Director of Research and Creative Activity

Date: \_\_\_\_\_

**Metropolitan Omaha Educational Consortium**

By: \_\_\_\_\_

Terry Haack, Executive Director

Date: \_\_\_\_\_



## EXHIBIT A

### **Attendance Improvement Initiative**

Funding from The Learning Community of Douglas and Sarpy Counties will be used to support the Attendance Improvement Initiative, a collaborative effort to promote consistent student attendance and reduce chronic absenteeism across Metro Omaha.

Funding will provide approximately 20% of the annual salary and benefits for the MOEC (Metro Omaha Educational Consortium) Facilitator who will lead and coordinate this work. The Facilitator will provide leadership, coordination, and outreach in support of the initiative, working with schools and community partners. The focus will include raising awareness about the importance of regular school attendance, supporting the implementation of evidence-based strategies to improve student attendance, and promoting consistent engagement from early education through high school.

MOEC will also provide in-kind support to help implement and sustain this initiative, including staff time, communications, and administrative coordination.

EXHIBIT B

Budget

Partial Salary for MOEC Facilitator:	\$18,484
Partial Benefits associated with the position:	\$ 6,516
Total:	\$25,000

# Learning Community Coordinating Council Meeting Agenda

May 22, 2025 – 6:00 p.m.

1612 North 24<sup>th</sup> 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 May 22, 2025, at 6:02 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 May 16, 2025, and on the Learning Community Website.
- d. **Council Roll Call:** Present: 10 Excused:      Absent: 2 Quorum: Y
- e. **Pledge of Allegiance:** Please stand and face the flag for the Pledge of Allegiance.

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

3. **Reports:**

1. **Good News Report:**

**A. Staff & Participant Spotlight**

**Nayeli-** *So as you know, we started last month bringing in the opportunity, some highlights of what, all the successes that are happening with the learning community. So today we have our members, one of our graduates Roxana Mancía.*

**Mancía-** *I started to say that thank you so much because this program is changed my life. I remember when I come to the state, I don't understand nothing. One time I need to order something in the hurricane and I cry because I say to other people, can you help me? And they*

*say that no, you need to learn, you can do it, but I don't help anymore. And when I go to the hospital, it's very hard when you go and don't understand nothing.*

*I remember when I was with my first daughter, it's very hard for me because nothing in the clinic is speaking Spanish. And all the time I need a way for somebody to come, maybe help me, or somebody call. But it's more hard when my daughter started school because sometimes she's very, very excited. Say, Mom, you can help me. And I say, sorry, Mama, I don't understand.*

## **2. Chair Report:**

***Hoeger**-that is the good news report. We're going to have more of that? Yes, good news reports every month. The chair's report is next, and as I mentioned, Sharnell is not here. She's doing some extensive training on increasing her skills as a professional fundraiser, which I'm very excited about, but I want to give credit to her as chairman, taking the initiative at Looking into the 21st century by making the commitment to go paperless in our record-keeping, bookkeeping, and specifically how we operate our meetings and distribute materials and that kind of stuff.*

Nicole Kobus gave a presentation on how to work through sparq.

## **3. CEO Report:**

***Kuhn-Well**, good evening. I want to first start by acknowledging the council. You guys have done an amazing job of supporting me and the learning community over the two years. So, I want to say thank you. And any other time that I could support you guys, I want to be there. I want to say thank you.*

*So, I just wanted to take a second and acknowledge Mark Hoeger on his play. I've never been to Manly, Nebraska, never heard of Nebraska until... Population 480. Yeah, Population 480. I had more in my senior class than in the town. But he did an amazing job at the play. He played somebody's husband and somebody's father. It was an awesome play. And, yeah, Councilwoman Ms. Cynthia Johnson, came out and supported Mark as well. So I just want to give you your flowers and say you did a great job.*

*Now, down to business. We have a new employee, here is a woman that needs no introduction to this council. She had worked with one of our partners before, and she did amazing work with the BECI, and I was lucky enough to be able to get her to come over to the learning community to still support the work. she still works very closely with the BECI and I'm very fortunate to have her, Ms. Monica Wells, if you want to introduce yourself.*

***Wells**- hello everyone. I'm excited to be here, enjoy my time with BECI and will still be working closely with them as well on uplifting our initiatives, This team is amazing, so it's been great so far. I'm on day 22 right now.*

***Kuhn**- So Mark and I have been doing a lot of work and trying to discover how we can build our foundation and how we can advance the mission of the learning community. One thing that we know that works is School is Hub expansion. And so we're looking at*

*getting a grant, to expand School is Hub. Nayeli and I have crafted another way to expand School is Hub to another school, but we'll talk about that at another day. But I think we're gonna shy away from the grant right now just because it's too competitive with OPS and I don't want to rock the boat with our good people from OPS and I think they're doing amazing. If awarded, it will still benefit the kids that we serve in the Omaha community. We have a couple of new contracts to approve that will be put in front of the council.*

*But I wanted to just talk about the BECI, that their contract is ending this year, and they're seeking renewal. They have been a partner with the learning community for years, and have done amazing work that has truly moved the needle with kids in poverty. I'm talking about reading literacy has improved. Attendance has improved. There's a host of other things that I'm sure Dr. Smith will speak to later. But also, MMI is seeking renewal. They are the vendor that takes care of all our research and data evaluation, and they have done an amazing job at being able to pull the data together so we can tell the story of how well we are doing. Cindy and I had the opportunity to go to the D2 Center and listen to the story and listen to their mission.*

*Our MOEC partnership, which is through state legislation, is this year. And so I've been in contact with Terry Hawk, who is developing a budget. So there will be a lot of things for this council to vote on. Next month before the budget in August. We are deep in the audit process right now the state audit, Andrew is working diligently, kudos to Andrew. He's doing double work, So essentially he's recreating work from two years ago and producing the work from this year, He is a one-man band, and so normally we would have the results of the state audit in May. So we would be able to go through that, but because he's had to do that, we don't have the audit completed yet, but we're still working on it.*

*We had an amazing turnout, as most of you have probably seen when I sent the email out for Cinco de Mayo, the parade. I think that was the biggest turnout that we've ever had. A lot of children and families came out.*

*We had two interviews today; we had two interviews yesterday for our program director position. So, Nghia is no longer with us, the director of the Parent University, and we are down two managers in that department. So, all of us have been pitching in together, those in this room and those not in this room, to be able to stand that up. We will be grateful once we get that position hired because they have a lot of work ahead. And that completes my CEO report.*

#### **4. Treasurer Report:**

*Keck- So the policy is to allow our plus funds for my multi-year contract and how it could go forward. Reallocated to later years, step-by-step, year-long. We would select which year, so choose to have all the years of the last year before used as an amendment, and then it would still be subject to us. But it would only be a one-time.*

*We have to put an account inside. If I have to, every single year, go in and see, you didn't spend \$10,000, then try to year after year. This money, I'm a year one, I'm a year, if I have to cancel,*

*go back to four. And so having this policy in place to have one-time ability to use peer review in the last few agreements, again, we're not adding more to it. It's just reality at the end of the day. And not to justify why, we can always say no. If you start at the end of the year and then don't do what you're supposed to do, we can still deny it.*

5. **Legal Counsel: N/A**

6. **Foundation: N/A**

4. **Consent Agenda:**

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

- a. Minutes of April 17, 2025, meeting of the Council.
- b. Treasurer's Report - May 2025
- c. Employee Relations Policy
- d. Monetary Policy

**Aprils Consent Agenda**

- e. Minutes of March 20, 2025, meeting of the Council.
- f. Treasurer's Report - April, 2025
- g. Unpaid Time Off due to Inclement Weather or Building Closure
- h. Certification of Medical Leave Employee Form
- i. Certification of Medical Leave for Qualifying Family Member
- j. Family Medical Leave Request Form

**Motion: To approve the consent agenda April 17, 2025 as presented.**

First: Whitted Jr Second: Bloom

Discussion: No discussion

Moved to vote: Yes 10 No        Abstain       

Motion: passed X failed:       

**Motion: To approve the consent agenda May 22, 2025 as presented.**

First: Whitted Jr Second: Preston Jr

Discussion: No discussion

Moved to vote: Yes 10 No        Abstain       

Motion: passed X failed       

VI. **Subcommittee Reports:**

- a. Elementary, Learning, and Diversity (ELD) subcommittee:
- b. Budget, Finance, and Audit subcommittee:
- c. Legislative and Policy subcommittee:
- d. Administration and Personnel subcommittee:

VII. **Programming Update:**

- a. Center Updates

VIII. **New Business:**

- Superintendent Plan/ BECI 2025-2029
- MMI 2025-2026
- Workforce Proposal

**Adjournment:** Meeting adjourned at: 8:02 pm

**Next Meeting** – June 26, 2025, 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	June 26, 2025, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24th 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**

- Minutes of April 17, 2025, meeting of the Council.
- Treasurer's Report - May 2025
- Employee Relations Policy
- BECI Budget
- MMI Budget
- Workforce Proposal

**Aprils Handouts**

- Treasurer's Report - April, 2025
- Unpaid Time Off due to Inclement Weather or Building Closure
- Certification of Medical Leave Employee Form
- Certification of Medical Leave for Qualifying Family Member
- Family Medical Leave Request Form
- LCCSO Center Report
- CEO Report
- 4.10.15\_BECI\_Contract\_Renewal\_Proposal\_2025-2029
- Chief Executive Officer-Executive Team Expectations
- General Council Job Description
- Council Chair Job Description
- Council Co-Chair Job Description
- Council Treasure Job Description
- Secretary Job Description

