Vision

Lincoln is a thriving community for people to live, work, and play, where there is equitable opportunity for all residents to have the income, education, and resources they need to be successful.
IN 2014, a group of community leaders began talking about Lincoln’s vital signs, from its low unemployment and low crime rates to the high number of children in poverty – one in five. Then the forward thinking question of, “How can we make our city even better?” arose. From this discussion, the group agreed that we needed to create a shared agenda for the community and an action plan that would guide our efforts to become an even more vibrant and equitable city. Hence, the Prosper Lincoln initiative began.

Since then we’ve been busy. The Prosper Lincoln Engagement Team invited hundreds of representatives from all sectors of our city – businesses, nonprofit organizations, neighborhoods, government, faith communities, philanthropies and individuals – to answer, “What should our community do to ensure youth are successful, our economy grows and our community is strong and vibrant?”

Input and feedback was gathered from as many community leaders and citizens as possible. As a result of the tireless efforts and dedication of our representatives and fellow Lincolnites, more than 2,100 ideas were gathered and synthesized by the University of Nebraska Public Policy Center.

The Prosper Lincoln Steering Committee used the streamlined information to engage Work Groups in creating a community agenda that focuses on three key areas: early childhood, employment skills and innovation.

While we have made great strides in the creation of the community agenda – setting goals, objectives and action steps – we know there is still more work to do. It is great that Lincoln is full of people who, together with great intent, can create opportunities for everyone – reducing the opportunity gap – so that our community can truly prosper.

As we move forward, it is important to remember that no single institution or individual can achieve the ambitious agenda we have set for our community. It will take all of us working together and supporting each other to create a thriving community where people want to live, work and play.

Thank you to everyone who has already supported the work of Prosper Lincoln and to those who will join our efforts to Lift Lincoln Higher.

www.prosperlincoln.org  #ProsperLincoln

Prosper Lincoln
Prosper Lincoln was launched with a focus on early childhood development, employment skills, and innovation.

**EARLY CHILDHOOD**
Nurture every child on the path to success.
*(See pages 8-10; 39-49; 69-76)*

**EMPLOYMENT SKILLS**
Ensure access to training and support for skilled in-demand jobs.
*(See pages 11-13; 50-57; 77-83)*

**INNOVATION**
Create a world class ecosystem for innovation where Lincoln is the epicenter.
*(See pages 14-16; 58-66; 84-90)*
Community members, teams, committees, and workgroups were engaged to develop plans

- Engagement Team
- Prosper Lincoln Community Ideas
- Steering Committee

### Workgroup: Early Childhood
- Increase cross-sector initiatives to advocate for high quality early childhood development, learning experiences and environments.
- Increase community awareness about what healthy early childhood development and learning are and what high quality programs look like.

### Workgroup: Employment Skills
- Facilitate cross-sector initiatives to advocate for and improve workforce development.
- Increase ways for employers and potential employees to connect.
- Increase opportunities and support for skill training that address workforce needs.

### Workgroup: Innovation
- Increase cross-sector initiatives to advocate for and grow entrepreneurship and innovation.
- Increase ways to nurture startups and expansions for businesses and nonprofits.
- Increase opportunities to connect/link people, especially students, to innovation in Lincoln.
Three areas that make a difference...

- **EARLY CHILDHOOD**
  - Nationally, more than half the achievement gap in later years is present at kindergarten entry.
  - Children who begin school behind tend to stay behind and are at risk for dropping out of school, criminal behavior, unemployment.
  - 34 states and District of Columbia have mandated readiness assessments (NCSL, 2014). Nebraska does not.
  - For all child care providers, Nebraska and Iowa have among the lowest state standards for child care licensing.

- **EMPLOYMENT SKILLS**
  - The end of poverty is professional certification and a career pathway position.
  - Advances in technology and changes in workplace organizations have hit low skilled and less educated persons.
  - Those who enter adulthood without a job or degree are much less likely to attain sustainable, full-time employment when they are older.
  - Persons who have spent time in prison have a harder time finding work that will support them.
  - Spurring innovation is a dominant approach to promoting economic growth.

- **INNOVATION**
  - Growth through innovation is a respected economic strategy.
  - Technological change and knowledge, skills training and education prompt change, innovation, and productivity enhancements.
1. Increase cross-sector initiatives to advocate for high quality early childhood development, learning experiences and environments

➤ PURPOSE
All community sectors will create equal opportunities for all children – regardless of race, ethnicity, faith, ability, gender and socioeconomic background.

➤ STRATEGIES
Create a Lincoln Early Childhood Business Roundtable to build awareness and advocacy of the importance of high quality programs that support healthy child development and learning.
Create the platform for awareness, information sharing, and action among business leaders.

Identify and connect groups to create a comprehensive Early Childhood Network to promote cross-sector coordination and advocacy that focuses on the whole child.
Ensure cross-sector partnerships will expand access and affordability of high quality early childhood opportunities.

Expand access and availability into high quality programs for children birth to age 8 and ensure affordability to families.
Spur creation of 700 new high quality slots for pre-school children that are affordable to all families.
2. Increase community awareness about what healthy early childhood development and learning are and what high quality programs look like

➢ PURPOSE
Build awareness of the importance of high quality child development within the community.

➢ STRATEGIES
Educate the general public through a communication campaign about what healthy early childhood development is and why high quality early childhood programs are important. Educate the general population about high quality early childhood development and its importance.

Promote high quality early childhood programs as a community asset.
Connect high quality early childhood to sector interests through formal and social media.
3. Increase resources to enrich early childhood development and learning at home and in the community

➢ PURPOSE
Support enriched opportunities for children in public and private environments.

➢ STRATEGIES
Support families in providing children with high quality early learning opportunities and experiences in healthy environments.
Ensure families basic needs are met and that they are supported in parenting.

Support community-wide participation in the Read Aloud 15 Minutes campaign educating the general public about the importance of reading to young children from birth.
Educate the public about the importance of reading to young children and encouraging commitment to it.

Create community expectation that all environments become geared to children and offer opportunities for learning.
Consult with public and private organizations and celebrate opportunities for learning.
4. Increase cross-sector initiatives to advocate for and improve workforce development

➢ PURPOSE
All community sectors will collaborate to ensure all workers have opportunities to develop skills and pursue careers.

➢ STRATEGIES
Create cross sector workforce development coalition.
Create a cross-sector partnership to focus on improving employment opportunities, skill development and access to support systems.

