NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

Meeting Date:	**Friday, March 6, 2020 9:00 AM**
Meeting Title:	**State Board of Education Meeting Notification and Agenda**
Location:	**State Board Meeting Room State Office Building, Sixth Floor 301 Centennial Mall South Lincoln, Nebraska 68509-4987 PO Box 94987 Lincoln, NE 68509**
Web Streaming:	**Live web streaming will be available through the State Board of Education website: www.education.ne.gov/StateBoard/**
Agenda:	**Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.**
Interpreter:	**If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.**
Website:	**An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/StateBoard/Agendas.html**
Lunch:	**On Friday, March 6, 2020, if necessary, the State Board of Education may break for lunch at 12:00 p.m. The lunch will take place in Conference Room C at the State Office Building, Sixth Floor, 301 Centennial Mall South, Lincoln, Nebraska. The Board may resume work on the agenda at approximately 1:00 p.m.**

1. CALL TO ORDER
   President Nickels

   1. Roll Call
      President Nickels

   2. Pledge of Allegiance
      President Nickels

   3. Announcement of the placement of the Open Meetings Act information
      President Nickels

2. PUBLIC COMMENT PERIOD
   President Nickels

1. Request for 10-Minute Special Appearance (NONE)

2. Public Comment (5 Minutes)

3. COMMISSIONER'S REPORT
Commissioner Blomstedt

1. Agenda Overview and Consent Agenda Process
Commissioner Blomstedt

A. Commissioner's recommendations and items to be removed from consent agenda
Commissioner Blomstedt

2. Report on Rules
Commissioner Blomstedt

3. Board Operations Information
Ryan Foor

4. NDE & CCPE Joint Dual Credit Initiative Report
Commissioner Blomstedt and Ryan Foor

4. PRESIDENT'S REPORT
President Nickels

1. NASBE Legislative Conference
President Nickels

2. NRCSA Conference
President Nickels

3. Priorities for 2020
President Nickels

5. CONSENT AGENDA
President Nickels

1. Board Member Out-of-State Travel Approval

2. Committee Appointments

3. Contract Approvals

A. Consent Item: Renew the contract with the Office of the Chief Information Officer for staff augmentation services
Matt Hastings

B. Consent Item: Approve amendment to Westat 2019-20 Cooperative Agreement
Amy Rhone

C. Consent Item: Contract to directly support teachers and school leaders in work with the Nebraska Teacher and Principal Performance Framework and the Nebraska Leadership and Learning Network
Shirley Vargas and Kim Snyder

4. Grant Approvals (NONE)

5. Lease Approvals (NONE)

6. Minutes of the Previous State Board of Education Meeting

7. Miscellaneous Approvals

A. Consent Item: Approve funding to ESU 13 for Nebraska MTSS State Leadership Position
Amy Rhone

6. HEARINGS (NONE)
President Nickels

7. STANDING COMMITTEE REPORTS
President Nickels

1. Policy Committee
Patricia Timm

A. Discussion Item: Position Statement S10, Coordinated School Health
Patricia Timm

B. Discussion Item: Position Statement S12, Assessment of Student Learning
Patricia Timm

C. Action Item: Adopt proposed revisions to Board Policy P6, Professional Personnel Hiring
Patricia Timm

2. Legislative Committee
Robin Stevens

A. Action Item: Review 2019-2020 Proposed State Legislation and Take Action on Board Positions
Robin Stevens

3. Commissioner's Appraisal Committee
Patricia Timm

4. AQuESTT Teaching, Learning and Serving Domain Committee
Lisa Fricke

A. Action Item: Adopt proposed revisions to Rule 21 (92 NAC 21), Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools
Brad Dirksen and Kelly Heineke

B. Action Item: Adopt proposed revisions to Rule 24 (92 NAC 24) Regulations for Certificate Endorsements
Brad Dirksen and Kelly Heineke

C. Discussion Item: Information about the revisions made to the Nebraska Teacher and Principal Performance Framework
Kim Snyder

5. AQuESTT Student Success, Access and Support Domain Committee
Patsy Koch Johns

A. Leading for Equity and Excellence Program (LEEP)

6. Budget and Finance Committee
John Witzel

A. Monthly Board Travel Expense Report
Jen Utemark

B. In-State Travel Authorization Reports

C. Action Item: Accept the 2019 Comprehensive Annual Financial Report (CAFR) Audit
Bryce Wilson

7. Strategic Planning, Performance, and Improvement Committee
Rachel Wise

A. Discussion Item: Discuss a new Rule structure to guide the Approval, Accreditation and Accountability process for school systems
Brad Dirksen and Don Loseke

B. Discussion Item: Provide an update on the final revisions to the Perkins V State Plan and present the final draft for review
Katie Graham

C. Action Item: Approve the Vocational Rehabilitation (VR) portion of the WIOA Combined State Plan
Lindy Foley

8. ADDITIONAL BUSINESS
President Nickels

1. Action Item: Authorize the Commissioner to enter into an agreement with the Nebraska Department of Health and Human Services (DHSS) to formalize collaboration between the DHHS and the NDE, and to authorize the NDE to oversee and administer the schools and education programs provided by the DHHS facility-based schools
Commissioner Blomstedt

2. Action Item: Authorize the Commissioner to contract with an individual yet to be named to serve as Assistant Director for the DHHS facility-based schools
Commissioner Blomstedt

3. Action Item: Authorize the Commissioner to contract with individuals or entities yet to be named to fulfill the terms of the agreement for the DHHS facility-based schools
Commissioner Blomstedt

9. SPECIAL PRESENTATIONS AND DISCUSSIONS (NONE)
President Nickels

10. INFORMATION ITEMS AND REPORTS
President Nickels

1. Monthly Board Reports
President Nickels

A. Fricke

B. Koch Johns

C. Neary

D. Nickels

E. Stevens

F. Timm

G. Wise

H. Witzel

2. Contracts Approved by Commissioner

3. Grants Approved by Commissioner

4. Contested Case Update

11. ADJOURNMENT
President Nickels

12. The next regularly scheduled meeting of the State Board of Education will be held on Friday, April 3, 2020, at 9:00 a.m. at the Nebraska State Office Building, Nebraska Department of Education, Sixth Floor, 301 Centennial Mall South, Lincoln, NE 68509. A work session will be held as needed on Thursday, April 2, 2020 at a time to be determined at the Nebraska State Office building, Nebraska Department of Education, Sixth Floor, 301 Centennial Mall South, Lincoln, NE 68509.
13. The agenda contains a list of subjects known at the time of its distribution on February 27, 2020. A copy of the agenda reflecting any changes will be available for public inspection during the normal business hours in the Office of the Commissioner of Education and on the State Board of Education's Agenda page: www.education.ne.gov/StateBoard/Agendas.html. *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*
14.

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TO: Matthew L. Blomstedt, Ph.D.
Commissioner

FROM: Brenda Wid, Legal Services

DATE: February 19, 2020

SUBJECT: Report on Rules

Rule Awaiting Approval by the Governor:

Rule 11, *Regulations for the Approval of Prekindergarten Programs Established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants*
Approved by AGO: **September 17, 2019**

Rule Awaiting State Board Approval:

Rule 24, *Regulations for Certificate Endorsements*
Public Hearing: **March 3, 2020**

Rule 21, *Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools*
Public Hearing: **October 15, 2019**

(It is the intent of the NDE to have these two rules go forward together to be reviewed by the AGO and Governor and filed by the Secretary of State's Office; thus, Rule 21 has been held in until Rule 24 was also ready to move forward.)

NDE/CCPE Joint Dual Credit Initiative:
FINAL REPORT – December 4, 2019

Introduction

Dual enrollment refers to courses that high school students take for both high school and college credit. Such courses allow students to access advanced academic material and, potentially, build up college credit prior to high school graduation. If the credits transfer into the postsecondary institution a student attends after high school, they can help to make that student's college degree more affordable. In Nebraska, "dual enrollment" refers to a student enrolling in course eligible for dual credit, while "dual credit" refers to a student both enrolling in and receiving credit for a course eligible for dual credit. According to a 2017 study from the Nebraska Department of Education, both "dual enrollment" and "dual credit" students significantly increased their odds of attending college after high school, though the effect was greater for students who earned dual credit for their dual enrollment courses.[1]

Nebraska has a long history of supporting dual enrollment in its high schools. The Nebraska Transfer Initiative, established in 1995, provides an online portal for students, parents, teachers, and counselors to determine the transferability of community college course credits, including dual enrollment course credits, across Nebraska's public postsecondary institutions.[2] Dual enrollment standards were written into Nebraska's Comprehensive Statewide Plan for Postsecondary Education in 2005, supporting statewide consistency in how dual enrollment courses are offered, taught and credited.[3] And Nebraska's Access College Early (ACE) Scholarship Program was established in 2007 to support dual enrollment opportunities for Nebraska's low-income high school students.

Yet barriers to dual credit have persisted in Nebraska. The Nebraska Dual Enrollment Standards serve as guidelines, but do not have force of law. Funds for the ACE Scholarship program are limited; the cost of attendance is still a barrier for some students and families. It can be difficult for educators to access and finance the coursework they need to become qualified to teach dual credit courses, particularly for those teaching in high-need schools. And too often, students, parents, teachers, and counselors are not fully aware of all the dual credit opportunities available to them in the state.

Recognizing this, the Nebraska State Board of Education (NDE) and the Nebraska Coordinating Commission for Postsecondary Education (CCPE) assembled a joint committee of their respective board members to identify ways to expand dual credit opportunities in Nebraska for all students. The committee participated in four meetings over a five-month period, from July to November 2019. After considering the existing Nebraska dual credit landscape, hearing from a panel of K-12 and postsecondary dual credit practitioners from across the state, and evaluating policies and practices from the dual credit programs in Ohio and Iowa, the committee put forth a set of recommendations to NDE and CCPE for policy action that would support the expansion of dual credit across the state.

Framework

In the process of developing policy recommendations, the NDE-CCPE joint dual credit committee first identified five priority areas – access, qualified instructors, credit transfer, affordability, and data collection and reporting – which, if addressed, would allow the state to make the most headway on its

overarching goal to expand dual credit for all students. The committee then defined desired outcomes for each of these five priority areas, as follows:

Priority 1: ACCESS:

- Every high school provides access to dual credit courses
- Students and parents are aware of dual credit opportunities

Priority 2: QUALIFIED INSTRUCTORS:

- Educators are aware of the requirements to become a qualified dual credit instructor
- Educators have access to multiple pathways to become a qualified dual credit instructor
- Dual credit instructor training is integrated into educator preparation programs

Priority 3: CREDIT TRANSFER:

- There is consistent, easy-to-access information about the number, type, and transferability of postsecondary credits associated with a core set of dual credit courses
- Educators, counselors, students and parents use this information to guide decision-making around dual credit opportunities

Priority 4: AFFORDABILITY:

- Student populations are equitably represented in dual credit
- There is enough funding available for dual credit statewide to ensure that no student is prevented from accessing dual credit courses because of financial barriers
- Students, parents, teachers and counselors are aware of how to access funding for dual credit courses

Priority 5: DATA COLLECTION AND REPORTING:

- There is an adequate dual credit data collection and reporting system that is used to consistently evaluate progress across all action steps

These five priority areas and associated outcomes were used throughout the committee's five-month process: to guide discussions and deliberations; to select states for comparisons and guest presentations; and, finally, to develop recommendations. The committee concluded its work by providing sixteen specific recommendations for future policy action to NDE and CCPE, all of which support the achievement of the priority area outcomes listed above.

In this report, for simplicity of presentation, the committee's recommendations have been grouped into five thematic areas:

- **Improve communications** with students, parents, teachers, counselors, and administrators;
- **Make existing connections explicit** between high schools and dual credit service providers;
- **Increase the supply of qualified instructors** by clarifying requirements and creating new pathways;
- **Increase affordability of dual credit**, particularly for low-income students;
- **Address data and reporting** by highlighting existing assets and identifying unmet needs.

Specific recommendations in each of these areas, along with timeline, priority, and lead organization responsibility are provided below.

Recommendations

Area 1: Improve Communications

Existing dual credit programs in the state, while often robust, are not uniformly understood or accessed. By increasing the knowledge of these programs across educators, students, and families, Nebraska can leverage an existing resource to help meet its dual credit goals. The committee recommended that the state agencies take action to improve communications with students, parents, teachers, counselors, and administrators on dual credit standards, course options, and the latest program developments.

Specifically, the committee recommended that the agencies:

- **Update state dual credit standards.** Nebraska's dual credit standards were set in 2005 and revised in 2016. Since then, the state has moved forward in its thinking about dual credit, as well as created a Statement of Principles and Standards that could enhance the dual credit standards if incorporated within. Having a single, clear set of state standards on dual credit would support consistent communications statewide about dual credit programs. Within the next 6 months, state agency staff will examine dual credit standards for necessary revisions, update the standards to include the Statement of Principles and Standards, and enhance the standards with information about goals, faculty development, affordability and data collection. By statute, the revised standards will need to be presented to the legislature by March 15, 2021. **Lead Agency: CCPE**

- **Inform students and parents of course options and associated credit transferability.** Students and parents are not always aware of the dual credit course options available at their high school, or what that credit will look like when transferred to a postsecondary institution. Students who are clear about their options are more likely to take dual credit courses that transfer to postsecondary institutions and apply to college degrees. Within the next 6 months, state agency staff will create a common template to provide dual credit course information to all high schools. Using the template and information from the Transfer Nebraska Initiative, a matrix will be created for every high school listing every dual credit course offered in the school, the postsecondary institutions that accept that course, and the type of college credit that will be offered. **Lead Agencies: NDE and CCPE**

- **Inform teachers, counselors, and administrators about dual credit:** High school teachers, counselors, and support staff are not always well-informed about the latest developments in Nebraska's dual credit programs and policies. When educators and administrators are better informed, they are better positioned to advise students on their dual credit choices. Over the next 12-18 months, state agency staff will connect with organizers of existing annual conferences for counselors, school leaders and principals (Administrators' Days), and teachers by subject area (math, literacy) to identify opportunities to get on the agenda to present information on dual credit. In addition, state agency staff will put dual credit on the agenda of the annual State Board of Education conference, as well as connect with partner organizations to push out information on current dual credit programs and policies. **Lead Agency: NDE**

Area 2: Make Existing Connections Explicit

Nebraska has a vast network of high schools and postsecondary institutions engaged in dual credit. Yet the state lacks a clear picture of which courses are being offered by which postsecondary institutions for

dual credit, or which high schools have access to those courses. The committee recommended that the state agencies take action to make existing connections between high schools and postsecondary dual credit service providers explicit in order to reduce confusion and increase access for all students.

Specifically, the committee recommended that the agencies:

- **Collect and distribute course distribution information from postsecondary institutions.** Developing a statewide directory of dual credit courses by provider institution, including information about which high schools have access to those courses, will create clarity in the dual credit marketplace. Most institutions offering dual credit courses use CCPE's Access College Early (ACE) Scholarship Program funds; since data reporting is already required for the ACE Scholarship Program, course offering data can be added to existing reporting requirements. Starting in fall 2020, as a condition of ACE Scholarship Program participation, each postsecondary institution will be required to report which dual credit courses they are offering in each high school where they are offering courses. CCPE will collate and distribute this information statewide. **Lead Agency: CCPE**

- **Collect and distribute service provider information from high schools.** Developing a statewide directory of preferred service providers associated with each high school in the state will help schools and districts to more effectively find available dual credit options for their students. Within the next 6-8 months, secondary schools will be required to provide information to the Education Service Unit Coordinating Council (ESUCC) about their existing agreements with dual credit service providers. The ESUCC will collate and distribute this information statewide. **Lead Agency: NDE**

- **Collect and distribute distance education provider information from ESUs.** Historically, Education Service Units (ESUs) have maintained a directory of distance education courses offered in the state. A subset of these courses are dual credit courses; such courses offer options to high schools when their preferred service provider is unable to offer a specific dual credit course to their students. Within the next 6-8 months, state agency staff will work with the state's ESUs and the ESUCC to create an inventory of distance education dual credit courses. Once compiled, this information will be shared with all secondary schools in the state. **Lead Agency: NDE**

Area 3: Increase Supply of Qualified Instructors

Nebraska is one of 19 states whose postsecondary institutions are accredited by the Higher Learning Commission (HLC). In 2016, HLC set more stringent minimum qualifications for dual credit instructors.[4] By 2022, all dual credit instructors in institutions accredited by HLC must have both a master's degree and 18 graduate credit hours in the discipline they wish to teach. As a result, some of Nebraska's high school teachers who were previously qualified to teach dual credit will become disqualified unless they can gain the necessary additional credentials. This is particularly an issue for rural schools, who may only have one dual credit instructor on staff. To avoid an impending crisis in access, the committee recommended that the state agencies take action to increase the supply of qualified instructors by clarifying minimum requirements and creating new pathways to gain those credentials.

Specifically, the committee recommended that the agencies:

- **Make teacher eligibility consistent across state.** Currently, a Nebraska high school teacher's eligibility to teach a dual credit course is determined by the postsecondary institution offering the

course. Since all dual credit instructors must meet HLC requirements, it makes sense to create a consistent, state-level endorsement that would allow a qualified instructor to teach dual credit courses in the specified discipline at any postsecondary provider institution in the state. Within the next three months, state agency staff will discuss the possibility of developing dual credit endorsements by subject area with the Nebraska Council on Teacher Education (NCTE). Over the next two years, in partnership with NCTE and the deans of the state's colleges of education, state agency staff will institute a formal rule change to Rule 24 (Endorsement) to create Dual Credit Endorsements aligned with HLC requirements.[5] **Lead Agency: NDE**

- **Formally document teacher eligibility.** If high school teachers eligible to teach dual credit courses in a specific discipline had a notation to that effect on their teaching license and/or postsecondary transcript, it would simplify proof of eligibility and increase consistency in hiring. Postsecondary faculty already need a dual credit permit to teach dual credit courses; the proposed action would provide the same consistency to dual credit instructors who are high school teachers. Within the next three months, state agency staff will work with NCTE and the deans of the state's colleges of education to determine whether a note could be added to the teacher license or transcript that indicates dual credit teaching eligibility. In the next 8-12 months, state agency staff will institute a formal rule change to Rule 21 (Certificates and Permits) to create a common certification for high school teachers qualified to teach dual credit courses.[6] **Lead Agency: NDE**

- **Create more stand-alone dual credit certification programs.** Many secondary teachers who have master's degrees are missing the 18 graduate credit hours in the discipline necessary to teach a dual credit course. To help such individuals become qualified dual credit instructors, the University of Nebraska-Omaha currently offers 18-credit-hour dual credit certification programs in three subject areas (economics, government and computer science) and are developing a fourth (English). Within 6 months, state agency staff will examine these existing dual credit certification programs to see if they can be replicated for other subject areas and/or at other institutions. Over the next year, state agency staff will connect with state colleges about creating certification programs for dual credit, aimed at high school teachers who already have a master's degree. **Lead Agencies: NDE and CCPE**

- **Integrate dual credit certification in common college of education master's degree programs.** Master of Education degrees often do not include the 18 discipline-specific graduate credit hours required to become a dual credit instructor. To increase the pool of dual credit instructors, it makes sense to explicitly allow teachers pursuing a master's degree to incorporate a disciplinary focus that will allow them to become dual credit eligible. Within 6-8 months, state agency staff will show proof of concept from institutions that are already incorporating dual credit eligibility requirements in existing Master of Education programs. Over the next year, state agency staff will connect with NCTE and the deans of the state's colleges of education to get input on how this might be most effectively implemented across multiple institutions. **Lead Agencies: NDE and CCPE**

Area 4: Increase Affordability

A significant factor in expanding access to dual credit is ensuring that students and families can afford the courses. In Nebraska, the postsecondary provider institution determines the student cost of dual credit courses; those costs, and the level of subsidy, vary by institution. Nebraska's Access College Early (ACE) Scholarship Program, administered by CCPE, utilizes state funds to fully subsidize the cost of dual credit courses for high school students who qualify for low-income federal benefit programs. While the

ACE scholarship program is laudable, the current level of funding meets less than half of the eligible student need. In addition, many students who do not qualify for low-income federal benefit programs also have unmet financial need. The committee recommended that the state agencies take action to expand access by increasing the affordability of dual credit, particularly for low-income students.

Specifically, the committee recommended that the agencies:

- **Increase ACE Scholarship funding to cover all low-income students.** Without the financial support provided through the receipt of an ACE scholarship, many low-income students are shut out of dual credit opportunities. At current funding levels, less than half the students who could benefit from this program are able to be supported. In order to fully meet eligible student need, the ACE scholarship will need to be funded at 3 million dollars annually, nearly three times the current level. State agency staff will make a budget request to the Nebraska Legislature for the 2021-2023 biennium that includes an increased level of funding for the ACE scholarship. **Lead Agency: CCPE**

- **Investigate business partnerships to support dual credit costs.** Funds garnered via partnerships with local businesses looking to support future workforce development in the state can supplement budget allocations in subsidizing dual credit. Within 6-12 months, state agency staff will connect with the Nebraska Community Foundation and the Nebraska Community College Association to investigate whether local business support for the ACE scholarship could be turned into a cash fund to support dual credit across the state. **Lead Agencies: NDE and CCPE**

- **Research dual credit financing in other states.** States such as Iowa and Ohio have developed statewide funding models to offer fully subsidized dual credit courses to all students. Within 6-12 months, state agency staff will establish a research group to investigate how other states are subsidizing dual credit, particularly as a way to enhance college affordability, and whether such models would work for Nebraska. **Lead Agencies: NDE and CCPE**

Area 5: Address Data and Reporting

There is little information currently available at the state level about Nebraska's dual credit programs, which makes it difficult to know how these programs are serving participating students. Without this information, it becomes difficult to justify subsidizing the cost of the programs or to communicate the value of the programs to students, parents, teachers, and counselors. The committee recommended that the state agencies take action to address data collection and reporting related to the state's dual credit programs by highlighting existing data assets and identifying unmet data needs.

Specifically, the committee recommended that the agencies:

- **Identify a short list of highly valuable dual credit courses.** Not all dual credit courses are of equal value. Courses that transfer across institutions, provide credit towards a degree, and help students tackle general education requirements early have greater value to students for the time and money invested. Creating a short list of the most valuable courses in the dual credit space will help students and families make better choices for their investment. Nebraska produces an annual report on dual credit that tracks courses by frequency of enrollment. Using this report, within 6-8 months, state agency staff will identify which general education and associate degree courses are most frequently transferred in to postsecondary institutions as dual credit. Over the following year, state agency

staff will use this information to mount a public awareness campaign about these core courses, aligned with existing Nebraska college attendance and completion campaign efforts such as Commit to Complete and the FAFSA Completion Initiative. **Lead Agencies: NDE and CCPE**

- **Assess dual credit data assets and data needs.** Nebraska would benefit from a dual credit "data audit" to determine what data already exists in the state, where that data can be supplemented, and where entirely new data requests may be necessary to answer pending questions about dual credit outcomes. Within 6 months, state agency staff will establish a research group to investigate Nebraska's existing dual credit data and unmet data needs. In the short term, the group will pose a set of questions about dual credit to the existing Nebraska P-20 data system to determine what can and cannot be answered with current data assets. (For instance, is it possible to determine the average number of dual credit hours students are bringing with them to postsecondary, and whether it's expediting their time to degree?) The group will also examine the existing Tuition, Fees, and College Affordability Report to determine if a short section on dual credit can be added to the report before the next publication (September 2020). **Lead Agencies: NE and CCPE**

- **Research dual credit data collection efforts in other states.** In addition to assessing the state's own data capacity, it will be helpful to understand what is already known about the impact of dual credit on student outcomes, as well as what data other states are gathering. Within 6 months, state agency staff will establish a research group to investigate the literature on the positive outcomes of dual enrollment for students generally, as well as the types of dual credit outcome data other states are currently collecting and reporting. **Lead Agencies: NDE and CCPE**

Conclusion

Dual credit can help students access advanced academic material, build up college credit prior to high school graduation, and make their college degrees more affordable. Nebraska has a long history of supporting dual enrollment in its high schools, yet some barriers to dual credit have persisted. A joint committee of board members from the Nebraska State Board of Education (NDE) and the Nebraska Coordinating Commission for Postsecondary Education (CCPE) assembled this fall to identify ways to overcome these barriers to dual credit programs. As detailed above, the committee put forth sixteen recommendations for policy action to NDE and CCPE. Over the next two years, NDE and CCPE have committed to making those recommendations a reality, supporting the expansion of dual credit opportunities for all students across the state.

ENDNOTES

[1] Nebraska Department of Education, 2017. *An Evaluation of the Impact of dual Credit and Dual Enrollment on College-Going in Nebraska*. NDE, Lincoln, NE. Retrieved from: https://www.education.ne.gov/wp-content/uploads/2017/07/Dual_Enrollment_and-Credit_Study.pdf

[2] *Nebraska Transfer Initiative*. Retrieved from: http://www.thenicc.edu/images/pdfs/NebraskaTransferInitiativeDocument.pdf

[3] Nebraska Coordinating Commission for Postsecondary Education, 2016. *Nebraska's Comprehensive Statewide Plan for Postsecondary Education*. CCPE, Lincoln, NE. Retrieved from: https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/COMP%20PLAN-updated%20October%202018.pdf

[4] Higher Learning Commission, 2016. *Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices: Guidelines for Institutions and Peer Reviewers*. Retrieved from: http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

[5] Nebraska Department of Education, 2018. *Rule 24: Regulations for Certificate Endorsements*. Title 92, Nebraska Administrative Code, Chapter 24. Retrieved from: https://cdn.education.ne.gov/wp-content/uploads/2017/10/Clean_Rule24_2018wlinks.pdf

[6] Nebraska Department of Education, 2018. *Rule 21: Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools*. Title 92, Nebraska Administrative Code, Chapter 21. Retrieved from: https://cdn.education.ne.gov/wp-content/uploads/2017/10/Clean_Rule21_20182.pdf

Out-State Travel Authorization Reports - March

Name	Event Name	Date	Location
Lisa Fricke	(NONE)		
Deborah Neary	(NONE)		
Patricia Timm	(NONE)		
John Witzel	(NONE)		

Out-State Travel Authorization Reports - March - Updated

Name	Event Name	Date	Location
Patsy Koch Johns	2020 Arts Education Partnership Annual Convening	September 9-10, 2020	San Diego, CA
Maureen Nickels	National Forum on Education Policy	July 8 - 10, 2020	San Diego, CA
Robin Stevens	(NONE)		
Rachel Wise	National Forum on Education Policy	July 8 - 10, 2020	San Diego, CA

Matthew L. Blomstedt, Ph.D., Commissioner

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PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Matt Hastings, Ph.D.

PROPOSED AGENDA ITEM:

Grant the Commissioner the authority to renew the contract with the Office of the Chief Information Officer (OCIO) for staff augmentation services for the development of the Special Education Client Service Provider (SPED CSP) system and ad hoc technical support and development for the Office of Data, Research, and Evaluation.

RATIONALE/BACKGROUND INFORMATION:

The State of Nebraska operates an Information Technology (IT) Time and Materials Procurement system entitled "Covendis" that provides access to pre-approved quality IT services suppliers. The process of requisition, interview, and contracting occurs through the system. The rates for different individuals hired for tasks and services through the system are based on market rates and provide a more efficient engagement of IT services.

The services would provide temporary staff for the continued development and creation of the SPED CSP system, and ad hoc technical support and development for the Office of Data, Research, and Evaluation. The authorization is to extend the time and dollar amount of the contract. The contract renewal for staff augmentation will run through December 2020. The total payment to OCIO for the contract will be $75,200.

ESTIMATED AMENDMENT COST:

$28,200.00

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE (e.g., state general funds, federal Perkins career and technical education funds; federal Title I funds):

The source of funding is to be paid out of General Funds and IDEA Federal Funds.

Matthew L. Blomstedt, Ph.D., Commissioner

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PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Amy Rhone

PROPOSED AGENDA ITEM: Amendment to Westat 2019-20 Cooperative Agreement

RATIONALE/BACKGROUND INFORMATION:

The expanding scope of the project necessitates additional funding to complete the following tasks:
1) analysis of the data for the following IDEA Indicators 4, 9, and 10,
2) enhancement of equity/significant disproportionality guidance document, and
3) additional face to face meetings to complete this work which also necessitates the need to purchase food for team meetings.

This amendment will allow additional support to the Nebraska Part B Program in Significant Disproportionality and Severe Discrepancy as well as continued support in partnership with other Federal Technical Assistance Centers. With the implementation of the 2019 Federal Regulation around Significant Disproportionality, Nebraska will use a standard methodology to determine if significant disproportionality based on race or ethnicity is occurring in the State and the local educational agencies (LEAs) of the State with respect to identification of children as children with disabilities, including identification of children as children with disabilities, including identification as children with particular impairments; the placement of children in particular educational settings; and the incidence, duration, and type of disciplinary actions, including suspensions and expulsions. Nebraska Part B will rely heavily on the supports of Westat to implement these regulations.

ESTIMATED COST: $200,000

FUNDING SOURCE: IDEA Part B Funds

Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA
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PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D. Commissioner of Education

FROM: Shirley Vargas and Kim Snyder

PROPOSED AGENDA ITEM: Grant the Commissioner authority to contract with an individual yet to be named for a period beginning on or after June 1, 2020-July 31, 2021, for the purpose of directly supporting teachers and school leaders in work with the Nebraska Teacher and Principal Performance Framework and the Nebraska Leadership and Learning Network.

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Education accepted an invitation from CCSSO in 2016 to participate in the Wallace Foundation's "ESSA Leadership Learning Community" (ELLC). This is a partnership among CCSSO, the Council of Great City Schools, the National Urban League and the Wallace Foundation to establish a structure for states and districts to work together to determine how to use funds available to support education leaders in their state and local plans. Through ongoing discussions, the Nebraska ELLC is creating a sustainable learning, and improvement network of principals and their direct supervisors. This individual would also assist with the revision and improvement of the state model for teacher and principal development and evaluation. In order to create and sustain this work, we are requesting the Commissioner have the ability to contract with an individual yet to be named who would assist in the development, implementation, and improvement of the Nebraska Teacher and Principal Performance Framework and the Nebraska Leadership and Learning Network.

ESTIMATED COST: Up to $105,000.00 based on qualifications

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE (e.g., state general funds, federal Perkins career and technical education funds; federal Title I funds):

Federal Title II-A Statewide funds

.

State Board of Education Work Session and Business Meetings
Thursday-Friday, February 6-7, 2020
State Board Meeting Room, Lincoln, Nebraska Department of Education
Link to Agenda and Attachments
Link to Video of Meeting

Publicized notice of the work session and business meeting was given by posting notice on the Department's website; emailed to news media requesting notification, and posting a copy of the agenda in the Office of the Commissioner of Education, which gave the date, time, and location of the meetings.

STATE BOARD WORK SESSION, Thursday, February 6, 2020, 10:00 a.m.

1. **CALL TO ORDER –** President Maureen Nickels called the meeting to order at 10:00 a.m.

   1.1 Roll Call

   Roll Call showed the following attendance:

John Witzel	Maureen Nickels	Patricia Timm
Rachel Wise	Robin Stevens (arrived @ 10:16 a.m.)	Deborah Neary
Patsy Koch Johns (Absent)	Lisa Fricke	

   Commissioner Blomstedt was also present.

   1.2 President Nickels announced the placement of the Open Meetings Act.

2. **BUSINESS**

   2.1 Review Agenda and Committee Structure for 2020

   Ryan Foor, Department of Education representative, provided an overview of the agenda and the difference in structure.

3. **ADJOURNMENT**

   President Nickels adjourned the State Board Work Session at 10:52 a.m.

   The State Board of Education will reconvene at 3:00 p.m. on February 6, 2020 for a Legislative Priorities Work Session, State Board Meeting Room, State Office Building, Sixth Floor, 301 Centennial Mall South, Lincoln.

STATE BOARD LEGISLATIVE PRIORITIES SESSION, Thursday, February 6, 2020, 3:00 p.m.

1. **CALL TO ORDER –** President Maureen Nickels called the meeting to order at 3:00 p.m.

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1.1 Roll Call

Roll Call showed the following attendance:

John Witzel	Maureen Nickels	Patricia Timm
Rachel Wise	Robin Stevens	Deborah Neary
Patsy Koch Johns (Absent)	Lisa Fricke	

Commissioner Blomstedt was also present.

1.2 President Nickels announced the placement of the Open Meetings Act.

2. BUSINESS

2.1 Review 2019-2020 Proposed State Legislation and Take Action on Board Positions

President Nickels turned the meeting over to Legislative Committee Chair, Robin Stevens. Chair Stevens thanked the Committee for their work to date and for participating in regularly scheduled weekly meetings.

The Committee has reviewed the bills related to the work of the State Board and offered recommendations for support and opposition.

Motion to approve the recommended position on bills as indicated in the attached document was made by Robin Stevens, second by Patricia Timm. (See lists of bills below).

Brian Halstead, Deputy Commissioner, provided additional information on the status of the each of the bills in the list for recommended support and recommended opposition.

Discussion included bills on the State Board Legislative Committee list for recommended support that may have amendments offered. Rachel Wise asked questions about how bills with amendments that might change the position of the Board would be handled. Discussion continued.

Rachel Wise moved to amend the motion by removing bills LB 920, LB 998 and LB 1168 from the list for recommended support, second by Patricia Timm.

Following discussion, the vote was taken on the amendment.

Lisa Fricke:	No
Patsy Koch Johns:	Absent
Deborah Neary:	No
Maureen Nickels:	No
Robin Stevens:	No
Patricia Timm:	No
Rachel Wise:	No
John Witzel:	No

The amendment failed.

Discussion continued on the main motion.

DRAFT

The vote was taken on the main motion to approve the recommended position on bills as indicated in the attached document.

Lisa Fricke:	Yea
Patsy Koch Johns:	Absent
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

Motion passed.

Bills from the attachment with recommended support.