Business Type	2025 Budget	05/31/2025 Monthly Spend	2025 through 05/31/2025 (75% through year)	Percentage of budget	Reason for higher budget to actual.
<b>Rent</b>	<b>\$874,000.00</b>	<b>\$54,503.56</b>	<b>\$683,577.04</b>	<b>78%</b>	
North Center	\$632,000.00	\$48,919.56	\$511,636.34	81%	
South Center	\$242,000.00	\$5,584.00	\$171,940.70	71%	
<b>Research and Evaluation</b>	<b>\$767,000.00</b>	<b>\$81,298.16</b>	<b>\$228,072.89</b>	<b>30%</b>	
<b>ELC Total</b>					
<b>Parents U</b>	<b>\$2,170,227.52</b>	<b>\$108,307.18</b>	<b>\$1,073,994.70</b>	<b>49%</b>	
Wages	\$1,451,323.56	\$78,898.04	\$686,430.03	47%	
Benefits	\$476,903.96	\$11,243.08	\$245,183.77	51%	
Other (Programing/Tech/Etc)	\$242,000.00	\$18,166.06	\$183,268.07	76%	
PU Furniture			\$67,420.01		Office Furniture from last years budget
<b>Existing Projects</b>	<b>\$9,866,142.00</b>	<b>\$418,279.63</b>	<b>\$5,586,688.98</b>	<b>57%</b>	
ELC Programs (Districts 1.0 & IEC)	\$2,916,560.00	\$0.00	\$2,150,263.59	74%	
Superintendent Plan (BECI)	\$3,766,001.00	\$213,666.09	\$1,884,615.61	50%	
South Office (One World)	\$3,183,581.00	\$204,613.54	\$1,970,089.41	62%	
<b>New Projects</b>	<b>\$5,645,655.00</b>	<b>\$12,694.10</b>	<b>\$824,030.45</b>	<b>15%</b>	
Districts 2.0	\$2,719,903.00	\$12,694.10	\$56,204.00	2%	
Avenue Scholars	\$911,000.00	\$0.00	\$347,835.00	38%	
Whispering Roots	\$114,290.00	\$0.00	\$0.00	0%	
D2 Center	\$249,758.00	\$0.00	\$187,318.41	75%	
Early Childhood Partnership (Intensive Early Childhood Partnership w/ OPS)	\$1,150,704.00	\$0.00	\$232,673.04	20%	
Future Projects	\$500,000.00	\$0.00	\$0.00		
<b>Central Admin</b>	<b>\$1,690,070.65</b>	<b>\$121,755.45</b>	<b>\$1,040,567.15</b>	<b>62%</b>	
Salaries	\$716,348.56	\$52,598.69	\$431,546.17	60%	
Benefits	\$238,782.85	\$7,495.39	\$131,511.36	55%	
Other (total of amounts below)	\$734,939.24	\$61,661.37	\$477,509.62	65%	
Community Relations (Advertising)	\$150,000.00	\$4,900.00	\$44,100.00	29%	
Legal	\$80,000.00	\$0.00	\$35,802.00	45%	
Insurance	\$90,000.00	\$30,566.00	\$83,079.02	92%	Paid nearly all yearly premium.
Lobbying	\$33,000.00	\$2,583.34	\$25,915.54	79%	
Other	\$238,939.24	\$17,623.90	\$207,529.73	87%	NASB Payment (Strategic Plan)
Technology (computers, website,IT)	\$40,000.00	\$3,988.13	\$36,184.74	90%	
North Office Furniture	\$43,000.00	\$0.00	\$0.00	0%	
New Accounting/HR Software	\$40,000.00	\$0.00	\$37,583.12	94%	Software on track to launch in June
Travel/Conference	\$20,000.00	\$2,000.00	\$7,315.47	37%	
<b>LCC</b>	<b>\$58,500.00</b>	<b>\$22.67</b>	<b>\$73,812.07</b>	<b>126%</b>	
Travel/Conferences/Mileage	\$10,000.00	\$0.00	\$6,635.38	66%	
Daily Record/Advertising	\$2,000.00	\$22.67	\$722.67	36%	
Contracted Services	\$35,000.00	\$0.00	\$69,493.04	199%	Paid for primary and general elections.
Misc	\$11,500.00	\$0.00	\$6,627.50	58%	
<b>Total</b>	<b>\$21,071,595.17</b>	<b>\$796,860.75</b>	<b>\$9,510,743.28</b>	<b>45%</b>	Currently under budget (75% through year)

Revenue

Learning Community Capital Projects	\$1,202,440.00	\$265,600.09	\$899,463.46	75%
Elementary Learning Center	\$12,098,077.00	\$2,672,758.90	\$9,046,108.83	75%
Grand Total	\$13,300,517.00	\$2,938,358.99	\$9,945,572.29	75%

# Superintendents’ Early Childhood Plan Contract Renewal Agreement (2025–29)

## Introduction

### Purpose: Increasing Opportunity for Children Birth–Grade 3

The Superintendents’ Early Childhood Plan is a collaborative initiative of the 11 metro-area school districts, supported by the Learning Community of Douglas and Sarpy Counties, and facilitated by the Buffett Early Childhood Institute at the University of Nebraska. Since 2014, plan partners have worked to improve early learning experiences and outcomes for young children and families facing persistent economic and social challenges — focusing on increasing opportunity for children from birth through Grade 3 to support long-term student success.

The 2025–29 contract renewal presents an opportunity to build upon our foundation of success by expanding our reach and impact across the Learning Community, fostering evidence-based practices that benefit all young children and their families.

### Background: Cross-District Partnership and Evidence-Based Approach

**Partnership Roles.** The Superintendents’ Plan operates through a collaborative structure with distinct complementary roles:

- **Learning Community Coordinating Council** provides public oversight and funding to ensure alignment with broader community goals.
- **District Superintendents** guide the direction and implementation of the plan within their districts.
- **Institute** delivers comprehensive leadership, including program administration, strategic communications, and coordination between partners. The Institute also provides specialized early childhood expertise through targeted technical assistance to support districts, schools, and educators in implementing evidence-based practices.
- **Monroe-Meyer Institute (MMI)** at the University of Nebraska Medical Center conducts independent evaluation.

**Implementation Approach.** The Superintendents’ Plan is built on research-based principles that position schools as “hubs” connecting young children, birth–age 8, and families to resources and services both within and beyond school walls. This comprehensive approach is grounded in early childhood research and refined through years of implementation evidence.

Within this framework, the plan is implemented through a collaborative partnership between Institute staff with expertise in early childhood education and district professionals (leaders, teachers, and staff). Together, they deliver implementation support at three essential levels through the plan’s core initiatives, as shown in Table 1.

**TABLE 1. SUPERINTENDENTS’ PLAN CORE INITIATIVES ALIGNED WITH IMPLEMENTATION SUPPORT LEVELS\***

Level of Support	Superintendents’ Plan Core Initiatives	Institute Role	District Role
1. School	<b>School as Hub</b> (Select schools with high concentrations of poverty)**	Consultation and coaching for school teams implementing evidence-based early childhood programming	Implementation of evidence-based programming for children birth through Grade 3 and their families

2. Educator	<b>Professional Development</b> (Tailored to program initiatives and district action plans)	Professional workshops, resources, and networking for both school-based and community early childhood professionals	District- and school-based professional development planning and delivery to support evidence-based practices
3. District	<b>Customized Assistance</b> (All 11 districts in the Learning Community)	Coordination and facilitation of district action planning using tailored resources and consultation	Development and implementation of comprehensive district action plans and special projects

\*See the [Summary of Services Available Through the Superintendents’ Early Childhood Plan in 2024–25](#) for details.

\*\* See Appendix A for a list of School as Hub sites, 2024–25.

**Institute’s Technical Assistance Role.** At every level of support, the Institute provides specialized early childhood expertise to enhance *leadership effectiveness, instructional excellence, and family and community partnerships*. This includes:

- Facilitating district-level action planning and improvement cycles
- Providing individualized consultation and coaching
- Designing and delivering professional learning experiences
- Convening cross-district communities of practice and professional networks for district leaders, school leaders, early educators, and family engagement staff
- Sharing Institute-developed resources that translate research into practice

These efforts ensure that implementation of the plan is guided by both current research and practical insights from the field.

## Future Direction and Program Priorities

As we plan for the 2025–29 contract period, we aim to deepen and broaden our collaborative work by engaging more partners throughout the Learning Community while maintaining shared accountability through alignment with current priorities. To identify these priorities, nine of the twelve members of the Learning Community Coordinating Council completed a survey ranking the most critical areas for investment. Results of that prioritization are shown in Table 2; the checkmarks (✓) indicate that each priority is intentionally addressed by all three core initiatives of the Superintendents’ Plan, ensuring comprehensive alignment across our multi-level approach to enhancing early learning experiences for all children, from birth through Grade 3.