Develop employer collaborations to improve internal and public policy.
Create opportunities for employers to identify and develop solutions to employment challenges.
5. Increase ways for employers and potential employees to connect

➢ PURPOSE
Connections are made between persons looking for careers and employers with jobs through creation of career paths.

➢ STRATEGIES
Develop links to skill development, employment and services.
Improve access to information and resources by connecting human service agencies, educators, and employers.

Facilitate job acquisition and organizational acclimation.
Create opportunities for businesses to develop and share information about ways to improve employee retention.
6. Increase opportunities and support for skill training that address Lincoln’s workforce needs

➢ PURPOSE
Individuals are able to access training and support for skilled, in-demand jobs.

➢ STRATEGY
Collaborate with educators, service agencies, and employers to chart pathways to full-time employment.
Ensure all stakeholders are included in the development of career pathways.
7. Increase cross-sector initiatives to advocate for and grow entrepreneurship and innovation

➢ **PURPOSE**
All community sectors will collaborate to ensure Lincoln is known as a city of innovation.

➢ **STRATEGIES**
Build a collaborative leadership network, including a technology council for purposes of bringing together business and education to advance innovation. Ensure business and higher education are aligned in supporting Lincoln’s innovation vision.

Recruit and retain new talent to and in the Lincoln market.
Ensure Lincoln has innovation and entrepreneurship talent.

Market Lincoln as the innovative epicenter of the Silicon Prairie through events, marketing and outreach.
Create a strategy and platform for telling Lincoln’s story of innovation and entrepreneurship.
8. Increase ways to nurture start-ups and expansions for businesses and nonprofits

➤ PURPOSE
Lincoln will become known as a great place to start and grow innovative organizations.

➤ STRATEGIES
Create a mentoring program to help new entrepreneurs.
Create a supportive network for entrepreneurship.

Organize trade missions and pitch trips to and from Nebraska.
Create the platform for entrepreneurs to meet with and pitch their business/product ideas to potential clients and funders.
9. Increase opportunities to connect/link people, especially students, to innovation in Lincoln

➢ PURPOSE
Ensure the next generation connects to innovative thinking.

➢ STRATEGIES
Create a business and K-16 educator team
Spur innovation and entrepreneurship in Lincoln’s next generation.
• Executive summary
• Process
• Context
• Strategies and actions
• Metrics and accountability
• Community leadership
The starting point for Prosper Lincoln

Prosper Lincoln started with the publication of Lincoln Vital Signs 2014 and 2015 that identified three findings about Lincoln:

1. Lincoln does many things exceptionally well and these successes should be nurtured.
2. A growing proportion of Lincoln’s population faces real need.
3. Lincoln’s children fare poorly on many measures.

Prosper Lincoln is the community’s response to those findings with the overall vision of addressing Youth Success, Economic Prosperity, and Quality of Life. Eight key sectors have been involved in the development of the Community Agenda: nonprofits, networks, cultural centers; business; neighborhoods and general public; public sector; faith community; anchor institutions (universities, hospitals); K-12 education; and philanthropy and donors.

Prosper Lincoln has been and remains a dynamic process that will take all of us. Please consider this plan as a living document that builds on our assets, captures our aspirations, and provides a starting point for our transformation.
Narrowing Process for the Shared Community Agenda

July-August 2015: Public Policy Center organizes all 2,105 Prosper Lincoln ideas into 57 broad topic areas, which are narrowed by Steering Committee based on criteria.

September 2015: Steering Committee examines all remaining ideas and uses criteria to select top 3 ideas.

October 2015: Committee solidifies top 3 ideas to become the shared community agenda. Form Work Groups to determine actions, strategies, and metrics to bring the shared agenda to life as a community action plan.

November-December 2015: Work Groups finalize the community action plan.

February 2016: Prosper Lincoln culminating event to announce the shared agenda and action plan. Begin to implement the community action plan and seek commitments of time and resources.
The Prosper Lincoln selection process was guided by six principles:

1. Degree of alignment with the three Prosper Lincoln overarching findings
2. Collective and/or cross-sector potential
3. Ripeness of opportunity to move or advance it
4. Feasibility
5. Ability to scale up
6. Specific, measurable, attainable, realistic, timely
The plan was developed over 12 months, through an intensive community-engaged process

**GOAL:** In partnership with residents and leaders across all sectors, the community will co-create a vision and an actionable long-term sustainable plan that Lifts Lincoln Higher.

**PHASE 1**

**RESEARCH & DESIGN** (January – May 2015)

**ENGAGEMENT:**
- Community interviews
- Engage consultants
- Recruit teams and committees
- Data collection, analysis and synthesis
- Create web presence
- Engagement team meetings
- Promote kickoff breakfast

**OUTCOME:**
Design a 12 month action process to reach overall goal

**PHASE 2**

**COMMUNITY ENGAGEMENT** (June – August 2015)

**ENGAGEMENT:**
- Community kick-off meeting (May 2015)
- Collect idea cards and web feedback
- Synthesize ideas

**OUTCOME:**
Co-design framework for a multi-sector stakeholder process

**PHASE 3**

**ACTION PLAN DEVELOPMENT** (September 2015 – January 2016)

**ENGAGEMENT:**
- Steering team meetings
- Workgroup team meetings
- Engagement team meetings
- Joint meetings
- Plan development and refinement
- Community updates
- Create updated web presence to reflect agenda
- Promote breakfast

**OUTCOME:**
Community-informed action plan emerging from a shared vision

**PHASE 4**

**START-UP** (February – September 2016)

**ENGAGEMENT:**
- Lead individuals (Developers and Ambassador) hired
- Oversight Committees meet and organize
- Board of Counselors meets

**OUTCOME:**
Human resources in place to support the work
Strategic Plan developed

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Ongoing community learning and dialogue

Ongoing dialogue and community ownership

Creating plan to move forward
Implementation

PHASE 5

IMPLEMENTATION
(September 2016 – August 2020)

ENGAGEMENT:
• Oversight Teams provide day-to-day strategic oversight
• Board of Counselors ensures community connectivity
• Task Forces/Partnerships develop specific initiatives

OUTCOME:
Lincoln reaches Prosper Lincoln goals

Make change!
Prosper Lincoln Strategic Plan

The Strategic Plan outlines Prosper Lincoln’s strategies, key actions and targets. Prosper Lincoln planning process has engaged thousands within our community. To achieve the change we seek, we need everyone to pull together towards this vision of Lincoln as a thriving community for people to live, work and play.