LB 839 Recognize American Sign Language and provide for the teaching of American Sign Language in Schools
LB 920 Change provisions for the distribution of lottery funds used for education, to transfer powers and duties, and to create new funds
LB 950 Change eligibility requirements for the Access College Early Scholarship Program
LB 965 Establish a language assessment program for children who are deaf or hard of hearing
LB 998 Require behavioral awareness and intervention training and points of contact, transfer funds, and change the Tax Equity and Educational Opportunities Support Act
LB1131 Change provisions relating to education
LB 1141 Require the Department of Health and Human Services to develop operations plans for the youth rehabilitation and treatment centers
LB 1160 Adopt the Nebraska Workforce and Education Reporting System Act
LB 1168 Adopt the College Credit Testing Fee Reduction Program Act and the Career-Readiness and Dual-Credit Education Grant Program Act, add a fund to the Access College Early Scholarship Program Act, and change provisions relating to the State Lottery Operations Trust Fund
LB 1177 Eliminate oath for teachers and other school employees
LB 1188 Provide duties for the Office of Juvenile Services relating to education and change the definition of interim program school

The State Board Legislative Committee recommends the following statement for bills introduced addressing criminalization of sexual contact with a student or former student and reporting of such.

The State Board of Education supports legislation that prohibits any educator and school employee using his or her position of authority to engage in sexual contact with a student or former student that provides a criminal penalty. In addition, the Board supports requiring schools to establish policies and procedures so that all persons working in education may recognize such inappropriate conduct by educators and school employees and report such conduct to law enforcement, Department of Health and Human Services, and the NDE. Finally, the Board supports legislation providing for communication between all local and state agencies to further guard against such inappropriate behavior going unnoticed by any agency.

DRAFT

LB 766 Prohibit sexual assault of a minor by an authority figure, change statute of limitations for failure to make a report of child abuse or neglect, and change provisions relating to sexual offenses
LB 991 Create the offense of sexual assault of a student and prohibit related enticement conduct by school officials
LB 1048 Create the offense of sexual assault by a school employee and provide notification to the Commissioner of Education
LB 1080 Require school policies that prohibit sexual conduct with students and former students
LB 1210 Create the offense of sexual exploitation of a student

Bills from the attachment with recommended opposition.

LB 1134 Change enrollment option limits and provisions for part-time enrollment
LB 1153 Change provisions for diploma of high school equivalency testing
LB 1202 Adopt the Opportunity Scholarships Act and provide for tax credits

3. ADJOURNMENT

President Nickels adjourned the State Board Legislative Priorities Work Session at 4:18 p.m.

The regularly scheduled business meeting of the State Board of Education will begin at 9:00 a.m. on February 7, 2020, State Board Meeting Room, State Office Building, Sixth Floor, 301 Centennial Mall South, Lincoln.

STATE BOARD OF EDUCATION MEETING, Friday, February 7, 2020, 9:00 AM.

1. CALL TO ORDER – President Maureen Nickels called the meeting to order at 9:00 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

John Witzel	Maureen Nickels	Patricia Timm
Rachel Wise	Deborah Neary	Robin Stevens
Patsy Koch Johns (Absent)	Lisa Fricke	

Commissioner Blomstedt was also present.

1.2 President Nickels led the Pledge of Allegiance.

1.3 President Nickels announced the placement of the Open Meetings Act.

2. PUBLIC COMMENT PERIOD

2.1 Request for Special Appearance

There were no requests for Special Appearances.

DRAFT

2.2 Public Comment

- Jenni Jansky – University of Nebraska - Kearney, spoke about Early Childhood programs and the new facility that opened up on campus.

3. COMMISSIONER'S REPORT AND AGENDA OVERVIEW

3.1 Agenda Overview and Consent Agenda Process

Commissioner Blomstedt reviewed the process for consent agenda items. No consent agenda items were removed.

3.2 Report on Rules

Commissioner Blomstedt provided a report on the status of Rules 11, 24 and 91. Rule 11 is waiting on approval by the Governor. Rule 24 has an approved hearing draft, hearing scheduled for March 3, 2020. Rule 91 was approved by the Governor on January 31, 2020 and effective on February 5, 2020.

3.3 Board Operations Information (NONE)

4. PRESIDENT'S REPORT

4.1 President Maureen Nickels provided an overview of the intent of the Board Priorities document, which was created from board member input. There are three main topics that will be a focus for 2020: AQuESTT Framework, Early Childhood Education, and Educator Preparation and Certification.

5. CONSENT AGENDA

Approval of the Consent Agenda passed with a motion by John Witzel, second by Rachel Wise.

Lisa Fricke:	Yea
Patsy Koch Johns:	Absent
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

7. STANDING COMMITTEE REPORTS

7.1 **Policy Committee** – Patricia Timm, Chair reported that there were no action or discussion items on the agenda today. As information, the Committee will begin the four-year review of B7, Special Meetings, Emergency Meetings and all Meetings Held by Videoconferencing and B14, Staff Research and Assistance on March 5, 2020.

7.2 **Legislative Committee** – Robin Stevens, Chair thanked the Board for their discussion at the Legislative Session held February 6, 2020.

DRAFT

7.3 **Commissioner's Appraisal Committee** – Patricia Timm, Chair reported that new members were oriented to the committee role, a revised meeting schedule was discussed, and the Committee reviewed activities for the upcoming evaluation process.

7.5 **AQuESTT Student Success, Access and Support Domain Committee** – John Witzel on behalf of Patsy Koch Johns, Chair, reported that the Nebraska Leading for Equity and Excellence Program work plan was shared and the objectives, activities and the time of each activity discussed. The Committee also reviewed the "Agents of Change for Equity" playbook and suggested integrating the State Board Equity Lens in this playbook.

7.4 **AQuESTT Teaching, Learning and Serving Domain Committee** – Lisa Fricke, Chair reported that the Committee discussed carryover topics from last year and priorities for the current year. The Committee requested more information on the statewide assessment system and a policy scan on educator preparation from the Commissioner.

7.6 **Budget and Finance Committee** – John Witzel, Chair reported that the monthly board travel expense reports and the in-state travel authorization reports were reviewed with no issues noted. The Commissioner provided an overview of the budget process for the Committee, including that the priority requests that have changed since last fall, which will be prioritized during the budget hearing with the Appropriation Committee. The NDE is asking for funding costs around AQuESTT, school funding policy and ESSA reporting, funding for grant improvement, retiree vacation and sick leave payouts revolving fund chargebacks and the cost of the conversion to the bi-weekly payroll process.

7.7 **Strategic Planning, Performance and Improvement Committee** – Rachel Wise, Chair reported that the Committee received an update on the Workforce Innovation and Opportunity Act state plan, which will come before the Board next month for approval. The Committee received an update from staff on progress with Rule 10 and will bring a report to the Board in March. Revisions to the Perkins V state plan were discussed and full board discussion followed.

7.7.A. Discussion Item: Provide an update on the Perkins V State Plan Progress

Katie Graham, Department of Education representative, provided an update to the Perkins V plan progress and discussed the timeline for approval.

At 9:51 a.m., President Nickels called for a break. The meeting resumed at 10:05 a.m.

6. HEARINGS

6.1 Hearing in NDE Case No. 19-34, *Commissioner v. Cody Schweitzer*

A hearing was held beginning at 10:06 a.m. in the above case. Kelly Muthersbaugh appeared on behalf of the Professional Practices Commission, recommending the Respondent's certificate be suspended for a period of one year. Sara Hulac, attorney for the Petitioner, appeared in support of the recommendation.

The respondent was not present nor represented by counsel. President Nickels closed the hearing at 10:08 a.m.

DRAFT

6.2 Hearing in NDE Case No. 19-35, *Commissioner v. Matthew Noe*

A hearing was held beginning at 10:08 a.m. in the above case. Kelly Muthersbaugh appeared on behalf of the Professional Practices Commission, recommending the Respondent's certificate be revoked for a period of two years. Sara Hulac, attorney for the Petitioner, appeared in support of the recommendation.

The respondent was not present nor represented by counsel. President Nickels closed the hearing at 10:10 a.m.

6.3 Hearing in NDE Case No. 19-36, *Commissioner v. Erika Dukes*

A hearing was held beginning at 10:10 a.m. in the above case. Kelly Muthersbaugh appeared on behalf of the Professional Practices Commission, recommending the Respondent's certificate be permanently revoked. Sara Hulac, attorney for the Petitioner, appeared in support of the recommendation.

The respondent was not present nor represented by counsel. President Nickels closed the hearing at 10:11 a.m.

6.4 Hearing in NDE Case No. 19-37, *Commissioner v. Shauna Ohman*

A hearing was held beginning at 10:12 a.m. in the above case. Kelly Muthersbaugh appeared on behalf of the Professional Practices Commission, recommending the Respondent's certificate be revoked for a period of one year. Sara Hulac, attorney for the Petitioner, appeared in support of the recommendation.

The respondent was not present nor represented by counsel. President Nickels closed the hearing at 10:13 a.m.

6.5 Hearing in NDE Case No. 19-38, *Commissioner v. Bradley Hegemann*

A hearing was held beginning at 10:13 a.m. in the above case. Kelly Muthersbaugh appeared on behalf of the Professional Practices Commission, recommending the Respondent's certificate be permanently revoked. Sara Hulac, attorney for the Petitioner, appeared in support of the recommendation.

The respondent was not present nor represented by counsel. President Nickels closed the hearing at 10:15 a.m.

6.6 Hearing in NDE Case No. 19-39, *Commissioner v. Tobin Stithem*

A hearing was held beginning at 10:15 a.m. in the above case. Kelly Muthersbaugh appeared on behalf of the Professional Practices Commission, recommending the Respondent's certificate be revoked for a period of five years. Sara Hulac, attorney for the Petitioner, appeared in support of the recommendation.

DRAFT

The respondent was not present nor represented by counsel. President Nickels closed the hearing at 10:16 a.m.

6.7 Executive Session

Motion to move into Executive Session at 10:17 a.m. for the purposes of deliberation and to receive legal advice from counsel passed with a motion by John Witzel, second by Patricia Timm.

Lisa Fricke:	Yea
Patsy Koch Johns:	Absent
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

At 10:17 a.m., the Board moved into Executive Session to receive legal advice from Legal Counsel on the proposed contested cases.

Motion to adjourn Executive Session at 10:42 a.m. passed with a motion by Rachel Wise, second by Deborah Neary.

Lisa Fricke:	Yea
Patsy Koch Johns:	Absent
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

8. ADDITIONAL BUSINESS

8.1 Consider the PPC's recommended decision in NDE Case No. 19-34*, Commissioner v. Cody Schweitzer*

Motion in *Commissioner v. Cody Schweitzer,* NDE Case No. 19-34, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, suspending Respondent's teaching certificate for one year, and to adopt the Final Order proposed by Legal Counsel passed with a motion by John Witzel, second by Rachel Wise.

Lisa Fricke:	Yea
Patsy Koch Johns:	Absent
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

DRAFT

8.2 Consider the PPC's recommended decision in NDE Case No. 19-35, *Commissioner v. Matthew Noe*

Motion in *Commissioner v. Matthew Noe,* NDE Case No. 19-35, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, revoking Respondent's teaching certificate for a period of two years, and to adopt the Final Order proposed by Legal Counsel passed with a motion by John Witzel, second by Patricia Timm.

Lisa Fricke:	Yea
Patsy Koch Johns:	Absent
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

8.3 Consider the PPC's recommended decision in NDE Case No. 19-36, *Commissioner v. Erika Dukes*

Motion in *Commissioner v. Erika M. Dukes,* NDE Case No. 19-36, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, permanently revoking Respondent's teaching certificate, and to adopt the Final Order proposed by Legal Counsel passed with a motion by Robin Stevens, second by Lisa Fricke.

Lisa Fricke:	Yea
Patsy Koch Johns:	Absent
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

8.4 Consider the PPC's recommended decision in NDE Case No. 19-37, *Commissioner v. Shauna Ohman*

Motion in *Commissioner v. Shauna Ohman,* NDE Case No. 19-37, that this Board adopt the Findings of Fact and Conclusions of Law of the NPPC. However, this Board has determined that the appropriate sanction is a three-year revocation of the Respondent's teaching certificate passed with a motion by Deborah Neary, second by John Witzel.

Lisa Fricke:	Yea
Patsy Koch Johns:	Absent
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

DRAFT

8.5 Consider the PPC's recommended decision in NDE Case No. 19-38, *Commissioner v. Bradley Hegemann*

Motion in *Commissioner v. Bradley Hegemann,* NDE Case No. 19-38, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, permanently revoking Respondent's teaching certificate, and to adopt the Final Order proposed by Legal Counsel passed with a motion by Patricia Timm, second by Rachel Wise.

Lisa Fricke:	Yea
Patsy Koch Johns:	Absent
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

8.6 Consider the PPC's recommended decision in NDE Case No. 19-38, *Commissioner v. Tobin Stithem*

Motion in *Commissioner v. Tobin Stithem,* NDE Case No. 19-39, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, revoking Respondent's teaching certificate for a period of five years, and to adopt the Final Order proposed by Legal Counsel passed with a motion by Lisa Fricke, second by Robin Stevens.

Lisa Fricke:	Yea
Patsy Koch Johns:	Absent
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

9. SPECIAL PRESENTATION AND DISCUSSIONS (NONE)

10. INFORMATION ITEMS AND REPORTS

President Nickels referred board members to review the information items and reports.

11. ADJOURNMENT

President Nickels adjourned the meeting at 10:49 a.m.

The next regularly scheduled meeting of the State Board of Education will be held on Friday, March 6, 2020, at 9:00 a.m. at the Nebraska State Office Building, Nebraska Department of Education, Sixth Floor, 301 Centennial Mall South, Lincoln, NE 68509. A work session will be held as needed on Thursday, March 5, 2020 at a time to be determined at the Nebraska State Office building, Nebraska Department of Education, Sixth Floor, 301 Centennial Mall South, Lincoln, NE 68509.

DRAFT

STATE BOARD OF EDUCATION
February 6, 2020
106th Legislature, Second Session

State Board Legislative Committee Recommendation for Support

LB 839 ..... Hearing Date: January 28, 2020 – Education Committee
INTRODUCED BY: Senator Wishart

ONE-LINER: Recognize American Sign Language and provide for the teaching of American Sign Language in schools

LB 920 ..... Hearing Date: January 21, 2020 – Education Committee
INTRODUCED BY: Senator Groene

ONE-LINER: Change provisions for the distribution of lottery funds used for education, to transfer powers and duties, and to create new funds

LB 950 ..... Hearing Date: January 27, 2020 – Education Committee
INTRODUCED BY: Senator Murman

ONE-LINER: Change eligibility requirements for the Access College Early Scholarship Program

LB 965 ..... Hearing Date: January 28, 2020 – Education Committee
INTRODUCED BY: Senator McDonnell

ONE-LINER: Establish a language assessment program for children who are deaf or hard of hearing

LB 998 ..... Hearing Date: January 27, 2019 – Education Committee
INTRODUCED BY: Senator Murman

ONE-LINER: Require behavioral awareness and intervention training and points of contact, transfer funds, and change the Tax Equity and Educational Opportunities Support Act

LB 1131 ..... Hearing Date: February 4, 2020 – Education Committee
INTRODUCED BY: Senator Groene

ONE-LINER: Change provisions relating to education

LB 1141 ..... Hearing Date: February 5, 2020 – Health & Human Services Committee
INTRODUCED BY: Health & Human Services Committee

ONE-LINER: Require the Department of Health and Human Services to develop operations plans for the youth rehabilitation and treatment centers

LB 1160 ..... Hearing Date: February 10, 2020 – Business & Labor Committee
INTRODUCED BY: Senator M. Hansen

ONE-LINER: Adopt the Nebraska Workforce and Education Reporting System Act

LB 1168 ..... Hearing Date: February 3, 2020 – Education Committee
INTRODUCED BY: Senator Kolowski

ONE-LINER: Adopt the College Credit Testing Fee Reduction Program Act and the Career-Readiness and Dual-Credit Education Grant Program Act, add a fund to the Access College Early Scholarship Program Act, and change provisions relating to the State Lottery Operation Trust Fund

LB 1177 ..... Hearing Date: – Education Committee
INTRODUCED BY: Senator Hunt

ONE-LINER: Eliminate oath for teachers and other school employees

LB 1188 ..... Hearing Date: February 6, 2020 – Health & Human Services Committee
INTRODUCED BY: Senator Howard

ONE-LINER: Provide duties for the Office of Juvenile Services relating to education and change the definition of interim program school

The State Board Legislative Committee recommends the following statement for bills introduced addressing criminalization of sexual contact with a student or former student and reporting of such.

The State Board of Education supports legislation that prohibits any educator and school employee using his or her position of authority to engage in sexual contact with a student or former student that provides a criminal penalty. In addition, the Board supports requiring schools to establish policies and procedures so that all persons working in education may recognize such inappropriate conduct by educators and school employees and report such conduct to law enforcement, Department of Health and Human Services, and the NDE. Finally, the Board supports legislation providing for communication between all local and state agencies to further guard against such inappropriate behavior going unnoticed by any agency.

LB 766 ..... Hearing Date: February 20, 2020 – Judiciary Committee
INTRODUCED BY: Senator Lindstrom

ONE-LINER: Prohibit sexual assault of a minor by an authority figure, change statute of limitations for failure to make a report of child abuse or neglect, and change provisions relating to sexual offenses

LB 991 ..... Hearing Date: February 20, 2020 – Judiciary Committee
INTRODUCED BY: Senator Halloran

ONE-LINER: Create the offense of sexual assault of a student and prohibit related enticement conduct by school officials

LB 1048 ..... Hearing Date: February 20, 2020 – Judiciary Committee
INTRODUCED BY: Senator Quick

ONE-LINER: Create the offense of sexual assault by a school employee and provide notification to the Commissioner of Education

LB 1080 ..... Hearing Date: February 11, 2020 – Education Committee
INTRODUCED BY: Senator Lathrop

ONE-LINER: Require school policies that prohibit sexual conduct with students and former students

LB 1210 ..... Hearing Date: February 20, 2020 – Judiciary Committee
INTRODUCED BY: Senator Vargas

ONE-LINER: Create the offense of sexual exploitation of a student

STATE BOARD OF EDUCATION
February 6, 2020
106th Legislature, Second Session

State Board Legislative Committee Recommended Opposition

LB 1134 ..... Hearing Date: February 11, 2020 – Education Committee
INTRODUCED BY: Senator Wayne

ONE-LINER: Change enrollment option limits and provisions for part-time enrollment

LB 1153 ..... Hearing Date: February 10, 2020 – Education Committee
INTRODUCED BY: Senator Vargas

ONE-LINER: Change provisions for diploma of high school equivalency testing

LB 1202 ..... Hearing Date: – Revenue Committee
INTRODUCED BY: Senator Linehan

ONE-LINER: Adopt the Opportunity Scholarships Act and provide for tax credits

STATE BOARD OF EDUCATION
February 6, 2020
106th Legislature, Second Session

State Board Legislative Committee Bills Discussed

LB 967 ..... Hearing Date: – Education Committee
.....
INTRODUCED BY: Senator DeBoer

ONE-LINER: Change provisions regarding bullying prevention and education

LB 1111..... Hearing Date: February 10, 2020 – Education Committee
.....
INTRODUCED BY: Senator McDonnell

ONE-LINER: Create a grant program for the State Treasurer to award private donations and temporary school funds to common schools as prescribed

LB 1156 ..... Hearing Date: – Education Committee
.....
INTRODUCED BY: Senator Vargas

ONE-LINER: Provide for a statewide school panic button program

LB 1206..... Hearing Date: – Education Committee
.....
INTRODUCED BY: Senator Vargas

ONE-LINER: Require reporting to the Nebraska Early Childhood Professional Record System

LB 1217 ..... Hearing Date: February 10, 2020 – Education Committee
.....
INTRODUCED BY: Senator Wayne

ONE-LINER: Require individualized response plans following a report of certain types of incidents involving students

Matthew L. Blomstedt, Ph.D., Commissioner

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PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Amy Rhone, Office of Special Education

PROPOSED AGENDA ITEM: Approve funding to ESU 13 for NeMTSS State Leadership Position

RATIONALE/BACKGROUND INFORMATION: NeMTSS is a framework that promotes an integrated system connecting general education and special education, along with all components of teaching and learning, into a high quality, standards-based instruction and intervention system that is matched to a student's academic, social-emotional and behavior needs. The goal of the NeMTSS State Plan is to provide an overview for MTSS practices in Nebraska and provide supports to Nebraska Schools in the development of their MTSS Framework and Systems. ESU 13 has agreed to support the .6 FTE that this position will require by hosting the personnel at their location, supervising through ESU administrations, and providing fiscal management to the cooperative agreement at hand. ESU 13 will also provide office space and travel capabilities to the individual hired through the cooperative agreement.

The NeMTSS State Leadership Position will provide coordination, technical assistance, training, and support to Nebraska Schools and ESUs through support to the Regional Facilitators and State Team. The State Leadership position will be a co-lead position, providing support with the current State Lead across the state in order to ensure equity amongst our Nebraska School Districts. The State Leadership position will serve on the NeMTSS State Team (PLC) and build out the trainings and technical assistance needed throughout the region and state that is identified as needed. The coordination, technical assistance, training, and support will be provided through on-site training, building meetings, module development, webinars, etc. to Nebraska's School District and ESU personnel.

ESTIMATED COST: $120,000

PROJECT PERIOD: 7/1/2020 through 6/30/2021

FUNDING SOURCE: Federal IDEA-Part B

Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA
DEPARTMENT OF EDUCATION

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STATE BOARD OF EDUCATION
POLICY COMMITTEE REPORT

Date: March 5, 2020

The Committee on POLICY reports that the Committee reviewed State Board Position Statement S10, Coordinated School Health, which is scheduled to expire 5/5/2021, and will be forwarding this Position Statement to the Student Success, Access and Support Committee for review and recommendations.

Also, the Committee reviewed State Board Position Statement S12, Position Statement on Assessment of Student Learning, which is scheduled to expire 9/8/2021, and will be forwarding this Position Statement to the Teaching, Learning, and Serving Committee for review and recommendations.

Finally, the Committee recommends adopting the revisions to State Board Policy B6, Professional Personnel Hiring, with one additional change resulting from yesterday's meeting, at their business meeting March 6, 2020.

This concludes the POLICY COMMITTEE report.

PATRICIA TIMM, Chair

Nebraska Department of Education Policy and Reference Manual	Position Statement Number S10 ~~(formerly G21)~~	Page Number 1 of 2
State Board Position Statement S10 ~~(formerly G21)~~ Coordinated School Health	Created: 2010 Reviewed: 2013, 2017, 2020 Approved: 05/05/2017 Expiration Date: 05/05/2021	

Nebraska State Board of Education Policy for Coordinated School Health

The Nebraska State Board of Education believes that education and health are intertwined. Healthy children learn better; children must be healthy mentally, physically, and socially. To achieve maximum success schools, families and communities must work together. A coordinated school health approach within the Whole School, Whole Community, Whole Child Model is designed to coordinate services, emphasize partnerships, and promote the physical, social, and cognitive development of children leading to improved student learning.

Preventable health risk behaviors formed in childhood persist into adulthood and are frequently interrelated. The Nebraska State Board of Education believes that the education system, in partnership with families and communities, should work together to address these health risk behaviors which, if left unattended, can lead to serious health problems and disabilities that are costly on families and the entire state of Nebraska.

The Board believes coordinated school health positively impacts student academic achievement and empowers students with knowledge, skills, and judgment essential to help them make healthy and responsible choices in life. The Board, therefore, encourages each Nebraska school district/building to adopt its own vision for student health and to plan, adopt, implement, evaluate, and periodically re-examine the effectiveness of coordinated school health within their district/school.

The Board encourages the following:

I. **Each school district/school develop, adopt, and implement a comprehensive plan for coordinated school health based on the "Whole School, Whole Community, Whole Child Model" developed by the Association for Supervision and Curriculum Development (ASCD) and the U.S. Centers for Disease Control (CDC). Components of coordinated school health should include, but not be limited to, health education; physical education and physical activity; nutrition services and environment; health services; physical environment; school counseling, psychological, and social services; social and emotional climate, employee wellness; and family and community engagement.**

II. **Each school district establish a School Health Council and each school building establish a School Healthy Team that meets four times a year. In the alternative, a district may assign these activities to existing councils, committees or teams.**

III. **Each district/school designate a School Health Coordinator to assist with implementing and evaluating coordinated school health.**

Board Action History

- Policy statement adopted 3/2/2010
- Policy statement reaffirmed 4/9/2013
- 03/03/2017 – G21(S10)
  (Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and general statements [S]. G21 is now S10)
- Policy revised to include reference to ASCD and CDC "Whole School, Whole Community, Whole Child Model" 5/5/2017

Cross-References

- 92 NAC 10 (Rule 10)
- 79-712 R.R.S.

Nebraska Department of Education Policy and Reference Manual	Position Statement Number S12	Page Number 1 of 2
State Board Position Statement S12 Position Statement on Assessment of Student Learning	Created: 2017 Reviewed: 2017, 2020 Approved: 09/08/2017 Expiration Date: 09/08/2021	

Nebraska Revised Statute 79-760.03 requires the State Board of Education to "implement a statewide system for the assessment of student learning and for reporting the performance of school districts and learning communities…" The assessment and reporting system shall measure student knowledge of the required academic content standards for reading, writing, mathematics, and science. The results of the statewide assessment are publicly reported, provide information to the public and policy makers, and provide a comparison among Nebraska public schools.

The State Board of Education recognizes the importance of assessment within quality teaching and learning systems. In addition to the requirements of law, the State Board of Education believes schools and districts should utilize a balanced assessment system that includes formative, interim, and summative assessments to inform instruction and program development, monitor progress, and evaluate student learning for all content areas and grade levels. Rule 10 highlights the important role assessment plays within the instructional process:

> "Assessment procedures and results assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policymakers, and the community. Schools periodically review procedures to improve assessment quality and improve student learning. The information assists schools in establishing and achieving improvement goals."

As outlined in the State Board of Education and Nebraska Department of Education Strategic Vision and Direction, assessments are used to measure and help improve student achievement by informing instruction. This outcome statement should be considered when developing, adopting, and maintaining balanced assessment systems. In addition, the following principles guide the continuous improvement of balanced assessment systems utilized by districts and supported by NDE.

Assessment should be:

- Focused on improved student learning: Measures growth to inform and guide instruction
- Purposeful: Utilizes a design that accomplishes articulated purpose(s)
- High quality: Aligns to state-approved content area standards and measures higher order thinking skills
- Time limited: Efficient while maximizing instructional time
- Fair: Free from bias and provides equitable access for all students including English Language Learners and students with disabilities
- Transparent to stakeholders: Provides information that is timely, understandable, and easily accessible to students, teachers, parents, and policy-makers

State Board Position Statement S12 Position Statement on Assessment of Student Learning	Created: 2017 Reviewed: 2017, 2020 Approved: 09/08/2017 Expiration Date: 09/08/2021

All NDE work undertaken in the efforts to develop, adopt, or maintain a statewide assessment system or support districts in balanced assessment efforts should be informed by these guidelines. The NDE will engage with Nebraska edcuators to achieve balanced assessment systems for the benefit of all Nebraska students.

Board Action History

- 09/08/2017 – S12
  New position statement 2017

Cross-References

- Neb. Rev. Stat. 79-760.03

Nebraska Department of Education Policy and Reference Manual	Internal Policy Directive Number P6 ~~(formerly D7)~~	Page Number 1 of 1
State Board Internal Policy P6 ~~(formerly D7)~~ Professional Personnel Hiring	Created: 1976 Reviewed: 1984, 1995, 1999, 2006, 2009, 2016, 2020 Approved: 12/02/2016	

~~The~~ Section 79-318(3) R.R.S. provides that the State Board shall, upon the recommendation of the Commissioner of Education, appoint and fix the compensation of all new professional positions in the Department, including any Deputy Commissioner~~, as provided in Section 79-318(3) R.R.S~~. A new professional position would need approval of the Board if such position, in the professional judgement of the Commissioner, requires specialized knowledge and intensive academic preparation and was not part of the organization of the Department previously approved by the Board.

The Commissioner may approve employment of any persons hired as a replacement~~s~~ Deputy Commissioner in the interim between Board meetings, however ~~. These~~ appointments of a Deputy Commissioner are still subject to Board approval at the subsequent Board meeting.

Board Action History

- 12/10/76 – Prior GBD
  (First paragraph only)
- 12/7/84 – Prior 4112 DO
  (Added 2nd paragraph)
- 12/8/95 – Prior D7
  (Added statute reference to 1st paragraph
- 6/11/99 – Prior D7
  (Statute number changed)
- 11/3/106 – D7
  (No text change)
- 10/08/09 – D7
  (Amended to include additional requirement in 79-318(3) that the State Board also fix the professional staff member's compensation. The Board follows the practice; but the requirement was not included in policy.)
- 12/2/2016 – D7
  (Revised language to reflect the changes in state statute 79-318(3).)
- 03/03/2017 – D7(P6)
  (Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. D7 is now P6)

Cross-References

- 79-301 R.R.S.
- 79-305 R.R.S.
- 79-306 R.R.S.
- 79-318 R.R.S.

STATE BOARD OF EDUCATION
March 6, 2020
Bills before the 106th Legislature

LB 66 **(Senator M. Hansen)** -- Provide for an early childhood element in a comprehensive plan of a city - **Proponent at hearing; On General File**

LB 120 **(Senator Crawford)** -- Require teacher and school staff to receive training on behavioral and mental health - **Proponent at hearing; In Education Committee**

LB 161 **(Senator Erdman)** -- Eliminate learning communities - **Opponent at hearing; In Education Committee**

LB 226 **(Senator Quick)** -- State intent relating to appropriations for the Youth Rehabilitation and Treatment Center-Kearney and the Youth Rehabilitation and Treatment Center-Geneva - **Proponent at hearing; In Appropriations Committee**

LB 241 **(Senator Bolz)** -- Provide for teacher mentoring program grants using income from solar and wind agreements on school lands - **Proponent at hearing; In Education Committee**

LB 251 **(Senator Walz)** -- Adopt the Child Hunger and Workforce Readiness Act (Eliminate cost for reduced-price lunch and breakfast to students in public schools that are determined eligible for reduced-price meals through the National School Lunch Program.) - **Proponent at hearing; In Education Committee**

LB 346 **(Senator Wishart)** -- Change special education reimbursements - **Proponent at hearing; In Education Committee**

LB 568 **(Senator Morfeld)** -- Provide for mental health first aid training for school districts and change provisions relating to the use of lottery funds - **Proponent at hearing; In Education Committee**

LB 670 **(Senator Linehan/Priority)** -- Adopt the Opportunity Scholarships Act and provide tax credits - **Opponent at hearing; On General File**

LB 676 **(Senator Groene)** -- Change provisions relating to school districts and the reorganization of school districts - **Proponent at hearing; In Education Committee**

LB 727 **(Senator Walz)** -- Provide duties for school districts, the State Department of Education, and the Department of Health and Human Services with respect to mental health services - **Proponent at hearing; In Education Committee**

LB 839 **(Senator Wishart)** -- Recognize American Sign Language and provide for the teaching of American Sign Language in schools - **Proponent at hearing; Amended into LB 965 on Select File**

LB 920 **(Senator Groene)** -- **Education Priority Bill** Change provisions for the distribution of lottery funds used for education, to transfer powers and duties, and to create new funds -**Proponent at hearing; On General File**

LB 950 **(Senator Murman)** -- Change eligibility requirements for the Access College Early Scholarship Program - **Proponent at hearing; Amended into LB 1131 on Select File**

LB 965 **(Senator McDonnell)** -- **Speaker Priority Bill** Establish a language assessment program for children who are deaf or hard of hearing - **Proponent at hearing; On Select File**

LB 998 **(Senator Murman)** -- Require behavioral awareness and intervention training and points of contact, transfer funds, and change the Tax Equity and Educational Opportunities Support Act - **Proponent at hearing; On General File**

LB 1080 **(Senator Lathrop)** - **Speaker Priority Bill** Require school policies that prohibit sexual conduct with students and former students **Proponent at hearing; On General File**

LB 1131 **(Senator Groene)** -- **Education Priority Bill** Change provisions relating to education - **Proponent at hearing; On Select File**

LB 1134 **(Senator Wayne)** – Change enrollment option limits and provisions for part-time enrollment - **Opponent at hearing; In Education Committee**

LB 1141 **(HHS Committee) --** Require the Department of Health and Human Services to develop operations plans for the youth rehabilitation and treatment centers - **Proponent at hearing; In Health & Human Services Committee**

LB 1153 **(Senator Vargas)** -- Change provisions for diploma of high school equivalency testing - **Opponent at hearing; In Education Committee**

LB 1160 **(Senator M. Hansen)** -- **Business & Labor Priority Bill** Adopt the Nebraska Workforce and Education Reporting System Act - **Proponent at hearing; In Business & Labor Committee;**

LB 1168 **(Senator Kolowski)** -- Adopt the College Credit Testing Fee Reduction Program Act and the Career-Readiness and Dual-Credit Education Grant Program Act, add a fund to the Access College Early Scholarship Program Act, and change provisions relating to the State Lottery Operation Trust Fund - **Proponent at hearing; Amended into LB 920 on General File**

LB 1177 **(Senator Hunt)** -- Eliminate oath for teachers and other school employees - **Proponent at hearing; In Education Committee**

LB 1188 **(Senator Howard)** -- **Senator Kolowski Priority Bill** Provide duties for the Office of Juvenile Services relating to education and change the definition of interim program school - **Proponent at hearing; On General File**

LB 1202 **(Senator Linehan)** -- **Senator Linehan Priority Bill** Adopt the Opportunity Scholarships Act and provide for tax credits - **Opponent at hearing; In Revenue Committee;**

Matthew L. Blomstedt, Ph.D., Commissioner

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STATE BOARD OF EDUCATION
AQuESTT Teaching and Learning Domain COMMITTEE REPORT

Date: March 5, 2020

"The Committee on AQuESTT Teaching and Learning Domain reports that…

The committee heard information on the revisions made to the Nebraska Teacher and Principal Performance Framework, which were last revised by the Board in 2017. The committee recommends Board members review the draft revisions and provide feedback to me by March 13 and I will share with the staff through the Commissioner's Office; and the committee recommends the revised Nebraska Teacher and Principal Performance Framework come before the board for approval at next month's meeting. I'll ask Kim Snyder to share more information after my report.