**TABLE 2. LEARNING COMMUNITY PROGRAM PRIORITIES ALIGNED WITH SUPERINTENDENTS’ PLAN CORE INITIATIVES**

Learning Community Coordinating Council Priorities	Superintendents’ Plan Core Initiatives		
	School as Hub	Professional Development	Customized Assistance
1. Early childhood education	✓	✓	✓
2. Family and community engagement	✓	✓	✓
3. Teacher quality and support	✓	✓	✓
4. Academic achievement and growth	✓	✓	✓
5. Student attendance and engagement	✓	✓	✓
6. Student well-being and support services	✓	✓	✓

The comprehensive alignment of our core initiatives with Learning Community priorities provides a strong foundation for our work. The following data demonstrates how this strategic approach has translated into measurable reach and effectiveness over time.

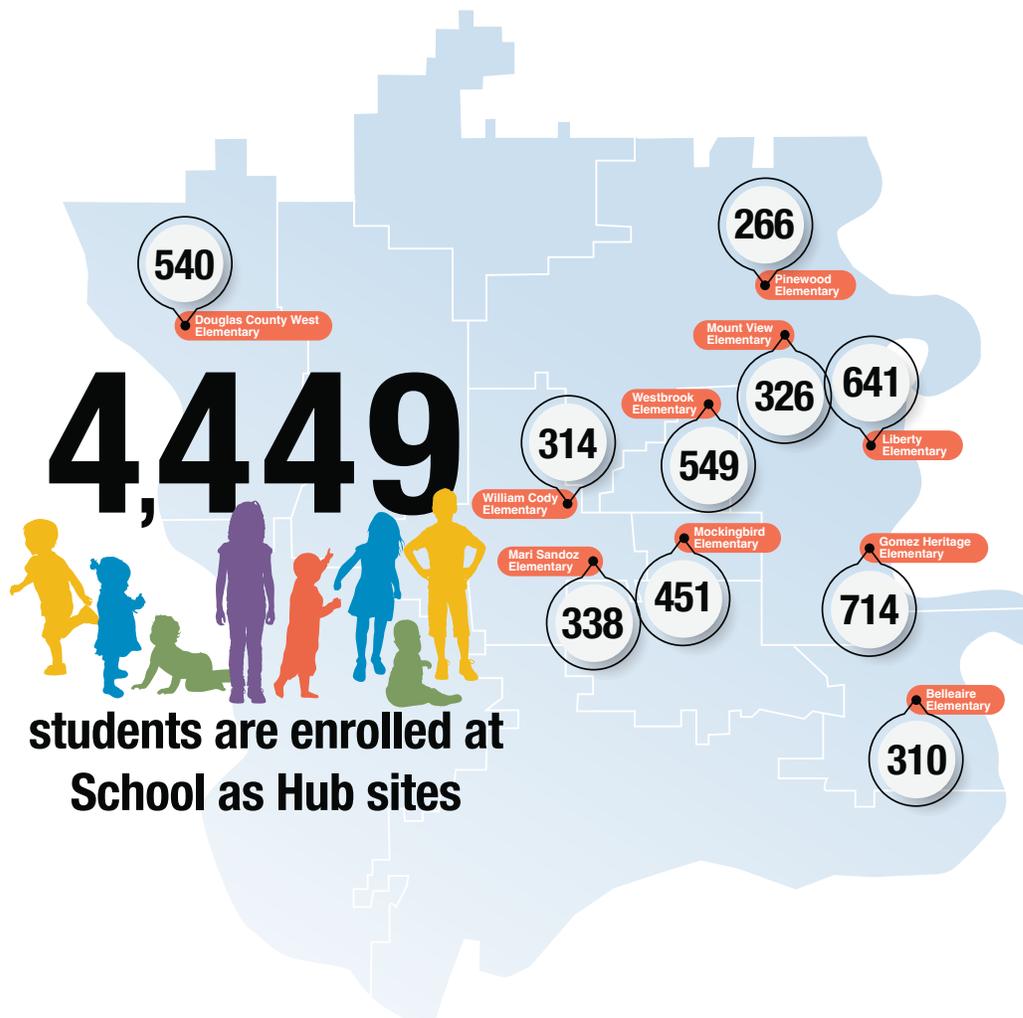
## Evidence of Reach and Effectiveness

Over the years, evaluations of the Superintendents' Plan have demonstrated measurable impact through documented improvements in children's outcomes, increased family engagement, enhanced classroom quality, and transformed leadership practices. These evaluations confirm the successful integration of evidence-based practices that advance quality, continuity, and opportunity for young children and their families. The following data highlights how the program has addressed the Learning Community's priorities by expanding both reach and effectiveness.

### Reach and Engagement: Program Growth

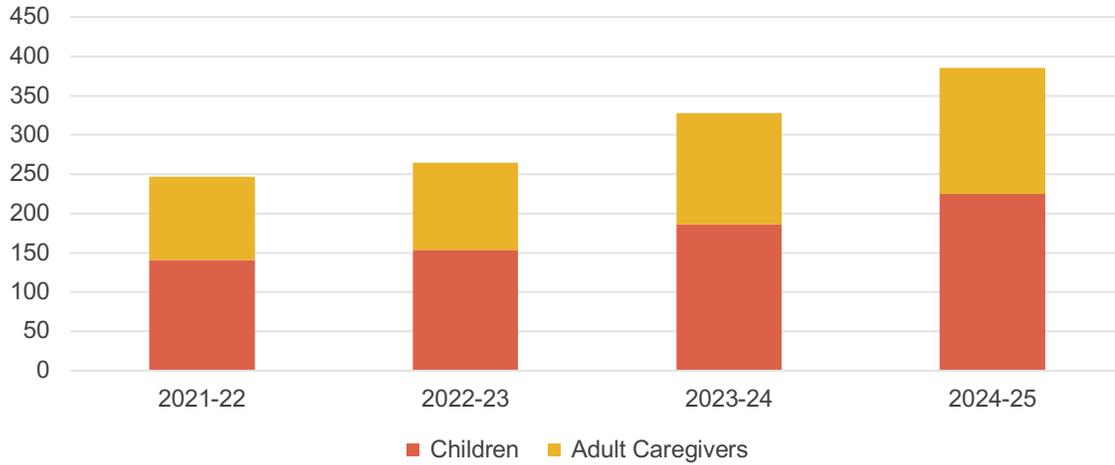
The following data illustrate both the current reach and sustained expansion of the Superintendents' Plan. Figure 1 shows the total number of students (grades PreK-6) enrolled at School as Hub sites in the 2023–24 academic year, followed by trend data demonstrating growth across key program components. Key accomplishments by district, including stories of success at selected School as Hub sites, are available in the [Superintendents' Early Childhood Plan Annual Report: 2023–24](#). Participation numbers from the 2023–24 academic year are detailed in Appendix B.

**FIGURE 1: Total Number of Students (Grades PreK-6) Enrolled at School as Hub Sites**



**Strategic Growth in High-Impact Family Support Services.** Figure 2 shows the steady increase in families receiving intensive 1:1 support through our Home Visiting and Family Facilitation programs. Despite capacity constraints due to the personalized nature of these services, our staff are increasingly maximizing enrollment to serve the highest possible number of children and families with this high-impact programming.

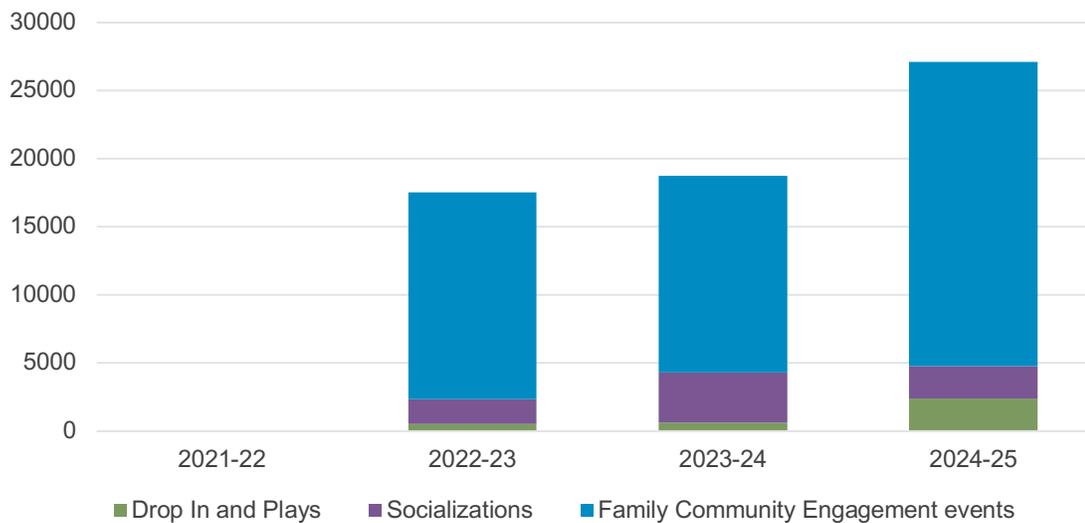
**FIGURE 2: ADULT CAREGIVERS AND CHILDREN ENROLLED IN 1:1 SUPPORTS THROUGH HOME VISITING AND FAMILY FACILITATION\***



\*Figure shows a distinct count of children and families enrolled in home visiting and family facilitation. The 2024–25 data was extracted on May 2, 2025, and will continue to be collected through the end of the program year (June 30, 2025).

**Expanding Participation in Family Engagement.** As illustrated in Figure 3, total attendance at group family engagement events has grown significantly over time. This upward trend spans all three categories of programming: structured socializations for children birth–age 5 and their parents/guardians, unstructured drop-in play opportunities, and inclusive whole-family events. The increasing participation demonstrates growing community trust and engagement with these valuable learning opportunities for children and families.