Its completion marks a milestone for creating a Lincoln where everyone prospers.
Prosper Lincoln Community-Driven

Community members continue to play a key role in shaping Prosper Lincoln both through its governance structure and through collaboration with existing community programs and initiatives:

- **Board of Counselors** meets twice a year to provide guidance on implementation, leverage networks and relationships, ensure transparency and accountability, and serve as ambassadors. Approximately 120 persons serve as counselors.

- **Oversight Committees** provide guidance in each of the three areas. Committees provide expertise and connections to experience and resources, guide and direct to help overcome challenges and roadblocks, set and promote the strategic direction, monitor progress of initiative to goals, pursue cross sector opportunities for collaborative efforts, and establish any other advisory or task force groups to fulfill goals. Over 30 persons serve on these committees.

- **Leadership Council** meets to ensure cross-area collaboration.

- **Support Organizations** provide office space, technical assistance and general support where needed.
To ensure effective implementation of strategies, Board of Counselors vision will establish a clear implementation structure.

**Board of Counselors (BC)**

*Role:* Sets initial high level community goals and approves key indicators of progress related to these goals; holds action teams accountable to achieving overarching goals.

**Leadership Council**

*Role:* Ensures cross-agenda coordination.

**Oversight Committees**

*Role:* Define strategies and work to achieve them, engage community members, design interventions, align their activities and organizations with BC vision when consistent with organizational mission.
Prosper Lincoln Staffing

Dedicated staff serve as the leader and connector in creating the strategic vision, developing and strengthening relationships, pursuing collaborative opportunities, marketing the initiative’s importance and securing resources. The Developer will guide the next phase of the initiative by coordinating the development of the action plan to incorporate Prosper Lincoln objectives into a comprehensive and strategic approach to reach Prosper Lincoln goals.
Early Childhood

Michelle Suarez, Prosper Lincoln's Early Childhood Developer, is a life-long educator whose career has been spent serving our most vulnerable children and families. Suarez retired as a 19-year Lincoln Public Schools elementary principal (Calvert and Everett). Before becoming an administrator, she taught preschool age children, kindergarten, first grade and sixth grades over 15 years in three school districts. Throughout her public school career, Suarez specialized in parent engagement and community partnership to support strong schools. She earned her bachelor’s degree in elementary education and her master’s degree in educational administration from the University of Nebraska-Lincoln. Suarez and her husband, John, are the proud parents of two daughters who are both elementary school teachers.
Mike Milbourn's career has focused on helping others grow in their professional and personal life, now bringing his expertise as an Employment Skills Developer. Milbourn lends his expertise in private sector development to Prosper Lincoln in conjunction with his fulltime employment at Lincoln Industries where he leads the learning and development department. Prior to joining Lincoln Industries, Milbourn worked at Ameritas as Assistant Vice President of Marketing and Training / Development, and Sales Operations. Milbourn has led workshops at the Association of Talent Development international conference and regional workshops for Metrics That Matter, now a part of CEB (Corporate Executive Board). He and his wife, Sharon, grew up in small town Nebraska and are proud to call Lincoln home.
Employment Skills

Connecting people with part-time jobs to full-time careers has become a passion for Bryan Seck. Prior to joining Prosper Lincoln as the Employment Skills Developer, he was the Homeless Outreach Specialist for Lincoln Public Schools where he helped 500 homeless students each year. Prior to relocating to Lincoln, Seck was a program evaluator/auditor of federal public health programs as a Senior Associate for ICF International in New York City, and also served in the Peace Corps in Kazakhstan. Seck holds a master’s degree in Public Administration from the Wagner School at New York University. He is married, has two dogs, and tries to grow vegetables.
Innovation

Rich Claussen

After a 30-year career in a nationally-recognized advertising firm, Rich Claussen is now turning to spurring innovation and entrepreneurship in Lincoln as the Prosper Lincoln Innovation Ambassador. As a Partner, Executive Vice President and General Manager of Bailey Lauerman, Claussen was recognized as Marketer of the Year by the American Marketing Association’s Lincoln Chapter (AMA); Advertising Man of the Year and Silver Medal recipient by the Advertising Federation of Lincoln; served three years on the AMA’s National Professional Chapters Council; and in 2013 was inducted into the AMA Hall of Fame. A 1982 graduate of the University of Nebraska with a bachelor’s degree in Broadcast Journalism and Telecommunications, Claussen and his wife, Ginna, are the proud parents of two sons - Richard and Bruce.
• Executive summary
• Process

• Context

• Strategies and actions
• Metrics and accountability
• Community leadership
**Context: Early Childhood Development (1/2)**

**KEY CHALLENGES**

- Approximately 65% percent of at-risk children aged 3-5 are not enrolled in high quality preschool programs.
- Program capacity of high quality preschool programs is insufficient to meet demand.
- Many of high-quality preschool programs have waiting lists. For example, Lincoln Public Schools' preschool program regularly has a waiting list of over 700 children.
- Lincoln has a much higher percentage of families with all parents in the workforce than the national average.
- In 2013, the annual cost of care in a child care center for any child younger than school-age was more than resident tuition and fees at the University of Nebraska-Lincoln.
- A significant educational achievement and attainment gaps exists among different subpopulations and communities; for example, African American students, Hispanic students, and economically disadvantaged students score more poorly in academic achievement tests, have lower graduation rates and have lower enrollment in postsecondary programs than their white counterparts.
- The percent of children in poverty increased 78% since 2008. This translates to 12,100 children in Lincoln living in poverty. The typical child in poverty is a white child with a single mother parent.
- Nearly 30% of all families with more than two children have incomes below the poverty threshold. For female headed households with more than two children, 60% are below the poverty threshold.
- Approximately 43% of Lincoln Public Schools' students participate in the Free or Reduced Price Lunch Program (n = 16,248). Most of these students receive free lunch (n = 13,679).
- Data are not collected to ascertain kindergarten readiness.
**Context: Early Childhood Development (2/2)**

**Opportunity:** Lincoln has strong educational achievement and outcomes

**Assets**

- Lincoln has a high graduation rate.
- Students score well in third, fourth, and eighth grades achievement tests.
- Lincoln Public Schools is the largest provider of pre-school programs in Lincoln.
- Nebraska's Step Up to Quality program provides training and incentives to providers.
- The University of Nebraska has significant early childhood assets within the UNL College of Education and Human Sciences and the Buffett Early Childhood Institute.
Context: Employment Skills (1/2)