In terms of action items, the committee received the final recommendation for the adoption of revisions to Rules 21 and 24; the public hearings for both rules were on Tuesday of this week. The summary of revisions to both rules are included in the attachments and the committee recommends approval of both of these rules.

This concludes the AQuESTT Teaching and Learning Domain Committee report."

Lisa Fricke, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

Matthew L. Blomstedt, Ph.D., Commissioner

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PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Brad Dirksen Administrator, Accreditation, Accountability and Program Approval
Kelly Heineke, Director, Educator Preparation Program Approval

PROPOSED AGENDA ITEM: Adopt proposed revisions to Rule 21 (92 NAC 21) *Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools.*

RATIONALE: Adjustment to basic skill requirement for the Career Education Teaching Permit, to align with all other permits.

BACKGROUND INFORMATION: The current version of Rule 21 became effective on March 24, 2018. Proposed changes have been discussed with appropriate constituency groups, including the Nebraska Council on Teacher Education.

Rule 21 addresses the certification of individuals to teach, administer or provide special services in Nebraska school systems. The changes proposed address: (1) requiring an endorsement on a career permit, (2) eliminating basic skills as a requirement for a career permit, and (3) adding misdemeanor convictions in Section 003.12 A more detailed summary of changes/rationale are be provided as support material.

ESTIMATED COST: N/A

Matthew L. Blomstedt, Ph.D., Commissioner

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TO: State Board of Education

FROM: Scott Summers, General Counsel – Commissioner's Appointed Staff Person to Conduct a Rule Hearing on revisions to Title 92, Nebraska Administrative Code, Chapter 21, *Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools*

DATE: October 15, 2019

RE: Summary of Rulemaking Hearing on Proposed Revisions to 92 NAC 21

On September 9, 2019, the Commissioner approved a hearing draft and set a hearing date and location as well as designated a staff person to conduct a hearing on the adoption of proposed revisions to Title 92, Nebraska Administrative Code, Chapter 21. By a memorandum dated September 16, 2019, the Commissioner appointed me to conduct a hearing on this Rule on October 15, 2019, commencing at 1:30 p.m. After the proper legal notice was published, this hearing was held at the Nebraska State Office Building, Nebraska Department of Education, State Board Meeting Room, 301 Centennial Mall South, Sixth Floor, Lincoln, Nebraska. Pursuant to State Board of Education Policy B9, what follows is a written summary of the hearing testimony.

The testimony presented was recorded and the audio recording is available to the State Board of Education and the public via YouTube on NDE's website.

SUMMARY OF TESTIMONY ON THE PROPOSED REVISIONS TO 92 NAC 21
Regulations of the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools

Scott Summers, General Counsel and the hearing official, called this hearing to order, read into the record the name of the newspaper in which a legal notice of the hearing was published and the date the notice appeared, outlined the procedures for the hearing and introduced **Bradley Dirksen, Office Administrator, Accountability, Accreditation & Program Approval, Nebraska Department of Education.**

Mr. Dirksen testified that the proposed revisions in Chapter 21 include adding misdemeanor convictions in Section 003.12 and eliminate the citation of 005.01I and add a citation to 005.01K in Section 005.16. Making these revisions in Section 005.16 will have the Career Education Teaching Permit align with other permits and have the career permit limit what a permit holder can teach; therefore, limit a teacher's scope to a specific endorsement area.

Mr. Dirksen testified that numerous stakeholders were engaged and input gathered from the Nebraska Council on Teacher Education, representatives of teacher preparation institutions, school and district administrators, and educational professional organizations including the Nebraska Council of School Administrators, the Nebraska State Education Associations, and the Nebraska Association of Colleges of Teacher Education. (Please see Mr. Dirksen's written testimony attached.)

No other oral or written testimony was received.

NEBRASKA
DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION RULE-MAKING HEARING

REVISIONS to Title 92, Nebraska Administrative Code, Chapter 21

Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools

Tuesday, October 15, 2019 1:30 p.m. (Central Time)

Nebraska State Office Building, Nebraska Department of Education, 6th floor, State Board Meeting Room, Lincoln, NE

My Name is Brad Dirksen, I am the Administrator of Office of Accountability, Accreditation and Program Approval at the Nebraska Department of Education.

The following is a short synopsis of the revisions to Title 92, Nebraska Administrative Code, Chapter 21: Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools.

- 003.12
  - Updates to misdemeanor convictions section
- 005.16
  - We are proposing the elimination of the basic skills test for the career education teaching permit (005.01I). Rationale: Adjustment to basic skill requirement for the Career Education Teaching Permit will align it with all other permits.
  - We are proposing to add the requirement that an applicant have evidence of qualifying for, or be eligible to have one (1) or more endorsements placed on a certificate or permit, pursuant to 92 NAC 24 (005.01K). Rationale: The current career permit doesn't, through Rule, limit what a permit holder can teach, therefore the intent is to limit a teacher's scope to a specific endorsement area.

To inform the Department while drafting the revision to Title 92, Nebraska Administrative Code, Chapter 21: Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools, stakeholders were engaged and input was gathered from the Nebraska Council on Teacher Education, representatives of teacher preparation institutions, school and district administrators, and educational professional organizations, including the Nebraska Council of School Administrators, the Nebraska State Education Association, and the Nebraska Association of Colleges of Teacher Education.

NEBRASKA DEPARTMENT
OF EDUCATION

RULE 21

REGULATIONS FOR THE ISSUANCE OF CERTIFICATES AND PERMITS TO TEACH, PROVIDE SPECIAL SERVICES, AND ADMINISTER IN NEBRASKA SCHOOLS

TITLE 92, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 21

HEARING DRAFT
SEPTEMBER 9, 2019

State of Nebraska
Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 21 - ISSUANCE OF CERTIFICATES AND PERMITS TO TEACH, PROVIDE SPECIAL SERVICES, AND ADMINISTER IN NEBRASKA SCHOOLS

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Conditional Permits	79-808, 79-814.02	008
Appeals Procedure	79-318, 84-913	009

APPENDICES:

Appendix A – *Application for a Nebraska Educator Certificate or Permit*
Appendix B – *Criminal Charges Self-Reporting Form*
Appendix C – *United States Citizenship Attestation Form*
Appendix D – *Courses Required for Completion of an Approved Program (CRC)*
Appendix E – *Alternative Program Teaching Permit*

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 21 - ISSUANCE OF CERTIFICATES AND PERMITS TO TEACH, PROVIDE SPECIAL SERVICES, AND ADMINISTER IN NEBRASKA SCHOOLS

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SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Administrative Certificates and Permits	79-318, 79-808	004
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Definitions	79-318, 79-807 79-808	002
General Provisions	79-318, 79-808	003
Scope and Authority	79-318, 79-808	001
Special Services Certificates and Permits	79-318, 79-808	007
Teaching Certificates and Permits	79-318, 79-808	005
Temporary Certificates	79-318, 79-808	006

APPENDICES:

Appendix A – *Application for a Nebraska Educator Certificate or Permit*
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Appendix E – *Alternative Program Teaching Permit*

TITLE 92
CHAPTER 21

001 Scope and Authority

001.01 Statutory Authority. This chapter is adopted pursuant to Sections 79-318, and 79-806 through 79-815 of the Revised Statutes of Nebraska (R.R.S.).

001.02 Scope and Application. This chapter provides procedures for the issuance of Teaching, Administrative, and Special Services certificates and permits for use in accredited or approved Nebraska school systems.

001.03 Related Chapters. Throughout this chapter, reference is made to other Nebraska Department of Education regulations that relate to certification. Title 92, Nebraska Administrative Code, Chapter 20 (92 NAC 20), contains regulations for teacher education program approval. Title 92, Nebraska Administrative Code, Chapter 22 (92 NAC 22), contains regulations for the approval of credentialing organizations for teachers. Title 92, Nebraska Administrative Code, Chapter 23 (92 NAC 23), contains regulations relating to basic skills competency testing. Title 92, Nebraska Administrative Code, Chapter 24 (92 NAC 24), contains regulations relating to endorsements.

002 Definitions. As used in this chapter:

002.01 Administer means to manage or direct one or more of the offices, departments, or services of a Nebraska school system, or a comparable school system in another state.

002.02 Application means the *Application for a Nebraska Educator Certificate or Permit* Form, found in Appendix A, which is properly signed by the applicant, all professional conduct and professional fitness questions are completed with answers that allow the issuance of a Nebraska certificate or permit under this chapter, is accompanied by the payment of the certification fee, and is filed and recorded by the Department.

002.03 Approved program means a teacher education or educator preparation program approved pursuant to 92 NAC 20, approved in another state or country pursuant to standards which are comparable and equivalent to 92 NAC 20, or a program capable of meeting such standards.

002.04 Basic skills competency means either (a) proficiency in (i) the written use of the English language, (ii) reading, comprehending, and interpreting professional writing and other written materials, and (iii) working with fundamental mathematical computations as demonstrated by successful completion of an examination designated by the Board in 92 NAC 23 or (b) successful employment experiences of two (2) or more consecutive years in an approved, accredited or otherwise legally operated school in another state (i) while holding or qualifying to hold a regular Initial, Standard, or Professional certificate or a comparable certificate based on the completion of an approved program, or (ii) holding current credentials from a credentialing organization approved pursuant to 92 NAC 22 (master teacher Program) as referenced in this chapter.

002.05 Board means the Nebraska State Board of Education.

002.06 Certificate means authorization issued by the Commissioner to an individual who meets the qualifications to engage in teaching, administration, or providing of special services as required by law.

002.07 Certification Officer means an employee designated by the chief academic officer or unit administrator of each standard institution of higher education with an approved program to receive correspondence regarding this chapter from the Department and to provide certified records, transcripts, reports, and/or recommendations to the Department, as required, for the purpose of certification and/or endorsement.

002.08 Commissioner means the Nebraska State Commissioner of Education.

002.09 Comparable and equivalent certificate means a certificate issued by another state, by the U. S. Department of Defense, or by a foreign country pursuant to standards comparable and equivalent to those in 92 NAC 21. The certificate, for the purpose of supporting or justifying the initial issuance of a Nebraska certificate or permit, will be given the same consideration as if it were a Nebraska certificate.

002.10 Content area means college coursework taken by an individual for the purpose of gaining a college recommended endorsement on their Administrative, Teaching or Special Services certificate or permit.

002.11 Department means the Nebraska State Department of Education, which is comprised of the Board and the Commissioner.

002.12 Education-related coursework means any education preparation course from a standard institution of higher education, or coursework in an applicant's content area.

002.13 Employment experiences means work by an individual as an employee (a) in an approved, accredited, or otherwise legally operated school while holding or qualifying to hold a regular certificate issued by another state, by the U. S. Department of Defense, or by a foreign country based upon the successful completion of an approved program (b) in postsecondary education; or (c) in a community organization or agency that provides services to students.

002.14 Endorsement means an area of specialization indicated on a certificate issued pursuant to this chapter signifying that the individual has met specific requirements contained in 92 NAC 24.

002.15 Entry Level Certificate means the first regular certificate acquired in Nebraska by an applicant.

002.16 Faculty member means a person who is employed half-time or more to teach professional education courses in an approved program.

002.17 Governing body means the school board of a public school district, a board elected or appointed to provide direction to a nonpublic school, or an individual or corporate owner of a nonpublic school.

002.18 Human relations training means coursework or employment experiences that lead to (a) an awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society; (b) the ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations; (c) the ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students; (d) the ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials; (e) respect for human dignity and individual rights; and (f) the ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.

002.19 Local Substitute Teaching Consortium means a group of school systems that have an agreement for the purpose of managing the placement of a group of Local Substitute Teaching Certificate or permit holders. A list of the school systems included in the consortium shall be provided to the Teacher Certification office when applications for Local Substitute Teaching certificates or permits are submitted for use in the consortium.

002.20 Nebraska school system means an institution that is accredited or approved by the Department to provide instruction at any grade level prekindergarten through grade twelve (12), an educational service unit accredited by the Department, or a special education service agency approved by the Department.

002.21 Permit means restricted authorization issued by the Commissioner to an individual who does not yet meet the qualifications for a regular certificate to engage in teaching, administration, or providing of special services as required by this chapter.

002.22 Postsecondary educational entity means a community college, a state college or university, or a regionally accredited nonprofit private postsecondary educational institution.

002.23 Regular certificate means an Initial, Standard, or Professional Nebraska certificate, or a comparable and equivalent certificate from another state.

002.24 Resident means an individual who has established a home where the individual is habitually present and to which having departed there from, intends to return.

002.25 Special education training means coursework or employment experiences that provide an individual with the knowledge of (a) the exceptional needs of the disabilities defined under the Special Education Act; (b) the major characteristics of each disability in order to recognize its existence in children; (c) the various alternatives for providing the least restrictive environment for children with disabilities; (d) methods of teaching children with disabilities in the regular classroom; and (e) pre-referral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

002.26 Standard institution of higher education means any college or university whose educator preparation program is fully approved by the Board, or by a comparable agency in any other state or country.

002.27 Teaching means, but is not limited to, the following responsibilities: (a) The organization and management of the classroom or the physical area in which the learning experiences of pupils take place; (b) the assessment and diagnosis of the individual educational needs of the pupils; (c) the planning, selecting, organizing, prescribing, and directing of the learning experiences of pupils; (d) the planning of teaching strategies and the selection of available materials and equipment to be used; and (e) the evaluation and reporting of student progress.

002.28 Teach or Administer full-time day means any day during which more than three (3) hours is spent teaching or in administration.

002.29 Teach or Administer half-time day means any day during which three (3) hours or less is spent teaching or in administration. For computation under this chapter, two (2) half-time days equal one (1) full-time day.

003 General Provisions

003.01 Transcripts. All transcripts submitted pursuant to certification or renewal requirements must be sufficiently legible so that microfilm copies of them are readable.

003.02 Armed Forces Extension. Upon application, the Commissioner may extend the term of any certificate or permit of any person who has served in the armed forces of the United States and whose certificate or permit was in force on the day of induction or the spouse of such person. This extension shall be equal in length of time to the total number of months which intervene between the date of entrance into military service and the date of discharge there from. Each person applying for an extension of the term of a certificate or shall furnish the Commissioner with proper evidence of service in the armed forces and of sound physical and mental health at the time the person applies for such extension.

003.03 False Information. Failure by an applicant to submit accurate information in support of an application for certification or renewal is cause for denial or revocation of such certificate or permit.

003.04 Conversion of Certificates. Any person holding a certificate or permit valid only in Nebraska nonpublic school systems may convert such certificate or permit to one valid in all Nebraska school systems, both public and nonpublic, upon request and payment of a fifty-five (55) dollar fee to the Department. Alternately, a certificate or permit valid in both public and nonpublic Nebraska school systems may be converted to a certificate or permit valid only in Nebraska nonpublic school systems upon request and payment of a forty (40) dollar fee to the Department. In either case, the expiration date of the converted certificate or permit is the same as that of the original certificate or permit.

003.05 Fees. Applicants for a certificate or permit valid only in nonpublic schools must pay a forty (40) dollar fee. Applicants for a certificate or permit valid in all schools, public and nonpublic, must pay a fifty-five (55) dollar fee. Applicants requesting to add an endorsement to a valid certificate or permit shall pay a forty (40) dollar fee. Applicants requesting a duplicate of their certificate or permit pay a thirty (30) dollar fee. Changes to a certificate or permit that are the result of errors by the Department, and written requests by an applicant to change a name or address on a certificate or permit are made at no charge to an applicant.

003.06 Statement Signed by Certification Officer. A statement signed by a certification officer on forms provided by the Department may be accepted as evidence of completion of the academic requirements for issuance of a certificate or permit pursuant to 92 NAC 21 or of an endorsement pursuant to 92 NAC 24. A recommended form (*Institutional Verification*) is available on the Teacher Certification website.

003.07 Certificates Issued on The Basis of Equivalency. The Commissioner may issue any certificate or permit provided for herein to an applicant who files with the office of the Commissioner evidence of possession of the required qualifications or of education and experience equivalent to the required qualifications.

003.08 Life or Permanent Certificates. For purposes of Nebraska certification, Life or Permanent certificates issued in another state will be considered to have expired five (5) years after the date of the applicant's last regular employment as a teacher or administrator under that certificate. The holder of a Life or Permanent certificate issued by the Department that submits an application seeking additional endorsement(s) shall have the Life or Permanent certificate converted to a Professional certificate with an expiration date of August 31 in the tenth year following the issuance of the converted certificate.

003.09 Master of Arts in Teaching. The Master of Arts in Teaching (MAT) will be accorded equivalence with a baccalaureate degree when used for initial certification purposes in this chapter.

003.10 Mental Fitness. All applicants must not have an emotional or mental incapacity to practice the profession as evidenced by a legal adjudication or determination thereof by other lawful means. Such evidence shall be any of the following:

003.10A Such person is, at the time of the consideration of the person's fitness to hold a certificate or permit, a mentally ill dangerous person under Section 83-1009 R.R.S. as evidenced by a declaration or order to that effect by a mental health board of this state, or as evidenced by a similar finding by a similar body of another state.

003.10B Such person is, at the time of the consideration of the person's fitness to hold a certificate or permit, a mentally ill individual as defined in Section 20-164 R.R.S., ("an individual who has a significant mental illness or emotional impairment as determined by a mental health professional qualified under the laws, rules and regulations of this state and who is an inpatient or resident in a facility for mentally ill individuals."), or a similar determination has been made by similarly qualified mental health professional(s) of another state.

003.10C Such person has been declared by a court as mentally incompetent in relation to standing trial for a criminal charge pursuant to Sections 29-1822 or 29-1823 R.R.S., or similar laws of another state, and has not been found by a court to have recovered from such incompetency.

003.10D Such person has been acquitted of a criminal charge on the basis of a finding of insanity under Section 29-2203 R.R.S. or similar laws of another state, unless a court, subsequent to such an acquittal, has found that such person is not dangerous to himself, herself, or others by reason of mental illness or defect and has released such person from court ordered treatment pursuant to Sections 29-3702 and 29-3703 R.R.S., or similar laws of another state.

003.10E A court has found such person to be an incapacitated person in need of a court appointed guardian pursuant to Sections 30-2601 and 30-2620 R.R.S., or similar laws of another state, and no court order has been entered that such person's incapacity has terminated.

003.10F A court has appointed a conservator or made other protective order(s) due to a court's finding that such person is unable to manage his or her property and property affairs effectively for reasons which include any of the following: (i) mental illness; (ii) mental deficiency; (iii) chronic use of drugs; and (iv) chronic intoxication, pursuant to Section 30-2630 R.R.S. or similar laws of another state, and no court order has been entered that the disability of the person has ceased.

003.11 Felony Convictions. For purposes of this chapter, felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.

003.12 Misdemeanor Convictions. For purposes of this chapter, a misdemeanor conviction involving abuse, neglect, or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections of the Revised Statutes of Nebraska in parentheses):

003.12A Abandonment; cruel neglect, harassment of a police animal (28-1009)
003.12~~K~~B Abandonment of Spouse or Child (28-705)
003.12~~A~~C Assault (third degree) (28-310)
003.12~~L~~D Child Abuse (28-707)
003.12~~B~~E Child Enticement (28-311)
003.12~~J~~F Child/Vulnerable Adult Contact with Methamphetamine (28-457)
003.12~~M~~G Contributing to the Delinquency of a Child (28-709)
003.12~~P~~H Debauching a Minor (28-805)
003.12I Domestic Assault (28-323)
003.12~~G~~J False Imprisonment (28-315)
003.12~~D~~K Hazing (28-311.06)
003.12~~W~~L Indecency with an Animal (28-1010)
003.12~~X~~M Intimidation by Phone Call (28-1310)
003.12~~O~~N Keeping a Place of Prostitution (28-804)
003.12~~F~~O Obscene Literature Distribution (28-813)
003.12~~S~~P Obscene Motion Picture Show, Admitting Minor (28-809)
003.12Q Pandering (28-802)
003.12~~N~~R Prostitution (28-801)
003.12~~Q~~S Public Indecency (28-806)
003.12~~V~~T Resisting Arrest (28-904~~(1)(a)~~), when the conviction involves use or threat of physical force or violence against a police officer
003.12~~R~~U Sale of Obscene Material to Minor (28-808)
003.12~~H~~V Sexual Assault (third degree) (28-320)
003.12~~U~~W Sexually Explicit Conduct (28-813.01)
003.12X Solicitation of Prostitution (28-801)
003.12~~C~~Y Stalking (28-311.03)
003.12~~E~~Z Unlawful Intrusion (28-311.08)
003.12~~F~~AA Violating a Harassment Protection Order (28-311.09)
003.12~~Y~~BB Violating a Protection Order (42-924)
003.12CC Violence on a Service Animal (28-1009.01)

003.13 Other Convictions. For purposes of this chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct ~~shall~~ will also include convictions related to such crimes, including: (with the applicable sections of the Revised Statutes of Nebraska in parentheses)

003.13~~C~~A Accessory to a Felony (28-204)
003.13~~D~~B Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)
003.13~~A~~C Attempt to Commit A Crime (28-201)
003.13~~B~~D Criminal Conspiracy (28-202)

003.14 Pardons or Convictions Set Aside. Convictions which have been set aside, nullified, expunged, or pardoned are not to be considered convictions for purposes of this chapter, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of a certificate or permit to teach, administer, or provide special services in schools. However, the applicant must report such convictions on the *Criminal Charges Self-Reporting Form*, found in Appendix B, as part of his or her application filed with the Department.

003.15 Withdrawal of Application. An applicant may request in writing that his or her application for a certificate or permit be withdrawn without refund of any fees submitted. The Department must notify the applicant in writing if the request will be granted. Any request granted by the Department ends consideration of that application, and will not be subject to appeal pursuant to this chapter.

003.16 Expiration Dates. The expiration date on a valid certificate or permit that was issued by the Department prior to the effective date of this chapter remains in effect, unless otherwise suspended or revoked as provided by law, or converted as provided in Section 003.08 of this chapter.

004 Administrative Certificates and Permits

004.01 Administrative Certificates and Permits, Types, General Requirements. The Department may issue Standard or Professional Administrative certificates, and a Provisional Administrative permit. Each applicant for any such Administrative certificate or permit may be required to:

004.01A Complete the application, found in Appendix A, and meet the requirements of lawful presence in the United States as set forth in Sections 4-108 through 4-112 R.R.S. including completion of the *United States Citizenship Attestation Form*, found in Appendix C;

004.01B Submit an official transcript of all college credit earned in fulfillment of the requirements of 92 NAC 21;

004.01C Pay the prescribed fee as provided in Section 003.05 of this chapter;

004.01D Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of this chapter;

004.01E Qualify for or hold a Nebraska Standard or Professional teaching certificate or a comparable and equivalent certificate;

004.01F Be of good moral character;

004.01G Not have an emotional or mental incapacity to practice the profession as defined in Section 003.10 of this chapter;

004.01H Submit verified evidence of two (2) years of teaching experience or employment as an administrator, school counselor or school psychologist in an approved or accredited or otherwise legally operated prekindergarten through grade twelve (12) school;

004.01I Submit evidence of human relations training as defined by this chapter;

004.01J Submit evidence of basic skills competency if applying for a Nebraska Administrative certificate or permit after July 31, 1989;

004.01K Submit evidence of special education training as defined in this chapter if applying for an entry level Nebraska Administrative certificate or permit after September 1, 1992;

004.01L Submit a complete, legible set of the applicant's fingerprints and pay a fee of fifty (50) dollars to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application; and

004.01M Qualify for or be eligible to have placed on a Provisional Administrative permit or on a regular Administrative certificate, one or more endorsements pursuant to 92 NAC 24.

004.02 Standard Administrative Certificate. The Standard Administrative certificate is valid for teaching and administration in all Nebraska school systems, except that such certificate is valid for the position of superintendent of schools only if so endorsed. If requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. The Standard Administrative certificate expires August 31 in the fifth year following the year of issuance or renewal.

004.03 Standard Administrative Certificate Requirements. Each applicant for a first Nebraska Standard Administrative certificate must:

004.03A Fulfill the requirements in Section 004.01 of this chapter;

004.03B Have received a Master's degree in Educational Administration or Educational Leadership, or received a subject area Master's degree with completion of additional coursework in an approved program in the area(s) of endorsement sought by the applicant; and

004.03C Within five (5) years prior to the date of application, have received six (6) semester hours of graduate credit for coursework recognized in 92 NAC 24 as meeting all or part of the requirements for an Administrative endorsement; however, if the applicant has never held a regular Administrative certificate in any state and applies more than five (5) years after completion of an approved program, then the applicant meets this requirement with fifteen (15) semester hours of graduate credit as described in this chapter; or

004.03D Within five (5) years prior to the date of application, have administered half-time or more for two (2) consecutive school years in the same accredited, approved, or otherwise legally operated school or educational service unit in another state wherein the applicant qualified for or held a Standard Administrative certificate or its equivalent.

004.04 Professional Administrative Certificate. The Professional Administrative certificate is valid for teaching and administration in all Nebraska school systems, except that such certificate is valid for the position of superintendent of schools only if so endorsed. If so requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. The Professional Administrative certificate expires August 31 in the tenth year following the year of issuance or renewal.

004.05 Professional Administrative Certificate Requirements. Each applicant for a Professional Administrative certificate must:

004.05A Fulfill the requirements in Section 004.01 of this chapter;

004.05B Hold a Master's Degree;

004.05C Qualify for or hold a Standard Nebraska Teaching Certificate;

004.05D Qualify for or hold a Standard Nebraska Administrative Certificate;

004.05E Complete:

004.05E1 a minimum of sixty (60) graduate hours in an approved Educational Administration or Educational Leadership program; or

004.05E2 an Educational Specialist or doctorate program; or

004.05E3 a state approved program for the preparation of a Superintendent; and

004.05F Within five (5) years prior to the date of application, have received six (6) semester hours of graduate credit for coursework recognized in 92 NAC 24 as meeting all or part of the requirements for an Administrative endorsement; or

004.05G Within five (5) years prior to the date of application, have for two (2) consecutive school years:

004.05G1 administered half-time or more in the same accredited, approved, or otherwise legally operated school system or educational service unit; or

004.05G2 been employed as a faculty member in the educator preparation program of a standard institution of higher education as stated in Section 002.16 with employment verified by a written statement from the administrator of the teacher education preparation program; or

004.05G3 been employed in the Department.

004.06 Standard and Professional Administrative Certificates. Renewal Prior to Expiration or Less Than Five (5) Years After Expiration. Requirements. Each applicant for renewal of a Standard or Professional Administrative certificate prior to or less than five (5) years after the date of expiration of such certificate must:

004.06A Fulfill the requirements in ~~S~~subsections 004.01A through 004.01G, of this chapter;

004.06B Hold or have held a Nebraska Standard or Professional Administrative certificate which has not expired or which expired less than five (5) years prior to the date of application; and

004.06C Within five (5) years prior to the date of application, have administered half-time or more for one (1) school year:

004.06C1 in a Nebraska school system;

004.06C2 in a pre-kindergarten early childhood program which is required by law to employ certificated teachers;

004.06C3 in an accredited, approved, or otherwise legally operated school in another state; or

004.06C4 in a U.S. Department of Defense school system; or

004.06D Within five (5) years prior to the date of application, have been employed as a faculty member in the educator preparation program of a standard institution of higher education as stated in Section 002.16 with employment verified by a written statement from the administrator of the teacher education preparation program; or

004.06E Within five (5) years prior to the date of application, have been employed in the Department; or

004.06F Within five (5) years prior to the date of application, have received six (6) semester hours of graduate credit in areas related to Educational Administration or Educational Leadership from a standard institution of higher education taken after the completion of the baccalaureate degree.

004.07 Standard and Professional Administrative Certificates. Renewal Five (5) or More Years After Expiration. Requirements. Each applicant for renewal of a Standard or Professional Administrative certificate five (5) or more years after the date of expiration of such certificate must:

004.07A Fulfill the requirements in ~~S~~subsections 004.01A through 004.01G, of this chapter;

004.07B Have qualified for or held a Standard or Professional Administrative certificate which has expired five (5) or more years prior to the date of application; and

004.07C Hold a current Administrative certificate from another state and have administered one (1) year within the past five (5) years; or

004.07D Within five (5) years prior to the date of application, received fifteen (15) semester hours of graduate coursework in areas related to Educational Administration or Educational Leadership.

004.08 Provisional Administrative Permit. The Provisional Administrative permit is valid for administration only in the Nebraska school system requesting the issuance of such permit and only in the area of administrative endorsement for which qualifications are described in 92 NAC 24. The Provisional Administrative permit expires August 31 in the second year following the year of issuance. The Provisional Administrative permit may not be renewed.

004.09 Provisional Administrative Permit Requirements. Each applicant for a Provisional Administrative permit must:

004.09A Fulfill the requirements in Section 004.01A through 004.01L of this chapter;

004.09B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the Nebraska school system in which the applicant intends to administer;

004.09C Have completed at least fifty (50) percent of the credit hours required for completion of an approved program for the endorsement of curriculum supervisor or principal, or seventy five (75) percent of an approved program for an endorsement as superintendent sought by the applicant; and

004.09D Submit a signed and dated *Courses Required for Completion of an Approved Teacher or Administrator Program (CRC)* Form, found in Appendix D, to fulfill the remaining requirements needed for issuance of a regular certificate.

005 Teaching Certificates and Permits

005.01 Teaching Certificates and Permits. Types. General Requirements. The Department may issue Initial, Standard and Professional teaching certificates. The Department may also issue Alternative Program, Postsecondary, Provisional, Career Education, State Substitute, Local Substitute, Military, and Transitional teaching permits. Each applicant for any such teaching certificate or permit is required to:

005.01A Complete the application, found in Appendix A, and meet the requirements of lawful presence in the United States as set forth in Sections 4-108 through 4-112 R.R.S. including completion of the *United States Citizenship Attestation Form* if necessary, found in Appendix C;

005.01B Submit an official transcript of all college credit earned in fulfillment of the requirements of 92 NAC 21;

005.01C Pay the prescribed fee as provided in Section 003.05 of this chapter;

005.01D Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of this chapter;

005.01E Be of good moral character;

005.01F Not have an emotional or mental incapacity to practice the profession as defined in Section 003.10 of this chapter;

005.01G Submit a complete, legible set of the applicant's fingerprints and pay a fee of fifty (50) dollars to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application;

005.01H Submit evidence of human relations training as defined by this chapter;

005.01I Submit evidence of basic skills competency if applying for an entry-level Nebraska teaching certificate or permit after July 31, 1989;

005.01J Submit evidence of special education training if applying for an entry-level teaching certificate or permit after September 1, 1992; and

005.01K Submit evidence of qualifying for or be eligible to have placed on a certificate or permit one (1) or more endorsements pursuant to 92 NAC 24.

005.02 Initial Teaching Certificate. The Initial teaching certificate is valid for teaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. The Initial teaching certificate expires August 31 in the fifth year following the year of issuance or renewal.

005.03 Initial Teaching Certificate Requirements. Each applicant for an Initial teaching certificate shall:

005.03A Fulfill the requirements in Section 005.01 of this chapter;

005.03B Have received a baccalaureate degree;

005.03C Have completed the academic program requirements of an approved program; and

005.03D Within five (5) years prior to the date of application, have:

005.03D1 Taught for one (1) school year in an accredited, approved, or otherwise legally operated school in any state; or

005.03D2 Received six (6) semester hours of college credit in education-related coursework; or

005.03D3 Received fifteen (15) semester hours of college credit as set forth in Section 005.10D of this chapter if the applicant, more than five (5) years after completion of an approved program, has never held a regular teaching certificate and verified employment in another state; or

005.03E Be a person participating in an approved teacher exchange program.

005.04 Initial Teaching Certificate. Renewal Prior to Expiration or Less than Five (5) Years after Expiration. Requirements. Each applicant for renewal of an Initial teaching certificate prior to the date of expiration or less than five (5) years after the date of expiration of such certificate must:

005.04A Fulfill the requirements in ~~S~~subsections 005.01A through 005.01F of this chapter;

005.04B Hold or have held a Nebraska Initial teaching certificate which has not expired or expired less than five (5) years prior to the date of application; and

005.04C Have taught or held a position requiring a certificate half time or more for one (1) school year in an accredited, approved, or otherwise legally operated school during the past five (5) years; or as a faculty member in a postsecondary educational entity; or

005.04D Within five (5) years prior to the date of application, have received six (6) semester hours of credit from a standard institution of higher education in education-related coursework.

005.05 Standard Teaching Certificate. The Standard teaching certificate is valid for teaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. The Standard teaching certificate expires August 31 in the fifth year following the year of issuance.

005.06 Standard Teaching Certificate Requirements. Each applicant for a Standard teaching certificate must:

005.06A Fulfill the requirements in Section 005.01 of this chapter;

005.06B Qualify for or hold a Nebraska Initial teaching certificate or a comparable and equivalent certificate; and

005.06C Within five (5) years prior to the date of application, have taught half-time or more for two (2) consecutive school years while holding a regular certificate:

005.06C1 In a Nebraska school system;

005.06C2 In an accredited, approved, or otherwise legally operated school in another state;

005.06C3 In a U.S. Department of Defense school system;

005.06C4 As a faculty member in a postsecondary educational entity;

005.06C5 In a pre-kindergarten early childhood program which is required by law to employ certificated teachers or which requires its teachers to hold a certificate; or

005.06C6 As a Nebraska certified teacher providing distance learning or dual enrollment instruction to students in a Nebraska school system, pursuant to Section 79-1201 (1) and (2) R.R.S.; or

005.06D Within five (5) years prior to the date of application, have taught half-time or more for two (2) consecutive school years in a nonpublic school in a state that does not require certification of nonpublic school teachers; or

005.06E Within five (5) years prior to the date of application, have been employed by the Department.