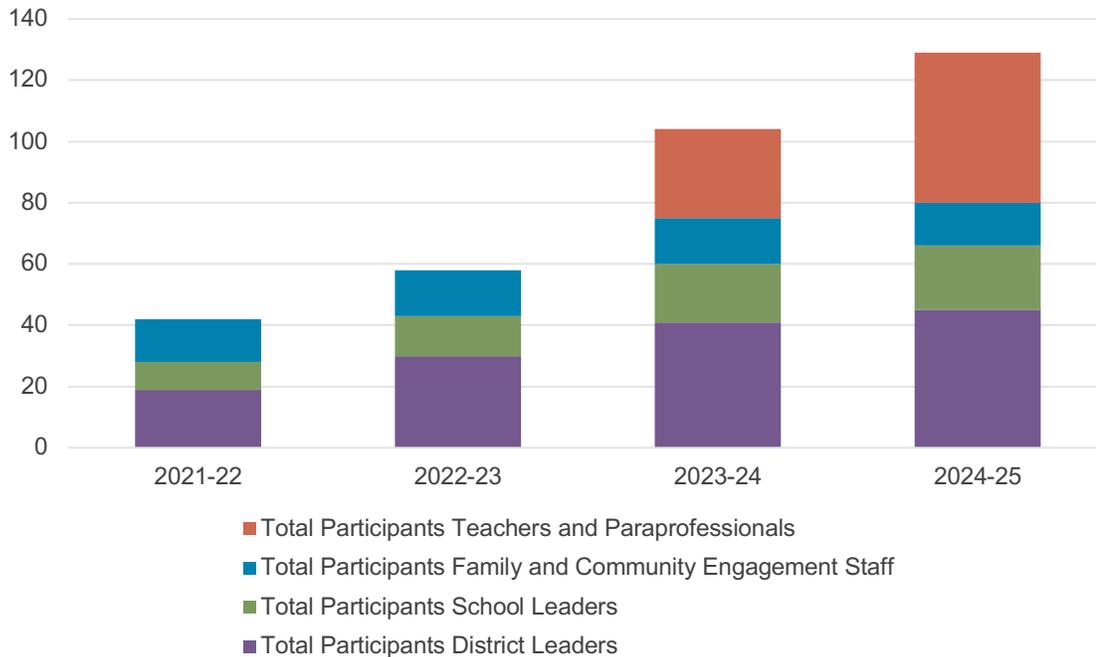
**FIGURE 3: ATTENDANCE\* AT GROUP FAMILY ENGAGEMENT EVENTS**



\*Attendance data was not collected in 2021–22. Tracking began in 2022–23 after the Learning Community Coordinating Council’s request to reach more children and families. Data collection for 2024–25 is ongoing and expected to rise.

**Strengthening Professional Engagement Across Systems.** Figure 4 demonstrates the expanding network of educational professionals who serve as members of Superintendents' Early Childhood Plan leadership teams at either the district or school level. The consistent growth in participation across multiple roles — district leadership, school leadership, family engagement staff, and classroom educators — indicates increasing system-wide commitment to evidence-based early childhood practices.

**FIGURE 4: ENGAGED PARTNERS AND SYSTEM-LEVEL STAFF**

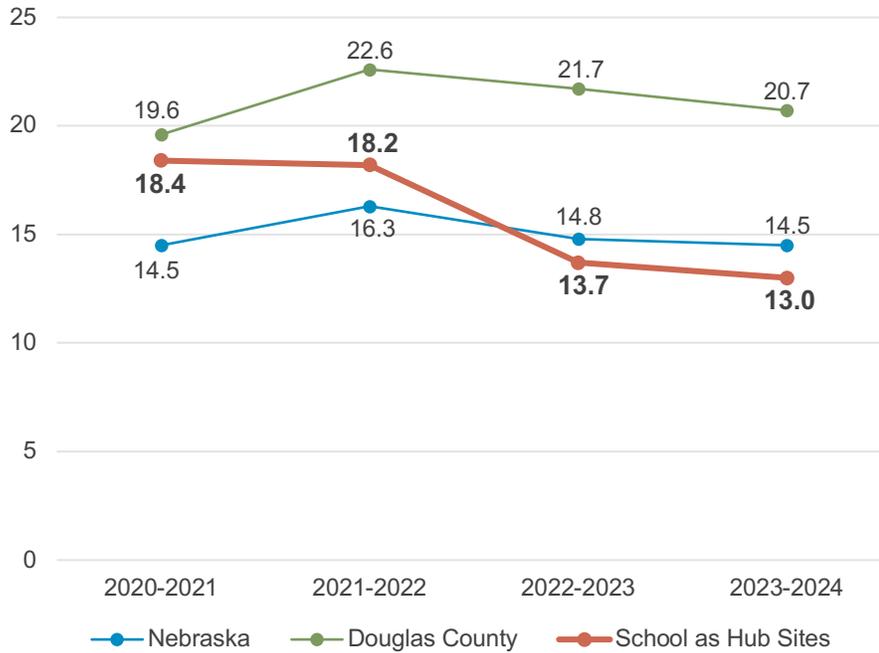


### Program Effectiveness: Child Outcomes and Achievement

The following data demonstrates the positive impact of School as Hub implementation on critical educational outcomes. These results highlight how the Superintendents' Plan effectively addresses the Learning Community's priorities related to student attendance and academic achievement.

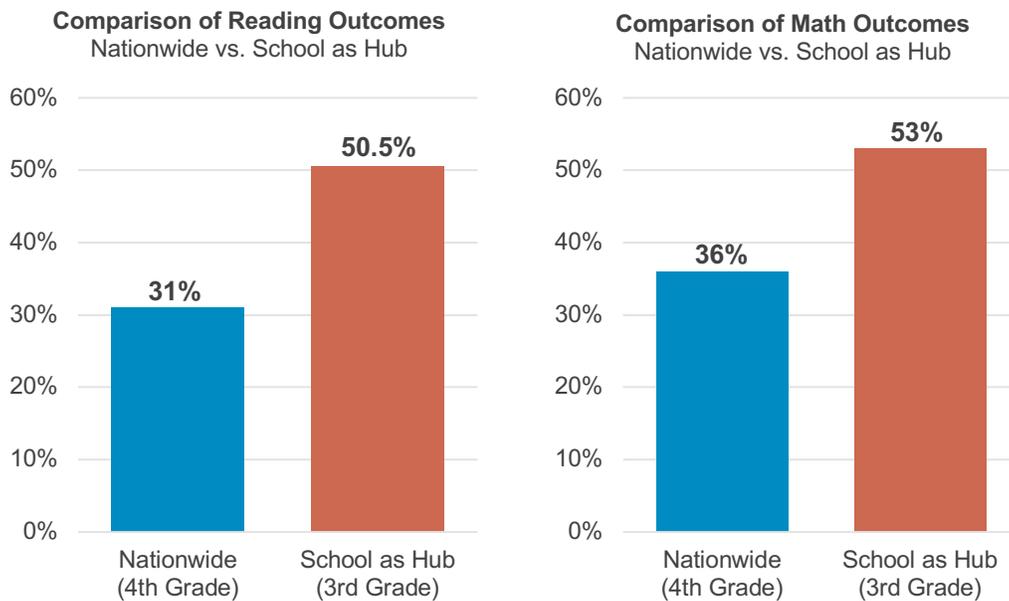
**Reduction in Chronic Absenteeism at School as Hub Sites.** Schools implementing the Institute's School as Hub for Early Learning approach have reduced chronic absenteeism to levels far below the rest of Douglas County schools and, for the last two years, to levels notably below that of Nebraska as a whole. Figure 5 illustrates this improvement, showing a steady decrease in the percentage of students with excessive absences (20+ days per school year) at School as Hub sites compared to broader district and state trends. This 20-day threshold represents approximately 10% of the standard school year and triggers mandatory reporting requirements under Nebraska education regulations. The significant improvement in attendance rates serves as a powerful indicator of program effectiveness, as regular school attendance forms the foundation for student achievement and long-term educational success.

**FIGURE 5: PERCENTAGE OF SCHOOL AS HUB STUDENTS WITH 20+ ABSENCES PER YEAR COMPARED TO COUNTY AND STATE TRENDS**



**Academic Achievement Comparison: School as Hub Sites and National Benchmarks.** Figure 6 compares academic proficiency rates in reading and mathematics between School as Hub third-grade students and national fourth-grade performance as measured by the National Assessment of Educational Progress (NAEP). School as Hub sites demonstrate notably stronger performance in both subject areas. While these comparisons should be interpreted with caution due to differences in assessment tools and grade levels measured, they provide a valuable reference point for understanding the relative academic success of School as Hub participants.

**FIGURE 6: READING AND MATH PROFICIENCY COMPARISON BETWEEN SCHOOL AS HUB SITES AND NATIONAL TRENDS**



Orange = School as Hub data reflects principal-reported academic assessments from 2023-24 for Grade 3 students across all 10 School as Hub sites in the Superintendents' Plan; Blue = National data from the 2022 NAEP assessment of Grade 4 students.

## Building on Success: Proposed Enhancements for 2025–29

Based on our evidence of reach and effectiveness, we will continue implementing the core initiatives of the Superintendents' Plan while enhancing our comprehensive leadership and technical assistance support services. These strategic enhancements will increase efficiency in program administration, expand the reach of our strategic communications, and strengthen implementation across all three core initiatives, as outlined below.