KEY CHALLENGES

- Skilled and well-paying jobs in the Lincoln labor market remain unfilled because applicants lack necessary technical and/or soft skills.
- Certain populations in the community are struggling at disproportionate rates, particularly people of color and residents with a high school diploma or less.
  - These populations are more likely to be unemployed, with African Americans having double the rate and Hispanics having 75% higher than the rate than do Whites.
- Most adults in poverty are in the workforce and are employed.
- Adults who did not graduate from high school earn half the annual income than do those with a bachelor’s degree.
- Adults who did not graduate from high school are 300% more likely to be unemployed than are those who earned a bachelor’s degree.
- Nationally, in overall numbers, jobs requiring a high school diploma or less will account for the majority (i.e., 56%) of new jobs between 2012 and 2022.
- Employers report that applicants lack of work experience and occupation-specific skills.
- Employers in 76% of occupations provide job-specific training to newly hired workers.
- Workers report that lack of job opportunities, poor wage and benefit levels and overqualified for available jobs were a barrier to changing jobs or entering the labor force.
Oppoportunity: Lincoln has businesses that need workers and workers that need jobs.

- Over the past five years, Lincoln’s unemployment has not only trailed the national rate, but has also consistently been one of the lowest in the U.S.
- Lincoln has a highly educated workforce.
- The Lincoln Public Schools Career Academy provides technical-focused educational opportunities for high school students.
- Lincoln has a substantial post-secondary infrastructure, including those offering four-year degrees and a community college offering a wide range of degrees and certifications for in-demand technical and trades positions.
- Lincoln’s Angelou report, and reports through the Knowledge Management Council and Department of Labor, acknowledges the importance of workforce development.
**Context: Innovation (1/2)**

**KEY CHALLENGES**

- Lincoln must find ways to connect groups working in the startup scene and must cultivate other aspects of the ecosystem (Angelou Report).
- Lincoln must retain successful companies that need to expand.
- Lincoln has low wages that have remained stagnant: Since 2008, mean income has declined 4% and median income has declined 9%.
- Lincoln loses some of its best and brightest to other parts of the country.
- Lincoln lacks diversity.
**Context: Innovation (2/2)**

**OPPORTUNITY:** Lincoln has a supportive environment, low costs, and other assets appealing to innovators.

**ASSETS**
- Lincoln has a burgeoning start-up scene, including programs and facilities to support entrepreneurs.
- Lincoln has a high quality of life (10th in overall well-being in the 2012-13 Gallup-Healthways Well-Being Index® and low cost of living (90% of the national average).
- Lincoln has grown 19% since 2000; largely attributable to people moving to the community.
- Lincoln has a diversified economic base: 77% of people employed are private wage and salary workers; 19% are federal, state, or local government workers; and 4% are self-employed in their own (not incorporated) business.
- In Lincoln 5.9% of all occupations are in STEM careers – slightly higher than the national percentage.
- The University of Nebraska has made substantial investments in spurring academic research and development and in providing economic development supports (e.g., Nebraska Innovation Campus).
• Executive summary
• Process
• Context

• Strategies and actions
• Metrics and accountability
• Community leadership
1. Increase cross-sector initiatives to advocate for high quality early childhood development, learning experiences and environments

**Purpose**

All community sectors will create equal opportunities for all children — regardless of race, ethnicity, faith, ability, gender and socioeconomic background.
Strategy #1.1: Create a Lincoln Early Childhood Business Roundtable to build awareness and advocacy of the importance of high quality programs that support healthy child development and learning

**Rationale**
Create the platform for awareness, information sharing, and action among business leaders.

**Outcomes**
1. Establishment of an energetic Roundtable with vision, mission, and action strategies to improve early childhood development and learning in high quality programs.
2. Platform created for awareness, information sharing and action among business leaders to advocate for high quality early childhood programs.
3. Increase the number of children, with a focus on low-income children, enrolled in programs meeting high quality standards.

**Key Actions**
- Establish the purpose of the Business Roundtable, operating framework and identify initial invitees.
- Regularly share science and research about high quality early childhood programs.
- Business Roundtable members create action strategies and assignments for increasing Lincoln’s business sector knowledge and commitment to high quality early childhood system infrastructure and services.
Strategy #1.2: Identify and connect groups to create a comprehensive Early Childhood Network to promote cross-sector coordination and advocacy that focuses on the whole child.

**Rationale**

Ensure cross-sector partnerships will expand access and affordability of high quality early childhood opportunities.

**Outcomes**

1. Facilitate the establishment of a comprehensive Early Childhood Network to expand access and affordability of high quality early childhood learning opportunities.

2. Network membership creates vision, mission, action strategies and operating processes within a collective impact framework.

3. Network is a connector to community resources and assets and is accountable for identifying shared goals and reporting progress.

4. Increase the number of children, with a focus on low-income children, enrolled in programs that meet high quality standards.

**Key Actions**

- Connect with early childhood professionals, business and community members from cross sector groups across Lincoln to establish relationships, build partnerships, and obtain insights and perspectives on the status of early childhood programs and learning opportunities in Lincoln.

- Coordinate efforts to establish the Network, i.e. small group listening sessions, organizational meetings.

- Support action steps to impact significant outcomes that expand access to affordable, high-quality early childhood care.
Strategy #1.3: Expand access and availability into high quality programs for children birth to age 8 and ensure affordability to families.

**Rationale**
Spur creation of 700 new high quality slots for pre-school children that are affordable to all families.

**Outcomes**
1. Increase the percentage of children, with a focus on low-income children, enrolled in high quality early childhood programs.
2. Decrease the number of early childhood programs that are unregulated.
3. All children are kindergarten ready.

**Key Actions**
- Explore and work to create public policy solutions and privately-funded opportunities that help families find, keep and afford high quality early childhood programs—local, state and national.
- Partner with other sectors who are expanding high quality services to children.
- Support existing preprimary programs to improve quality by encouraging participation in the NDE Step Up to Quality program.
2. Increase community awareness about what healthy early childhood development and learning are and what high quality programs look like

Purpose

Build awareness of the importance of high quality child development within the community.
Strategy #2.1: Educate the general public through a communication campaign about what healthy early childhood development is and why high quality early childhood programs are important.