005.07 Professional Teaching Certificate. The Professional teaching certificate is valid for teaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. The Professional teaching certificate expires August 31 in the tenth year following the year of issuance or renewal, except that Professional teaching certificates issued prior to July 11, 1977, are valid for the life of the holder unless otherwise converted as provided in Section 003.08 of this chapter.

005.08 Professional Teaching Certificates Requirements. Each applicant for a Professional teaching certificate must:

005.08A Fulfill the requirements in Section 005.01 of this chapter;

005.08B Qualify for or hold a Nebraska Standard teaching certificate, or a comparable and equivalent certificate, or verify having taught half-time or more for two (2) consecutive years during the period of validity of a regular certificate; and

005.08C Within ten (10) years prior to the date of application, have received a Master's degree from an approved standard institution of higher education in Curriculum and Instruction, Educational Technology, Special Education, or in the applicant's content area; or

005.08D Hold current credentials from a credentialing organization approved by the Department pursuant to 92 NAC 22; or

005.08E Have received a six (6) year specialist's certificate or a doctorate degree from a standard institution of higher education in an area related to the applicant's content area completed at the Master's degree level.

005.09 Standard and Professional Teaching Certificates. Renewal Prior to Expiration or Less than Five (5) Years after Expiration. Requirements. Each applicant for renewal of a Standard or Professional teaching certificate prior to or less than five (5) years after the date of expiration must:

005.09A Fulfill the requirements in Ssubsections 005.01A through 005.01F of this chapter;

005.09B Hold or have held a Nebraska Standard or Professional teaching certificate or a comparable and equivalent certificate which shall not have expired or which expired less than five (5) years prior to date of application; and

005.09C Within five (5) years prior to the date of application, have been employed to teach or administer half-time or more for one (1) school year:

005.09C1 In a Nebraska school system;

005.09C2 In an accredited, approved, or otherwise legally operated school in another state;

005.09C3 In a nonpublic school in a state that does not require certification of nonpublic school teachers;

005.09C4 In a U.S. Department of Defense school system;

005.09C5 As a faculty member in the educator preparation program of a standard institution of higher education with employment verified by a written statement from the administrator of the teacher preparation program;

005.09C6 In a pre-kindergarten early childhood program which is by law required to employ certificated teachers or which requires its teachers to hold a certificate; or

005.09C7 As a Nebraska certified teacher providing distance learning or dual enrollment instruction to students in a Nebraska school system, pursuant to Section 79-1201 (1) and (2) R.R.S.; or

005.09D Within five (5) years prior to the date of application, have been employed by the Department; or

005.09E Within five (5) years prior to the date of application, have received six (6) semester hours of credit in education-related coursework from a standard institution of higher education.

005.10 Initial, Standard, and Professional Teaching Certificate. Renewal Five (5) or More Years After Expiration. Requirements. Each applicant for renewal of an Initial, Standard, or Professional certificate five (5) or more years after the date of expiration of such certificate must:

005.10A Fulfill the requirements in ~~S~~subsections 005.01A through 005.01F of this chapter;

005.10B Have held a Nebraska Initial, Standard, or Professional teaching certificate which expired five (5) or more years prior to the date of application; and

005.10C Hold a current regular Teaching certificate from another state and have taught for one (1) year out of the past five (5) years in an accredited, approved or otherwise legally operated school in another state; or

005.10D Within the five (5) years prior to the date of application, have received fifteen (15) semester hours of education-related coursework taken after completion of the baccalaureate degree which includes (a) a course in instructional techniques; (b) a field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which shall consist of performing instructional duties; (c) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law; and (d) the remaining course work be directly related to the applicant's content area on the expired certificate.

005.11 Alternative Program Teaching Permit. The Alternative Program teaching permit is issued to applicants who do not meet all requirements for a regular certificate and is valid for teaching only in the Nebraska school system requesting the issuance of such permit. The Alternative Program teaching permit expires August 31 in the second year following the year of issuance. The Alternative Program teaching permit may not be renewed.

005.12 Alternative Program Teaching Permit Requirements. Each applicant for an Alternative Program teaching permit must:

005.12A Fulfill the requirements in ~~S~~subsections 005.01A through 005.01H of this chapter;

005.12B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the school system in which the applicant intends to teach;

005.12C Have received a baccalaureate degree;

005.12D Submit a signed and dated *Alternative Program Teaching Permit* Form, found in Appendix E, to fulfill the remaining requirements needed for issuance of a regular certificate; and

005.12E Have completed at least one-half of the pre-student teaching requirements, including a course in teaching methods, of an approved program; and

005.12E1 Have fulfilled at least three-fourths of the requirements for at least one subject or field endorsement pursuant to 92 NAC 24; or

005.12F Have completed a state approved alternative program for teaching, which includes some education related coursework;

005.12F1 Hold a current regular teaching certificate in another state; and

005.12F2 Submit evidence of employment of at least one year of teaching experience in the last five years in an approved, accredited or otherwise legally operated school in another state. A recommended form (*Verification of Employment Experience*) is available on the Teacher Certification website.

005.13 Provisional Teaching Permit. The Provisional teaching permit may be issued to applicants who do not meet all the recent college credit or employment experience requirements for a regular certificate. A Provisional teaching permit is valid in all Nebraska school systems, except that if requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. The Provisional teaching permit expires August 31 in the second year following the year of issuance. The Provisional teaching permit may not be renewed.

005.14 Provisional Teaching Permit Requirements. Each applicant for a Provisional teaching permit must:

005.14A Fulfill the requirements in Sections 005.01A through 005.01H and 005.01K of this chapter;

005.14B Have received a baccalaureate degree;

005.14C Have completed an approved program at a standard institution of higher education; and

005.14D Submit a signed and dated *CRC* Form, found in Appendix D, to fulfill the requirements for issuance of a regular certificate.

005.15 Career Education Teaching Permit. The Career Education teaching permit may be issued to applicants who do not meet the Nebraska requirements for a regular certificate and shall be valid in the Nebraska school system requesting the issuance of such permit and only in the career education endorsement areas described in 92 NAC 24. The Career Education teaching permit expires August 31 in the third year following the year of issuance.

005.16 Career Education Teaching Permit Requirements. Each applicant for a Career Education teaching permit must:

005.16A Fulfill the requirements in ~~S~~subsections 005.01A through 005.01~~H~~H and 005.01K of this chapter; and,

005.16B Submit verification from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach. The recommended form (*Career Education Permit Verification*) is available on the Teacher Certification website.

005.17 Career Education Teaching Permit Renewal Requirements. Each applicant for renewal of a Career Education teaching permit must:

005.17A Fulfill the requirements in ~~S~~subsections 005.01A through 005.01F of this chapter;

005.17B Submit verification for the renewal of such permit from the Superintendent of Schools or the governing body of the school system in which the applicant intends to teach. A recommended form (*Career Education Permit Verification*) is available on the Teacher Certification website; and

005.17C Hold or have held a Nebraska Career Education teaching certificate or permit.

005.18 Postsecondary Teaching Permit. The Postsecondary teaching permit is valid only for teaching courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses and only in the applicant's postsecondary subject area. The Postsecondary teaching permit expires August 31 in the third year following the year of issuance.

005.19 Postsecondary Teaching Permit Requirements. Each applicant for a Postsecondary teaching permit must:

005.19A Fulfill the requirements in ~~S~~subsections 005.01A through 005.01H of this chapter; and

005.19B Be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses as documented by the Nebraska postsecondary educational entity. A recommended form (*Postsecondary Permit Verification*) is available on the Teacher Certification website.

005.20 Postsecondary Teaching Permit Renewal Requirements. Each applicant for renewal of a Postsecondary teaching permit must:

005.20A Fulfill the requirements in ~~S~~subsections 005.01A through 005.01F of this chapter;

005.20B Hold or have held a Postsecondary teaching permit;

005.20C Continue to be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses as documented by the Nebraska postsecondary educational entity. A recommended form (*Postsecondary Employment Verification*) is available on the Teacher Certification website; and

005.20C1 Within three (3) years prior to the date of application, have taught one (1) or more courses that generate college credit and have been approved for high school credit in Nebraska school systems requesting the delivery of such; or

005.20C2 Within three (3) years prior to the date of application, have received three (3) semester hours of graduate credit in the applicant's postsecondary content area.

005.21 State Substitute Teaching Permit. The State Substitute teaching permit is valid for teaching in all teaching endorsement areas in all Nebraska school systems. The State Substitute permit holder may be employed to teach by a school system only on a non-contractual basis. If requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. The State Substitute teaching permit expires August 31 in the fifth year following the year of issuance.

005.22 State Substitute Teaching Permit Requirements. Each applicant for a State Substitute teaching permit must:

005.22A Fulfill the requirements in ~~S~~subsections 005.01A through 005.01H of this chapter; and

005.22B Have held a Nebraska regular teaching certificate or a comparable and equivalent certificate in another state that has expired, or qualify for or hold a comparable and equivalent certificate.

005.23 State Substitute Teaching Permit Renewal Requirements. Each applicant for renewal of a State Substitute teaching permit must:

005.23A Fulfill the requirements in ~~S~~subsections 005.01A through 005.01F of this chapter; and

005.23B Within five (5) years prior to the date of application, have taught in one (1) or more school systems for at least fifty (50) full-time days; or

005.23C Within five (5) years prior to the date of application, have received three (3) semester hours of education related coursework.

005.24 Local Substitute Teaching Permit. The Local Substitute teaching permit is valid for teaching ninety (90) full-time days per school year only in the Nebraska school system or Local Substitute Teacher Consortium requesting the issuance of such permit. The permit holder may substitute teach no more than ninety (90) full-time days in the same school system regardless of the number of Local Substitute permits held. Additional days may be authorized by the Commissioner upon written request from the Nebraska school system that demonstrates a need for additional days. The permit expires August 31 in the third year following the year of issuance of the permit.

005.25 Local Substitute Teaching Permit Requirements. Each applicant for a Local Substitute teaching permit must:

005.25A Fulfill the requirements in ~~S~~subsections 005.01A through 005.01H of this chapter;

005.25B Have at least sixty (60) semester hours of college credit with credit in education-related coursework; and

005.25C Submit a written request for the issuance of such permit from the superintendent or the governing body of the school system or Local Substitute Teacher Consortium in which the applicant intends to substitute teach.

005.26 Local Substitute Teaching Permit Renewal Requirements. The Local Substitute teaching permit can be renewed upon meeting the requirements in Section 005.25 of this chapter.

005.27 Transitional Teaching Permit. The Transitional teaching permit is valid for teaching only in the Nebraska school system requesting the issuance of such permit. The Transitional teaching permit expires August 31 of the year following issuance.

005.28 Transitional Teaching Permit Requirements. Each applicant for a Transitional teaching permit must:

005.28A Fulfill the requirements in ~~S~~subsections 005.01A through 005.01H of this chapter;

005.28B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the school system in which the applicant intends to teach;

005.28C Have a baccalaureate degree which includes at least three-fourths of the course requirements for preparation in the endorsement area, pursuant to 92 NAC 24, that addresses the teaching position to be filled by the applicant;

005.28D Have an assessment of his/her transcripts completed by a certification officer in a standard institution of higher education and submit a signed and dated *CRC* Form, found in Appendix D, outlining a plan developed for completion of an approved Initial teacher certification program;

005.28E Submit a written plan from the school system for mentoring and supervision of the applicant;

005.28F Complete a pre-teaching seminar offered by an educational service unit or standard institution of higher education that includes information and skill development in the areas of diversity, classroom management, curriculum planning, and instructional strategies prior to assuming responsibility for the classroom; and

005.28G Submit a written agreement with an educator preparation program from a Nebraska standard institution of higher education to complete the program for an Initial teaching certificate which includes a commitment by the standard institution to provide at least one (1) supervisory visit each semester to the school system and classroom of the applicant.

005.29 Transitional Teaching Permit Renewal Requirements. Each applicant for renewal of a Transitional teaching permit must fulfill the requirements in ~~S~~subsections 005.01A through 005.01F of this chapter and submit a transcript documenting completion of at least six (6) semester hours annually towards completion of the plan identified in ~~S~~subsection 005.28G of this chapter. A Transitional teaching permit may be renewed for a maximum of four (4) years provided the applicant makes sufficient progress as provided by this section.

005.30 Military Teaching Permit. The Military Teaching Permit is valid for teaching in the Nebraska School system requesting the issuance of such permit and expires August 31 of the third year following the year of issuance. The Military Teaching Permit cannot be renewed.

005.31 Military Teaching Permit Requirements. Each applicant for a Military Teaching Permit must:

005.31A Fulfill the requirements in ~~S~~subsection 005.01A through 005.01H of this chapter.

005.31B Hold or have held a teaching certificate or permit in another state;

005.31C Submit evidence of employment of at least two years teaching experience in an approved, accredited or otherwise legally operated school in another state, by the U.S. Department of Defense or by a foreign country pursuant to standards comparable and equivalent to those in 92 NAC 21;

005.31D Submit verification of employment from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach in Nebraska. The recommended form (Military Teaching Permit Verification Form) is available on the Teacher Certification website and;

005.31E Submit evidence of current service in the armed forces of the United States, or evidence of having retired from such service within five (5) years of the date of application. If the applicant for a Military Teaching Permit is the spouse of active or retired military personnel, the applicant must present the same evidence pertaining to his or her spouse.

006 Temporary Certificates

006.01 Temporary Teaching, Special Services, or Administrative Certificates Validity Restrictions. The Department may issue a Temporary certificate to allow the applicant time to complete the Human Relations requirement. This certificate is valid in all Nebraska school systems. The Temporary certificate expires one-hundred eighty (180) days after the date of issuance. The Temporary certificate is not renewable.

006.02 Temporary Teaching, Special Services, or Administrative Certificate Requirements. Each applicant for a temporary certificate must:

006.02A Complete the application, found in Appendix A, and meet the requirements of lawful presence in the United States as set forth in Sections 4-108 through 4-112 R.R.S. including completion of the *United States Citizenship Attestation Form* if necessary, found in Appendix C; and

006.02B Meet all the requirements for an Administrative, Special Services, or teaching certificate or permit pursuant to this chapter, except the requirement for human relations training as specified in this chapter.

007 Special Services Certificates and Permits

007.01 Special Services Certificates and Permits, Types, General Requirements. The Department may issue Standard Special Services certificates, Special Services permits and Provisional Special Services permits. Each applicant for any such Special Services certificate or permit is required to:

007.01A Complete the application, found in Appendix A, and meet the requirements of lawful presence in the United States as set forth in Sections 4-108 through 4-112 R.R.S. including completion of the *United States Citizenship Attestation Form* if necessary, found in Appendix C;

007.01B Submit an official transcript of all college credit earned in fulfillment of the requirements of 92 NAC 21;

007.01C Pay the prescribed fee as provided in Section 003.05 of this chapter;

007.01D Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction, or any misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of this chapter;

007.01E Be of good moral character;

007.01F Not have an emotional or mental incapacity to practice the profession as defined by Section 003.10 of this chapter;

007.01G Submit a complete, legible set of the applicant's fingerprints and pay a fee of fifty (50) dollars to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application; and

007.01H Submit evidence of human relations training as defined by this chapter.

007.02 Standard Special Services Certificate. The Standard Special Services certificate is valid for working in all Nebraska school systems only in the area of Special Services Endorsements for Audiologist and School Nurse described in 92 NAC 24. If requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. The Standard Special Services certificate expires August 31 in the fifth year following the year of issuance or renewal.

007.03 Standard Special Services Certificate Requirements. Each applicant for a Standard Special Services certificate shall:

007.03A Fulfill the requirements in Section 007.01; and

007.03B Have completed the program requirements for an Audiologist or School Nurse endorsement in 92 NAC 24.

007.04 Standard Special Services Certificates Renewal Requirements. Each applicant for the renewal of a Standard Special Services certificate must:

007.04A Fulfill the requirements in ~~S~~subsection 007.01A through 007.01F of this chapter.

007.05 Special Services Permit. The Special Services permit is valid for coaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. The Special Services permit expires August 31 in the fifth year following the year of issuance.

007.06 Special Services Permit Requirements. Each applicant for a Special Services permit must:

007.06A Fulfill the requirements in Section 007.01; and

007.06B Submit evidence of meeting the requirements for a Special Services Coaching endorsement in 92 NAC 24.

007.07 Special Services Permit Renewal Requirements. Each applicant for the renewal of a Special Services permit must:

007.07A Fulfill the requirements in Section 007.01 of this chapter;

007.07B Hold or have held a Standard Special Services certificate with a Coaching endorsement or a Special Services permit; and

007.07C Within five (5) years prior to the date of application have been employed as a coach for one (1) year in the past five (5) years in a Nebraska school system while holding a Standard Special Services certificate with a Coaching endorsement or a Special Services permit; or

007.07D Within two (2) years prior to the application for renewal, have completed coursework in first aid, health and safety for coaches, and fundamentals of coaching as set forth in the Special Services Coaching endorsement in 92 NAC 24.

007.08 Provisional Special Services Permit. The Provisional Special Services permit is valid for working only in the Nebraska school system requesting the issuance of such permit and only in the area of the Speech Language Technician endorsement described in 92 NAC 24. The Provisional Special Services permit expires August 31 of the year following issuance. The Provisional Special Services permit may be renewed twice for an individual for a total of three (3) years.

007.09 Provisional Special Services Permit Requirements. Each applicant for a Provisional Special Services permit must:

007.09A Fulfill the requirements in Section 007.01 of this chapter;

007.09B Submit a written request for the issuance of such permit from the superintendent of schools or the governing body of the school system in which the applicant intends to work;

007.09C Have a bachelor's degree in Speech Communication Disorders or Speech Language Pathology; and

007.09D Submit a signed and dated statement of intent to pursue admission into a Master's Speech Language pathology program during the period in which such permit is valid.

007.10 Provisional Special Services Permit Renewal Requirements. Each applicant for renewal of a Provisional Special Services certificate must:

007.10A First Renewal. Each applicant for renewal of a Provisional Special Services permit shall:

007.10A1 Fulfill the requirements in Section 007.01 of this chapter;

007.10A2 Hold or have held a Nebraska Provisional Special Services certificate or permit; and

007.10A3 Submit a signed and dated statement from the institution verifying that the applicant has been admitted into an approved Master's Speech Language Pathology program.

007.10B Second and subsequent renewal. Each applicant for renewal of a Provisional Special Services permit must:

007.10B1 Fulfill the requirements in Section 007.01 of this chapter;

007.10B2 Hold or have held a Nebraska Provisional Special Services certificate or permit; and

007.10B3 Submit a signed and dated statement from the institution of the remaining requirements leading to the issuance of a regular endorsement and a transcript documenting six (6) hours completed in the past year in a Master's Speech Language Pathology program.

008 Conditional Permits

008.01 Conditional Permits. A conditional permit is a temporary authorization to teach, provide special services, or administer. A conditional permit is valid for up to one (1) year from the date of issuance unless otherwise voided as provided by Section 008.04 of this chapter.

008.02 Conditional Permit Issuance Requirements. A conditional permit may be issued while the application for a certificate or permit is being processed by the Department if the Nebraska school system requests, and the Commissioner determines that the documents and information submitted by the applicant would allow for the issuance of a certificate or permit sought by the applicant pending receipt of any additional documentation.

008.03 Conditional Permits Issuance Requirements When a Criminal History Check is Required and All Other Certification Requirements Have Been Met. An applicant for a certificate or permit who is required to submit a complete, legible set of fingerprints is issued a conditional permit prior to receipt, by the Commissioner, of the criminal history record information check if:

008.03A The *Criminal Charges Self-Reporting Form,* found in Appendix B, identifies all crimes of which the applicant has been convicted; and

008.03B The Commissioner determines the applicant has good moral character and meets all other requirements for certification.

008.04 Voiding of Conditional Permits. The applicant's conditional permit is void upon the issuance of a certificate or permit to the applicant or upon a final determination that the applicant does not meet the requirements for issuance of a certificate or permit. For purposes of this chapter, a determination is final upon expiration of the time for which the applicant may appeal a denial as provided in Section 009 of this chapter or upon issuance of a final order by the Board regarding an appeal by an applicant.

009 Appeals Procedure

009.01 Notice. The Department notifies in writing an applicant for a certificate, permit or endorsement if the Department intends to deny an application and provide the reason(s) for the denial.

009.02 Request for Review. The applicant may request in writing a review by the Commissioner within twenty calendar (20) days after receipt of the written notice provided for in Section 009.01 of this chapter. Failure of an applicant to request a review by the Commissioner within twenty (20) calendar days after receipt of the notice shall be a waiver of any further appeal by the applicant and results in a denial of the certificate, permit or endorsement. The Commissioner must:

009.02A Notify the applicant that the Department will issue the certificate, permit or endorsement being sought;

009.02B Notify the applicant that the application for a certificate, permit or endorsement is denied; or

009.02C Notify the applicant that the application for a certificate, permit or endorsement is denied for the reason(s) set forth in the notice and that, as a result of the applicant's failure to request a review pursuant to Section 009.02 of this chapter, the applicant has waived any further appeal to the Board regarding the current application.

009.03 Hearings. Within twenty (20) calendar days of receipt of the notice of the Commissioner's denial of the certificate, permit or endorsement pursuant to ~~S~~subsection 009.02B of this chapter, the applicant may appeal the Commissioner's decision pursuant to 92 NAC 61. If the Board finds that the requirements in this or related chapters have been improperly applied to the applicant or in the case of an applicant who the Commissioner has rejected due to criminal convictions, that the applicant has good moral character and possesses the moral fitness for teaching, then the Board may direct the Commissioner to issue a certificate or permit to the applicant.

009.04 Guidelines for Review. In considering whether to deny, not issue, or not renew a certificate or permit of an applicant based upon criminal convictions, the Commissioner and Board shall take into account the following factors in determining moral character and moral fitness to teach:

009.04A The nature of the crime, the facts and circumstances surrounding the applicant's conviction including whether the conduct of the applicant would constitute a crime in Nebraska, the sentence received, and whether the sentence was commuted, set aside, or pardoned;

009.04B The applicant's age at the time of the conduct;

009.04C The recency of the conduct;

009.04D The applicant's positive social contributions since the conduct; and

009.04E The reliability of the information concerning the conduct.

NEBRASKA
DEPARTMENT OF EDUCATION

APPLICATION FOR A NEBRASKA EDUCATOR CERTIFICATE OR PERMIT

NDE20-003 Revised 12-2016

Teacher Certification ▪ Nebraska Department of Education ▪ 301 Centennial Mall South ▪ P.O. Box 94987 Lincoln, NE 68509-4987▪
Phone: (402) 471-0739 ▪ Fax: (402) 742-2359 ▪ www.education.ne.gov/tcert ▪ nde.tcertweb@nebraska.gov ▪ Twitter: @nde_tcert

PERSONAL INFORMATION

Social Security Number*: _____ Birth Date: _____
M M – D D – Y Y Y Y

Name: _____
Last First Middle Former Name(s)

Address: _____
Street or Box Number City State Zip Code (9 Digit)

Daytime Phone: ___(___)_____ Home Phone: __(___)_____

Email Address: _____ Fax Number: __(___)_____

Gender: ☐ Male ☐ Female ☐ Undeclared

FIRST TIME APPLICANT (Mark one in each column below)

OR

☐ Teaching
☐ Administrative
☐ Special Services

☐ Certificate with no deficiencies
☐ Provisional Permit (deficiencies)
☐ Transitional Permit
☐ State Substitute Permit

RENEWAL (Mark one in each column below)
OR

☐ Teaching
☐ Administrative
☐ Special Services

☐ Certificate with no deficiencies
☐ Transitional Permit
☐ State Substitute Permit

OTHER (Mark one below)

☐ Alternative Program Teaching Permit
☐ Local Substitute Permit
☐ Special Services Coaching Permit
☐ Postsecondary Permit
☐ Career Education Permit
☐ Duplicate
☐ Added Endorsement
☐ Name Change **(No charge)**

ACADEMIC RECORD

List Colleges/Universities attended. Submit "Official Transcripts" of all college credit not currently on file at NDE.
If additional space is needed, please use a separate piece of paper indicating colleges attended.

College/University	Month/Year	Semester Hours Completed	Degree Earned

ENDORSEMENTS

Areas completed for a teacher, administrator or special services program: (Example: Math 7-12)

_____ _____ _____
_____ _____ _____

*The requirement that a certificate or permit applicant provide his/her social security number is contained in Neb. Rev. Stat. 79-810. The uses will be made of this number are criminal background checks prior to issuance of a certificate or permit and for purposes of data compilation and statistics concerning employment of graduates of state approved teacher education programs and employment of certificate and permit holders.

Name: _____ Social Security Number*: _____

FINGERPRINTING REQUIREMENT

☑ CHECK ONLY ONE

A. ☐ I am exempt from the criminal record history check because I now hold, or at some time in the past did hold, a Nebraska educator certificate or permit. (If you checked this box proceed to Personal and Professional Fitness Section.)

B. ☐ I have not held a Nebraska certificate or permit so I am submitting a record of my residences during the past five years on the Record of Residence Form in the forms section of the Applicant Manual or on a separate sheet of paper signed and dated. I have included the dates of residence (from month/year to month/year) with each address. Since the record demonstrates that I have been a continuous "resident" of Nebraska for five (5) or more years from the filing date of my application form with the Nebraska Department of Education, I am exempt from the criminal record history check.

"Resident" shall mean an individual who has established a home where the individual is habitually present and to which having departed therefrom, intends to return. 92 NAC 21 S002.18

C. ☐ I have not lived in Nebraska continuously for the five (5) years immediately prior to filing this application with the Nebraska Department of Education; therefore, I am submitting two (2) complete and legible sets of my fingerprints on two (2) fingerprint cards provided by the Nebraska Department of Education. I am also submitting the fingerprint processing fee in addition to any certification processing fee.

PERSONAL AND PROFESSIONAL FITNESS

1. Have you ever had a professional license, certificate, permit, credential, or other document authorizing the practice of a profession suspended, revoked, voided, denied, rejected, or voluntarily surrendered? ☐ Yes ☐ No
   If yes, attach a written statement that fully explains the facts and where this occurred.
2. Are you currently the subject of any inquiry or investigation by any law enforcement agency, prosecutor's office, governmental body, or licensing agency? ☐ Yes ☐ No
   If yes, attach a written statement that fully explains the facts and where this is occurring.
3. Is any action currently pending against you by any law enforcement agency, prosecutor's office, governmental body, or licensing agency? ☐ Yes ☐ No
   If yes, attach a written statement that fully explains the facts and where this is occurring.
4. Have you ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court? Minor traffic infractions and misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol need not be reported. ☐ Yes ☐ No
   If yes, complete Criminal Charges Self-Reporting Form. This form can be found on the supporting forms page of the Teacher Certification website at www.education.ne.gov/TCERT/
5. Is an order or determination currently in effect by a court or any other governmental body which finds you to be any of the following: a mentally ill and dangerous person; mentally incompetent to stand trial; acquitted of criminal charges because of insanity; an incapacitated person in need of a guardian; or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication? ☐ Yes ☐ No
   If yes, attach a copy of the order and a written statement that fully explains the facts and where this occurred.
6. Are you currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional? ☐ Yes ☐ No
   If yes, please attach a written statement that fully explains the facts and where this is occurring.
7. Are you a U.S. Citizen? ☐ Yes ☐ No

DECLARATION, AUTHORIZATION AND SIGNATURE

I declare that the information furnished herein is true, correct, and complete to the best of my knowledge. I hereby grant the permission and authorize the Nebraska Department of Education to verify all responses with any mental health facility or governmental agency and to obtain and review all records maintained by any criminal justice agency, including a criminal history record information check, regarding any of my criminal charges or convictions, and to contact previous employers for information regarding the term of my employment. I hereby release, discharge, and exonerate the Nebraska Department of Education, its employees, and any person so furnishing information from any and all liability to every nature and kind arising out of the furnishing of such records and information. I understand that any material submitted in connection with this application will become the property of the State of Nebraska. I understand that any material submitted in connection with this application will become the property of the State of Nebraska, will be considered a public record and will not be returned. I understand that inaccurate information submitted in support of an application shall be cause for denial or revocation of such certificate or permit.

_____, 20___ _____

Date Signature of Applicant

Name: _____ Social Security Number*: _____

EXPERIENCE AS AN EDUCATION PROFESSIONAL DURING THE PAST FIVE YEARS
Send copies of ALL out-of-state certificates

School Years – From/To	School System Name and Location	Job Description

NON-REFUNDABLE FEES
[V] CHECK ONLY ONE

All School Certificate or Permit (valid in public and nonpublic schools)	☐ $55.00	All School Certificate or Permit plus Fingerprint Fee (valid in public and nonpublic schools)	☐ $105.00
Nonpublic School Certificate or Permit (valid in nonpublic schools ONLY)	☐ $40.00	Nonpublic School Certificate or Permit plus Fingerprint Fee (valid in nonpublic schools ONLY)	☐ $ 90.00
Added Endorsement	☐ $40.00		
Added Endorsement plus Renewal for All School Certificate	☐ $55.00		
Added Endorsement plus Renewal for Nonpublic School	☐ $40.00	Duplicate	☐ $30.00
		NAME CHANGE DOES NOT REQUIRE A FEE	

The Nebraska Department of Education prefers that applicants complete the application and pay all fees on-line. Issuance of the certificate or permit will generally take six to eight weeks. Payment on-line will expedite the application process.

If a check or money order is mailed, please send to:

NEBRASKA DEPARTMENT OF EDUCATION
TEACHER CERTIFICATION
P O BOX 94987
LINCOLN NE 68509-4987

DISCLAIMER

The Nebraska Teacher Certification Office does not communicate with applicants after receiving individual pieces of the required application materials; however, you may be contacted if all material have not been received in a timely manner. It is the applicant's responsibility to check with educational agencies to guarantee that transcripts, institutional verifications, Praxis scores, agreement statements and other necessary materials have been sent to the Teacher Certification Office. It is the applicant's responsibility to submit two sets of legible fingerprint cards or complete the Record of Residence form. Any fingerprints submitted by an applicant will be used to check the criminal history records of the Federal Bureau of Investigations (FBI). Applicants wanting to obtain a change, correction, or updating of an FBI identification record may follow the procedures as set forth in 28 CFR 16.34. All Nebraska educational certified personnel in public or non-public schools must have a valid certificate or permit by September 1st of the current school year. Failure to complete the process is not a valid reason for maintaining your employment after September 1st.

CANDIDATE APPLICATION STATUS

Applicants can check the status of their application by going on-line at www.education.ne.gov/tcert and clicking "Current Application Status." If it no longer appears, click "Current Certificates and HR Training Lookup" on the TC website to see your new certificate.

Please read and understand your application before submitting, as application fees are non-refundable.

NDE 20-014
Revised 12-16

CRIMINAL CHARGES
SELF-REPORTING FORM

THIS FORM MUST BE COMPLETED IF YOU ANSWERED "YES" TO QUESTION 4
UNDER THE PERSONAL AND PROFESSIONAL FITNESS SECTION OF THE APPLICATION FORM

COMPLETE A SEPARATE FORM FOR EACH CHARGE. YOU MAY PHOTOCOPY THIS FORM

SIGN AT THE BOTTOM OF THS FORM.

Please print
Name_____ Social Security Number*: _____

Criminal Charge: _____

Date of Offense: _____

Name of arresting party (Police or Sheriff's Office): _____

Court of Jurisdiction: _____

Plea and conditions of probation, if any: _____

_____

_____

Details of the incident: _____

_____

_____

_____

_____

You may attach any further explanation of the incident.

**YOU MUST ATTACH A COPY OF YOUR COURT RECORDS(S) RELATED TO THIS CHARGE.
IF COURT RECORDS ARE NO LONGER AVAILABLE, CONTACT THE OFFICE OF GENERAL COUNSEL AT THE NEBRASKA DEPARTMENT OF EDUCATION FOR FURTHER INSTRUCTIONS.**

I declare under penalty of perjury that the forgoing, including any attachment is true and correct. I hereby authorize the above-listed courts and law enforcement agencies to release any information concerning me to the Nebraska Department of Education.

Signature _____ Date _____

* The requirement that a certificate or permit applicant provide his/her social security number is contained in Neb. Rev. Stat. 79-810. The uses that will be made of this number are criminal background checks prior to issuance of a certificate and for purposes of data compilation and statistics concerning employment of graduates of state approved teacher education programs and employment of certificate or permit holders.

301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509 Phone: 402-471-0739, Fax: 402-742-2359
Website: www.education.ne.gov/tcert, Email: nde.tcertweb@nebraska.gov Twitter: @nde_tcert

Website: www.education.ne.gov/tcert
Email: nde.tcertweb@nebraska.gov
Twitter: @nde_tcert
Phone: 402-471-0739 Fax: (402) 742-2359

Teacher Certification
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509-4987
NDE 20-022
Revised 10-16

UNITED STATES CITIZENSHIP ATTESTATION FORM

Printed Name of Applicant **Social Security Number***

For the purpose of complying with Neb. Rev. Stat. §§4- 108 through 4-114, I attest as follows:

☐ I am a qualified alien under the federal Immigration and Nationality Act, my immigration status, alien number and card expiration date are as follows:

and I am providing a legible copy of my United States Citizenship and Immigration Services documentation as part of this application.

DECLARATION, AUTHORIZATION AND SIGNATURE

I hereby attest that my response and the information provided on this form and any related application for public benefits are true, complete and accurate and I understand that this information may be used to verify my lawful presence in the United States.

Dated this _____ day of _____, 20 _____

Signature of Applicant

* The requirement that a certificate or permit applicant provide his/her social security number is contained in Neb. Rev. Stat. 79-810. The uses that will be made of this number are criminal background checks prior to issuance of a certificate and for purposes of data compilation and statistics concerning employment of graduates of state approved teacher education programs and employment of certificate or permit holders.

COURSES REQUIRED FOR COMPLETION OF AN APPROVED TEACHER OR ADMINISTRATIVE PROGRAM (CRC) FOR A NEBRASKA PERMIT

NDE 20-007
Revised 10-16

Name: _____ Social Security Number* _____

To the Applicant: If you are applying for the **Provisional Teaching or Administrative Permit:** Contact the Certification Officer to complete this form AND an Institutional Verification Form for the Provisional Administrative Permit.