### Enhanced Program Administration

The Learning Community's sustained investment in the Superintendents' Plan has created a powerful multiplier effect — increasing both efficiency and impact while extending reach. As the Institute has optimized operations, the Learning Community is now getting more value from every dollar invested while simultaneously expanding opportunities for children and families throughout Douglas and Sarpy Counties.

This increased capacity is evident in our expansion to additional School as Hub sites in the Omaha Public Schools this year, and we are positioned to support even more schools as districts secure necessary funding and staffing resources.

We've also strengthened accountability and collaboration through more robust planning processes:

- **Customized Assistance Special Projects.** Districts are engaging in more comprehensive planning, exemplified by one district's request for support conducting a thorough needs assessment to inform their districtwide action plan — directly informing our development of new needs assessment tools and facilitation services.
- **School as Hub Special Projects.** Participating schools now provide detailed plans for non-personnel funds that directly support their action plan goals, including investments in dedicated family engagement spaces and educational resources for children from birth to entering school.

### Strategic Communications Expansion

The Institute has enhanced its Superintendents' Plan communications strategy to better share impacts and build community awareness:

- The newly launched Superintendents' Early Childhood Plan quarterly newsletter already reaches 700 subscribers, sharing success stories, updates, and event information.
- Documentary-style video now highlight specific impacts on schools, families, and children, with additional productions planned.
- We continue developing earned and owned media opportunities, including regular features in our Early Years Matter blog.

The communications team will also provide critical support for designing, packaging, and disseminating the service-supporting resources described below.

### Customized Assistance for Districts

Our Customized Assistance services help district leaders assess early childhood program needs, set district-wide goals, and develop targeted action plans. Service enhancements include:

- **Implementation guide supporting our systems-focused School as Hub for Early Learning approach —** This guide will clarify why this work matters, who participates at each level of support, and what the approach aims to achieve.

- **New needs assessment tool** — This tool will help districts evaluate their current early childhood systems and programming to identify priority areas for growth and development.
- **Enhanced action planning services for districts** — Our updated service approach uses our School as Hub for Early Learning Action Planning Framework and interactive templates. These services help districts align goals and activities with evidence-based practices to enhance leadership effectiveness, instructional excellence, and family and community partnerships.

## School as Hub Programming

Our School as Hub services support school leaders, teachers, and family engagement staff in implementing evidence-based programming. Key service enhancements include:

- **Programming guide supporting our comprehensive implementation support services, birth–entering school** — Drawing from our suite of School as Hub for Early Learning resources, we will provide user-friendly support resources for staff working directly with our youngest learners, their families, and community child care providers. Our services and resources cover best practices for home visiting, family facilitation, community facilitation, family-school partnerships, kindergarten transitions, and more.

## Professional Development for Educators

Our professional learning services and networking opportunities help early educators enhance their leadership, instructional, and family-community engagement practices. Expanded service offerings include:

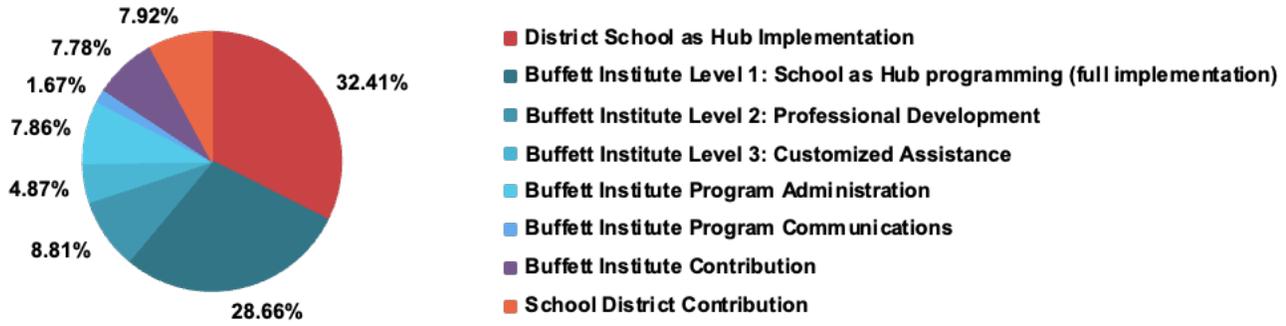
- **“Lens of the Child” professional learning series** — Developed by our team in collaboration with early educators, this professional learning series explores our research-informed "Lens of the Child" framework, which redefines early childhood education by focusing on children’s perceptions and interactions with learning environments, emphasizing their role as active learners, rather than passive receivers of information.
- **Enhanced family engagement professional learning series** — We will enhance our professional learning series on family and community partnerships that launched in the 2024–25 school year. Participating educators will develop stronger skills in home visitation, family engagement, and child care collaboration through expert-led sessions. Additionally, a dedicated community of practice for School as Hub staff will foster ongoing learning, peer collaboration, and shared problem-solving — helping to deepen implementation and align practices across all participating sites.
- **Expanded professional learning offerings** — We will continue offering by-request workshops advancing leadership effectiveness, instructional excellence, and family-community partnerships. Our catalog of service offerings will be regularly updated to reflect new and expanded offerings throughout the contract period.

## Funding Our Shared Vision

The proposed enhancements across program administration, strategic communications, and our three core initiatives represent a strategic investment in school districts, educators, young children, and their families throughout Douglas and Sarpy Counties. To effectively implement these enhancements while maintaining our current high-quality services, we have developed a comprehensive budget that balances innovation with fiscal responsibility. The following section outlines our proposed financial framework for the 2025-29 contract period, demonstrating how the Learning Community's investment will continue to maximize impact for children, families, schools, and communities.

## 2025-29 Superintendents' Early Childhood Plan Program Budget

### Learning Community Contribution



**Learning Community Contribution to School Districts:** Six school districts, including Bellevue, DC West, Millard, OPS, Ralston, and Westside, will receive a combined total of \$6,227,796 directly from the Learning Community to implement School as Hub programming at 10 sites.

**Learning Community Contribution to Buffett Institute:** The Buffett Early Childhood Institute will receive \$10,129,687 from the Learning Community to facilitate the Superintendents' Early Childhood Plan in the 11 school districts of Douglas and Sarpy Counties. The Plan includes three levels of implementation: School as Hub programming, professional development, and customized assistance.

	Year 1 (2025-26)	Year 2 (2026-27)	Year 3 (2027-28)	Year 4 (2028-29)	Combined Total
<b>District School as Hub Implementation</b>	\$1,488,612	\$1,533,270	\$1,579,268	\$1,626,646	\$6,227,796
<b>Buffett Institute Level 1: School as Hub Facilitation</b>	\$ 1,315,663	\$ 1,365,133	\$ 1,395,786	\$ 1,440,660	\$ 5,507,242
<b>Buffett Institute Level 2: Professional Development</b>	\$ 404,668	\$ 416,808	\$ 429,312	\$ 442,191	\$ 1,692,979
<b>Buffett Institute Level 3: Customized Assistance</b>	\$ 223,827	\$ 230,541	\$ 237,458	\$ 244,581	\$ 936,407
<b>Buffett Institute Program Administration</b>	\$ 360,881	\$ 71,707	\$ 382,859	\$ 394,345	\$ 1,509,792
<b>Buffett Institute Program Communications</b>	\$ 76,881	\$ 79,188	\$ 81,563	\$ 84,010	\$ 321,642

#### TOTALS

<b>Total Learning Community Contribution to School District Implementation</b>	\$ 1,488,612	\$ 1,533,270	\$ 1,579,268	\$ 1,626,646	\$ 6,227,796
<b>Total Learning Community Contribution to Buffett Institute Facilitation</b>	\$ 2,381,919	\$ 2,453,377	\$ 2,526,978	\$ 2,605,788	\$9,968,062
<b>Total Learning Community Contribution</b>	\$ 3,870,531	\$ 4,027,177	\$ 4,147,993	\$ 4,272,433	\$16,195,858

**Buffett Institute Contribution:** In addition to the funds from the Learning Community, the Buffett Early Childhood Institute will contribute its own funds to facilitate the Superintendents' Early Childhood Plan.

	Year 1 (2025-26)	Year 2 (2026-27)	Year 3 (2027-28)	Year 4 (2028-29)	Combined Total
<b>Buffett Institute Contribution</b>	\$357,288	\$368,007	\$379,047	\$390,868	\$1,495,209

**School District Contribution:** In addition to the funds from the Learning Community, the school districts contribute their own funds to implement the Superintendents' Early Childhood Plan.