**Rationale**
Educate the general population about high quality early childhood development and its importance.

**Outcomes**
All sectors of the community will increase their knowledge of high quality early childhood programs.

**Key Actions**
- Develop/access, in partnership with community groups, an early childhood development brand and media campaign with practical information about the importance of early childhood development practices. Topics may include brain development, obesity, nutrition, physical health, toxic stress, poverty, family health and others.
- Prepare/access early childhood standard presentations and communication systems about the importance of early childhood development--slides, written materials. Prepare adaptations as needed for specific audiences.
- Support the dissemination of information to community groups through an “ambassador academy” concept and other avenues.
Strategy #2.2: Promote high quality early childhood programs as a community asset

**Rationale**
Connect high quality early childhood to sector interests through formal and social media.

**Outcomes**
All sectors of the community will commit to investing in high quality early childhood programs.

**Key Actions**
- In conjunction with educating the general public about what quality early childhood development is and why it is important, support the development of formal and informal systems to recognize the improvement of quality in early childhood development care. Categories could include: Enrollment in Step Up to Quality, progressing from one step to the next and reaching the 5-star quality rating, accreditation by NAEYC and other measures of quality.
- Connect high quality early childhood development to sector interests through formal and social media.
3. Increase resources to enrich early childhood development and learning at home and in the community

Purpose
Support enriched opportunities for children in public and private environments
Strategy #3.1: Support families in providing children with high quality early learning opportunities and experiences in healthy environments.

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Ensure families’ basic needs are met and that they are supported in parenting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>1. Families of young children will have their basic needs met and experience community support.</td>
</tr>
<tr>
<td></td>
<td>2. Families of young children will be engaged in their child’s development and education.</td>
</tr>
<tr>
<td>Key Actions</td>
<td>• Support the development of systems of communication and support to families who have, or will soon have, babies. Ensure all families receive helpful, positive information about practical child development and milestones.</td>
</tr>
<tr>
<td></td>
<td>• Work with neighborhood organizations and faith communities to support families with young children.</td>
</tr>
<tr>
<td></td>
<td>• Partner with service groups to ensure that families are aware of resources to support basic needs.</td>
</tr>
</tbody>
</table>
Strategy #3.2: Support community-wide participation in the *Read Aloud 15 Minutes* campaign educating the general public about the importance of reading to young children from birth

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Educate the general population about the importance of reading to young children and encourage commitment to it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>1. Families will increase time reading with their children.</td>
</tr>
<tr>
<td></td>
<td>2. Community members will invest in reading aloud to children.</td>
</tr>
<tr>
<td></td>
<td>3. Increase children's access to reading materials at home and in the community.</td>
</tr>
<tr>
<td>Key Actions</td>
<td>• Support the Lincoln City Libraries <em>Read Aloud 15 Minutes</em> and ConnectED media campaign.</td>
</tr>
<tr>
<td></td>
<td>• Educate the general public about the importance of reading to babies and young children.</td>
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<tr>
<td></td>
<td>• Support the organization of teams of volunteers to provide 10,000 hours (or specific goal) of reading to young children.</td>
</tr>
</tbody>
</table>
**Strategy #3.3: Create community expectation that all environments become geared to children and offer opportunities for learning**

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Consult with public and private organizations and celebrate opportunities for learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>Increase the number of child friendly learning environments in the community.</td>
</tr>
<tr>
<td>Key Actions</td>
<td>• Celebrate and promote child friendly environments that foster opportunities for learning.</td>
</tr>
<tr>
<td></td>
<td>• Support the development of tips for what works in child-friendly environments and what does not work.</td>
</tr>
</tbody>
</table>
4. Increase cross-sector initiatives to advocate for and improve workforce development

Purpose
All community sectors will collaborate to ensure all workers have opportunities to develop skills and pursue careers.
Strategy #4.1: Create a cross-sector workforce development coalition

Rationale
Create a cross-sector partnership to focus on improving employment opportunities, skill development and access to support systems.

Key Actions
• Investigate existing committees/working groups that focus on workforce development.
• Identify those best suited to align workforce development structures.
• Establish partnership with best fit.
Strategy #4.2: Develop employer collaborations to improve internal and public policy

**Rationale**
Create opportunities for employers to identify and develop solutions to employment challenges.

**Key Actions**
- Identify pressing employment challenges.
- Develop employer-to-employer information sharing strategies.
5. Increase ways for employers and potential employees to connect

Purpose

Connections are made between persons looking for careers and employers with jobs through creation of career paths.
**Strategy #5.1: Develop links to skill development, employment and services**

**Rationale**

Improve access to information and resources by connecting human service agencies, educators, and employers.

**Key Actions**

- Make connections between employers and human service agencies
- Facilitate job fairs with employers with open positions and case managers and professionals from human service agencies.
- Organize company tours for case workers and professionals to understand nature of work at local companies.
- Case workers and professionals build their network with employers to increase hiring and retention.
Strategy #5.2: Facilitate job acquisition and organizational acclimation

Rationale
Create opportunities for businesses to develop and share information about ways to improve employee retention.

Key actions
- Recruit mentors/coaches to work with people during job seeking phase.
- Recruit businesses to have mentors/coaches once hired to encourage retention.
- Coordinate with human service agencies to allow coaches/mentors to assist people applying for jobs.
- Establish benchmark success measures and reporting structures.
6. Increase opportunities and support for skill training that address workforce needs

Purpose

Individuals are able to access training and support for skilled, in-demand jobs
Strategy #6.1: Collaborate with educators, service agencies, and employers to chart pathways to full-time employment

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Ensure all stakeholders are included in the development of career pathways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Actions</td>
<td>• Complete community analysis of programs and partners in place.</td>
</tr>
<tr>
<td></td>
<td>• Identify gaps in curriculum and delivery across community.</td>
</tr>
<tr>
<td></td>
<td>• Collaborate to build or establish curriculum delivered by community partners.</td>
</tr>
</tbody>
</table>
7. The Network – build a collaborative leadership network, including a technology council for purposes of bringing together business and education to advance innovation

Purpose

All community sectors will collaborate to ensure Lincoln is known as a city of innovation.
Strategy #7.1: Build a collaborative leadership network, including a technology council, for purposes of bringing together business and education to advance innovation

Rationale

Ensure business and higher education are aligned in supporting Lincoln’s innovation vision.