To the Applicant: If you are applying for the **Transitional Teaching Permit:** Contact the certification officer at the University of Nebraska-Kearney.

To the Certification Officer for the **Provisional Teaching or Administrative Permit:** If the above named applicant has set up an approved program at your institution, complete this form AND the Institutional Verification Form. The approved program area is_____ and at the _____grade level.

To the Certification Officer for the **Transitional Teaching Permit:** Complete the list of courses the applicant is required to complete for the Transitional Plan leading to the regular teaching certificate. The approved program area is _____ and at the _____ grade level.

Submit this form, the District Agreement Statement, a completed application form, appropriate application fee, official transcripts, fingerprint cards and fee, if required, to the Nebraska Department of Education.

Department	Course Number	Title of Courses	Semester Hours

Signature of Authorized Certification Officer _____ Date _____

Institution Name and Address _____

_____

* The requirement that a certificate or permit applicant provide his/her social security number is contained in Neb. Rev. Stat. 79-810. The uses that will be made of this number are criminal background checks prior to issuance of a certificate and for purposes of data compilation and statistics concerning employment of graduates of state approved teacher education programs and employment of certificate or permit holders.

NDE 20-070
Revised 10-16

ALTERNATIVE PROGRAM TEACHING PERMIT

Name _____ Social Security Number* _____

Endorsement Area Requested

Employing District: _____ _____

School District Contact: _____

To the NE Certification Officer: After reviewing the applicant's submitted documents, please recommend coursework that would lead this person to gain a regular Nebraska certificate once that work is completed. Recommendations will be used by NDE to format an applicant's deficiency plan.

This applicant also has the following Nebraska requirements to complete before they may apply for their regular teaching certificate. Check all that apply.

Human Relations ☐ **CORE** ☐ **SPED** ☐ **Content Test** ☐

Department	Course Number	Title of Course	Semester Hours

Total number of Semester Hours listed _____ **Endorsement Recommended:** _____

_____
Nebraska Authorized Certification Officer Completing for NDE Consideration

_____
Date

Institution Name and Address: _____

_____

* The requirement that a certificate or permit applicant provide his/her social security number is contained in Neb. Rev. Stat. 79-810. The uses that will be made of this number are criminal background checks prior to issuance of a certificate and for purposes of data compilation and statistics concerning employment of graduates of state approved teacher education programs and employment of certificate or permit holders.

301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509 Phone: 402-471-0739, Fax: 402-742-2359
Website: www.education.ne.gov/tcert, Email: nde.tcertweb@nebraska.gov Twitter: @nde_tcert

NEBRASKA
DEPARTMENT OF EDUCATION

Summary of Rule 21 Changes

Career Education Teaching Permit Requirements

- We are eliminating basic skills test for the career education teaching permit. Rationale: Adjustment to basic skill requirement for the Career Education Teaching Permit, to align with all other permits.
- We are adding the requirement that evidence of qualifying for, or be eligible to have one (1) or more endorsements placed on a certificate or permit, pursuant to 92 NAC 24. Rationale: The current career permit doesn't, through Rule, limit what a permit holder can teach, therefore the intent is to limit a teacher's scope to a specific endorsement area.
- We are adding misdemeanor convictions in section 003.12.

Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA
DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.

Commissioner of Education

FROM: Brad Dirksen, Administrator, Accreditation, Accountability and Program Approval

Kelly Heineke, Director, Educator Preparation Program Approval

PROPOSED AGENDA ITEM: Adopt proposed revisions to Rule 24 (92 NAC 24) *Regulations for Certificate Endorsements.*

RATIONALE: Revisions to Rule 24 to keep endorsement requirements current with the changing educational environment in Nebraska.

BACKGROUND INFORMATION: Revised annually, the most current version of Rule 24 became effective on July 15, 2018. Changes are being proposed that update the Rule in several areas. These changes have been discussed with appropriate constituency groups, including the Nebraska Council on Teacher Education.

Rule 24 addresses the regulations for certificate endorsements. Some of the changes being proposed include: (1) clarification of the superintendent endorsement language, (2) adding the Health Sciences field endorsement, (3) adding a Special Program subject and supplemental endorsement, (4) refining skilled and technical sciences to align with federal regulations, (5) eliminating the Assessment Leadership endorsement, and (6) cleaning up language, aligning definitions, and other rule maintenance, (7) adding Orientation and Mobility Specialist endorsement; (8) changes to several Praxis exam numbers and pass rates.

A more detailed summary of changes/rationale will be provided as support material.

ESTIMATED COST N/A

Matthew L. Blomstedt, Ph.D., Commissioner

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TO: State Board of Education

FROM: Scott Summers, General Counsel – Commissioner's Appointed Staff Person to Conduct a Rule Hearing on revisions to Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*.

DATE: March 3, 2020

RE: Summary of rulemaking hearing on proposed revisions to 92 NAC 24

On January 22, 2020, the Commissioner approved a hearing draft and set a hearing date and location to conduct a hearing on the adoption of proposed revisions to Title 92, Nebraska Administrative Code, Chapter 24. By a memorandum dated January 23, 2020 the Commissioner appointed me to conduct a hearing on this Rule on March 3, 2020, commencing at 10:00 a.m. After the proper legal notice was published, this hearing was held at the Nebraska State Office Building, Nebraska Department of Education, State Board Meeting Room, 301 Centennial Mall South, Sixth Floor, Lincoln, Nebraska. Pursuant to State Board of Education Policy B9, what follows is a written summary of the hearing testimony.

The testimony presented was recorded and the audio recording is available to the State Board of Education and the public via YouTube on NDE's website.

SUMMARY OF TESTIMONY ON THE PROPOSED REVISIONS TO 92 NAC 24
Regulations for Certificate Endorsements

Scott Summers, General Counsel and the hearing official, called this hearing to order, read into the record the name of the newspaper in which a legal notice of the hearing was published and the date the notice appeared, outlined the procedures for the hearing. **Mr. Summers** indicated that the NDE had received one written submission of testimony regarding the proposed revisions to Rule 24 from:

1. **Sara Skretta, Ed.D., PHR, Certification Officer, College of Education & Human Sciences, University of Nebraska-Lincoln** provided testimony regarding their concerns with the proposed Special Program endorsement. Dr. Skretta testifies that the proposed endorsement description is too broad to allow it to serve the intended purpose as it is currently written. Dr. Skretta testifies that since the Jobs for America's Graduate (JAG) is not specifically referenced in the endorsement description, the proposed endorsement would provide a pathway for non-JAG candidates, like a certified teacher, to be eligible for the endorsement and teach such non-core classes as Special Education. Dr. Skretta testifies that the broad language of the proposed Special Program endorsement provides an opening for districts to hire unqualified teachers to be fully staffed. Please see attached written testimony.

Mr. Summers then introduced **Kelly Heineke, Director of Educator Preparation Program Approval, Nebraska Department of Education.**

Ms. Heineke testified that the proposed revisions to Chapter 24 include replacing varying terms for post-secondary educational institutions with a previously defined term, "Standard Institution of Higher Education;" updating the implementation date to August 1, 2020; adding definition for "clinical practice" since it is used in the new definition of "practicum" and has a different meaning from "clinical experiences" and "student teaching;" revising "field experience" and "practicum" definition to align with Rule 20; eliminating Assessment Leadership endorsement as the School-Based Teacher-Led Assessment and Reporting System (STARS) no longer exists; adding Health Sciences field endorsement; adding Orientation and Mobility Specialist endorsement; and, adding Special Program endorsement that can appear as a subject endorsement on a career education-teaching permit or a supplemental endorsement. This Special Program endorsement was created in response to a request from the Nebraska Department of Labor, Governor, and Commissioner to allow teachers for Jobs for America's Graduates (JAG) courses. This endorsement will not allow the holder to teach core curriculum course which include language arts, social studies, science, mathematics, career and technical education, world language, visual and performing arts, and personal health and physical fitness. This endorsement will only be valid for teaching special program courses as identified by the Nebraska Department of Education. The Praxis 5018 is being replace by Praxis 5017; Praxis 5691 is being replaced by Praxis 5023; changing Praxis 5411 to 5412 and the pass score from 145 to 146; and, changing Praxis 6021 to 6991 and pass score from 152 to 162.

Ms. Heineke testified that numerous stakeholders were engaged and input gathered from the Nebraska Council on Teacher Education, representatives of teacher preparation institutions, school and district administrators, and educational professional organizations including the Nebraska Council of School Administrators, the Nebraska State Education Associations, and the Nebraska Association of Colleges of Teacher Education. (Please see Ms. Heineke's written testimony attached.)

No other oral or written testimony was received.

University of Nebraska Lincoln

March 3, 2020

Dr. Matthew Blomstedt, Commissioner
Nebraska Department of Education
301 Centennial Mall South, #6
Lincoln, NE 68508

Dear Dr. Blomstedt:

On behalf of the College of Education & Human Sciences at the University of Nebraska-Lincoln, I would like to share our concern with the proposed Rule 24 Special Program endorsement (006.65). We are concerned that the proposed endorsement description is too broad to allow it to serve the intended purpose as it is currently written.

It is our understanding that the Special Program endorsement is being proposed for adoption to provide Jobs for America's Graduate (JAG) program teachers a certification pathway. Because JAG is not specifically referenced in the endorsement description, the proposed endorsement would provide a pathway for non-JAG candidates, like a certified teacher, to be eligible for the endorsement and teach such non-core classes as Special Education. The proposed Special Program endorsement would also provide a pathway for individuals with Career Education teaching permits to receive this endorsement, and without meeting Rule 24 standards, potentially be endorsed to work with students with disabilities. The possibility of these situations is of great concern to us.

The broad language of the proposed Special Program endorsement provides an opening for districts to hire unqualified teachers to be fully staffed. While we understand the intent of the endorsement is to be singularly available to JAG candidates, without the inclusion of that specific language, the situation of hiring unqualified teachers for vacant positions is inadvertently created. Rules are interpreted as written and we encourage the inclusion of the JAG detail to allow the endorsement to be applied as intended.

We appreciate the intent and support this type of endorsement but as proposed, believe the endorsement requirements could be more widely applied than originally intended. To avert improper application of the endorsement, we recommend adding language specific to JAG. Other states, including Nevada, have a JAG endorsement option which may be helpful in providing the additional, guiding detail to the proposed endorsement.

Thank you for your consideration. Please don't hesitate to contact me if you have any questions.

Sincerely,

Sara E. Skretta

Sara E. Skretta, Ed.D., PHR
Certification Officer
CC: Dr. Sherri Jones, Dean

136 Henzlik Hall P.O. Box 830371 Lincoln, NE 68583-0371

NEBRASKA
DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION RULE-MAKING HEARING

REVISIONS to Title 92, Nebraska Administrative Code, Chapter 24

Regulations for Certificate Endorsements

Tuesday, March 3 10:00 a.m. (Central Time)

Nebraska State Office Building, Nebraska Department of Education, 6th floor, State Board Meeting Room, Lincoln, NE

My Name is Kelly Heineke, I am the Director of Educator Preparation Program Approval at the Nebraska Department of Education.

The following is a short synopsis of the revisions to Title 92, Nebraska Administrative Code, Chapter 24: Regulations for Certificate Endorsements:

- Throughout Rule 24: Throughout the rule there a varying terms for post-secondary educational institutions: Standard Institution of Higher Education", "Nebraska Institutions" and "Nebraska teacher education institutions. Replacing these references with a previously defined term, "Standard Institution of Higher Education".
- 002.04- Updated Implementation date to reflect August 1, 2020.
- 003.06- Added a definition for "clinical practice" since it is used in the new definition of "practicum" and has a different meaning from the defined terms of "clinical experiences" (003.05) and "student teaching" (003.21)? (Added definition from Rule 20 for clinical practice that addresses this).
- 003.13- 'Field experience' definition revised to align with Rule 20 'field experience' definition.
- 003.17- 'Practicum' definition revised to align with Rule 20 'practicum' definition.
- 005.04D- Superintendent language clarified.
- 006.07- Assessment Leadership endorsement will be eliminated as of August 1, 2020 as recommended by NCTE, since it was tied to the School-Based Teacher-Led Assessment and Reporting System (STARS) which is no longer in effect.
- 006.28- Health Sciences field endorsement- Adding new endorsement.
- 006.45- Adding "Supplemental" to the endorsement and language that addresses this addition.
- 006.45C- Striking "certificate" because there is no career education certificate. Currently there is only a career education teaching permit.
- 006.53E- Skilled and Technical Sciences – Skilled Specific. Work experience language clarification revised to align with federal regulations.
- 006.64- Special Program: Adding new endorsement that can appear as a subject endorsement on a career education-teaching permit or a supplemental endorsement. Created in response to request from Department of Labor, Governor, and Commissioner to allow teachers for Jobs for America's Graduates (JAG) courses. This endorsement will not allow the holder to teach core curriculum courses which include language arts, social studies, science, mathematics, career and technical education, world language, visual and performing arts, and personal health and physical fitness. This endorsement will only be valid for teaching special program courses as identified by the department.

- 006.38- Adding new endorsement Orientation and Mobility Specialist.
- Striking Praxis 5018 as it is replaced Praxis by 5017.
- Striking Praxis 5691 as it is replaced by Praxis 5023.
- Changing Praxis 5411 to 5412 and the pass score from 145 to 146
- Changing Praxis 6021 to 6991 and pass score from 152 to 162

To inform the Department while drafting the revision to Title 92, Nebraska Administrative Code, Chapter 24: Regulations for Certificate Endorsements, stakeholders were engaged and input was gathered from the Nebraska Council on Teacher Education, representatives of teacher preparation institutions, school and district administrators, and educational professional organizations, including the Nebraska Council of School Administrators, the Nebraska State Education Association, and the Nebraska Association of Colleges of Teacher Education.

TITLE 92 – NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 24 – CERTIFICATE ENDORSEMENTS

NUMERICAL TABLE OF CONTENTS

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Appendix A: Status of Endorsements No Longer in Chapter 24

Appendix B: Affirmation of Eligibility Form

Appendix C: Nebraska Rule 24 Endorsements, Content Tests, and Passing Scores

TITLE 92 – NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 24 – CERTIFICATE ENDORSEMENTS

ALPHABETICAL TABLE OF CONTENTS

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
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Appendix A: Status of Endorsements no longer in Chapter 24

Appendix B: Affirmation of Eligibility Form

Appendix C: Nebraska Rule 24 Endorsements, Content Tests, and Passing Scores

TITLE 92 – NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 24 – CERTIFICATE ENDORSEMENTS

001 Alphabetical List of Endorsements Contained in this Chapter

ADMINISTRATIVE ENDORSEMENTS
Curriculum Supervisor (Issued prior to August 1, 2020)
Principal
Special Education Supervisor
Superintendent

TEACHING ENDORSEMENTS
Adapted Physical Education
Agricultural Education
American Sign Language (Subject)
American Sign Language (Supplemental)
Anthropology
Art
Assessment Leadership (Issued prior to August 1, 2020)
Basic Business (Issued prior to August 1, 2019)
Bilingual Education
Biology
Business, Marketing, and Information Technology (BMIT)
Career Education
Chemistry
Coaching
Driver Education
Early Childhood Education
Early Childhood Inclusive
Earth and Space Science
Economics
Elementary Education
English (Issued prior to August 1, 2015)
English As A Second Language
English Language Arts (formerly Language Arts)
Family and Consumer Sciences Occupational
Geography
Health Education
Health and Physical Education
Health Sciences Education (Field)
Health Sciences Education (Supplemental)
High Ability Education
History
Information Technology
Instructional Technology Leadership
Journalism and Media Education
Mathematics
Middle Level Education
Music
Orientation and Mobility (O & M) Specialist
Physical Education
Physics

Political Science
Psychology
Reading and Writing
Reading Specialist
Religious Education
Reserve Officer Training Corps (ROTC)
School Counselor
School Librarian
School Psychologist
Science
Secondary English
Secondary Transition Specialist
Skilled and Technical Sciences Education
Skilled and Technical Sciences Education – Skilled Specific
Social Science
Sociology
Special Education Generalist (formerly Special Education)
Special Education Behavior Intervention Specialist
Special Education Deaf or Hard of Hearing
Special Education Early Childhood Special Education
Special Education Early Intervention Specialist
Special Education Functional Academic Skills and Independent Living Specialist
Special Education Inclusion and Collaboration Specialist
Special Education Visual Impairment
Special Program
Speech
Speech-Language Pathologist
Theatre
Vocal Music
Vocational Special Needs (Issued prior to August 1, 2018)
Work-Based Learning
World Language

SPECIAL SERVICES ENDORSEMENTS

Audiologist
School Nurse
Speech Language Technician
Special Services Coaching

Appendix A: Status of Endorsements no longer in Chapter 24
Appendix B: Affirmation of Eligibility Form
Appendix C: Nebraska Rule 24 Endorsements, Content Tests, and Passing Scores

002 General Information

002.01 Statutory Authority. This chapter is adopted pursuant to Section 79-808 of the Nebraska Revised Statutes (R.R.S.).

002.02 Scope and Application. This chapter contains regulations for obtaining endorsements indicating grade levels and areas of specialization on Nebraska teaching, administrative, and special services certificates or permits.

002.03 Related Regulations ~~Chapters~~. Throughout this chapter, reference is made to other Department regulations relating to teachers, administrators, and special services providers. Regulations for the issuance of certificates or permits to teach, administer, and provide special services in Nebraska schools are contained in Title 92, Nebraska Administrative Code, Chapter 21 (92 NAC 21). Title 92, Nebraska Administrative Code, Chapter 23 (92 NAC 23) contains regulations concerning the basic skills competency testing of teacher education candidates. Title 92, Nebraska Administrative Code, Chapter 20 (92 NAC 20) contains the rules for the approval of professional education programs in Nebraska. Copies of these rules are available from the Department. Content standards can be found at www.education.ne.gov/contentareastandards

002.04 Implementation Date. Regardless of the effective date of the approval of this chapter, the implementation date will be August 1, 20~~18~~. Colleges and persons seeking endorsements must meet these requirements after this date. Prior to that implementation date, the provisions of this chapter, as approved with an effective date of ~~August 1, 2017~~ July 15, 2018 will ~~shall~~ remain in effect.

003 Definition of Terms. As used in this chapter:

003.01 American Sign Language (ASL) means a natural language indigenous to members of the American Deaf Community, with its own culture, literature, and linguistic structure.

003.02 Approved Endorsement Program means endorsement programs approved pursuant to 92 NAC 20 or any endorsement program approved in any other state or country pursuant to standards comparable and equivalent to 92 NAC 20.

003.03 Board means the Nebraska State Board of Education.

003.04 Certification Officer means a faculty or staff member designated by the chief academic officer or unit administrator of each standard institution of higher education with an approved educator preparation program to receive correspondence regarding this chapter from the Department and to provide

certified records, transcripts, reports and/or recommendations to the Department, as required, for the purpose of certification and/or endorsement.

003.05 Clinical experiences means those that are characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Examples of clinical experiences are microteaching clinics, unit teaching associated with a methodology class, and skill clinics. Activities not meeting the criteria for clinical experiences include general observations, voluntary community service, orientation visits, teacher aiding, and periodic visitations to educational settings.

003.06 Clinical practice means culminating supervised experiences which provide candidates with opportunities to demonstrate competence in the professional roles for which they are preparing, which includes student teaching and internships.

003.0~~6~~7 Commissioner means the Nebraska State Commissioner of Education.

003.0~~7~~8 Content Test means a Praxis Subject Assessment or School Leadership Series test published by the Educational Testing Service (ETS) of Princeton, NJ for which a passing score requirement has been established by the Department.

003.0~~8~~9 Credit hour means the equivalent of 15 instructional class periods of 50 minutes or more. Semester hour has the same meaning as credit hour.

003.1~~0~~9 Department means the State Department of Education, which is comprised of the Board and the Commissioner.

003.1~~0~~1 Endorsement means an area of specialization indicated on a certificate or permit issued pursuant to 92 NAC 21 signifying that the individual has met specific requirements contained in this chapter.

003.1~~1~~2 English as a Second Language (ESL) means a program designed to serve students whose dominant language is not English to become proficient in English through instruction predominantly provided in English to the students.

003.1~~2~~3 Field (used as a descriptor of an endorsement) means two or more subjects which, considered as a single area of study, represent a wider and broader scope than that of a subject.

003.1~~3~~4 Field ~~-based~~ experience~~s~~ means an opportunity for candidates to observe, assist, tutor, instruct, and/or conduct research to develop professional education knowledge, skills, and dispositions. Field experiences include practicum and clinical practice requirements. Field experiences are designed and

implemented through collaboration with school partners and faculty and occur in school systems or other settings serving students. ~~those that are conducted at a school site, school administration center, school clinic, or community agency, etc. These experiences include classroom observations, tutoring, assisting school administrators or teachers, as well as participation in school and community-wide activities. Planning shall be shared by the professional education unit and the appropriate agency.~~

003.1~~4~~5 Internship means an experience supervised by a qualified professional who holds a certificate or permit or has qualifications comparable to that of a certificate or permit holder. The internship provides opportunities to practice and demonstrate the knowledge and skills of the specialization area in a setting that is similar to the setting in which the candidate intends to work. Internship differs from student teaching in that it is only applicable to graduate level and supplemental endorsements.

003.1~~5~~6 Passing Score means a scaled score on a Praxis Subject Assessment Series or School Leadership Series subject content test as established by the Department.

003.1~~6~~7 Practicum means a field experience completed prior to a culminating supervised clinical practice. ~~an extensive experience in which education students practice professional skills and knowledge. Both student teaching and internships are examples of a practicum.~~

003.1~~7~~8 Prekindergarten means the preschool years for children beginning at age 3 prior to entering kindergarten.

003.1~~8~~9 Regular Certificate means an initial, standard or professional certificate as defined in 92 NAC 21.

003.~~19~~20 Semester Hour means the equivalent of 15 instructional class periods of 50 minutes or more. Credit hour has the same meaning as semester hour.

003.2~~0~~1 Standard ~~i~~institution of ~~H~~higher ~~E~~education means any college or university, the teacher education programs of which are fully approved by the Board or approved in another state pursuant to standards which are comparable and equivalent to those set by the board.

003.2~~1~~2 Student teaching means a full time, directed teaching experience conducted in a school setting that provides supervised opportunities to practice and demonstrate over a continuous, extended time period (as required by 92 NAC 20) the unique knowledge and skills of teaching in the endorsement area(s).

003.223 Subject (used as a descriptor of an endorsement) means a specific course or narrow range of courses taught and offered in a school.

003.234 Supplemental (used as a descriptor of an endorsement) means an endorsement obtained by meeting the requirements of this chapter and which may be added to a certificate in the presence of other endorsements which may or may not be specified.

003.245 Teaching experience means employment as a certified employee for the instruction of students in an approved or accredited school.

004 Application Procedures

004.01 Initial Endorsement. When an applicant applies for his or her teaching, administrative, or special services certificate or permit pursuant to 92 NAC 21, he or she will be required to file documentation, signed by a certification officer of a standard institution of higher education, indicating that he or she has met the requirements of this chapter for one or more endorsements (depending upon the requirements of 92 NAC 21 for the type of certificate or permit and the type of endorsements), to file an application and pay the fee provided for in 92 NAC 21. A recommended form (Institutional Verification) is available on the Teacher Certification website.

004.02 Additional Endorsements. Additional endorsements may be added to a certificate or permit at any time upon the payment of the fee provided for in 92 NAC 21 and documentation signed by a certification officer of a standard institution of higher education, that clearly show that the endorsement requirements and student teaching experience requirements, if applicable, of this chapter have been met in approved endorsement programs.

004.02A Applicants applying for additional subject or field endorsements have no additional student teaching requirement if the endorsement is for the same grade level as endorsement(s) already held on the certificate. If it is for a different level, the applicant must meet half of the 14 week student teaching requirement through student teaching or internship.

004.03 Provisional Endorsements. Individuals holding a regular Nebraska certificate may apply to add one provisional endorsement as follows:

004.03A Completing an application and payment of the statutory fee as required under 92 NAC 21; and

004.03B Submitting a document signed and dated by the certification officer of a Nebraska standard institution of higher education which verifies that the applicant has completed 50 percent of the endorsement credit hour

requirement in an approved endorsement program and lists the remaining courses to be completed. A recommended form (Added Provisional Endorsement) is available on the Teacher Certification website.

This provisional endorsement cannot be renewed and will expire on August 31 of the third year following issuance.

004.04 Provisional Special Education Endorsement. Individuals holding a regular Nebraska certificate may apply to add a provisional special education endorsement. The provisional special education endorsement will ~~shall~~ expire August 31 in the year following the year of issuance and may be renewed two (2) times.

004.04A Each applicant for a provisional special education endorsement will:

004.04A1 Complete an application and pay the statutory fee as required under 92 NAC 21;

004.04A2 Submit the Affirmation of Eligibility form, a copy of which is attached as Appendix B and available on the Teacher Certification website, requesting the issuance of the provisional special education endorsement;

004.04A3 Submit an official transcript from a standard institution of higher education that demonstrates at least six (6) semester hours of coursework has already been completed for the provisional special education endorsement; and

004.04A4 Submit a document that is signed and dated by the certification officer from a Nebraska standard institution of higher education which verifies that the applicant has established a plan for completion of course work leading to a Special Education Generalist endorsement. A recommended form, Added Provisional Endorsement, is available on the Teacher Certification website.

004.04B Each applicant for renewal of a provisional special education endorsement will:

004.04B1 Complete an application and pay the statutory fee as required under 92 NAC 21; and

004.04B2 Submit an official transcript verifying completion of at least nine (9) semester hours of course work from the established plan for completion of course work leading to a Special Education Generalist endorsement.

004.05 Duration of Endorsements

004.05A Endorsements, once granted, continue in effect so long as the holder maintains a certificate or permit in force, or until revoked or amended pursuant to state law or regulation.

004.05B Provisional endorsements continue for three (3) years.

004.05C Provisional special education endorsements must be renewed annually.

004.05D If an endorsement is amended through changes to this chapter but the title remains the same, current holders of that endorsement will continue to have that endorsement in effect for their current and future certificates or permits. If an endorsement is no longer contained in this chapter because it has been repealed or the title and requirements have changed, the following provisions apply:

004.05D1 If a comparable existing endorsement is listed for such former endorsement in Appendix A of this chapter, the certificate or permit holder will be considered to hold such comparable endorsement for purposes of determining school or school district compliance with approval or accreditation requirements under Chapters 10 or 14 of this Title, and for purposes of the requirements of any other chapter of this Title. At the time of future renewals, the new certificate or permit will carry the comparable endorsement.

004.05D2 If an endorsement that was formerly designated as a subject or field endorsement is reclassified as a supplemental endorsement, the endorsement will continue to be placed on a certificate or permit as a subject or field endorsement if the subject or field endorsement appeared on a certificate or permit prior to the implementation date of the reclassification, or if the individual seeking the endorsement completes a program for which a standard institution of higher education makes recommendation for a subject or field endorsement within one year of the implementation date of the reclassification.

004.05D3 If no comparable endorsement is listed in Appendix A, the endorsement will be considered non-existent for purposes of Department regulations.

004.06 Revocation of Endorsements. Endorsements will ~~shall~~ be revoked for any of the following reasons:

004.06A Revocation of the certificate or permit.

004.06B Fraud, misrepresentation, or error.

004.06C Written request by the endorsed person to the Commissioner and the Commissioner determines that the person has no employment experience and no college credit in the endorsed area within ten (10) years prior to the written request.

004.06D Elimination of the endorsement by the Board as shown in Appendix A.

004.06E Replacement of the endorsement by the Board with another endorsement as shown in Appendix A.

004.07 Hearings and Appeals. All actions taken by the Department under the provisions of this chapter may be subject to appeal under the appeals procedure contained in 92 NAC 21.

004.08 Certification of Completion of Endorsement Requirements. Certification officers will be required, as a condition of institution approval pursuant to 92 NAC 20, to certify for the Department the completion of endorsement requirements as specified in this chapter as part of endorsement applications.

005 Administrative Endorsements

005.01 Curriculum Supervisor

005.01A Grade Levels: PK-12

005.01B Endorsement Type: Field/Administrative

005.01C Persons with this endorsement may assist in or supervise the development of curriculum programs for students in prekindergarten through grade 12.

005.01D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a ~~S~~standard ~~I~~institution of ~~H~~higher ~~E~~education prior to August 1, 2020. ~~Nebraska institutions~~ Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2020.

005.02 Principal

005.02A Grade Levels: PK-12, PK-8, or 7-12

005.02B Endorsement Type: Field/Administrative

005.02C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as a principal at the grade levels for which the program preparation was completed.

005.02D Certification Endorsement Requirements: This endorsement requires 36 or 45 graduate semester hours of credit in an approved program in educational administration. Thirty-six (36) graduate semester hours are required if the principal endorsement is at the same level as the teaching endorsement. Those seeking a principal endorsement at a level different from their teaching endorsement must complete a minimum of nine (9) additional credit hours. The focus of the additional nine (9) credit hours must be specific to the new level.

005.02D1 The applicant for this endorsement must have two (2) years of teaching experience in an approved/accredited elementary, middle, and/or secondary schools; and

005.02D2 Internship/Field ~~-Based~~ Experiences: This endorsement requires 250 clock hours of internship/field ~~-based~~ experiences in approved or accredited elementary, middle, or secondary schools. These hours must be completed at the level(s) for the endorsement(s) being sought.

005.02E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.02F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

005.03 Special Education Supervisor

005.03A Grade Levels: Birth through Grade 12

005.03B Endorsement Type: Field/Administrative

005.03C Persons with this endorsement may serve in all special education administrative and supervisory roles in Nebraska schools providing services for students with disabilities, birth through age 21.

005.03D Certification Endorsement Requirements: This endorsement requires a minimum of 36 graduate semester hours related to educational leadership and special education administration coursework, and includes an internship experience in special education supervision.

005.03D1 Additional requirements: For admission to the program of study leading to this endorsement, the applicant must have or be eligible to hold a valid regular teaching certificate with a special education endorsement; and

005.03D2 Have completed two (2) years of teaching in an approved or accredited school system.

005.03E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.03F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

005.04 Superintendent

005.04A Grade Levels: PK-12

005.04B Endorsement Type: Field/Administrative

005.04C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as superintendent, principal, or other administrative roles at all levels.

005.04D Certification Endorsement Requirements: This endorsement requires a Master's degree~~,~~ and completion of an educational specialist, doctoral program, or other state-approved program for the preparation of a school superintendent with a minimum of 60 graduate hours in educational leadership or education administration, ~~a minimum of 60 graduate hours in educational administration or educational leadership, completion of an educational specialist, doctoral program, or other state-approved program for the preparation of a superintendent,~~ and a one-semester internship in an approved or accredited school system.

005.04D1 The applicant for this endorsement must qualify for a regular teaching certificate and an administrative certificate and have two (2) years of teaching experience.

005.04E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.04E1 The applicant may be admitted to the program of studies leading to this endorsement following a screening process which includes (1) a review of transcripts, (2) three letters of recommendation from people who know of the candidate's work, (3) successful completion of a qualifying examination as identified by the standard institution, and (4) a written statement from the candidate outlining his/her professional goals.

005.04F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006 Teaching Endorsements

006.01 Adapted Physical Education

006.01A Grade Level: PK-12

006.01B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement in: Health and Physical Education, Physical Education, or one of the Special Education endorsements.

006.01C Persons with this endorsement may teach physical education to children and youth in prekindergarten through grade 12 who have unique needs or verified disabilities. Persons with this endorsement may provide consultant services to teachers of students with unique needs or verified disabilities.

006.01D Certification Endorsement Requirements: This endorsement requires a minimum of 24 semester hours of course work. Applicants may apply up to 12 semester hours of course work completed as part of a subject or field endorsement in Physical Education or Special Education toward requirements of this endorsement. The hours will ~~shall~~ include the following:

006.01D1 Course work in special education – six (6) semester hours; and

006.01D2 Course work in the content areas of physical education instruction – six (6) semester hours; and

006.01D3 A minimum of 12 semester hours in adapted physical education courses.

006.01E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.02 Agricultural Education

006.02A Grade Levels: 6-12

006.02B Endorsement Type: Field

006.02C Persons with this endorsement may teach and manage an Agricultural Education program and will be eligible for the Work-Based Learning endorsement.

006.02D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of agriculture subject matter plus work experience including:

006.02D1 A minimum of 12 semester hours in agricultural education which includes pedagogical content knowledge and principles of career and technical education and including a minimum of three (3) semester hours of coordination and supervision of work-based learning; and

006.02D2 A minimum of 36 semester hours from the areas of~~:~~ Agribusiness Systems, Animal Systems, Food Products and Processing Systems, Natural Resources and Environmental Service Systems, Plant Systems, and Power, Structural, and Technical Systems, including leadership, research, applied technology, and policy within the aforementioned systems:

006.02D2a Three (3) semester hours – Agribusiness Systems
006.02D2b Three (3) semester hours – Animal Systems

006.02D2c Three (3) semester hours – Food Products and Processing Systems
006.02D2d Three (3) semester hours – Natural Resources and Environmental Service Systems
006.02D2e Three (3) semester hours – Plant Systems
006.02D2f Nine (9) semester hours – Power, Structural, and Technical systems, and

006.02E Work Experience: The endorsement is available only to those persons who have either (A) 1000 verified hours of paid work-based experience relative to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field, under the direction of the college or university recommending the endorsement.

006.02F Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.02G Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.03 American Sign Language (Subject)

006.03A Grade Levels: K-8, 7-12, or K-12

006.03B Endorsement Type: Subject

006.03C Persons with this endorsement may teach American Sign Language (ASL) at the grade level(s) for which they have been prepared.

006.03D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours of ASL content course work.

006.03D1 Practicum. Prospective teachers will ~~shall~~ be engaged in practicum experience at the level(s) of endorsement.

006.03E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.04 American Sign Language (Supplemental)

006.04A Grade Levels: K-8, 7-12, or K-12

006.04B Endorsement Type: Supplemental

006.04C Persons with this endorsement may teach American Sign Language (ASL) at the grade level(s) for which they have been prepared.