	Year 1 (2025-26)	Year 2 (2026-27)	Year 3 (2027-28)	Year 4 (2028-29)	Combined Total
<b>School District Contribution</b>	\$ 363,851	\$ 374,766	\$ 386,009	\$ 397,589	\$1,522,215

## 2025-29 Superintendents' Early Childhood Plan Program Budget

4 YEAR CONTRACT PERIOD BUDGET

<b>District Implementation</b> (contribution from Learning Community)	\$6,227,796
<b>Buffett Institute Facilitation</b> (contribution from Learning Community)	\$9,968,062
<b>Buffett Institute Contribution</b>	\$1,495,209
<b>School District Contribution</b>	\$1,522,215
<b>Total</b>	<b>\$19,213,282</b>

# Learning Community Investments: Proposed 2025–29 Efforts and Documented 2023–24 Reach and Impact

## Learning Community Contribution to School Districts

District Implementation	
Effort	Reach and Impact in 2023–24 school year
<b>School as Hub Programming Services</b> <ul style="list-style-type: none"> <li>Family facilitation</li> <li>Home visitation</li> <li>Socialization and drop in and play events</li> <li>Full school family events</li> <li>Community child care connection and engagement</li> </ul>	<b>Children</b> <ul style="list-style-type: none"> <li>2,196 PK-Grade 3 enrollment</li> <li>166 enrolled in home visitation or family facilitation</li> <li>282 Drop in and Play participants</li> <li>612 Socialization group participants</li> <li>258 PK-third graders in classrooms with educators participating in coaching</li> </ul> <b>Families</b> <ul style="list-style-type: none"> <li>116 enrolled in home visitation or family facilitation</li> </ul> <b>Staff</b> <ul style="list-style-type: none"> <li>15 staff positions implementing programming</li> </ul>
<b>Professional Development for School Staff</b> <ul style="list-style-type: none"> <li>Staff meetings</li> <li>Conferences for school staff</li> </ul>	
<b>Materials and Supplies</b> <ul style="list-style-type: none"> <li>Family room materials and supplies</li> <li>Needs for activities and events</li> </ul>	
<b>Mileage and Travel Reimbursement</b> <ul style="list-style-type: none"> <li>Home visitation</li> </ul>	

## Learning Community Contribution to Buffett Institute

Buffett Institute Level 1: School as Hub programming (full implementation)	
Effort	Reach and Impact in 2023–24 school year
<b>School-Level Project Management Tied to District-Level Plans</b> <ul style="list-style-type: none"> <li>Monthly district planning meetings</li> <li>Monthly school-based team meetings in School as Hub schools</li> </ul>	<b>Leaders and staff</b> <ul style="list-style-type: none"> <li>11 workgroup members</li> <li>14 district leaders engaged in consultation</li> <li>10 principals engaged in consultation and participating in communities of practice meetings</li> <li>107 School as Hub PreK-Grade 3 teachers</li> <li>31 teachers engaged in coaching</li> <li>15 home visitors, family facilitators, and home visitors engaged in coaching and community of practice meetings</li> <li>Quarterly principal community of practice meetings</li> <li>Monthly teacher leadership network and family engagement community of practice meetings</li> </ul>
<b>Communities of Practice, Consultation, and Coaching</b> <ul style="list-style-type: none"> <li>Monthly community of practice meetings for principals</li> <li>Monthly community of practice meetings and quarterly planning meetings for family engagement staff</li> <li>Monthly Teacher Leadership Network meetings, special projects, and workshops</li> <li>Individual consultation and/or coaching cycles for school leaders, teachers, and staff</li> </ul>	
<b>Family and Community Engagement Services</b> <ul style="list-style-type: none"> <li>Home visiting and family facilitation enrollment and implementation</li> <li>Two-generation group sessions for children and families</li> <li>Schoolwide family engagement events</li> <li>Transition planning supports and activities</li> </ul>	
<b>Buffett Institute Level 2: Professional Development</b>	
<b>District and School Professional Development Workshops</b> <ul style="list-style-type: none"> <li>Lens of the Child professional learning series</li> <li>Family engagement professional learning series</li> <li>Facilitated presentations and workshops for district/school staff</li> <li>National, regional, and local professional conferences</li> </ul>	<b>School and district professional development Participants</b> <ul style="list-style-type: none"> <li>624 educators engaging in district or school-based professional development</li> </ul>
<b>Buffett Institute Level 3: Customized Assistance</b>	
<b>All-District Convenings</b> <ul style="list-style-type: none"> <li>Annual breakfast convening</li> <li>Annual collaboration summit</li> </ul>	<b>District action plan teams</b> <ul style="list-style-type: none"> <li>77 convening breakfast participants</li> <li>70 district action plan retreat participants</li> <li>39 team members engaged in implementation and monthly continuous improvement meetings</li> </ul>
<b>District-Level Needs Assessment</b> <ul style="list-style-type: none"> <li>Needs assessment tool and process development</li> <li>Needs assessment facilitation</li> </ul>	
<b>District-Level Action Planning</b> <ul style="list-style-type: none"> <li>Annual action plan development, identifying activities to meet goals</li> <li>Action plan review and improvement consultations</li> </ul>	
<b>District-Level Project Management</b> <ul style="list-style-type: none"> <li>Co-creation of long-range operational plans</li> <li>Quarterly progress checks</li> <li>Summative progress reflection and report</li> </ul>	
<b>Using Data for Continuous Improvement</b> <ul style="list-style-type: none"> <li>Data collection system design and support for district early childhood programs</li> <li>Data collection and analysis for birth–age 5 family engagement programming</li> </ul>	
<b>Communities of Practice, Consultation, and Coaching</b> <ul style="list-style-type: none"> <li>Individual consultation and/or coaching cycles for district leaders Monthly</li> <li>Teacher Leadership Network meetings, special projects, and</li> </ul>	
<b>Buffett Institute Program Administration</b>	
<b>Program Operations</b> <ul style="list-style-type: none"> <li>Strategic coordination and project management</li> <li>Action plan progress monitoring and consultation</li> <li>Scalability and systems building</li> <li>Use of data and evaluation reports to inform decision-making</li> <li>Budget oversight and reporting</li> <li>Human resources</li> </ul>	<b>Program Management and Systems Coordination</b> <ul style="list-style-type: none"> <li>Consistent implementation across districts through monthly planning meetings</li> <li>Quarterly reviews and responsive support</li> <li>Systems expanded to scale School as Hub services and adapt to district needs</li> <li>Evaluation data informed decision-making and aligned supports with district-specific feedback</li> <li>Budget oversight ensured accurate tracking across funding streams</li> <li>Human resources management supported staffing, onboarding, and role clarity to meet implementation demands</li> </ul>
<b>Buffett Institute Program Communications</b>	
<b>Communications</b> <ul style="list-style-type: none"> <li>Strategic communications</li> <li>Events planning and support</li> <li>Media stories, newsletter, and digital communications</li> <li>Content development for reports, presentations, and stakeholder materials</li> <li>Coordination of visual identity and branding across Superintendents' Plan initiatives</li> <li>Communications support for program staff and district partners</li> <li>Development and management of communications tools, such as one-pagers and digital assets</li> <li>Collaboration with external partners to amplify messaging and impact stories</li> </ul>	<b>Communications and Public Engagement</b> <ul style="list-style-type: none"> <li>Executed targeted outreach campaigns for all annual and special events, including event materials and messaging to reinforce stakeholder alignment</li> <li>Coordinated agendas, talking points, presentations, video assets, and facilitation guides for two action plan retreats to ensure message clarity and consistency</li> <li>Captured event highlights through photography and post-event communications, including summaries for internal and external audiences</li> <li>Leveraged digital communications platforms and earned media to promote engagement and awareness throughout each event lifecycle</li> </ul> <b>Deliverables</b> <ul style="list-style-type: none"> <li>Quarterly newsletter</li> <li>Social media posts</li> <li>Early Years Matter stories</li> <li>Local news stories</li> <li>District Posters</li> <li>Superintendents' Plan Annual Report</li> </ul>

## **Third-Party Program Evaluation**

To ensure accountability, effectiveness, and continuous program improvement, the Munroe-Meyer Institute at the University of Nebraska Medical Center (MMI) will continue serving as the independent third-party evaluator for the Superintendents' Plan during the 2025–29 contract period. The evaluation process will be fully managed by MMI, with its corresponding budget proposed separately from this contract proposal.

## **Conclusion**

The 2025-29 renewal of the Superintendents' Plan builds upon a proven model that strengthens early childhood systems across Douglas and Sarpy Counties. This collaborative approach — built on shared governance and aligned implementation — supports both district-led goals and the Learning Community's strategic priorities, ultimately advancing opportunity and long-term achievement for our region's youngest learners.

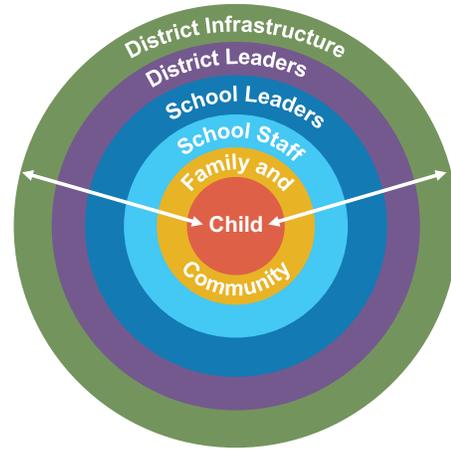
The plan's integrated framework of services, independent evaluation, and leadership development fosters data-informed decision making and accountability at every level. Through this proposal, we seek approval for continued funding and partnership, reinforcing our collective commitment to ensuring that every child — regardless of neighborhood or background — has access to high-quality early learning experiences that prepare them for lifelong success.