- Integrate initiatives, remove barriers and stitch together efforts to create a more effective/clear path for small businesses and start-ups’ to connect to resources and education.
- Technology Council will meet at the frequency of their choosing – for the express purpose of strengthening relationships with higher education.
- Conduct Community Conversations twice a year to guide our efforts and continue the collaborative dialogue.
- Scheduled meet-ups between education and business sector leadership.
Strategy #7.2: Talent, talent, talent – Recruit new and retain talent to and in the Lincoln market

Rationale
- Ensure Lincoln has innovation and entrepreneurship talent.

Key Actions
- Work to recruit a more diverse workforce, partnering with entrepreneurs and business people of color.
- Work with Raikes School on an Entrepreneur in Residence program.
- Work with our higher education partners to more aggressively connect with alumni to return to Nebraska.
Strategy #7.3: Hear, hear—Market Lincoln as the innovative epicenter of the Silicon Prairie through event, marketing and outreach

**Rationale**
Create a strategy and platform for telling Lincoln's story of innovation and entrepreneurship.

**Key Actions**
- Creation of a unified LNK story.
- Contribute to the success of LNK DNA.
- Grant applications to support and successful launch of a national sports tech conference.
- Grant applications to support and successful launch of a national purpose driven conference.
8. Increase ways to nurture start-ups and expansions for businesses and nonprofits

Purpose

Lincoln will become known as a great place to start and grow innovative organizations
Strategy #8.1: Go to school – create a program similar to Catalyst in Nashville; 9-12 weeks of learning is taught by entrepreneurs and successful business leaders to educate/inspire start-ups to take their idea successfully through to commercialization.

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Create a supportive network for entrepreneurship.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Meet with Catalyst creators to repurpose for Lincoln.</td>
</tr>
<tr>
<td></td>
<td>• Recruit development and curriculum committee, faculty, business thought leaders, mentors set application process and select location.</td>
</tr>
<tr>
<td>Key actions</td>
<td>• Launch, iterate, launch, iterate, etc.</td>
</tr>
</tbody>
</table>
Strategy #8.2: There we go – trips that pitch our start-ups and our market for potential investment and location of businesses and talent.

**Rationale**
Create the platform for entrepreneurs to meet with and pitch their business/product ideas to potential clients and funders.

**Key Actions**
- Domestic trade mission to Silicon Valley with the Governor to connect the Silicon Prairie to Silicon Valley investors and start-ups and then host return trips to Nebraska.
- Coordinate pitch trips for Lincoln and Nebraska start-ups to various markets around the country (Indianapolis, Boston, Chicago, Detroit, etc.).
9. Increase opportunities to connect/link people, especially students, to innovation in Lincoln

Purpose

Persons of all ages will be connected to innovation
Strategy #9.1: Welcome to our world – we will recruit a group of energetic, passionate and successful start-ups and traditional businesses to engage with both school faculty and students. Their on-going charge will be to take the message of innovation and entrepreneurship into the classroom and inviting the classroom to visit their businesses. It’s all about professionals inspiring educators of the next generation - giving them a real picture of the opportunities that lie before them – in Lincoln.

**Rationale**

Spur innovation and entrepreneurship in Lincoln’s next generation.

**Key actions**

- Recruit one leader each from both the start-up and traditional business communities to serve as co-chairs for the group, both business and education sectors – recruit the participants.
- Identify connections to and liaisons with public/parochial K-12 schools and public/private institutions of higher education.
- Secure funding to initiate Gallup’s EP10 Innovation/Entrepreneurial testing for high school juniors.
- Create a discussion outline and/or deck that presenters can use to guide their conversations with students and faculty.
- Set-up a calendar of visitations to and from the schools.
• Executive summary
• Process
• Context
• Strategies and actions
• Metrics and accountability
• Community leadership
Summative measures for the community to hold itself accountable to achieving ASPIRATIONAL GOALS in each of the priority areas

➢ EARLY CHILDHOOD

GOAL: Nurture every child on the path to success

➢ EMPLOYMENT SKILLS

GOAL: Ensure access to training and support for skilled in-demand jobs

➢ INNOVATION

GOAL: Create a world class ecosystem for innovation where Lincoln is the epicenter
## Early Childhood: Metrics for Goal and Objectives

### Goal: Nurture every child on the path to success

Measure: All children are kindergarten ready
(Kindergarten readiness)

### Objectives:

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Objective 2</th>
<th>Objective 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase cross-sector initiatives to advocate for high quality early childhood development, learning experiences and environments</td>
<td>Increase community awareness about what healthy early childhood development and learning are and what high quality programs look like</td>
<td>Increase resources to enrich early childhood development and learning at home and in the community</td>
</tr>
</tbody>
</table>

| Measures: Increase Step Up to Quality 3-5 Providers: | Measures: Increase percentage of residents very satisfied with the quality of early care and education programs | Measure: Decrease percentage of families ranking expense as a barrier to high quality early child care and education |
| - Providers | - Increase percentage of residents who say early care and education is very important to a child's success in life | |
| - Children served | | |
| Decrease percentage of families ranking low/poor quality as a barrier to accessing high quality early childhood care | | |
Goal Metric: Kindergarten readiness

Specific data source will be identified

- 34 states and District of Columbia have mandated readiness assessments (NCSL, 2014). Nebraska does not.

- Kindergarten teachers do assessments that may be used to measure readiness.

- Opportunities for collection of additional data will be explored.
Objective Metric: Providers in *Step Up to Quality* program achieving a rating of 3 to 5

*Step Up to Quality* is Nebraska’s new Early Childhood Quality Rating and Improvement System and incorporates criteria including:

- Program curricula, learning environments, and interactions
- Child outcomes.
- Professional development and ongoing training.
- Family engagement and partnerships.
- Program administration.
Objective Metric: Percentage of families ranking low/poor quality as a barrier to care

- In Nebraska, 22% of families cited low or poor quality as one of the biggest challenges to getting high-quality early childhood care and education for their young children.
- Data specific to Lincoln are forthcoming.

---

Buffett Early Childhood Institute. (2016). Nebraska's Speak About Early Care and Education. University of Nebraska: Omaha, NE.
Objective Metric: Percentage of residents satisfied with quality

- In Nebraska, 46% of respondents were satisfied or very satisfied with the quality of early childhood care and education programs in their area.
- Data specific to Lincoln are forthcoming.

Buffett Early Childhood Institute. (2016). Nebraska’s Speak About Early Care and Education. University of Nebraska: Omaha, NE.
Objective Metric: Percentage of residents rating early childhood as important

- In Nebraska, 82% of residents rated the importance of early childhood care and education to a child’s success in life as very important or important.
- Data specific to Lincoln are forthcoming.