006.04D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours of coursework in ASL content.

006.04D1 Practicum. Prospective teachers will ~~shall~~ be engaged in practicum experiences at the level(s) of endorsement.

006.04E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.05 Anthropology

006.05A Grade Levels: 7-12

006.05B Endorsement Type: Subject

006.05C Persons with this endorsement may teach anthropology in grades 7 through 12.

006.05D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in anthropology and six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, History, Political Science, Psychology, and/or Sociology).

006.05E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses will ~~shall~~ incorporate the Nebraska social studies/history content standards ~~found in 92 NAC 10~~ into the curriculum as applicable to the grade level endorsement.

006.06 Art

006.06A Grade Levels: PK-12

006.06B Endorsement Type: Field

006.06C Persons with this endorsement may teach art for students in prekindergarten through grade 12.

006.06D Certification Endorsement Requirements: This endorsement requires 52 semester hours in art course work, including studio art, art history, theory and criticism, teaching competencies, new technology, and career opportunities in art.

006.06E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.06F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.07 Assessment Leadership

006.07A Grade Levels: PK-12

006.07B Endorsement Type: Supplemental

006.07C Persons with this endorsement may assist in or facilitate the development of assessment programs for students in prekindergarten through grade 12.

006~~7~~.07D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2020. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2020.

~~006.07D Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours that shall include the following:~~

~~006.07D1 Three (3) semester hours in the study of district, state, and national assessment.~~

~~006.07D2 Three (3) semester hours in the study of classroom-based assessment.~~

~~006.07D3 Three (3) semester hours of field-based experiences related to Sections 006.07D1 and 006.07D2.~~

~~006.07D4 Six (6) semester hours in the study of leadership and collecting, analyzing, reporting, and using data for instructional improvement.~~

~~006.07D5 Three (3) semester hours of field-based experiences related to all aspects of Section 006.07D4.~~

~~006.07D6 The applicant for admission to the program of studies leading to this endorsement must have a valid teaching or administrative certificate and two (2) years of teaching experience.~~

~~006.07E Endorsement Program Requirements: Nebraska education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

006.08 Basic Business

006.08A Grade Levels: 6-12

006.08B Endorsement Type: Subject

006.08C Persons with this endorsement may teach basic business education courses in grades 6 through 12.

006.08D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a ~~S~~standard ~~i~~institution of ~~H~~higher ~~E~~education prior to August 1, 2019. ~~Nebraska institutions~~ Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2019.

006.09 Bilingual Education

006.09A Grade Levels: PK-12, PK-6, 7-12

006.09B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, an English as a Second Language (ESL) endorsement in addition to a subject or field endorsement.

006.09C Persons with this endorsement may teach in a bilingual program in the grade levels for which they are prepared.

006.09D Certification Endorsement Requirements: This endorsement requires a minimum of 12 semester hours of course work related to methodology, content instruction, and content literacy in bilingual education programs which includes nine (9) credit hours of course work taught in the target language.

006.09D1 Candidates must also complete a 45 clock hour practicum in a bilingual education program taught in the target language at the grade level(s) of the endorsement being sought.

006.09E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.10 Biology

006.10A Grade Levels: 7-12

006.~~10~~B Endorsement Type: Subject

006.10C Persons with this endorsement may teach any biology course in grades 7 through 12.

006.10D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in biology and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will ~~shall~~ be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.10E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.10F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.11 Business, Marketing, and Information Technology

006.11A Grade Levels: 6-12

006.11B Endorsement Type: Field

006.11C Persons with this endorsement may teach Business, Marketing, and Information Technology education courses and will be eligible for the Work-Based Learning endorsement.

006.11D Certification Endorsement Requirements: This endorsement requires a minimum of 51 semester hours, including:

006.11D1 24 semester hours in business administration; and

006.11D2 Nine (9) semester hours in marketing content knowledge; and

006.11D3 12 semester hours in information technology systems content knowledge; and

006.11D4 A minimum of three (3) semester hours of coursework in coordination and supervision of work-based learning; and

006.11D5 A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

006.11E Work Experience: The endorsement is available only to those who have either (A) 1000 verified hours of paid work-based experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.11F Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.11G Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.12 Career Education

006.12A Grade Levels: 7-12

006.12B Endorsement Type: Subject

006.12C The endorsement is valid only on a career education teaching permit for a career education area where no preparation program is offered by an approved teacher training institution in Nebraska or for which a school system submits documentation that it has not found a qualified teacher for the career education teaching permit.

006.12D This endorsement requires:

006.12D1 Completion of postsecondary degree or certificate in a prescribed course of study in the career education area~~,~~ ; or

006.12D2 Completion of an apprenticeship program in the career education area~~,~~; or

006.12D3 Demonstrated proficiency in the career education area based upon five (5) years of practice in the career area.; or

006.12D4 Demonstrated proficiency by passing a competency examination approved by the career area industry~~,~~; or

006.12D5 Current employment by a community college as an instructor to teach the career education area.

006.13 Chemistry

006.13A Grade Levels: 7-12

006.13B Endorsement Type: Subject

006.13C Persons with this endorsement may teach any chemistry course in grades 7 through 12.

006.13D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in chemistry and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will ~~shall~~ be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.13E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.13F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.14 Coaching

006.14A Grade levels: 7-12

006.14B Endorsement Type: Supplemental

006.14C Persons with this endorsement may coach interscholastic athletic events for participants in grades 7 through 12.

006.14D Certification Endorsement Requirements: This endorsement requires a minimum of 12 semester hours of coursework related to coaching athletics, including first aid, health and safety for coaches; prevention, care, and management of injuries; fundamentals of coaching, including psychology of coaching and coaching theory; and growth, development and learning. Other courses related to coaching athletics such as legal aspects and responsibilities; training and conditioning; nutrition; and administration of sports will ~~shall~~ be used to fulfill any remaining coaching semester hours.

006.14E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.15 Driver Education

006.15A Grade Levels: 7-12

006.15B Endorsement Type: Supplemental

006.15C Persons with this endorsement may teach driver education to students in grades 7 through 12.

006.15D Certification Endorsement Requirements: This endorsement requires a minimum of nine (9) semester credit hours in courses that address traffic safety, general safety, first aid, motor vehicle systems, and alcohol and drug education.

006.15E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.16 Early Childhood Education

006.16A Grade Levels: Prekindergarten through Grade 3

006.16B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, the Elementary Education endorsement.

006.16C Persons with this endorsement may teach children from prekindergarten through grade 3.

006.16D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours of coursework specific to early childhood education that address preschool and kindergarten levels and includes the identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.

006.16D1 Practicum. Candidates must complete a 45 clock-hour practicum working with preschool (prekindergarten) children.

006.16E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.17 Early Childhood Inclusive

006.17A Grade Levels: Birth through Grade 3

006.17B Endorsement Type: Field

006.17C Persons with this endorsement may teach and provide services to children from birth through grade 3 including those with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S, and to support families and other personnel with responsibilities for their care and education.

006.17D Certification Endorsement Requirements: This endorsement requires a minimum of 51 semester hours, including 39 semester hours of coursework in Early Childhood Education and Early Childhood Special Education for children birth through grade 3, and 12 additional semester hours of coursework in one area of concentration, either birth through kindergarten or age 3 through grade 3. Course work must include the identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.

006.17E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.17F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.18 Earth and Space Science

006.18A Grade Levels: 7-12

006.18B Endorsement Type: Subject

006.18C Persons with this endorsement may teach any Earth and space science course in grades 7 through 12.

006.18D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in Earth and space science and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will ~~shall~~ be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.18E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.18F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.19 Economics

006.19A Grade Levels: 7-12

006.19B Endorsement Type: Subject

006.19C Persons with this endorsement may teach economics in grades 7 through 12.

006.19D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours in economics and six (6) semester hours in one or more of the other social sciences areas (Geography, History, Political Science, Psychology, and/or either Anthropology or Sociology).

006.19E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses will ~~shall~~ incorporate the Nebraska social studies/history content standards ~~found in 92 NAC 10~~ into the curriculum as applicable to the grade level endorsement.

006.19F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.20 Elementary Education

006.20A Grade levels: K-6 (K-8 in self-contained classrooms)

006.20B Endorsement Type: Field

006.20C Persons with this endorsement may teach children in all elementary subjects in kindergarten through grade 6 in all schools; and in grades 7 and 8 in self-contained classrooms. Self-contained classrooms exist when students spend more than half the school day with one teacher who provides instruction in more than half of the academic areas of the curriculum.

006.20D Certification Endorsement Requirements: This endorsement requires professional education coursework related to teaching children from kindergarten through grade eight and academic coursework in all areas of the elementary curriculum.

006.20D1 A minimum of 40 semester hours of professional education coursework will ~~shall~~ include the following:

006.20D1a Child growth and development; and

006.20D1b Curriculum, methodology, and assessment appropriate for all students in all areas of the elementary school curriculum; and

006.20D1c Instructional strategies that are adapted for diverse students; and

006.20D1d Organization and management of the classroom; and

006.20D1e Communication skills in collaborating with parents and other adults, including those with diverse languages and cultures; and

006.20D1f History, trends, and societal and cultural issues which impact elementary education.

006.20D2 A minimum of 30 semester hours of academic coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of six (6) semester hours is required in each of the four areas. Course work in the four core areas includes:

006.20D2a Communication, including literature, composition and speech, and reading instruction to include identification of deficiencies and effective instructional and intervention strategies; and

006.20D2b Mathematics, including identification of deficiencies and effective instructional and intervention strategies; and

006.20D2c Natural sciences; and

006.20D2d Social sciences.

006.20D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:

006.20D3a Fine arts and humanities, and;

006.20D3b Health and wellness.

006.20E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.20F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.21 English

006.21A Grade Levels: 7-12

006.21B Endorsement Type: Subject

006.21C Persons with this endorsement may teach writing, language, and literature in grades 7 through 12.

006.21D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a ~~S~~standard ~~I~~istitution of ~~H~~higher ~~E~~education prior to August 1, 2015. ~~Nebraska institutions~~ Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2015.

006.22 English As A Second Language

006.22A Grade Levels: PK-12, PK-6, 7-12

006.22B Endorsement Type: Supplemental

006.22C Persons with this endorsement may teach English as a Second Language (ESL) in the grade levels for which they are prepared.

006.22D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours of course work in the following topics: Second Language Acquisition, English Language/Linguistics, Cross-Cultural Communication, Methods/Curriculum Design in English as a Second Language, and Assessment and Evaluation of English Language Learners (ELL).

006.22D1 Practicum. Candidates must complete a 45 clock hour practicum working with ELL students at the grade level(s) of the endorsement being sought.

006.22E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.23 English Language Arts

006.23A Grade Levels: 7-12

006.23B Endorsement Type: Field

006.23C Persons with this endorsement may teach English Language Arts courses such as literature, writing, language, communications (including speech, theatre, and journalism), and reading/literacy skills in grades 7 through 12.

006.23D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of content and pedagogical content coursework in literature, writing, language, communications, and reading/literacy skills and strategies.

006.23E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.23F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.24 Family and Consumer Sciences Occupational

006.24A Grade Levels: 6-12

006.24B Endorsement Type: Field

006.24C Persons with this endorsement may teach Family and Consumer Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.24D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours, including 42 semester hours of Family and Consumer Sciences content with the following minimums:

006.24D1 Three (3) semester hours – Methods in Family and Consumer Sciences; and

006.24D2 Three (3) semester hours – Careers, Community and Family Connections; and

006.24D3 Nine (9) semester hours – Consumer Economics and Family Resources; and

006.24D4 Nine (9) semester hours – Family and Human Development; and

006.24D5 Nine (9) semester hours – Nutrition, Food Science and Food Production; and

006.24D6 Three (3) semester hours – Design, Textiles, Apparel, or Interiors; and

006.24D7 A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

006.24D8 A minimum of three (3) semester hours of coursework in coordination and supervision of work-based learning; and

006.24E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.24F Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.24G Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.25 Geography

006.25A Grade Levels: 7-12

006.25B Endorsement Type: Subject

006.25C Persons with this endorsement may teach geography in grades 7 through 12.

006.25D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours in geography and six (6) semester hours in one or more of the other social sciences areas (Economics, History, Political Science, Psychology, and/or either Anthropology or Sociology).

006.25E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the

institution utilizes to grant credit toward completion of this endorsement. The courses will ~~shall~~ incorporate the Nebraska social studies/history content standards ~~found in 92 NAC 10~~ into the curriculum as applicable to the grade level endorsement.

006.25F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.26 Health Education

006.26A Grade Levels: 7-12

006.26B Endorsement Type: Subject

006.26C Persons with this endorsement may teach comprehensive health education programs in grades 7 through 12.

006.26D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in health courses that demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.

006.26E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.26F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.27 Health and Physical Education

006.27A Grade Levels: PK-12

006.27B Endorsement Type: Field

006.27C Persons with this endorsement may teach health and physical education in prekindergarten through grade12.

006.27D Certification Endorsement Requirements: This endorsement requires 54 semester hours of preparation in health and physical education courses with:

006.27D1 A minimum of 27 semester hours in foundations of physical education, including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; adapted physical education; and assessment of student learning in elementary and secondary physical education programs; and

006.27D2 A minimum of 27 semester hours in health education foundations that: demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.

006.27E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.27F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.28 Health Sciences Education

006.28A Grade Levels: 6-12

006.28B Endorsement Type: Field

006.28C Persons with this endorsement may teach Health Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.28D Certification Endorsement Requirements: This field endorsement requires a minimum of fifty (50) semester hours with the following minimums:

006.28D1 A minimum of three (3) semester hours in human growth and development; and

006.28D2 A minimum of three (3) semester hours in human anatomy and a minimum of three (3) semester hours in human physiology; and

006.28D3 A minimum of fifteen (15) semester hours in one or more additional Health Sciences areas: medical terminology, nutrition, public/community health, behavioral health, and health care in society; and

006.28D4 A minimum of six (6) semester hours in exercise physiology and kinesiology; and

006.28D5 A minimum of two (2) semester hours in CPR/First Aid certification; and

006.28D6 A minimum of three (3) semester hours in medical law and ethics; and

006.28D7 A minimum of twelve (12) semester hours of professional education course work that includes pedagogical content knowledge and principles of career and technical education; and

006.28D8 A minimum of three (3) semester hours of coursework in the coordination and supervision of work-based learning; and

006.28E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 hours of paid work-based experience relevant to the career field or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.28F Endorsement Program Requirements: Standard Institutions of Higher Education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.2~~98~~ Health Sciences Education Supplemental

006.2~~98~~A Grade Levels: 6-12

006.2~~98~~B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement in: Science, Biology, Health and Physical Education, Physical Education, Health Education, Agriculture Education, or Family and Consumer Sciences Occupational.

006.2~~98~~C Persons with this endorsement may teach Health Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.2~~98~~D Certification Endorsement Requirements: This supplemental endorsement requires a minimum of fifteen (15) semester hours with the following minimums:

006.2~~98~~D1 A minimum of nine (9) semester hours which must include:

006.2~~98~~D1a A minimum of three (3) semester hours in human anatomy and/or human physiology; and

006.2~~98~~D1b A minimum of six (6) semester hours in one or more additional Health Sciences areas: medical terminology, exercise physiology, kinesiology, and public/community health; and

006.2~~98~~D2 A minimum of three (3) semester hours of professional education course work to include pedagogical content knowledge and principles of career and technical education; and

006.2~~98~~D3 A minimum of three (3) semester hours of course work in coordination and supervision of work-based learning; and

006.2~~98~~E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.2~~98~~F Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.3029 High Ability Education

006.3029A Grade Levels: K-12

006.3029B Endorsement Type: Supplemental

006.3029C Persons with this endorsement may teach learners with high ability; facilitate the identification of learners with high ability; develop, coordinate, and evaluate programs for learners with high ability; and act as a resource person in education for students with high ability in kindergarten through grade 12.

006.3029D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours related to the education of learners with high ability and a minimum of 90 hours of related clinical experience, including experience at both elementary (K-6) and secondary (7-12) levels.

006.3029E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.310 History

006.310A Grade Levels: 7-12

006.310B Endorsement Type: Subject

006.310C Persons with this endorsement may teach history in grades 7 through 12.

006.310D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in history and a minimum of six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, Political Science, Psychology, and/or either Anthropology or Sociology).

006.310E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses will ~~shall~~ incorporate the Nebraska social studies/history content standards ~~found in 92 NAC 10~~ into the curriculum as applicable to the grade level endorsement.

006.310F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.321 Information Technology

006.321A Grade Levels: PK-12

006.321B Endorsement Type: Supplemental

006.321C Persons with this endorsement may teach information technology courses.

006.321D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in information technology courses.

006.321E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.332 Instructional Technology Leadership

006.332A Grade Levels: PK-12

006.332B Endorsement Type: Supplemental endorsement only. This endorsement cannot exist by itself on a certificate, but is added to a certificate only in the presence of other endorsements which may have been acquired earlier or concurrently.

006.332C Persons with this endorsement may assist in or facilitate the development of technology programs for students in prekindergarten through grade 12.

006.332D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours which includes the following:

006.332D1 The study of school and district level technology integration into curriculum areas for instructional improvement; and

006.332D2 The study of research and best practices of technology integration to address school improvement efforts; and

006.332D3 The study of education leadership for collecting, analyzing, reporting, and using data for instructional improvement.

006.332E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.343 Journalism and Media Education

006.343A Grade Levels: 7-12

006.343B Endorsement Type: Supplemental

006.343C Persons with this endorsement may teach journalism writing and production courses, and direct student efforts in curricular and cocurricular media intended for public consumption in grades 7 through 12.

006.343D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in journalism and digital literacies, including an approved field experience.

006.343E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.354 Mathematics

006.354A Grade Levels: 6-12

006.354B Endorsement Type: Field

006.354C Persons with this endorsement may teach mathematics in grades 6 through 12.

006.354D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of mathematics.

006.354E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.354F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.365 Middle Level Education

006.365A Grade Levels: 5-9

006.365B Endorsement Type: Subject

006.365C Persons with this endorsement may teach grades 5 through 9 in the area(s) of the endorsement.

006.365D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of which 12 semester hours will ~~shall~~ be in professional education courses, not including clinical experience, related to middle level education, and a minimum of 24 semester hours in one core academic area as listed in 006.365D1.

006.365D1 Core Academic Areas include the following:

006.365D1a English Language Arts
006.365D1b Mathematics
006.365D1c Science
006.365D1d Social Science

006.365D2 Additional content areas may be added with a minimum of 24 semester hours in any of the core academic areas as listed above, or in any of the following content areas:

006.365D2a Agriculture Education;
006.365D2b Business, Marketing and Information Technology Education;
006.365D2c Family and Consumer Sciences;
006.365D2d Health and Physical Education;
006.365D2e Industrial Technology Education;
006.365D2f World Language.

006.365E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.365F Effective September 1, 2018, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.376 Music

006.376A Grade Levels: PK-12

006.376B Endorsement Type: Field

006.376C Persons with this endorsement may teach music in prekindergarten through grade 12.

006.376D Certification Endorsement Requirements: This endorsement requires a minimum of 54 semester hours in music education. Music coursework will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

006.376E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.376F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.38 Orientation and Mobility Specialist (O & M)

006.38A Grade Levels: Birth through age 21

006.38B Endorsement Type: Special Services

006.38C Persons with this endorsement may provide orientation and mobility services to students with visual impairments from birth through age 21. “Visual Impairment” includes blindness, low vision (legal blindness and partial sight) and vision loss associated with other disabilities.

006.38D Endorsement Requirements: This endorsement program requires a minimum of 36 graduate semester hours in special education coursework including:

006.38D1 Nine (9) graduate semester hours in general special education; and

006.38D2 Twelve (12) graduate semester hours in the education of students with visual impairment; and

006.38D3 Twelve (12) graduate semester hours in orientation and mobility; and

006.38D4 Three (3) graduate semester hours in orientation and mobility internship.

006.38E Endorsement Program Requirements: Standard Institutions of Higher Education offering this certificate program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.39~~7~~ Physical Education

006.39~~7~~A Grade Levels: PK-6, 7-12, PK-12

006.39~~7~~B Endorsement Type: Subject

006.39~~7~~C Persons with this endorsement may teach physical education in prekindergarten through grade 6, grades 7 through 12, or prekindergarten through grade 12.

006.39~~7~~D Certification Endorsement Requirement: This endorsement requires a minimum of 30 semester hours in physical education courses for prekindergarten through grade 6 or grades 7-12 endorsements.

006.39~~7~~D1 The PK-6 endorsement requires a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 semester hours of course work in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in elementary school physical education programs.

006.39~~7~~D2 The 7-12 endorsement requires a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education;

plus a minimum of 15 semester hours of course work in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in secondary school physical education programs.

006.39~~7~~D3 Applicants seeking both the PK-6 and 7-12 endorsements or the PK-12 endorsement, are required to earn a minimum of 42 semester hours of course work as prescribed above for elementary and secondary school physical education programs.

006.39~~7~~E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.39~~7~~F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.40~~38~~ Physics

006.40~~38~~A Grade Levels: 7-12

006.40~~38~~B Endorsement Type: Subject

006.40~~38~~C Persons with this endorsement may teach any physics course in grades 7 through 12.

006.40~~38~~D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in physics, and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will ~~shall~~ be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.40~~38~~E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.4038F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.4139 Political Science

006.4139A Grade Levels: 7-12

006.4139B Endorsement Type: Subject

006.4139C Persons with this endorsement may teach political science in grades 7 through 12.

006.4139D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in Political Science and six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, History, Psychology, and/or either Anthropology or Sociology).

006.4139 E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses will ~~shall~~ incorporate the Nebraska social studies/history content standards ~~found in 92 NAC 10~~ into the curriculum as applicable to the grade level endorsement.

006.4139 F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.420 Psychology

006.420A Grade Levels: 7-12

006.420B Endorsement Type: Subject

006.420C Persons with this endorsement may teach psychology in grades 7 through 12.

006.420D Certification Endorsement Requirements: This endorsement requires a minimum of 36 hours including 30 semester hours in Psychology and six (6) semester hours in one or more of the other social sciences

areas (Economics, Geography, History, Political Science, and/or Anthropology or Sociology).

006.4~~2~~0E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.4~~2~~0F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.4~~3~~1 Reading and Writing

006.4~~3~~1A Grade Levels: PK-6, 7-12

006.4~~3~~1B Endorsement Type: Supplemental

006.4~~3~~1C Persons with this endorsement may teach reading and writing in prekindergarten through grade 6, or in grades 7 through 12.

006.4~~3~~1D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in courses selected from reading, writing, and language theories, developmental reading and writing on the elementary or secondary level, appropriate strategies and skills, diagnostic and intervention techniques and resources, and children's or adolescent literature, language, and writing, and including an approved field experience.

006.4~~3~~1E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.4~~4~~2 Reading Specialist

006.4~~4~~2A Grade Levels: PK-12

006.4~~4~~2B Endorsement Type: Subject

006.4~~4~~2C Persons with this endorsement may teach, provide leadership for professional development in the area of reading, and assess and interpret data to determine and implement instructional options for teaching students in prekindergarten through grade 12.

006.442D Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours in reading and related courses. In addition, this endorsement requires clinical experiences appropriate for the endorsement level.

006.442D1 Additional Requirements: An applicant for this endorsement will ~~shall~~ have a regular teaching certificate and two (2) years of teaching experience.

006.442E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.442F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.453 Religious Education

006.453A Grade Levels: PK-6, 7-12, K-12

006.453B Endorsement Type: Subject

006.453C Persons with this endorsement may teach religion in private schools.

006.453D Certification Endorsement Requirements: This endorsement requires a minimum of 24 semester hours of religion.

006.453D1 College Limitation: This endorsement may be approved to be offered as part of an approved teacher education program only in nonpublic institutions of higher education.

006.453E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.464 Reserve Officer Training Corps (ROTC)

006.464A Grade Levels: 9-12

006.464B Endorsement Type: Subject and supplemental

006.464C The endorsement will be valid only in the area of ROTC and may appear only on a career education teaching permit as a subject endorsement, or on an initial or standard or professional certificate as a supplemental endorsement. ~~certificate.~~

006.464C1 Five (5) years of full time or salaried employment in the military.

006.464D A letter of recommendation from a military supervisor.

006.475 School Counselor

006.475A Grade Levels: PK-8, 7-12; PK-12

006.475B Endorsement Type: Subject (PK-8; 7-12); Field (PK-12)

006.475C Persons with this endorsement may serve as school counselors in the grade levels of the endorsement (PK-8; 7-12; PK-12).

006.475D Certification Endorsement Requirements: This endorsement requires:

006.475D1 A Master's Degree in Counseling with a specialization in School Counseling with a minimum of 36 graduate semester hours; and

006.475D2 A minimum of 100 clock hours of school counseling field experiences prior to internship; and

006.475D3 A school counseling internship with a minimum of 450 clock hours of internship at the grade levels of the endorsement; and

006.475D4 A previously earned teaching certificate with an endorsement contained in 92 NAC 24; or

006.475D4a If the candidate has not previously earned a teaching certificate with an endorsement contained in 92 NAC 24, the candidate must also complete a minimum of 12 additional semester hours of professional teacher education coursework related to core curriculum design, lesson plan development, classroom management strategies, student assessment, and differentiated instructional strategies.

006.475E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.475F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.486 School Librarian

006.486A Grade Levels: PK-12

006.486B Endorsement Type: Field

006.486C Persons with this endorsement may supervise the development and organization of a library media program and teach or direct the use of the library media resources and services in prekindergarten through grade 12.

006.486D Certificate Endorsement Requirements: This endorsement requires the applicant to hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in library media courses, including leadership, library administration, technology, information access, children's and young adult literature, resource management, and curriculum and instruction.

006.486E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.486F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.497 School Psychologist

006.497A Grade Levels: PK-12

006.497B Endorsement Type: Field

006.497C Persons with this teaching endorsement may provide school psychological services to students (birth to age 21), school personnel, parents and other specialists related to individual student needs or school program considerations.

006.497D Certification Endorsement Requirements: This endorsement requires at least 60 graduate semester hours beyond the baccalaureate degree, in which at least 54 are exclusive of credit for the supervised internship.

006.497D1 A minimum of 1,200 clock hours of internship experience, supervised by a ~~S~~standard ~~i~~nstitution of ~~H~~higher ~~E~~education, 600 of which must be in a school setting. Applicants who have completed 600 hours of supervised experience in school settings prior to the internship as part of their doctoral training program in school psychology may complete all 1,200 hours of their supervised internship in a setting that provides psychological services to children, birth to age 21.

006.497E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.497F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.5048 Science

006.5048A Grade Levels: 7-12

006.5048B Endorsement Type: Field

006.5048C Persons with this endorsement may teach any science course in grades 7 through 12.

006.5048D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of laboratory-based courses with a minimum of two (2) laboratory-based courses in each of the four disciplines in the sciences (biology, chemistry, Earth and space, and physics.) A laboratory-based course provides activity-based, hands-on experiences for all students. Laboratory activities will ~~shall~~ be designed to allow students to develop scientific skills and processes, discover and

construct science concepts, and allow for the application of the concepts to the real lives of students.

006.5048E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.5048F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.5149 Secondary English

006.5149 A Grade Levels: 7-12

006.5149 B Endorsement Type: Subject

006.5149 C Persons with this endorsement may teach secondary English courses such as English I, English II, English III, English IV, and Reading in grades 7 through 12.

006.5149 D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of content and pedagogical content coursework in reading/literacy skills and strategies, writing, language, and literature.

006.5149 E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.5149 F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.520 Secondary Transition Specialist

006.520A Grade Levels: 7-12

006.520B Endorsement Type: Supplemental

006.52~~0~~C Persons with this endorsement may teach, consult, or provide transition services for youth with verified disabilities in grades 7 through 12.

006.52~~0~~D Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours of coursework and clinical experience related to transition with emphasis on youth with disabilities, ages 14 through 21.

006.52~~0~~E Endorsement Program requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.53~~1~~ Skilled and Technical Sciences Education

006.53~~1~~A Grade Levels: 6-12

006.53~~1~~B Endorsement Type: Field

006.53~~1~~C Persons with this endorsement may teach Skilled and Technical Sciences Education and will be eligible for the Work-Based Learning endorsement.

006.53~~1~~D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of course work in skilled and technical sciences education and professional education, including:

006.53~~1~~D1 A minimum of six (6) semester hours of professional education course work to include content area methods, assessment, and facility design and management; and

006.53~~1~~D2 A minimum of six (6) semester hours in each of the following career fields: Architecture and Construction; Energy and Engineering; Manufacturing; and Transportation, Distribution and Logistics. The career field courses will include career information, first aid, and occupational and environmental safety; and

006.53~~1~~D3 A minimum of three (3) semester hours in the pedagogical content knowledge and principles of career and technical education; and

006.53~~1~~D4 A minimum of three (3) semester hours of course work in coordination and supervision of work-based learning; and

006.5~~3~~1E Work Experience: The endorsement is available only to those who have either (A) 1,000 verified hours of paid work experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.5~~3~~1F Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.5~~4~~2 Skilled and Technical Sciences Education – Skilled Specific

006.5~~4~~2A Grade Levels: 9-12

006.5~~4~~2B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, an endorsement in Agricultural Education or Skilled and Technical Sciences Education and be eligible for the Work-Based Learning endorsement.

006.5~~4~~2C Persons with this endorsement may teach Skilled and Technical Sciences Education – Skilled Specific in grades 9 through 12.

006.5~~4~~2D Certification Endorsement Requirements: This endorsement requires the following:

006.5~~4~~2D1 A minimum of 12 semester hours in one of the specific career fields listed below:

006.5~~4~~2D1a Architecture and Construction Career Field:

006.5~~4~~2D1a(1) Architectural Design or
006.5~~4~~2D1a(2) Construction

006.5~~4~~2D1b Energy and Engineering Career Field:

006.5~~4~~2D1b(1) Energy or
006.5~~4~~2D1b(2) Engineering or
006.5~~4~~2D1b(3) Project Lead The Way

006.5~~4~~2D1c Manufacturing Career Field:

006.5~~4~~2D1c(1) Manufacturing or
006.5~~4~~2D1c(2) Welding

006.542D1d Transportation, Distribution and Logistics Career Field:

006.542D1d(1) Transportation, Distribution, and Logistics Technician or
006.542D1d(2) Transportation, Distribution, and Logistics Supply Chain

006.542D2 A minimum of one (1) semester hour of course work in the organization and management of SkillsUSA which includes chapter development, leadership development, individual skill development, and community service development.

006.542E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) 500 hours of verified paid employment in the industry in which the specific career area coursework is taken plus a valid industry recognized national certification/licensure in the career area in which the specific career area coursework is taken. ~~at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.~~

006.542F Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.553 Social Science

006.553A Grade Levels: 7-12

006.553B Endorsement Type: Field

006.553C Persons with this endorsement may teach any social sciences course in grades 7 through 12.

006.553D Certification Endorsement Requirements: This endorsement requires a minimum of 60 semester hours of course work in the social sciences (Economics, Geography, History, Political Science, Psychology, and either Anthropology or Sociology). The 60 semester hours include a minimum of 21 semester hours in History, of which nine (9) must be in U.S. History and nine (9) in World History. There must be a minimum of six (6) semester hours in each of the remaining five social sciences areas (Economics, Geography, Political Science, Psychology, and either Anthropology or Sociology).

006.553E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this

endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses will ~~shall~~ incorporate the Nebraska social studies/history content standards ~~found in 92 NAC 10~~ into the curriculum as applicable to the grade level endorsement.

006.5~~3~~F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.5~~6~~4 Sociology

006.5~~6~~4A Grade Levels: 7-12

006.5~~6~~4B Endorsement Type: Subject

006.5~~6~~4C Persons with this endorsement may teach sociology in grades 7 through 12.

006.5~~6~~4D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in sociology and six (6) semester hours in one or more of the other social sciences areas (Economics, Geography, History, Political Science, Psychology, and/or Anthropology).

006.5~~6~~4E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. The courses will ~~shall~~ incorporate the Nebraska social studies/history content standards ~~found in 92 NAC 10~~ into the curriculum as applicable to the grade level endorsement.

006.5~~6~~4F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.5~~7~~5 Special Education Generalist

006.5~~7~~5A Grade Levels: K-6, 7-12; K-12

006.5~~7~~5B Endorsement Type: K-6 or 7-12 - Subject
K-12 - Field

006.575C Persons with this endorsement may teach and provide services in accordance with 92 NAC 51 for children and youth who have one or more verified disabilities.

006.575D Certification Endorsement Requirements: This endorsement requires:

006.575D1 For a Subject endorsement, kindergarten through grade six (K-6), or grades seven through twelve (7-12), a minimum of 42 semester hours is required, of which 30 semester hours must be special education content coursework; or

006.575D2 For a Field endorsement, kindergarten through grade 12 (K-12), a minimum of 51 semester hours is required, of which 36 semester hours must be special education content coursework.

006.575E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

005.575F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.586 Special Education Behavior Intervention Specialist

006.586A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.586B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained a special education endorsement.

006.586C Persons with this endorsement may teach, consult, or provide services related to behavioral needs for children with disabilities, birth through age 21, grades PK-6, or grades 7-12.

006.586D Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours in behavior intervention strategies and closely related topics.

006.586D1 If a candidate does not hold a special education endorsement, a minimum of an additional 12 graduate semester hours in special education coursework is required.

006.586E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.597 Special Education Deaf or Hard of Hearing Education

006.597A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.597B Endorsement Type: Subject

006.597C Persons with this endorsement may teach, consult, or provide services for children with hearing impairments from birth through age 21, PK-6, or 7-12. This includes deafness, hard of hearing, and hearing impairment associated with other disabilities.

006.597D Certification Endorsement Requirements: This endorsement requires an applicant to hold, or earn concurrently, a regular teaching certificate with a subject or field endorsement and earn a minimum of 36 semester hours in special education courses, of which 12 semester hours are in general special education and 24 semester hours are in the education of children who are deaf or hard of hearing.