## Appendix A: School as Hub Sites, 2024–25

School District	School as Hub Site	Student Enrollment	Free/Reduced Lunch (FRL)
Bellevue	Belleaire	310	65%
DC West	DC West	540	33%
Millard	Cody	314	52%
Millard	Sandoz	338	49%
OPS	Gomez Heritage	714	83%
OPS	Liberty	641	81%
OPS	Mount View	326	85%
OPS	Pinewood	266	82%
Ralston	Meadows	316	55%
Westside	Westbrook	549	65%

**Appendix A:**

# Superintendents' Early Childhood Plan 2023–24 School Year Participation Numbers



DISTRICT INFRASTRUCTURE
School districts within Douglas and Sarpy Counties
<b>11</b>

## DISTRICT LEADERS

Superintendents	Superintendents' Plan workgroup members	Additional district leaders actively involved in Superintendents' Plan action plans	District leaders involved in customized assistance leadership plans
<b>11</b>	<b>11</b>	<b>10</b>	<b>8</b>

## SCHOOL LEADERS

School as Hub principals participating in Community of Practice	Additional School as Hub assistant principals, coaches, instructional facilitators, etc., actively involved in the Superintendents' Plan	School as Hub full district principals/ school leaders engaging in professional development
<b>9</b>	<b>3</b>	<b>28</b>

## SCHOOL STAFF

Home visitors, family facilitators, and community facilitators engaging in 1:1 coaching	Educators engaging in 1:1 coaching	Teacher Leadership Network workgroup members	Experiential Essential Child Experiences Toolkit Workgroup members	School as Hub PreK-Grade 3 classroom teachers	Educators engaging in district or school professional development
<b>17</b>	<b>47</b>	<b>15</b>	<b>4</b>	<b>133</b>	<b>500</b>

## FAMILY AND COMMUNITY

Community partners connecting families with resources or services	Families enrolled in home visitation or family facilitation	Family members in engagement and support opportunities
<b>40</b>	<b>120</b>	<b>4,806</b>

## CHILD

Children enrolled in home visitation or family facilitation	Child participants in Drop In and Play events	Children in classrooms with educators participating in coaching	Child participants in socializations	Children enrolled in School as Hub PreK-Grade 3 classrooms	Child participants in family engagement and support opportunities
<b>162</b>	<b>157</b>	<b>414</b>	<b>1,124</b>	<b>2,885</b>	<b>8,347</b>

**Elementary Learning Centers Evaluation**  
**Learning Communities of Douglas & Sarpy Counties**  
**Program Evaluation Budget Justification**  
**9/1/2025-8/31/2026**

Scope of Work:

- The scope of work covers the evaluation of programs funded through the ELC funding stream, including school and family support initiatives and projects. MMI staff will work individually with funded sites to develop an appropriate implementation of the overall Learning Community evaluation plan.
- The MMI Principal Investigator will work with the Learning Community to implement the work scope as outlined in the logic models.
- All results will be synthesized and reported for Learning Community Leadership Staff and council members. Schools will also provide administrative and outcome data for use in the evaluation.
- Data will be compiled and shared with teachers, parents, community partners, and school districts as appropriate.

External evaluation:

**District Initiatives**

- *Jump Start to Kindergarten.* MMI staff will utilize the Minnesota Executive Function Scale (MEFS) pre and post with all students to measure the impact of programming on students preparing to enter kindergarten. Parent surveys will also be collected, analyzed, and reported. A kindergarten teacher survey will be administered in the fall to determine the extent the Jump Start Program supported the students' readiness to entering kindergarten. Results will be synthesized and reported for Learning Community Leadership Staff and sub-council members.
- *Extended Learning.* Parent surveys will be collected, analyzed, and reported. Student level achievement data will be requested from districts and then analyzed.
- *Instructional Coaching.* MMI staff will collaborate with area schools implementing an Instructional Coaching Model (Bellevue, Millard Omaha, Ralston, and Westside). Locally collected administrative data will be used to measure student progress (e.g., AimsWeb, MAP, Accuity, and NeSA). Focus groups and/or survey data will be conducted with staff in the spring to evaluate the implementation of literacy coaching (coaches, teachers).

**Learning Community Centers**

- *Learning Community Center of South Omaha.* MMI staff will work closely with LCCSO to collect adult and child participant data (focus groups with parents, parent surveys, administrative data, adult (e.g., CASAs), parent-child assessments (e.g. KIPS) and student assessments (Bracken School Readiness and MEFS). Data will be collected from participants at LCCSO including the CASAs and other adult measures.
- *Learning Community Center of North Omaha.*
  - *Parent University:* analyses of family data (e.g., surveys, administrative data, and KIPS, course outcome data as relevant), child data (Bracken and MEFS) and focus groups.
  - *Conduct a parent and staff data walk at LCCNO.*

**Intensive Early Childhood Program (At Kellom, Conestoga, Lothrop, Franklin, Minne Lusa and Skinner, Spring Lake and Castelar).** *It is anticipated there will be 8 schools involved in the evaluation process.*

- *Classroom Observation tools: Classroom Assessment Scoring System (CLASS) will be used for all classrooms. This tool focuses exclusively on teacher-child and child-child interactions within the classroom. Observations will be in the fall and spring.*

- *Child Outcomes:*
  - *Devereux Early Childhood Assessment (DECA)* will be used to measure children’s social-emotional development.
  - *Minnesota Executive Function Scale (MEFS)* will be used to measure children’s executive functioning skills in English or Spanish
  - *Peabody Picture Vocabulary Test (PPVT)* will be used to measure children’s receptive vocabulary
  - *Bracken School Readiness Assessment (Bracken)* will be used to measure children’s readiness for kindergarten
- Focus groups and/or surveys will occur with coaches, teaching staff, family facilitators and/or principals.
- Conduct fall and spring data debriefs with coaches and teachers.
- Analyze family engagement data collected via Child Plus.

**Evaluation for District 2.0 Initiatives and Community Agencies**

- Implement an evaluation plan in collaboration with districts and agencies
- Schedule meetings to solidify evaluation questions, data sources, key performance indicators, and measures
- Collect implementation and outcome data in 2025-2026

**Evaluation of the Superintendents’ Plan**

- The MMI Principal Investigator and UNO subcontractor will work with BECI to implement the evaluation and develop an evaluation report. Individual reports will be developed as available throughout the program year for various program components as needed.
- MMI will work with the team at BECI to support the following programmatic efforts:
  - Annual Collaboration Survey
  - Completion of action plan focus groups with full implementation districts
  - Professional Learning Survey (Dissemination and analysis)
  - Family Engagement Staff Focus Groups
  - Family Interviews with families engaged in School as Hub family engagement programming
  - E-DECA surveys for all families engaged in family engagement programming
  - ASQ analysis of children engaged in family engagement programming
  - Analysis of the Student Sense of Belonging Survey
  - Analysis of the Academic Achievement Reflections
  - Support PD for All post-event survey analysis and PD for All evolving evaluation needs as required.

At least one PI will participate in regular meetings with the program team to support current evaluation activities and assist with the planning of future evaluations (approximately once or twice a month).

**Administrative Activities:**

- The MMI Principal Investigator will participate in the Learning Community Evaluation Management Team meetings (approximately monthly).
- The MMI Principal Investigator will work with the community agencies and districts as applicable to collect student demographics and assessment data including NWEA-MAP and the statewide assessment scores.
- The MMI Principal Investigator and her team will also serve in a planning role regarding developing birth to five programs across the LC.
- MMI staff will collaborate with members of individual districts to obtain approvals including district

research requests, where applicable.

- MMI staff will analyze all observation, participation, demographic, and survey data and prepare an Annual Evaluation Report to be submitted to the Executive Director.
- PI will present at national and local conferences as requested.

Personnel:

J. Johnson, Ed.D. (.12 FTE), Principal Investigator (PI) will be responsible for developing, overseeing, and implementing the evaluation plan for all programs funded by the Learning Community of Douglas and Sarpy Counties' Elementary Learning Centers funding stream. She will supervise the evaluation staff in data collection and debriefing activities. Dr. Johnson will also be responsible for overseeing data collection, data analysis, dissemination of formative and summative findings, participation with the Learning Community management team, council presentations and completion of identified reports.

S. Roy, Ph.D. (.20) will support the analyses and report writing on the project. Dr. Roy will also be involved in the planning and development of district evaluation plans and analyses.

S. Lee, Ph.D. (.30) will lead the implementation, analyses and report writing for the Superintendents' Plan evaluation.

K. Price (.30) Assistant Project Director will assist in the evaluation of the project, data collection, and will be responsible for coordinating the components of IEC and Parent University of the evaluation project.

C. Villanueva (.50 FTE) Assistant Project Director will be responsible for coordinating the evaluation components of LCCSO including the child assessments, focus groups, interviews, training and reporting. She will also coordinate all pieces of the Superintendents' Plan evaluation including assessments, focus groups, district reports, and surveys.

S. Baird (.15 FTE) will be responsible for coordinating pieces of the evaluation. She will also support the evaluation with report writing and data debriefs.

J. Harmon, N. Buchholz, Y. Estrada, L. Villagomez, L. Fritz, O. Arroyo-Kotinek, N. Biodrowski, S. Spencer, A. Baldwin, B. Zessin, S. Tuncan-Minden, M. Volz, S. Contreras, C. Gonzalez, B. Ceballos, A. Jadoobirsingh, and J. Walchli will assist in evaluation of the projects funded including administering individual child-level assessment, administering adult level individual assessments, conducting classroom observations, collecting family data, translating survey and focus group items, and conducting focus groups and interviews as required by the projects.

Chloe Hackett Data Entry (0.25)—will be responsible for data entry.

Andreea Schroeder-Stangler (0.10) will assist with any data entry checks, double scoring, and other administrative duties as assigned to support the project.