Buffett Early Childhood Institute. (2016). Nebraska's Speak About Early Care and Education. University of Nebraska: Omaha, NE.
Objective Metric: Expense as a barrier to high quality care and education

- In Nebraska, 57% of families cited expense as one of the biggest challenges to getting high-quality early childhood care and education for their young children.
- Data specific to Lincoln are forthcoming.

Buffett Early Childhood Institute. (2016). Nebraska's Speak About Early Care and Education. University of Nebraska: Omaha, NE.
### Strategy Metrics

<table>
<thead>
<tr>
<th>#</th>
<th>Early Childhood Strategies</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Create Lincoln Early Childhood Business Roundtable</td>
<td>Coalition consensus</td>
</tr>
<tr>
<td>1.2</td>
<td>Identify and connect a comprehensive Early Childhood Network</td>
<td>Coalition consensus</td>
</tr>
<tr>
<td>1.3</td>
<td>Increase accessible/affordable high quality 0-8 programs</td>
<td>Low-income children enrolled in <em>Step Up to Quality</em> programs</td>
</tr>
<tr>
<td>2.1</td>
<td>Educate the general public</td>
<td>Reach</td>
</tr>
<tr>
<td>2.2</td>
<td>Promote as a community asset</td>
<td>Media coverage</td>
</tr>
<tr>
<td>3.1</td>
<td>Support families</td>
<td>New parent materials distributed</td>
</tr>
<tr>
<td>3.2</td>
<td>Support <em>Read Aloud 15 Minutes</em></td>
<td>Minutes read</td>
</tr>
<tr>
<td>3.3</td>
<td>All environments geared to children</td>
<td>Environments created and promoted</td>
</tr>
</tbody>
</table>
## Employment Skills: Metrics for Goal and Objectives

**Goal:** Ensure access to training and support for skilled in-demand jobs

- **Measure:** Businesses are able to fill in-demand skilled positions (Employer rating of difficulty)

### Objectives:

<table>
<thead>
<tr>
<th>Cross-sector initiatives will advocate for and improve workforce development</th>
<th>Employers and potential employees will connect</th>
<th>Opportunities and support for skill training will address workforce needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure: Employer satisfaction with improvements made to develop Lincoln’s workforce</td>
<td>Measures: Employer rating of the availability and quality of the workforce</td>
<td>Measure: Percentage of adult population with a post-secondary degree</td>
</tr>
<tr>
<td></td>
<td>Percentage of adult population with less than bachelor's degree that lives in households below the poverty threshold</td>
<td></td>
</tr>
</tbody>
</table>
Goal Metric: Businesses are able to fill in-demand skilled positions

Specific data source will be identified

- Lincoln businesses have reported difficulty filling jobs through several surveys. The opportunity to repeat these surveys in order to obtain trend data is being explored.
Objective Metric: Employer satisfaction with improvements to develop the workforce

Specific data source will be identified

- There are a number of highly-regarded surveys of businesses. Opportunities will be explored to include an item about satisfaction with improvements to develop the workforce.
Objective Metric: Employer rating of availability and quality of workforce

- 21% rate workforce availability as above average or very good.
- 73% rate workforce quality as above average, very good, or excellent.

Objective Metric: Adults with low educational attainment living above the poverty threshold

Persons with higher educational attainment are more likely to live in households above the poverty threshold

Objective Metric: Adults with post-secondary degree

47% of Lincoln adults have at least an associate’s degree

---

<table>
<thead>
<tr>
<th>#</th>
<th>Employment Skills Strategies</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Workforce development coalition</td>
<td>Coalition consensus</td>
</tr>
<tr>
<td>4.2</td>
<td>Employer collaborations to improve internal and public policy</td>
<td>Employer satisfaction</td>
</tr>
<tr>
<td>5.1</td>
<td>Links to skill development, employment and services</td>
<td>Participating business and case manager satisfaction</td>
</tr>
<tr>
<td>5.2</td>
<td>Job acquisition and acclimation</td>
<td>Numbers of mentor pairs and participating businesses</td>
</tr>
<tr>
<td>6.1</td>
<td>Collaborate with educators, service agencies, and employers to chart pathways to full-time employment</td>
<td>Number of pathways created</td>
</tr>
</tbody>
</table>
# Innovation: Metrics for Goal and Objectives

**Goal:** Create a world class ecosystem for innovation where Lincoln is the epicenter

**Measure:** New and growing businesses will create jobs  
(Number of new jobs created)

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>Cross-sector initiatives will advocate for and grow entrepreneurship and innovation</th>
<th>Start-ups and expansions for businesses and nonprofits will be nurtured</th>
<th>Opportunities will connect/link people, especially students, to innovation in Lincoln</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures:</td>
<td>Establishment entry rate</td>
<td>Measures: Jobs created by business startups</td>
<td>Measures: To be determined</td>
</tr>
<tr>
<td></td>
<td>Net job creation rate</td>
<td>Patents filed</td>
<td></td>
</tr>
</tbody>
</table>
Goal Metric: New and growing businesses will create jobs

New Jobs Created by Lincoln Businesses

Objective Metric: Establishment entry rate

New establishments entering Lincoln compared to number of existing establishments

Objective Metric: Net job creation

Net new jobs (created jobs from lost jobs)

Objective Metric: Job created by business startups

New jobs compared to number of existing establishments

Objective Metric: Patents filed

<table>
<thead>
<tr>
<th>#</th>
<th>Innovation Strategies</th>
<th>Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Build a collaborative leadership network</td>
<td>Collaborative consensus</td>
</tr>
<tr>
<td>7.2</td>
<td>Recruit and retain talent</td>
<td>Outreach efforts</td>
</tr>
<tr>
<td>7.3</td>
<td>Market Lincoln</td>
<td>Reach and media coverage</td>
</tr>
<tr>
<td>8.1</td>
<td>Create mentoring program</td>
<td>Mentoring matches; successful launches;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>participant satisfaction</td>
</tr>
<tr>
<td>8.2</td>
<td>Organize trade missions and pitch trips</td>
<td>Participant satisfaction, investments made</td>
</tr>
<tr>
<td>9.1</td>
<td>Create K-16 team</td>
<td>Team consensus</td>
</tr>
</tbody>
</table>
- Executive summary
- Process
- Context
- Strategies and actions
- Metrics and accountability
- Community leadership
The Board of Counselors oversees implementation of the plan and champions the collective effort.