006.597E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.597F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.6058 Special Education Early Childhood Special Education

006.6058A Grade Levels: Birth through Kindergarten

006.6058B Endorsement Type: Subject

006.6058C Persons with this endorsement may teach, coordinate, or serve as a consultant to programs for children, ages birth through kindergarten, with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S., and to support families and other personnel with responsibilities for their care and education.

006.6058D Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours including a minimum of 12 graduate semester hours of course work in Early Childhood Education and a minimum of 18 graduate semester hours of course work in Early Childhood Special Education; and 100 clock hours of related field experiences.

006.6058D1 Field experiences will ~~shall~~ consist of a minimum of 100 clock hours working with young children, ages birth through kindergarten, including those with special developmental and/or learning needs. At least 20 clock hours will be spent assisting families and children with verified disabilities at each of the following levels: birth up to age three, ages three to five, and ages five to seven.

006.6058E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.6058F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.6159 Special Education Early Intervention Specialist

006.6159A Grade Levels: Birth through Prekindergarten

006.6159 B Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement at the K-6 or K-12 level.

006.6159C Persons with this endorsement may teach, consult, or provide services for infants, toddlers, and preschool children, ages birth through prekindergarten, including those with verified disabilities, and support families and other personnel with responsibilities for their care and education.

006.6159D Certification Endorsement Requirements: This endorsement requires a minimum of 21 semester hours, which must include a minimum of 15 semester hours in early childhood special education and a minimum of six (6) semester hours in typical early childhood development, and

006.6159D1 A minimum of 160 clock hours of field experiences. Field experiences must be conducted in preschool settings which include home-based and center-based programs serving children who have verified disabilities, with their families, and other personnel responsible for their care and education. Of the 160 clock hours, a minimum of 80 clock hours must focus on children ages birth through two years of age and a minimum of 80 clock hours must focus on pre-school aged children, ages 3 through prekindergarten.

006.6159E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.620 Special Education Functional Academic Skills and Independent Living Specialist

006.620A Grade Levels: Birth through Grade 12

006.620B Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement.

006.620C Persons with this endorsement may teach, consult, and provide services to children birth through 21 years of age, who have intellectual, sensory, and/or developmental disabilities, including Autism Spectrum Disorders.

006.620D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in special education course work related to functional academic skills and independent living.

006.620E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.631 Special Education Inclusion and Collaboration Specialist

006.631A Grade Levels: PK-Grade 12

006.631B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained the Special Education Generalist endorsement.

006.631C Persons with this endorsement may teach, consult, or provide services for children, ages three through age 21, with verified disabilities.

006.631D Certification Endorsement Requirements: This endorsement requires a minimum of 15 graduate semester hours in inclusion and collaboration.

006.631E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.642 Special Education Visual Impairment

006.642A Grade Levels: Birth through Grade 12

006.642B Endorsement Type: Subject

006.642C Persons with this endorsement may teach, consult, and provide services to children with visual impairments from birth through age 21. This includes blindness, low vision (legal blindness and partial sight) and vision impairments associated with other disabilities.

006.642D Certification Endorsement Requirements: This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement and complete a minimum of 36 additional semester hours in special education course work including six (6) semester hours in general special education, 24 semester hours in the education of students with visual impairment, and three (3) semester hours of field experience working with students who are visually impaired.

006.642E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.642F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable

content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.65 Special Program

006.65A Grade Levels: 9-12

006.65B Endorsement Type: Subject and Supplemental

006.65C The endorsement will be valid for teaching special program, non-core curriculum courses only, and may appear on a career education teaching permit as a subject endorsement, or on an initial or standard or professional certificate as a supplemental endorsement.

006.65C1 To obtain this endorsement, the candidate must:

006.65C1a Hold a bachelor's degree; and

006.65C1b Submit verification from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach. The recommended Special Program Verification form is available on the Teacher Certification website.

006.6~~3~~ Speech

006.6~~3~~A Grade Levels: 7-12

006.6~~3~~B Endorsement Type: Supplemental

006.6~~3~~C Persons with this endorsement may teach and direct, or act as a resource person for speech activities in grades 7 through 12.

006.6~~3~~D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in speech and communication courses, including an approved field experience.

006.6~~3~~E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.6~~7~~4 Speech-Language Pathologist

006.6~~7~~4A Grade Levels: Birth through age 21

006.674B Endorsement Type: Field

006.674C Persons with this teaching endorsement may provide speech language pathology services to and consultative services for individuals from birth through age 21 or completion of their Individualized Education Program.

006.674D Certification Endorsement Requirements: This endorsement requires a minimum of a master's degree in speech-language pathology which includes at least 36 graduate semester hours in speech-language pathology and course work in related areas. Applicants must complete a minimum of 400 clock hours of clinical experiences and an internship, supervised by the standard institution, in school and clinic settings.

006.674E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.674F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.685 Theatre

006.685A Grade Levels: 7-12

006.685B Endorsement Type: Supplemental

006.685C Persons with this endorsement may teach and direct, or act as a resource person, for curricular and cocurricular activities in theatre in grades 7 through 12.

006.685D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management, including an approved field experience.

006.685E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which

identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.696 Vocal Music

006.696A Grade Levels: PK-12

006.696B Endorsement Type: Subject

006.696C Persons with this endorsement may teach vocal music in prekindergarten through Grade 12.

006.696D Certification Endorsement Requirements: This endorsement requires a minimum of 45 semester hours in vocal music education. Vocal music course work will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

006.696E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.696F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

006.7067 Vocational Special Needs

006.7067A Grade Levels: 7-12

006.7067B Endorsement Type: Supplemental

006.7067C Persons with this endorsement may teach vocational education to students with disadvantages and/or disabilities in grades 7 through 12.

006.7067D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement prior to August 1, 2018. ~~Nebraska institutions~~ Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate as of August 1, 2018.

006.7168 Work-Based Learning

006.7168A Grade Levels: 9-12

006.7168B Endorsement Type: Supplemental

006.7168C Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills.

006.7168D Certification Endorsement Requirements: This endorsement requires a minimum of three (3) semester hours in the coordination and supervision of work-based learning.

006.7168E Work Experience: This endorsement is available only to those who have either (A) 1,000 verified hours of paid work-based experience, or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

006.7168F Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.7269 World Language: Any language other than English, not including computer languages.

006.7269A Grade Levels: K-8, 7-12, or K-12

006.7269B Endorsement Type: Subject

006.7269C Persons with this endorsement may teach at the grade levels and the world language(s) for which they have been prepared.

006.7269D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in the world language for either the K-8 or 7-12 endorsement. Those candidates seeking a K-12 endorsement must complete course work and clinical experiences which address elementary and secondary levels.

006.7269D1 Upon successful completion of the Official American Council for the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and the Official ACTFL Writing Proficiency Test (WPT) at the Advanced-Low level of proficiency in the target languages of French, German, Hebrew, Italian, Portuguese, Russian, and/or Spanish, and at the Intermediate-High level for Arabic, Chinese, Japanese, and/or Korean, the ~~Nebraska~~

~~teacher education institutions~~ Standard institutions of higher education may waive up to 15 hours of the 30 hours required in the world language.

006.72~~69~~E Endorsement Program Requirements: ~~Nebraska teacher education institutions~~ Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.72~~69~~F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

007 Special Services Endorsements

007.01 Audiologist

007.01A Grade Levels: Birth through Grade 12

007.01B Endorsement Type: Special Services

007.01C Persons with this endorsement may serve as an audiologist or consultant for programs involving individuals from birth through age 21.

007.01D Certification Endorsement Requirements: This endorsement requires a current Nebraska license as a Registered Audiologist from the Nebraska Department of Health and Human Services.

007.02 School Nurse

007.02A Grade Levels: PK-12

007.02B Endorsement Type: Special Services

007.02C Persons with this endorsement may practice school nursing for students prekindergarten through grade 12.

007.02D Certification Endorsement Requirements: This endorsement requires a current Nebraska license as a Registered Nurse from the Nebraska Department of Health and Human Services or another state participating in the Nurse Licensure Compact as defined in Section 71-1795 R.R.S.

007.03 Speech Language Technician

007.03A Grade Levels: Birth to age 21

007.03B Endorsement Type: Special Services

007.03C Persons with this endorsement may provide speech-language services for individuals from birth to age 21. The person must be supervised by a certified speech-language pathologist. The person may not fulfill the requirement(s) of a speech-language pathologist on a multi-disciplinary evaluation team or an individualized family service plan (IFSP) team or individual education plan (IEP) team.

007.03D Certification Endorsement Requirements: This endorsement requires the applicant to have completed a baccalaureate degree in communication disorders/speech-language pathology.

007.03E Limited Purpose: This endorsement may be placed only on the Nebraska Provisional Special Services Permit with validity, terms and renewal options as described for that permit in 92 NAC 21.

007.03F No Nebraska ~~S~~standard ~~i~~institution of ~~H~~higher ~~E~~education will be granted approval to offer a program of study leading to this endorsement.

007.04 Special Services Coaching

007.04A Grade Levels: 7-12

007.04B Endorsement Type: Special Services

007.04C The endorsement is valid only in the area of coaching extracurricular activities and may appear only on a special services permit.

007.04D The endorsement is valid only in the Nebraska school system requesting the issuance of such permit and requires:

007.04D1 Successful completion of the following content from a college with an approved teacher education program or from other organizations who provide instruction in the same content:

007.04D1a First aid, health and safety for coaches~~,~~ ; and

007.04D1b Fundamentals of coaching.

APPENDIX A
STATUS OF ENDORSEMENTS NO LONGER IN CHAPTER 24

ENDORSEMENT NO LONGER CONTAINED IN THIS CHAPTER	COMPARABLE REPLACEMENT TO ENDORSEMENT	REVOKED ENDORSEMENT
Business Education	Business, Marketing, and Information Technology (BMIT)	
Computer Science	Information Technology	
Cooperative Education-Diversified Occupations	Work-Based Learning	
Curriculum	Curriculum Supervisor	
Early Childhood Education (subject)	Early Childhood Education (supplemental)	
Early Childhood Education Unified	Early Childhood Inclusive	
Educational Audiologist	Audiologist	
Family and Consumer Sciences	Family and Consumer Sciences Occupational	
General Art	Art	
Horticulture Education		Horticulture Education
Industrial Technology Education	Skilled and Technical Sciences Education	
Health Occupations	Health Sciences Education	
Instrumental Music	Music	
Journalism and Mass Communications	Journalism and Media Education	
Middle Grades Education	Middle Level Education	
Middle Grades – Natural Sciences	Middle Level Education – Science	
Natural Science	Science	
Physical Science (field)	Chemistry, Earth and Space Science, and Physics (subjects)	
Pre-School Disabilities	Early Childhood Inclusive	
Pre-School Handicapped	Early Childhood Inclusive	
Reading	Reading and Writing	
School Transition Specialist	Secondary Transition Specialist	
Skilled and Technical Science Education	Skilled and Technical Sciences Education – Skilled Specific	
Special Education	Special Education Generalist	
Special Education Behaviorally Disordered	Special Education Behavior Intervention Specialist	

Special Education Deaf or Hard of Hearing/Field	Special Education Deaf or Hard of Hearing	
Special Education Learning Disabilities	Special Education Inclusion and Collaboration Specialist	
Special Education - Mild/ Moderate Disabilities	Special Education Generalist	
Special Education Severe/Multiple Disabilities	Special Education Functional Academic Skills and Independent Living Specialist	
Speech and Theatre (field)	Speech, Theatre (subjects)	

APPENDIX B

Teacher Certification
Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
Phone: (402) 471-0739
Fax: (402) 742-2359

NDE 20-020
Revised 10-14

AFFIRMATION OF ELIGIBILITY

PROVISIONAL SPECIAL EDUCATION ENDORSEMENT

This form must be submitted with a completed Application for a Nebraska Educator Certificate, the appropriate fee, and other required documents.
EMPLOYMENT IS REQUIRED IN A NEBRASKA SCHOOL TO SUBMIT THIS FORM.

_____ _____
Printed Name of Applicant Social Security Number*

To be completed by the Superintendent:

I, as Superintendent of the _____ Schools, affirm that this school system has employed the person named above for the 20_____ to 20_____ school year and intend to assign him/her to a teaching position requiring a special education endorsement. I request the issuance of a **Provisional Special Education Endorsement**, which is valid for three years.

_____ _____
Signature of Superintendent Date

To be completed by Applicant:

I affirm by my signature that:

- I have completed at least six (6) semester hours in special education at a state approved teacher education institution (name of institution) _____ _____. The title of the courses completed are _____ _____ and is verified by the **attached** transcript.
- I have established an approved program at a state approved teacher education institution (name of institution) _____ that will lead to the following special education endorsement (name of endorsement) _____ at the _____ grade level.
- I have requested the Certification Officer at the approved teacher education institution to submit the appropriate form to the Nebraska Department of Education Teacher Certification Office, verifying the establishment of the approved program in special education.
- **I agree to complete at least nine (9) semester hours of approved coursework before the August 31st deadline for which this endorsement is valid. I understand that my Provisional Special Education Endorsement shall not be renewed if I fail to complete this requirement.**

_____ _____
Signature of Applicant** Date

***Signature must be the same as on the Application for a Nebraska Certificate form.*

*The requirement that a certificate applicant provide his/her social security number is contained in *Neb. Rev. Stat.* 79-810. The uses that will be made of this number are criminal background checks prior to issuance of a certificate and for purposes of data compilation and statistics concerning employment of graduates of state approved teacher education programs and employment of certificate holders.

APPENDIX C

Nebraska Rule 24 Endorsements, Content Tests, and Passing Scores

Effective September 1, 2015: All candidates applying for certification in Nebraska must provide evidence they have taken the required subject content test and received the required passing score to have the endorsement placed on their Nebraska teaching certificate or permit for the first time.

Rule 24 Endorsement	Required Subject Assessment/Content Test (from Educational Testing Service/ETS, Princeton, NJ)	Passing Score
ADMINISTRATIVE ENDORSEMENTS		
Principal	*Praxis* 5411~~1~~2 Educational Leadership Administration and Supervision (ELAS)	14~~5~~6
Special Education Supervisor	*Praxis* 5411~~1~~2 Educational Leadership Administration and Supervision (ELAS) ~~*(Effective 9/1/18)*~~	14~~5~~6
Superintendent	*School Leadership* 6~~021~~991 School Superintendent Assessment (SSA)	1~~5~~62
TEACHING ENDORSEMENTS		
Agricultural Education	*Praxis* 0701/5701 Agriculture	147
Art	*Praxis* 0134/5134 Art: Content Knowledge	158
Biology	*Praxis* 5235 Biology: Content Knowledge	148
Business, Marketing, Information Technology (BMIT) and Basic Business	*Praxis* 5101 Business Education: Content Knowledge	154
Chemistry	*Praxis* 5245 Chemistry: Content Knowledge	140
Early Childhood Inclusive	*Praxis* 5024 Education of Young Children (*Praxis* 0021/5021 Education of Young Children also accepted.)	160 160
Earth and Space Science	*Praxis* 0571/5571 Earth and Space Science: Content Knowledge	147
Economics	*Praxis* 5911 Economics	150
Elementary Education	*Praxis* 5017 (EECIA) Elementary Education: Curriculum and Instruction Assessment (*Praxis* 0011/5011 EECIA ~~and~~ ~~*Praxis* 5018 Elementary Education: Content Knowledge~~ also accepted.)	153 159 ~~163~~
English Language Arts	*Praxis* 5039 English Language Arts: Content and Analysis	168
Family and Consumer Sciences Occupational or ~~and~~ Family and Consumer Sciences (field)	*Praxis* 5122 Family and Consumer Sciences	153
Geography	*Praxis* 0921/5921 Geography	157
Health Education	*Praxis* 5551 Health Education (*Praxis* 0550/5550 Health Education also accepted.)	155 630
Health and Physical Education	*Praxis* 5857 Health and Physical Education: Content Knowledge (*Praxis* 0856/5856 Health and Physical Education also accepted.)	160 151
History	*Praxis* 5941 World and US History: Content Knowledge	147
Mathematics	*Praxis* 5161 Mathematics: Content Knowledge	146

Middle Level Education *(Effective 9/1/18)*	*Praxis* 5047 Middle School: English Language Arts (or) *Praxis* 5169 Middle School: Mathematics (or) *Praxis* 5440 Middle School: Science (or) *Praxis* 5089 Middle School: Social Studies	164 157 150 155
Music	*Praxis* 0114/5114 Music: Content and Instruction	152
Physical Education	*Praxis* 0091/5091 Physical Education: Content Knowledge	146
Physics	*Praxis* 0265/5265 Physics: Content Knowledge	131
Political Science	*Praxis* 5931 Government/Political Science	149
Psychology	*Praxis* 5391 Psychology	154
Reading Specialist	*Praxis* 5301 Reading Specialist	164
School Counselor	*Praxis* 0421/5421 Professional School Counselor	156
School Librarian	*Praxis* 0311/5311 Library Media Specialist	151
School Psychologist	*Praxis* 5402 School Psychologist (*Praxis* 0401 School Psychologist also accepted.)	147 165
Science	*Praxis* 0435/5435 General Science: Content Knowledge	148
Secondary English	*Praxis* 5039 English Language Arts: Content and Analysis	168
Social Science	*Praxis* 0081/5081 Social Studies: Content Knowledge	154
Sociology	*Praxis* 5952 Sociology	154
Special Education Generalist	*Praxis* 0354/5354 Special Education: Core Knowledge and Applications	151
Special Education: Deaf or Hard of Hearing	*Praxis* 0272/5272 Special Education: Education of Deaf and Hard of Hearing Students	160
Special Education: Early Childhood Special Education	*Praxis* 5023 Interdisciplinary Early Childhood Education ~~*Praxis* 0691/5691 Special Education: Preschool/Early Childhood~~	166 ~~159~~
Special Education: Visual Impairment	*Praxis* 0282/5282 Special Education: Teaching Students with Visual Impairments	163
Speech-Language Pathologist	*Praxis* 5331 Speech Language Pathology (*Praxis* 0330/5330 Speech Language Pathology also accepted.)	162 600
Vocal Music	*Praxis* 0114/5114 Music: Content and Instruction	152
World Language	*Praxis* 0174/5174 French: World Language	162
	Praxis 0183/5183 German: World Language	163
	Praxis 0601/5601 Latin	155
	Praxis 0195/5195 Spanish: World Language	156

- Throughout Rule 24: Throughout the rule there a varying terms for post-secondary educational institutions: Standard Institution of Higher Education", "Nebraska Institutions" and "Nebraska teacher education institutions. Replacing these references with a previously defined term, "Standard Institution of Higher Education".
- 002.04- Updated Implementation date to reflect August 1, 2020.
- 003.06- Added a definition for "clinical practice" since it is used in the new definition of "practicum" and has a different meaning from the defined terms of "clinical experiences" (003.05) and "student teaching" (003.21)? (Added definition from Rule 20 for clinical practice that addresses this).
- 003.13- 'Field experience' definition revised to align with Rule 20 'field experience' definition.
- 003.17- 'Practicum' definition revised to align with Rule 20 'practicum' definition.
- 005.04D- Superintendent language clarified.
- 006.07- Assessment Leadership endorsement will be eliminated as of August 1, 2020 as recommended by NCTE, since it was tied to the School-Based Teacher-Led Assessment and Reporting System (STARS) which is no longer in effect.
- 006.28- Health Sciences field endorsement- Adding new endorsement.
- 006.45- Adding "Supplemental" to the endorsement and language that addresses this addition.
- 006.45C- Striking "certificate" because there is no career education certificate. Currently there is only a career education teaching permit.
- 006.53E- Skilled and Technical Sciences – Skilled Specific. Work experience language clarification revised to align with federal regulations.
- 006.64- Special Program: Adding new endorsement to appear only on a career education teaching permit. Created in response to request from Department of Labor, Governor, and Commissioner to allow teachers for Jobs for America's Graduates (JAG) courses. (Grant-funded program at this time. Teacher must be eligible for Career Education permit.)
- 006.38- Adding new endorsement Orientation and Mobility Specialist.
- Striking Praxis 5018 as it is replaced Praxis by 5017.
- Striking Praxis 5691 as it is replaced by Praxis 5023.
- Changing Praxis 5411 to 5412 and the pass score from 145 to 146
- Changing Praxis 6021 to 6991 and pass score from 152 to 162

Matthew L. Blomstedt, Ph.D., Commissioner

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PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Kim Snyder, Director of Teacher and Principal Support

PROPOSED AGENDA ITEM: Discussion Item: Information about the revisions made to the Nebraska Teacher and Principal Performance Framework

RATIONALE/BACKGROUND INFORMATION: Kim Snyder will provide information about the revisions made to the teacher and principal effective practices found in the *Nebraska Teacher and Principal Performance Framework* (NTPPF). The NTPPF was first approved by the State Board of Education in 2011 and again in 2017 after revisions were made.

ESTIMATED COST: Under $3,000

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE (e.g., state general funds, federal Perkins career and technical education funds; federal Title I funds): Title 2A 3% set aside funds

State Board of Education Discussion

March 6, 2020

Nebraska Teacher and Principal Performance Standards

Nebraska Teacher and Principal Performance Framework



Nebraska Teacher and Principal Performance Standards

- Last revised in 2017
- SBOE approval at the April Board Meeting

SBOE Strategic Plan

- **Goal:** to increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.
- **Strategy:** to assure that students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.
  - Measurable Outcome: 100% of Nebraska schools will utilize performance standards and a research-based evaluation system for all certified staff as aligned to Rule 10, by 2021.

Expectations



- ➔ Provide a standard for effective teachers and principals in Nebraska
- ➔ Develop a common language that aligns with AQuESTT, Equity Commitments, and stronger partnerships with ESUs, Educator Preparation Programs, and others

Nebraska's Process

- Utilize Nebraska educators:
  - PK-16 Expertise
  - Writing Team
  - Advisory Team
- Review and utilize nationally recognized resources and best practices research
- Communicate with the 2014 Pilot Schools as the revision starting point
- Collaborate with ESUs, districts, higher education institutes, and community organizations
- Consider and incorporate public input and feedback, as appropriate

Revision Team Charge

- Review the 2017 standards
- Incorporate alignment with SBOE Strategic Plan and agency work
- Use an equity lens through every step of the process that, when mastered, will result in equitable access for students to effective teaching and school leadership

Legacy vs. Newly Revised (Teacher)

Feedback about 2017 Standards	Revisions made in 2020
Feedback reflected a need to reduce number of Teacher Effective Practices	Embed components of *Vision and Collaboration* into other Effective Practices
Foundational Knowledge is difficult to measure but is needed for evaluative purposes	Embed components of *Foundational Knowledge* into each Effective Practice to support teacher evaluation processes
A focus on equity, reflection, and data literacy	Embed more explicit wording to support and develop teachers

Legacy vs. Newly Revised (Principal)

Feedback about 2017 Standards	Revisions made in 2020
Foundational Knowledge is difficult to measure but is needed for evaluative purposes	Add components of *Foundational Knowledge* into each Effective Practice to support principal evaluation processes
Feedback reflected a need to reduce number of Principal Effective Practices	Embed components of *Developing Relationships* and *Instructional Leadership* into other effective practices
A focus on equity, collaboration, community involvement, cultural awareness, and data-driven decision making	Embed more explicit wording to support and develop principals

Public Input Survey

- Approximately 650 responses from across the state
  - **93%** Agreed/Strongly Agreed with Teacher Standards
  - **90%** Agreed/Strongly Agreed with Principal Standards
- Respondents included:
  - Teachers/Administrators
  - Parents
  - Postsecondary
  - Special Interest Organizations
  - Students

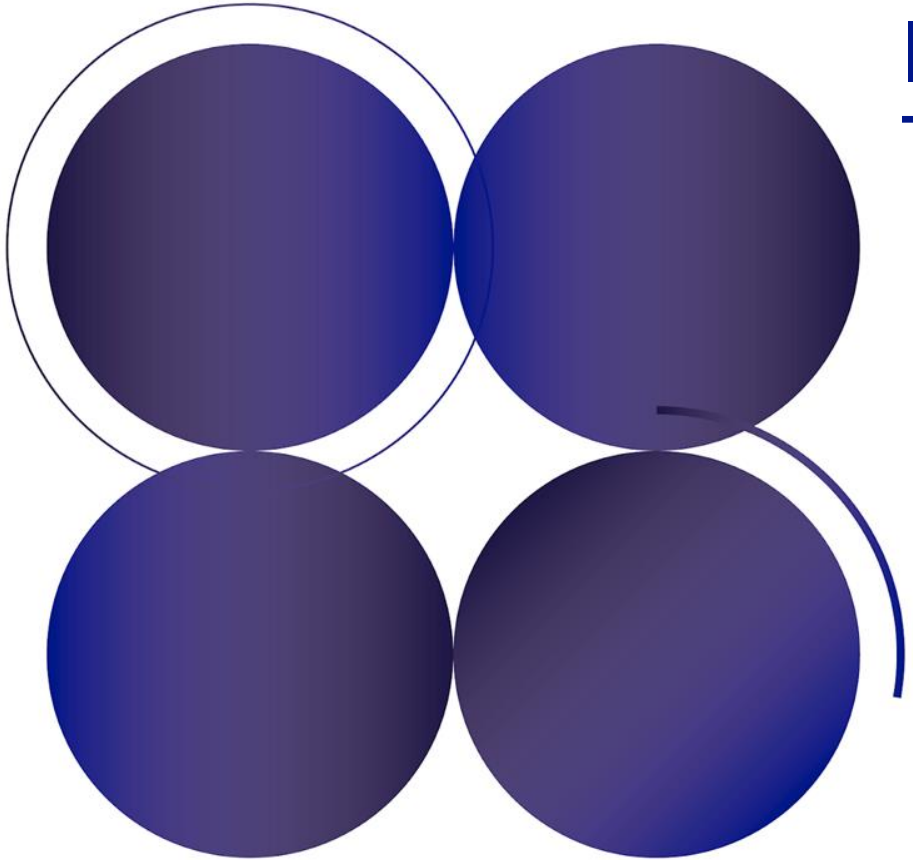
Public Input Survey

Teachers

- More emphasis on equity, culturally responsive teaching, communication, student mental health, alignment with the MTSS Framework and HQIM work of the NDE

Principals

- More emphasis on conflict resolution, student-centered rather than child-centered, programming to meet each students' needs, selection of HQIM



Implementation Timeline

2020-2021→ ESU/District Exploration

2021-2022→ Local Adoption/Alternative, Initial Implementation

2022-2023→ Deep Implementation

Questions/Comments

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Shirley Vargas, Ed.L.D
Administrator: Coordinated School & District Support
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Matthew L. Blomstedt, Ph.D., Commissioner

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Nebraska Teacher and Principal Performance Framework (NTPPF)
Major Shifts in the Effective Practices

Each student deserves equitable access to effective educators who hold a genuine belief that each child can learn and grow. Teachers are the single most important school-based factor affecting student achievement, and research makes it clear that leadership is second only to teaching among all school-related factors that contribute to what students learn in school. A shift in how we support and develop teachers and leaders is essential to ensuring each student has what they need at the right moment, at the right level, and with the right intensity. The proposed revision of the *Nebraska Teacher and Principal Performance Framework* (NTPPF) reflects the knowledge and skills of effective teachers and principals, prioritizes equitable opportunities for each student, demonstrates commitment to staff support and development, and focuses on family and community engagement.

Teacher Effective Practices

Major Shifts

- The *Foundational Knowledge* effective practice has been removed from the NTPPF. Although it has been removed as a stand-alone effective practice, components of foundational knowledge are currently being developed and integrated to align with each effective practice within the NTPPF.
- The *Vision and Collaboration* effective practice has been removed from the proposed revision. All indicators from the original *Vision and Collaboration* effective practice have been integrated into the *Professionalism* effective practice.
- A focus on equity, reflection, and enhanced data literacy is more explicitly stated in the revised Teacher Effective Practices and indicators.

Principal Effective Practices

Major Shifts

- Components of *Foundational Knowledge* are currently being developed to align with each effective practice within the NTPPF because *Foundational Knowledge* was not originally included in the NTPPF. These components will be attached to each effective practice in the NTPPF document to guide the identification of development and support needs of principals.
- The *Developing Relationships* effective practice has been removed from the NTPPF. All indicators from the *Developing Relationships* effective practice have been embedded in the *Culture for Learning* and *Professional Ethics & Advocacy* effective practices.
- The *Instructional Leadership* effective practice has been removed from the NTPPF. All indicators from the *Instructional Leadership* effective practice have been embedded in the *Vision for Learning*, *Staff Support & Development*, and *Professional Ethics & Advocacy* effective practices.
- A focus on equity, collaboration, community involvement, cultural awareness, and data-driven decision-making is more explicitly stated in the revised Principal Effective Practices and indicators.

Nebraska Teacher and Principal Performance Standards

Standards for Teachers

Planning and Preparation	The teacher plans using district and state standards, district-supported curriculum and instructional materials and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals (Danielson, 2013; InTASC, 2013).
Indicators:	a. Through collaboration with colleagues, prioritizes district and state standards to ensure vertical alignment and appropriate pacing of curriculum
	b. Utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state standards, learning goals, and instructional objectives
	c. Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences
	d. Uses each student's abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction
	e. Engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning.
	f. Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward providing equitable opportunities to all student groups
The Learning Environment	The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement (Danielson, 2013; InTASC, 2013).
Indicators:	a. Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support
	b. Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success
	c. Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs
	d. Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students
	e. Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress
	f. Models cultural competence and responsiveness by creating, implementing, and sustaining instructional practices that confront and eliminate institutional bias and student marginalization

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Instructional Strategies	The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement (Danielson, 2013; InTASC, 2013).
Indicators:	a. Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state standards, learning goals, and instructional objectives
	b. Uses a variety of evidence-based, district-supported resources and multi-modal instructional tools to engage students in rigorous learning experiences
	c. Identifies, implements, and evaluates evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences
	d. Differentiates instruction based on classroom observations and assessment data to address each student's strengths and needs
	e. Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality instructional materials
	f. Reflects on student progress and adjusts the pace of instruction, focus of instruction, and method of delivery to meet each student's needs
Assessment	The teacher systematically uses multiple methods of formative, interim, and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting (Danielson, 2013; InTASC, 2013).
Indicators:	a. Utilizes formative, interim, and summative assessments that align to district and state standards, learning goals, and instructional objectives.
	b. Uses a variety of district-supported classroom-based assessments that meet all students' developmental needs to ensure each student has the opportunity to demonstrate understanding
	c. Uses formative, interim, and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student
	d. Analyzes formative, interim, and summative assessment data, individually and with colleagues, to ensure alignment to instruction
	e. Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals
	f. Accurately documents and clearly communicates assessment data about student progress over time to relevant stakeholders
Professionalism	The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession (GA DOE, 2017; Stronge, 2011).
Indicators:	a. Adheres to school policies, procedures, and regulations and models ethical behavior and integrity in accordance with the established standards of the district

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	b. Develops and sustains productive relationships through communication with students, colleagues, administrators, families and the larger community in an effort to support and enhance each student's academic success and well-being
	c. Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of a learning community
	d. Reflects on professional practices to support and improve student learning and maintains high expectations for self in lesson preparedness
	e. Advocates for and contributes to the shared mission, vision, and continuous improvement of the school and professional community
	f. Collaborates to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and growth and achievement
	g. Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community

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Standards for Principals

Vision for Learning	The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student and staff well being (CCSSO, 2017; PSEL, 2015).
Indicators:	a. Leads all constituent groups within the school community in the analysis of multiple sources of relevant data to drive the creation of the vision, mission, and goals of the school, and ensures alignment with district, state, and federal policies
	b. Establishes high expectations for the well being and performance of self, students and staff and widely communicates how the vision, mission and goals of the school align with those expectations
	c. Leads all members of the educational community in a systematic review of the vision, mission, and goals of the school and adjusts based on the changing needs of the students and the learning community
	d. Implements a systematic plan, using multiple sources of relevant data, to ensure alignment of curriculum, instruction, and assessment processes based on instructional priorities and student and staff development and support needs
	e. Promotes teaching practices based on sound instructional theory and pedagogy, research on student learning and development, alignment to the vision, mission and goals of the school, and the needs of each student and staff member
	f. Models behavior that demonstrates the belief that all students and staff members can reach their full potential with meaningful access to educational resources needed at the right moment, at the right level, and with the right intensity
	g. Ensures each student's instructional experience is based on intentional and district-supported use of high quality instructional materials and aligned to innovative and impactful programming personalized to the interests and needs of individual students and groups of students
Continuous Improvement	The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness (CCSSO, 2017; PSEL, 2015).
Indicators:	a. Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services to align with the school's vision, mission, and goals
	b. In collaboration with the educational community, aligns the school's curriculum and high quality instructional materials to district and state content standards to ensure cultural responsiveness and high expectations for student learning
	c. Manages the process of change within the school, communicating the need and process for change so that it is fully understandable, consistent, and transparent, and utilizing the collective efforts of all members of the educational community
	d. In collaboration with the educational community, develops, implements, monitors, and revises a school improvement plan that is aligned with district, state, and federal guidelines and goals

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	e. In collaboration with the educational community, monitors the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness, and school improvement
	f. Implements a school-wide documented professional learning plan that is developed based on staff input, aligned to the school's continuous improvement processes, and evaluated and adjusted based on participant feedback and student outcome data
	g. Coordinates collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning.
	h. Creates and sustains strategic partnerships with a diverse group of community leaders, keeping them informed and seeking their perspectives on issues affecting the school, to strengthen opportunities for student and staff success
	i. Monitors the effectiveness of family and community engagement efforts and regularly uses results to inform school improvement efforts
Staff Support & Development	The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities that align with the school's vision, misson, and goals (PSEL, 2015).
Indicators:	a. Observes instructional staff formally and informally in classrooms and provides specific, actionable, and timely feedback to improve instructional practice, and takes action to provide each instructional staff member with the supports and development needed at the right moment, at the right level, and with the right intensity
	b. Engages in ongoing professional dialogue with instructional staff to ensure high quality instructional materials and evidence-based, district-supported strategies are fully implemented as intended, resulting in increased student growth and achievement.
	c. Builds a climate of trust, responsiveness, and equality based on the needs and voices of each staff member
	d. Develops and implements a systematic recruitment and retention plan that includes analysis of multiple sources of data to ensure equitable access to effective educators for each student
	e. Mentors emerging staff leaders to build leadership capacity within the school community
	f. Implements a performance evaluation system for teachers and instructional support staff based on a common instructional language and effective teaching practices
	g. Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills, and practice for individual teachers and staff members
Operations & Management	The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff (PSEL, 2015).
Indicators:	a. In collaboration with the educational community, establishes, implements, and communicates the school's policies, protocols, and daily operations to promote the vision, mission, and goals of the school

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	b. Engages in responsible, ethical, and accountable budgeting and accounting practices
	c. Manages staff resources, assigning staff members to roles that optimize their professional capacity to address each student's strengths and needs
	d. Manages and monitors the school's site, facilities, services, and equipment to maintain a safe, clean, healthy learning environment
	e. Maintains an organized data system and uses the system consistently to communicate actionable information about classroom and school improvement with the educational community
	f. Creates, implements, and sustains a system of conflict resolution among all members of the educational community that aligns with the vision, mission, and goals of the school
	g. Promotes the school as a community center and resource for families and community members
	h. In collaboration with the educational community, uses multiple sources of relevant data to ensure academic and social interventions, accommodations, and curricular and extracurricular activities are available to meet the strengths and needs of each student
	i. Informs the development of, complies with, and helps the educational community understand local, state, and federal regulations, policies, and laws that impact the learning environment
Culture for Learning	The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community (PSEL, 2015).
Indicators:	a. Is consistently visible in the school and community, leads efforts to create and sustain a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner
	b. Articulates vision that defines a student-centered school culture, and creates and sustains school conditions that ensure equitable access to learning and development opportunities for each student, staff member, and self
	c. Recognizes diversity as an asset, and creates and sustains a learning environment in which all students, staff, and community members are known, accepted, valued, trusted and respected, and encouraged to be active and responsible members of the school community
	d. Implements a systematic process, using multiple sources of relevant data, to provide a layered continuum of support to meet the academic, physical, social-emotional, and mental health needs of each student
	e. Models cultural competence and responsiveness and collaborates with the educational community to create, implement, and sustain systematic instructional protocols and practices that confront and eliminate institutional bias and student marginalization
	f. Promotes high expectations and mutual accountability, recognizes successes of students and staff, and uses multiple sources of relevant data to monitor climate and culture of the educational community

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	g. Supports protocols and practices that provide collaboration time among staff, cultivating mutual respect, collegiality, and collective responsibility for meeting student and staff goals
	h. Utilizes and promotes the cultural, social, and intellectual resources of the community
Professional Ethics & Advocacy	The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school (CCSSO, 2017; PSEL, 2015).
Indicators:	a. Places students at the center of education and shares a collective responsibility for each student's academic success and well-being
	b. Models ethical behavior, acting according to and promoting the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement
	c. Holds self and others in the educational community accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism
	d. Protects the established rights and confidentiality of students and staff
	e. Proactively navigates the political, social, economic, legal, and cultural environment in which the school exists in support of the school's vision, mission, and goals.
	f. Builds and maintains sound relationships with the educational community, including staff and students, based upon personal integrity, dignity, and mutual respect
	g. Engages in purposeful, positive conversations and other activities throughout the educational community to advocate publicly for the importance of education, the needs of students, staff, and self, and educational priorities
	h. Assumes responsibility for professional growth and leadership development both as an individual and as a member of a learning community

DRAFT

Matthew L. Blomstedt, Ph.D., Commissioner

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STATE BOARD OF EDUCATION
AQuESTT STUDENT SUCCESS, ACCESS AND SUPPORT COMMITTEE REPORT

Date: March 5, 2020

The Committee on AQuESTT Student Success, Access and Support domain recommends adopting the motion to fund ESU 13 for NeMTSS State Leadership Position. This position will provide coordination, technical assistance, training, and support to NE schools and ESUs through support to the Regional Facilitators and State Team. The estimated cost is $120,000 and the funding sources is from federal IDEA-part B. Project period is from July 1, 2020 through June 30, 2021.