M. Young-Oestmann, (.20 FTE) will be responsible for day-to-day administrative tasks including editing and working with the communication team of the Learning Community.

K. Crotty, (.15 FTE) will be responsible for purchasing supplies, protocols, and kits as well as ordering, managing and auditing gift cards provided to participants.

Fringe Benefits: University benefits include contributions to health insurance, life insurance, retirement, and social security.

Subcontract: This subcontract with UNO will pay for Dr. Kailey Synder to work on identified pieces of the Superintendents' Plan evaluation: the continued development, dissemination, and qualitative analysis of the collaboration survey conducted jointly with the Superintendent's Early Childhood Plan team at MMI and a separate report based on the qualitative analysis of data from the district action planning retreat. Dr. Snyder will oversee the completion of the collaboration survey report and the comprehensive action planning report.

Travel: This will include local travel to assist in site visits and to attend meetings as identified and travel for presentations.

Supplies/Equipment: Supplies include general office supplies and assessment materials (Bracken SRA kits, assessment protocols, CLASS protocols, CASAs and online reliability processes). Equipment will include iPads, computers and office furniture as needed.

Operating:

Reflection Sciences (MEFS) Contract: Fees for MEFS online protocols.

Fees for certifications. Will include payments for staff members to obtain and maintain reliability on the Pre-K, K-3 CLASS and KIPS certification.

Incentives. Will be gift cards to pay teachers, childcare staff, and parents to participate in focus groups and complete assessments.

Copy and Print: Will be used to make copies of materials for site reviews and meetings and funds to support the printing of reports and posters for the data walks.

Telephone: Will be used to support costs of webinar, conferencing, surveying and telephone support for ongoing coordination with local sites and the Learning Community.

Administrative Costs: This will include support for ongoing administrative support, computer maintenance, information technology, and accounting support for business and other administrative activities related to the contract. This is set at 15%.

## Learning Community Evaluation

09/01/2025 - 08/31/2026

	<b>FTE</b>	<b>Total</b>
J. Johnson	0.12	19,249
S. Roy	0.20	17,183
S. Lee	0.30	25,775
L. Villagomez	0.45	28,606
K. Price	0.30	22,844
S. Contreras	0.50	31,517
B. Ceballos	0.50	28,823
L. Fritz	0.05	3,519
N. Buchholz	0.15	10,992
A. Jadoobirsingh	0.20	13,970
C. Villanueva	0.50	37,230
S. Spencer	0.10	6,270
J. Harmon	0.25	19,208
O. Arroyo-Kotinek	0.40	23,644
C. Hackett	0.25	12,989
C. Gonzalez	0.15	8,969
M. Young-Oestmann	0.20	12,875
N. Buchholz	0.10	7,328
R. Zessin	0.05	3,723
S. Tuncan Minden	0.40	22,773
S. Baird	0.15	11,937
N. Biodrowski	0.25	14,160
A. Schroeder-Stangler	0.10	4,521
M.Volz	0.30	19,475
J. Walchli	0.25	14,233
K. Crotty	0.15	7,956
Y. Estrada Garcia	0.15	9,365
<b>Sub-total</b>		<b>439,136</b>
Fringe Benefits		133,066
Travel		3,500
Supplies		9,000
Operating:		
MEFS contract		4,500
Fees for Certifications		5,000
Incentives		7,500
Printing / Copy Services		3,500
Subcontracts		13,400
Hot Spots		1,000
Administrative Service Fee		92,940

<b>Total</b>	<b>712,542</b>
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D2 Center Annual Budget

4/22/2025

Approved 4/18/2025		
25/26 Budget	% Change	Notes
<b>Income</b>		
Donation Income	\$ 30,000	Share Omaha (Giving Tuesday & Do Good Days), other Development activities
Grant Income	\$ 303,400	\$106K Weitz Family Foundation (2025 cal yr); \$40K City of Omaha (2025 cal yr); \$30K UWM (25-26); \$32K Ellsworth (2025 cal yr); \$75K Lozier (2025 cal yr); \$20K Scott (2025 cal yr); \$4K Hirschfeld (25-26)
Grant Income (TBD)	\$ 245,710	Seeking grant income (mostly local sources)
Learning Community of Douglas Sarpy County	\$ 250,000	25-26 FY (Sept-Aug)
The Sherwood Foundation	\$ 500,000	2024 calendar year
4050 In-Kind Donation	\$ 59,841	OPS In-kind Funding
Event Fundraising	\$ 10,000	Small event for 25-26
<b>Total Income</b>	<b>\$ 1,398,951</b>	<b>2.12%</b>
<b>5100-Payroll Expenses</b>		
5110-Executive Salaries & Wages	\$ 250,006	4.00% 2 EDs. ED's didn't initiate budgeted 2% raise for 24-25. Board approved 4% raise
5111-YAN Salaries & Wages (8)	\$ 467,763	4.89% 4% raise + re-calibrate based on 24-25 actuals. 7.5 YANs; 0.5 re-engagement supervisor
5112-Teacher Salaries & Wages	\$ 48,000	200.00% Part-time teachers, curriculum, year-round tutoring and electives. (TK, BJ, JT)
5113-PT Career Nav Sal&Wage (2)	\$ 116,447	0.00% 3 PT CN's. Incl. OPS in-kind sal \$41,556.12.
5117-Staff Specialist	\$ 22,500	-59.98% Intake (KK)
Subtotal Salaries & Wages	\$ 904,716	3.40%
5120-Payroll Tax Expense	\$ 81,424	3.40% Accounting recommends 9% of total payroll
Subtotal Salaries & PR Tax	\$ 986,140	3.40%
5115-Payroll-Employee Benefits	\$ 180,000	2.26% Incl. OPS in-kind ben. \$18,285. 8% ↑ on ADP benefit costs
5130-Mileage & Reimbursements	\$ 12,000	0.00% 8 YANs
<b>Total 5100-Payroll Expenses</b>	<b>\$ 1,178,140</b>	<b>3%</b>
<b>5150-Professional Development</b>		
5150-Professional Development	\$ -	See 5160 Seminars & Education
5152-Travel	\$ 200	0.00% Parking
5154-Travel-Meals/Entertainment	\$ -	
5160-Seminars & Education	\$ 2,100	0.00% Training, local conferences, etc.
5165-Professional Dues & Fees	\$ 700	0.00% NAM membership \$700 for \$1M-\$5M budget orgs
<b>Total 5150-Professional Development</b>	<b>\$ 3,000</b>	<b>0.00%</b>
<b>5200-Consulting, Subgrants/Pro</b>		
5210-Consulting Fees	\$ 12,000	0.00% Dev/mktg consulting (\$1000/mo), fundraising (\$10K Weitz FF funded)
5215-nFocus license	\$ 1,750	0.00%
5220-Accounting/Prof Fees	\$ 56,518	0.00% ADP (workers' comp, enhanced svcs.), bookkeeping, audit, 990
5230-Legal Fees	\$ 5,000	0.00%
<b>Total 5200-Consulting, Subgrants/Pro</b>	<b>\$ 75,268</b>	<b>0.00%</b>

**D2 Center Annual Budget**

4/22/2025

Approved 4/18/2025			
	25/26 Budget	% Change	Notes
<b>5300-Operational Expenses</b>			
5310-Advertising, Mktg, Promo	\$ 9,000	0.00%	
5315-Communications	\$ 14,692	0.00%	Verizon, Cox internet, cloud-based phone system
5332-Website	\$ 600	0.00%	
5335-Meals & Entertainment	\$ 2,500	0.00%	Staff & board meetings, any local meal (not YAN discretionary)
5345-Supplies	\$ 1,200	-20.00%	Books, YAN discretionary
5410-Bank Charges	\$ 800	-20.00%	Monthly bank fees, PayPal fees
5415-Computer Support	\$ 18,000	-2.70%	
5417- Software Expense	\$ 2,700	0.00%	Incl. cloud backup, Microsoft Office 365 suite
5420-Copier Expense	\$ 2,000	0.00%	
5435-Insurance-Organization	\$ 10,000	42.86%	Liability & D&O. Underbudgeted in 24-25
5440-Mailing-Postage	\$ 600	-14.29%	
5445-Office Supplies	\$ 2,500	-16.67%	
5447-Office/General Admin Exp	\$ 7,900	0.00%	Cleaning, maintenance
5455-Printing	\$ 2,000	21.21%	↑ materials w/ new messaging; ↓ annual report mailing
5460-Rent/Lease	\$ 59,451	-9.13%	Decrease in Yates rent
5476-Depreciation Expense	\$ -	-100.00%	Per accounting.
5498-Computer Equipment	\$ 3,500	0.00%	
5499-Miscellaneous	\$ 1,200	-20.00%	Thank you gifts, staff gifts
<b>Total 5300-Operational Expenses</b>	<b>\$ 138,643</b>	<b>-4.43%</b>	
<b>5500-Event Expenses</b>			
5505-Community Outreach	\$ 900	-50.00%	Local agency luncheons, etc.
5510-Catering	\$ 1,000	0.00%	
5550-Rental Exp - Meetings	\$ 1,000	0.00%	
5560-Misc Event Expenses	\$ 1,000	0.00%	
<b>Total 5500-Event Expenses</b>	<b>\$ 3,900</b>	<b>-18.75%</b>	
<b>Total Expense</b>	<b>\$ 1,398,951</b>	<b>2.12%</b>	