Jim Abel
Shanon Al-Badry
Carrie Al-Zuhari
Brian Ardinger
Rich Bailey
Wende Baker
Msgr. Liam Barr
Barbara Bartle
Tom Beckius
Jeannine Berge
Mayor Chris Beutler
Wendy Birdsell
Jim Blue
Steven Bors
Aaron Bowen
Beatty Brasch
Eric Buchanan
Jacob Buchholz
Rick Carter
Ernie Castillo
Jenni Christiansen
Bill Cintani
Tim Clare
Rich Claussen
Jeff Cole
Tracy Corr
Mark Crawford
Sheila Dorsey-Vinton
Dan Duncan
Larry Evermann
Shane Farritor
Barbara Fraser
Leiron Gaylor Baird
Anthony Goins
David Graff
Stephen Griffith
Brian Hastings
Katie Haszard
Pat Haverty
Terry Heimes
Dennis Hoffman
Dan Hohensee
Rick Hoppe
Pam Hunzeker
Paul Illich
Jeff Jirovec
Steve Joel
Lea Ann Johnson
Ruth Karlsson
Jim Keck
Tim Kenny
Jaci Klein
Brad Korell
Marjorie Kostelnik
Jim Krieger
Cathy Lang
Meg Lauerman
Scott Lawson
Pat Leach
Vicki Leech
Craig Lewis
Cara Lucas-Richt
Tyler Mainquist
Linda Major
JoAnn Martin
Wally Mason
Ross McCown
Betty Medinger
Mike Milbourn
Doris Miller
Cynthia Milligan
Kim Moore
Adam Morfeld
Cindy Morris
Angie Muhleisen
Tanya Murray
Clay Naff
John Neal
Sam Nelson
Chuck Norris
Fred Ohles
Christina Oldfather
Patty Pansing Brooks
Dave Pauley
Sarah Peetz
Harvey Perlman
Dustin Petrik
Helen Raikes
Bob Rauner
Mike Renken
Haleigh Riggle
Andrew Ritta
Kim Robak
Jennifer Rosenblatt
Kim Russel
Trixie Schmidt
Deb Schorr
Robert Scott
Kent Seacrest
Bryan Seck
Vi See
Lori Seibel
Susan Sheridan
Jeff Shimek
Clay Smith
Tom Smith
Bill Stephan
Ava Thomas
Patrick Timmer
Wendy Van
Eileen Vautravers
Becky Veak
Rich Vierk
Brian Wachman
Jay Wilkinson
Larry Williams
Scott Young
Leadership Committee

The Leadership Committee identifies and pursues collaborative opportunities and monitors achievements. Membership includes:

- Oversight Committee co-chairs
- Developers and Ambassador
- Lincoln Community Foundation
- University of Nebraska Public Policy Center
Oversight Committees

The Oversight Committees are comprised of leaders and practitioners in their respective fields.

Early Childhood
Marjorie Kostelnik*
John Neal*
Barbara Bartle
Jeremy Ekeler
Eric Buchanan
Lea Ann Johnson
Pat Leach
Betty Medinger
Lori Seibel
Nancy Shank

Employment Skills
Dan Hohensee*
Kim Russel*
Jim Abel
Barbara Bartle
Wendy Birdsall
Pablo Cervantes
Todd Duncan
Paul Illich
Pat Leach
Marc LeBaron
Jan Norlander-Jensen
Donde Plowman
Nancy Shank
Brian Wachman

Innovation
Dan Duncan*
Jay Wilkinson*
Brian Ardinger
Barbara Bartle
Jennifer Brinkman
Eric Dinger
Mike Dunlap
Shane Farritor
David Graff
Pat Haverty
Tom Henning
Mary Reiman
Nancy Shank

*denotes co-chairs
Italics denotes ex-officio
Support organizations are most effectively played by entities that embrace the principles of servant leadership. In essence, they are behind the scenes; providing office space, technical assistance and general support where needed. These organizations are:

- FUSE Coworking
- Nonprofit HUB
- Tetrad Property Group
- Lincoln Public Schools
- Southeast Community College
- Nebraska Children and Families Foundation
Sponsors

Abel Foundation
Ameritas
Assurity Life Insurance Company
Buffett Early Childhood Fund
Firespring
FUSE Coworking
Lincoln Community Foundation
Lincoln Industries
Mapes Industries Inc.
Nelnet Foundation
Tetrad Property Group
Union Bank and Trust Company
W.K. Kellogg Foundation
Helping Us Launch...

The Prosper Lincoln process engaged thousands of residents throughout 2015. We are deeply thankful for the time invested, the perspectives shared, and the ideas generated. We have included a list of the many individuals and organizations that led the Prosper Lincoln work to provide a sense of the cross-section of community members, who have participated.
Engagement Team

Leirion Gaylor Baird
Wende Baker
Jacob Buchholz
Rick Carter
Jenni Christiansen
Rich Claussen
Barbara Fraser
Stephen Griffith
Pat Haverty
Rick Hoppe
Lea Ann Johnson
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Bob Rauner
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<table>
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<th>Steering Committee</th>
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<tr>
<td>Barbara Bartle*</td>
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<td>Vi See</td>
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</tbody>
</table>

*denotes chair
Early Childhood Work Group

Msgr. Liam Barr
Jim Blue
Aaron Bowen
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Kate Haszard
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Tanya Murray
Clay Naff
Helen Raikes
Trixie Schmidt
Lori Seibel*
Susan Sheridan
Eileen Vautravers
Becky Veak

*denotes chair
Skills Work Group

Jim Abel
Wende Baker
Jeannine Berge
Beatty Brasch
Rich Claussen
Pat Haverty
Dan Hohensee
Paul Illich
Ruth Karlsson
Jim Keck
Tim Kenny
Vicki Leech

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Kim Russel
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Wendy Van
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Pam Hunzeker
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Scott Lawson
Pat Leach
Tyler Mainquist
Dorris Miller
Adam Morfeld
John Neal*
Sam Nelson
Chuck Norris
Haleigh Riggle
Jennifer Rosenblatt
Jay Wilkinson
Christina Oldfather

*denotes chair
# Versioning Table

<table>
<thead>
<tr>
<th>DATE</th>
<th>VERSION</th>
<th>UPDATE</th>
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<tbody>
<tr>
<td>09/21/2016</td>
<td>1.0</td>
<td>Original Plan</td>
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