The committee had one discussion item on Leading for Equity and Excellence Program (LEEP) State Policy Network. Three states were selected to participate in this state policy network including Nevada, New York and Nebraska. The committee discussed the mission of Nebraska's team which is to create a tool to guide leaders to consider, collaborate, and commit to advancing educational equity in Nebraska. NE team members including Debra Neary, Zainab Rida, John Heinemann, John Skretta, Isau Metes and John Witzel. NE team is led by Patsy Koch Johns.

This concludes the AQuESTT Student Success, Access and Support committee report.

Patsy Koch Johns, Chair

Matthew L. Blomstedt, Ph.D., Commissioner

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STATE BOARD OF EDUCATION
BUDGET AND FINANCE COMMITTEE REPORT

Date: March 5, 2020

"The Committee on Budget and Finance reports that…

2.2.B. Update: Year-to-Date Budget Report

Speaker(s): Jen Utemark

Summary:

The Committee reviewed the year to date budget report through December 31, 2020. NDE highlighted and explained any big changes from the prior year or amounts that exceeded 50% of spending for the current year. No concerns were noted with the budget status as of December 31st.

2.3.A. Monthly Board Travel Expense Report

Speaker(s): Jen Utemark
Summary:

The Committee reviewed the monthly board travel expense report and had no concerns.

2.3.B. In-State Travel Authorization Reports

Summary:

The Committee had no concerns.

2.4.A. Accept the 2019 Comprehensive Annual Financial Report (CAFR) Audit

Speaker(s): Bryce Wilson

Summary: NDE reviewed the 2019 CAFR audit including the findings. NDE noted all four findings were related to processes or controls that can be improved. NDE has already implemented or is in the process of implementing updated procedures to address the concerns noted. NDE also noted that none of the audit findings related to any kind of misappropriation of assets. The Committee noted no concerns.

This concludes the Budget and Finance Committee report."

John Witzel, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

Nebraska Department of Education
State Board Members' Travel Expenses
February 1, 2020 to february 29, 2020

Board Member	Current Month	YTD
Fricke, Lisa	$ 480.01	$ 4,307.73
Koch Johns, Patsy	$ 24.15	$ 1,967.35
Neary, Deborah	$ 8.65	$ 2,013.94
Nickels, Maureen	$ 534.15	$ 4,506.81
Stevens, Robin	$ 501.54	$ 5,687.87
Timm, Patricia	$ 309.17	$ 2,661.38
Wise, Rachel	$ 339.15	$ 3,800.95
Witzel, John	$ 377.84	$ 3,125.85
	$ 2,574.66	$ 28,071.88

Annual Budget	60,000.00
Over/(Under) Budget	$ (31,928.12)

In-State Travel Authorization Reports - March

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Lisa Fricke	Young Child Institute	June 16-17, 2020	Kearney, NE	F
Deborah Neary	(NONE)			
Patricia Timm	(NONE)			
John Witzel	(NONE)			

In-State Travel Authorization Reports - March - Updated

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Patsy Koch Johns	NRCSA Spring Conference	March 25 - 27, 2020 Attending March 26 Only	Holiday Inn & Convention Center, Kearney, NE	E
	Governor's Arts Awards	March 27, 2020	Nebraska Capitol Rotunda	E
Maureen Nickels	Delta Kappa Gamma Presentation with Patsy Koch Johns	March 2, 2020	Methodist Church, Lincoln, NE	F
	Omaha Symphony, "Luncheon & Conversation"	March 20, 2020	Champions Run, Omaha, NE	F
	FBLA Awards of Excellence Program	April 1, 2020	Younes Conference Center, Kearney, NE	E
	Child Appointed Special Acvocates (CASA) Bus Tour in Hall County	April 17, 2020	City Library, Grand Island, NE	F
Robin Stevens	ESU 10 Leadership Academy	March 19, 2020	ESU 10, Kearney, NE	E
Rachel Wise	(NONE)			

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PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Bryce Wilson, Administrator of Financial & Organizational Services

PROPOSED AGENDA ITEM: Accept the 2019 Comprehensive Annual Financial report (CAFR) Audit Report

RATIONALE/BACKGROUND INFORMATION: The CAFR audit is an annual audit performed by the State Auditor's office on the financial information for the State. The purpose of the CAFR audit is to make sure the State's financial statements are correct and that appropriate controls are in place to protect State resources. The attached CARF Management Letter notes the findings related to the Department of Education.

ESTIMATED COST:$0

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE: N/A

NEBRASKA AUDITOR OF PUBLIC ACCOUNTS

Charlie Janssen
State Auditor

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402-471-2111, FAX 402-471-3301
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January 30, 2020

Matt Blomstedt, Commissioner
Nebraska Department of Education
301 Centennial Mall South
PO Box 94987
Lincoln, Nebraska 68509

Dear Commissioner Blomstedt:

Attached is a copy of the Comprehensive Annual Financial Report (CAFR) Management Letter of the Nebraska Department of Education for the fiscal year ended June 30, 2019. You can also access the management letter on our website at auditors.nebraska.gov.

If you have any questions concerning this management letter, please do not hesitate to write or call.

Sincerely,

Charlie Janssen
Auditor of Public Accounts

Enclosure

cc: Bryce Wilson, Accounting Administrator

NEBRASKA AUDITOR OF PUBLIC ACCOUNTS

Charlie Janssen
State Auditor

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December 19, 2019

Matt Blomstedt, Commissioner
Nebraska Department of Education
301 Centennial Mall South
PO Box 94987
Lincoln, Nebraska 68509

Dear Commissioner Blomstedt:

In planning and performing our audit of the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the State of Nebraska (State), as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, we have issued our report thereon dated December 19, 2019. In planning and performing our audit, we considered the State's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements of the State, but not for the purpose of expressing an opinion on the effectiveness of the State's internal control. Accordingly, we do not express an opinion on the effectiveness of the State's internal control.

In connection with our audit described above, we noted certain internal control or compliance matters related to the activities of the Nebraska Department of Education (Department) or other operational matters that are presented below for your consideration. These comments and recommendations, which have been discussed with the appropriate members of the Department management, are intended to improve internal control or result in other operating efficiencies.

Our consideration of internal control included a review of prior year comments and recommendations. To the extent the situations that prompted the recommendations in the prior year still exist, they have been incorporated in the comments presented for the current year. All other prior year comments and recommendations (if applicable) have been satisfactorily resolved.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified a certain deficiency in internal control that we consider to be a significant deficiency.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider Comment Number 1 (Improper Payables) to be a significant deficiency.

That comment will also be reported in the State of Nebraska's Statewide Single Audit Report Schedule of Findings and Questioned Costs.

Draft copies of this letter were furnished to the Department to provide management with an opportunity to review and to respond to the comments and recommendations contained herein. All formal responses received have been incorporated into this letter. Responses have been objectively evaluated and recognized, as appropriate, in the letter. Responses that indicate corrective action has been taken were not verified at this time, but they will be verified in the next audit.

The following are our comments and recommendations for the year ended June 30, 2019.

1. Improper Payables

The Department of Administrative Services, State Accounting Division (State Accounting), prepares the State of Nebraska Comprehensive Annual Financial Report (CAFR) and requires all State agencies to determine and report payable and receivable amounts at the end of the fiscal year on an accrual response form. A good internal control plan requires agencies to have adequate procedures for the reporting of accurate and complete financial information to State Accounting.

The Department did not properly calculate two payables reported to State Accounting for the fiscal year ended June 30, 2019, causing an understatement of $43,335,395. The Auditor of Public Accounts proposed an adjustment for the unrecorded liabilities, and State Accounting adjusted the financial statements.

Good internal controls require procedures to ensure the accuracy of the CAFR accruals.

Without such procedures, there is an increased risk of material misstatements occurring and remaining undetected.

> We recommend the Department implement procedures to ensure the accuracy of the CAFR accruals.

Department Response: The original CAFR report submitted to DAS Accounting was correct. The understatement of $43,335,395 was a result of including two PB transactions (encumbrance/liquidation) in the reporting of actual aid expenditures for the time period July 1, 2019 through September 30, 2019 that were for the prior fiscal year. In the future NDE will make sure to only include AA ledger types when running the reports. NDE will also double check to make sure only AA ledger type payments are included. The process for running this report for completing this follow-up portion of the CAFR Report, using only Ledger Type AA, will be documented by NDE and double checked in the future.

2. CNP User Access

During testing, we noted that 12 users had inappropriate access to the Child Nutrition Program (CNP) application. The Department lacked adequate procedures for ensuring that user access was removed when no longer needed. Seven of the 12 users were USDA employees, and 5 were State employees – 4 of whom were still employed, while the other had terminated employment in April 2019.

Nebraska Information Technology Commission (NITC) Technical Standards and Guidelines, Information Security Policy 8-502 (July 2017), "Minimum user account configuration," states the following, in relevant part:

> *(1) User accounts must be provisioned with the minimum necessary access required to perform duties. Accounts must not be shared, and users must guard their credentials.*

A good internal control plan requires procedures to ensure that only authorized users with a business need have access to State applications.

Without such procedures, there is an increased risk for inappropriate access to State resources.

> We recommend the Department implement procedures to ensure that only authorized users with a business need have access to the CNP application.

Department Response: The Office of Nutrition Services has a current policy (updated July 2019) and procedure in place to ensure those with access to the online CNP System is applicable and necessary. The Nutrition Services' Data Analyst and Security Office have been trained to utilize the attached new user request form and policy/procedure to ensure CNP System rights are appropriately given and removed as presented. Nutrition Services will continue to monitor active State users on a quarterly basis, and inactivate any State users who no longer require access to the online CNP System.

3. GMS User Access

The Grants Management System (GMS) is a web-based system used by the Department for processing various grants and plans. During testing, we noted that one of two new users with GMS access had made no formal request or received no formal approval for such access. Additionally, during testing of 18 users with elevated access, we noted that two of those individuals had Administrator Security Group access, which allowed them to grant and remove user GMS access; however, they did not require this access as part of their job functions.

NITC Technical Standards and Guidelines, Information Security Policy 8-502 (July 2017), "Minimum user account configuration," states the following, in relevant part:

> *(1) User accounts must be provisioned with the minimum necessary access required to perform duties. Accounts must not be shared, and users must guard their credentials.*

Good internal controls require procedures to ensure that documentation is on file to support a user's access to State applications. Those same procedures should also ensure that user access is restricted to what is necessary for particular job functions.

Without such procedures, there is an increased risk of unauthorized or unnecessary access to State applications.

We recommend the Department implement procedures to ensure users' GMS access is documented. We also recommend the Department periodically review access to business roles and security groups that give users elevated access, such as the ability to approve payments or the ability to give other users access.

Department Response: The Department continues to value the importance of managing user access and continues to improve the access points, integrating a single point of authentication which ensures a more rapid and efficient control of users' access to the Grants Management System at NDE. The GMS Access, Removal, and Roles policy is under revision based on APA recommendation for documented procedure implementation. The revised procedure will ensure users' GMS access/removal, and systematic review of business roles/security groups is documented and on file. Integrating these internal controls ensures a consistent application of the GMS process. The new process will be implemented by June 30, 2020.

4. NITC Information Security Policy

The Department did not have an Information Security Strategic Plan, a System Security Plan, a Plan of Action and Milestones Report, an application-specific risk assessment report, or a formal disaster recovery plan, as required by the NITC Information Security Policy.

NITC Technical Standards and Guidelines, Information Security Policy 8-206 (July 2017), "Facilities; physical security requirements," states the following, in relevant part:

> *Agencies must perform a periodic threat and risk assessment to determine the security risks to facilities that contain state information . . . .*

NITC Technical Standards and Guidelines, Information Security Policy 8-209 (July 2017), "State and agency security planning and reporting," states the following:

> *The following standard and recurring reports are required to be produced by the state information security officer and each agency information security officer; these reports will reflect the current and planned state of information security at the agency:*
>
> *(1) Information security strategic plan (section 8-210);*
>
> *(2) System security plan (section 8-211); and*
>
> *(3) Plan of action and milestones report (section 8-212).*

NITC Technical Standards and Guidelines, Information Security Policy 8-703 (July 2017), "Security reviews; risk management," states the following, in relevant part:

> *(1) This policy is based on the NIST SP 800-53 security controls framework. Pursuant to that framework, the state must conduct an annual review of the information technology environment to ensure compliance with these standards . . . .*
>
> *The state information security officer will facilitate and oversee an annual security control assessment. This assessment will cover at least 1/3 of the control areas defined in the NIST SP 800-53 security controls, such that over a three-year timeframe all control areas will have been assessed. This review must be conducted for each major system used within the state, and must include all infrastructure and peripheral processes that are used to support state business processes.*

NITC Technical Standards and Guidelines, Information Security Policy 8-904 (July 2017), "Data security control assessment," states the following, in relevant part:

> *Each agency shall perform a security control assessment that assesses the adequacy of security controls for compliance with this policy and any applicable security frameworks (e.g., NIST, PCI, CMS, and IRS) . . . . Each agency is required to have an assessment at least once every year, covering at least one-third of the applicable controls such that all control areas have been assessed over a three-year period. Agencies are also required to perform an assessment anytime significant changes to the technical environment occur.*

Good internal controls require procedures to ensure compliance with NITC Technical Standards and Guidelines.

Without such procedures, there is an increased risk of failure to identify and address threats to applications, which heightens the likelihood of a security vulnerability or threat exploitation causing such issues as downtime, loss of productivity, unauthorized access, or interference with State or Federal systems.

A similar finding was noted during the previous audit.

> We recommend the Department work with the State Information Security Officer to complete the reports required by the NITC Information Security Policy. We also recommend the Department implement procedures to ensure the periodic performance of a risk assessment that addresses specific risk associated with each application and an assessment of the criticality of each application. We also recommend the Department develop and document a formal disaster recovery plan.

Department Response: The Department continues to recognize the importance of the IT Security and determining risk assessment to ensure protection from security vulnerability and threat exploitation, causing such issues as downtime, loss of productivity, unauthorized access, compromise of confidential information or data integrity, or interference with other State or Federal systems. To that end, the Department has undertaken multiple steps to expand the IT security audit procedures including the creation of a Security and Audit team to develop and implement industry standard procedures. The Security and Audit team created a risk assessment policy and are in the process of adopting a model implementation process for risk assessment of applications and the security levels associated with the efforts of a system security plan. Implementation of the assessment process and managing the ongoing support to achieve a review of the applications over a three year cycle continues. The Department has established a goal to complete an application-specific risk assessment in the 2020 fiscal year. The Department is confident that through accomplishing these steps and the related tasks that we will be in a better position to identify and mitigate the risks associated with the applications developed and several additional areas of security will be enhanced as well. In addition, the department continues work on a formal agency-wide Continuity of Operation Plan, including the IT disaster recovery plan as part of this work.

* * * * *

Our audit procedures are designed primarily on a test basis and, therefore, may not bring to light all weaknesses in policies or procedures that may exist. Our objective is, however, to use our knowledge of the Department and its interaction with other State agencies and administrative departments gained during our work to make comments and suggestions that we hope will be useful to the Department.

This communication is intended solely for the information and use of management, the Governor and State Legislature, others within the Department, Federal awarding agencies, pass-through entities, and management of the State of Nebraska and is not intended to be, and should not be, used by anyone other than the specified parties. However, this communication is a matter of public record, and its distribution is not limited.



Pat Reding, CPA, CFE
Assistant Deputy Auditor

Matthew L. Blomstedt, Ph.D., Commissioner

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STATE BOARD OF EDUCATION
Strategic Planning, Performance and Improvement COMMITTEE REPORT

Date: March 5, 2020

"The Committee on Strategic Planning, Performance and Improvement reports that…

The committee had a discussion on a new rule structure to guide the approval, accreditation, and accountability processes for school systems. Having the conversation yesterday in the work session gave our committee an opportunity to review what we heard from the whole board and make a plan about how to move forward in the policy vision discussions. To that, the committee requests time at the April work session to continue this conversation.

The committee also received the final draft of the Perkins V state plan for review and heard a review of how stakeholder input was considered. The committee recommends board members review the draft plan and share your feedback with me by March 13. Further, in order to be in compliance with the federal law, the committee recommends the board consider approval of the state plan at the April meeting.

Finally, the committee received a recommendation from staff on the approval of the VR portion of the WIOA state plan, including a review of the stakeholder input. I'll ask Lindy to share more information after my report, and the committee recommends approval of this item at this meeting.

This concludes the Strategic Planning, Performance and Improvement Committee report."

Rachel Wise, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

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PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Brad Dirksen, Administrator, Office of Accountability, Accreditation & Program Approval
Don Loseke, Director of Accreditation, Office of Accountability, Accreditation & Program Approval

PROPOSED AGENDA ITEM: Present a new Rule structure to guide the Approval, Accreditation and Accountability process for school systems.

RATIONALE/BACKGROUND INFORMATION: Discuss the proposed structure for a new Approval, Accreditation and Accountability Rule to replace current Rule 10, Regulations and Procedures for the Accreditation of Schools and Rule 14, Regulations and Procedures for the Legal Operation of Approved Nonpublic schools.

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE (e.g., state general funds, federal Perkins career and technical education funds; federal Title I funds):

Matthew L. Blomstedt, Ph.D., Commissioner

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PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Katie Graham,
Administrator, Office of Career, Technical, & Adult Education

PROPOSED AGENDA ITEM: Provide an update on the final revisions to the Perkins V State Plan and present the final draft for review.

RATIONALE/BACKGROUND INFORMATION:
In July of 2018 the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law, which reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). All eligible agencies, which is the NDE in Nebraska, are required to submit a four-year Perkins V State Plan to receive the Federal funds. This State Plan details how the plan was developed with significant stakeholder consultation, how the NDE will administer and implement CTE programs, how Nebraska's vision for CTE aligns with statewide workforce development efforts, how the needs of special populations will be met, the NDE's fiscal responsibility, and proposed performance targets for accountability purposes.

ESTIMATED COST:
There is no associated cost at this time

SUPPORTING DOCUMENTATION INCLUDED:
Perkins V State Plan

PERKINS V

NEBRASKA PERKINS V STATE PLAN

Strengthening Career & Technical Education for the 21st Century Act

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

301 Centennial Mall South, Lincoln, NE 68509-94987

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Nebraska Department of Education

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INTRODUCTION

The Nebraska Department of Education (NDE) is established by the Constitution of the State of Nebraska and is governed by an elected State Board of Education. The Nebraska State Board of Education is designated as the sole state agency responsible for the administration of career and technical education (CTE) at the secondary and postsecondary levels. The State Board, through the Commissioner of Education, appoints an administrator for CTE (State Director for CTE) to serve as a part of the Department's Office of Career, Technical, and Adult Education. The CTE administrator and designated career field staff are responsible for providing leadership, professional development, and technical assistance for CTE in Nebraska, and the overall administration of The Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The Nebraska State Board of Education does not delegate any of its responsibilities to any other state agency.

Guiding Assumptions

Perkins V maintains much of the program improvement emphasis of Perkins IV, but requires Nebraska CTE to focus on additional areas as well. The following guiding assumptions are instrumental in moving Perkins V forward:

- Federal Perkins V funding for Nebraska CTE is not an entitlement at either the state or local level.
- The use of Perkins V funds must be focused on school improvement and increased student achievement outcomes.
- CTE and academic core content must be integrated in a comprehensive way connecting the core academics in CTE courses.
- Students must participate in systemic career development at all levels of education.
- The skills needed for success in postsecondary education and careers are one and the same.
- CTE must be strategically positioned within the broader vision, mission, and goals for education within the state of Nebraska.

Areas of Emphasis

Perkins V requires Nebraska and local recipients to put emphasis in areas designed to result in program improvement and increased student achievement. These areas include:

- Driving program improvement through programs of study.
- Requiring data-driven decision making on local spending through the new comprehensive local needs assessment (reVISION), involving significant stakeholder consultation and a focus on disaggregated data.
- Using the increased statewide Perkins reserve fund to spur local innovation and implementation of programs of study.
- Supporting career exploration in the middle grades (grades 5-8).
- Enhancing program quality, including a new program quality performance indicator.
- Increasing the focus on serving special populations, including an expanded definition and required uses of statewide Perkins leadership funds.

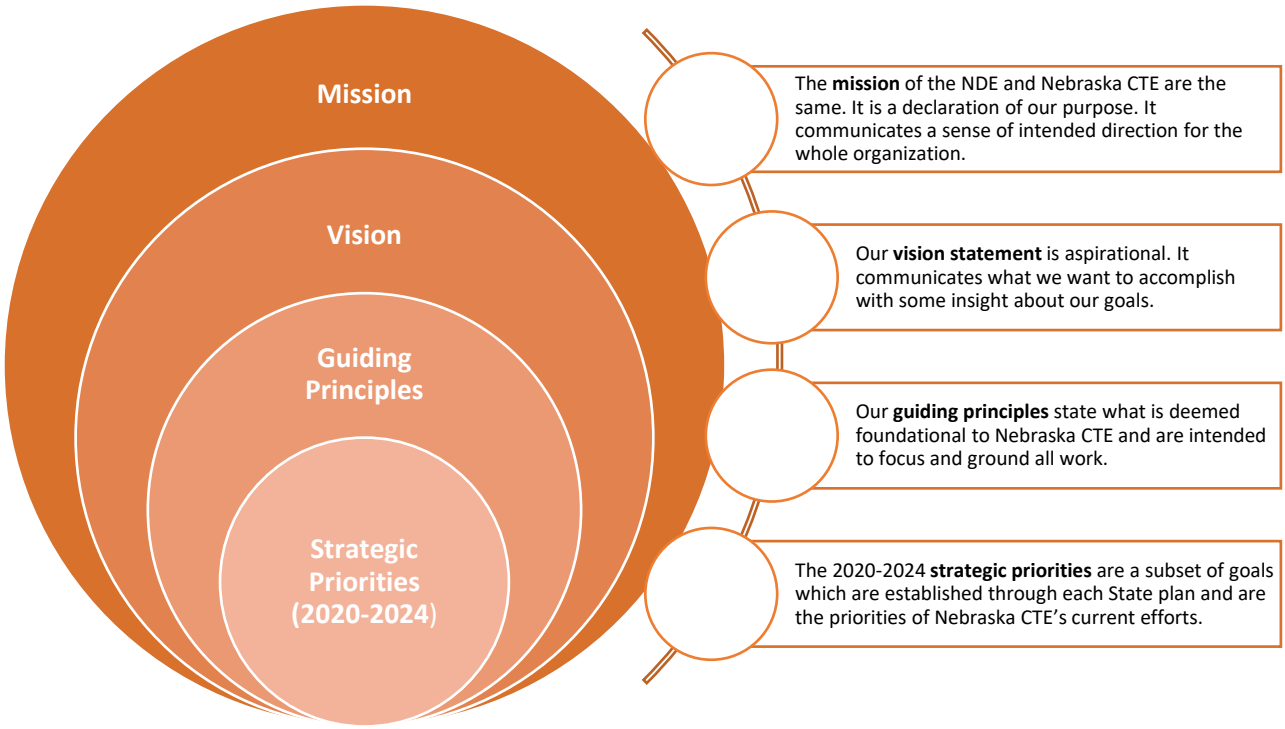
Moving the Vision Forward:
Strengthening Nebraska's High-Quality CTE System

From a beginning in the early 1900's that focused on training young men to return to the farm, CTE has been an important part of education in Nebraska. For over a century, as part of comprehensive high schools and postsecondary institutions, CTE has provided students with necessary academic, technical, and career readiness skills for postsecondary education and employment. But Nebraska and our world continue to evolve. Moving from a reliance on the steam engine to the everyday use of the search engine, rapid changes in artificial intelligence, automation, globalization, shifting demographics, growing student loan debt, and increased emphasis on educational accountability have provided the impetus for strengthening the design and delivery of CTE in Nebraska.

Over the past several years and in preparation for developing a new State plan, the NDE and Nebraska CTE have engaged numerous stakeholders from across the state representing K-12, postsecondary, business and industry, workforce and economic development, parents, students, and those representing special populations to develop a conceptual framework and theory of action for moving its high-quality CTE system forward. This framework, including a mission and vision statement, guiding principles, and a list of strategic priorities, sets the stage for the work to be completed.

Nebraska CTE should be viewed systematically by taking a broad perspective in evaluating its contributions to the state's economic future, rather than focusing on discrete secondary or postsecondary programs or specific funding streams. The State plan for Perkins V provides support to implement this updated framework for Nebraska CTE.

Nebraska CTE Framework



MISSION
To lead and support the preparation of all Nebraskans for learning, earning, and living.

VISION
Nebraska Career & Technical Education will deliver coordinated, relevant learning opportunities that engage each student in high-quality, rigorous education. These opportunities will be enhanced by partnerships with business and industry, workforce, and economic development leaders, allowing learners to turn their passion, talents, and strengths into successful careers and fulfilling lives.

GUIDING PRINCIPLES
Primary to this vision are four guiding principles. These principles are recognized to provide focus to the work of Nebraska CTE and intended to result in outcomes aligned to the mission and vision. They are foundational to all efforts:

1) **Equitable**.
   Nebraska CTE champions all schools, colleges, and communities in developing and maintaining a culture that supports learning opportunities for all students, across all backgrounds and circumstances, so that they receive meaningful access to and opportunities for success in high-quality CTE programs and personalized career development. Educational equity allows learners to discover and explore their passions and make meaningful connections within the context of their postsecondary interests.

2) **Relevant**.
   Nebraska's CTE system is driven by future economic and workforce demands and created in partnership with the community and engaged stakeholders. All learning is facilitated by knowledgeable experts.

3) **Innovative**.
   Nebraska CTE will be bold in its approach to creating new solutions for addressing educational and workforce challenges. Co-curricular and expanded learning experiences (e.g. work-based learning, entrepreneurship education, and career and technical student organizations) allow learners to apply, demonstrate, and refine their connected academic, technical, and career readiness skills.

4) **Coordinated**.
   Nebraska CTE works alongside state and local agency, education, and community partners to be proactive, responsive, and adaptive to state and local workforce needs and increase the visibility and coherence of services provided.

STRATEGIC PRIORITIES
In response to the Perkins V areas of emphasis and extensive stakeholder engagement, Nebraska CTE has established the following eight strategic priorities to realize its vision. The goal of these priorities is to build onto and catapult Nebraska's high-quality CTE system forward to respond to workforce needs, labor market information, and economic development priorities.

1. **Aligned CTE Programs**
   - The careers we prepare learners for are constantly emerging and changing. CTE programs afford learners the opportunity to explore career options, identify their

interests, and develop the knowledge and skills that prepare them to transition to postsecondary education and into entry-level careers. These programs must be well aligned to the next opportunities learners will encounter and keep pace with the constant evolution found in the marketplace.

- Alignment between Nebraska's secondary and postsecondary CTE systems means that they are: (1) intentional and seamless, with no duplication of content; (2) accessible to each student, including those with interests in dual-credit and workplace experiences, and (3) incentivized for key economic and employer needs.

2. **Systemic Career Development**
    - Career development is the process by which individuals get to know their strengths and interests, learn how different jobs connect with those interests, explore careers in current labor markets, and build career planning and management skills to achieve their goals[1]. There are multiple pathways to rewarding careers, and the components to effective career development include self-awareness, career exploration, and career planning and management.
    - Career development programs equip learners with the skills needed to take ownership in navigating their own career pathways. Career development is positive student development – if students see the relevance and meaning in school, it results in improved interest and academic performance. Students become more motivated, self-directed learners when they understand the relationship between academics, education planning, and achieving their own career goals.
    - Career Development must be systemic – intentionally infused throughout all levels and areas of K-12 and postsecondary education. Every adult within an educational setting has a role in students' career development progress.

3. **Student Achievement**
    - Nebraska CTE provides an educational environment that integrates core academic and technical preparation for contextualized learning that increases engagement and supports improved academic, technical, and career readiness achievement for all students. Nebraska CTE is responsible for analyzing performance data to assess its effectiveness in achieving statewide progress in CTE, which is measured by core indicators of performance for both secondary and postsecondary education, and providing support for eliminating inequities in student access to and success in high-quality CTE programs of study. Student mastery of technical and career readiness skills are often demonstrated thorough CTSO competitive events.
    - The Nebraska State Board of Education approves content area standards for all content areas including CTE. Nebraska CTE drives rigorous content area standards implementation through programs of study.

4. **Data Use**
    - Nebraska CTE will assist educators in making a more formal shift from collecting data to using data to ensure local CTE programs create success for students and employers.
    - The quality and effectiveness of Nebraska CTE is dependent on the ability to constantly evaluate and improve. Through the reVISION process, all local recipients are required to analyze disaggregated student performance data to identify performance

[1] National Collaborative on Workforce and Disability

disparities across student groups, detect root causes, and direct resources towards addressing both.

5. **Work-Based Learning**
    - Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of sustained and meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers.
    - Work-based learning is learning through work, not learning about work.
    - Nebraska will evaluate the quality of secondary CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. An effective means to monitor, evaluate, and promote these experiences is foundational.

6. **Sustained Professional Development**
    - Effective Nebraska CTE programs require highly prepared instructors, administrators, staff, and support personnel who are supported by sustained, high-quality, and relevant professional development. Nebraska CTE professional development includes effective training at both the pre- and in-service levels and the pursuit of advanced credentials and degrees. It additionally supports those who have utilized an alternative pathway to certification and encourages the recruitment of new and diverse CTE teachers, especially in shortage areas.

7. **Instructor Recruitment and Retention**
    - To deliver effective and relevant CTE programming, there must be an adequate supply of qualified instructors who are knowledgeable in pedagogy and technical areas as well as in academic competencies and workplace requirements essential to their CTE program areas. Innovative and bold strategies must be employed to recruit and retain CTE teachers, especially in those areas with teacher shortages.
    - Retaining CTE educators requires deploying innovative strategies and may differ by school, institution, region, or content area.

8. **Middle School CTE**
    - Middle grades (5th – 8th) CTE adds relevance to students' learning experiences by exposing them to real-world options and connecting academics to career and postsecondary possibilities. It equips students with transferrable skills needed as they transition to high school and beyond, and serves as a key dropout prevention strategy mitigating challenges such as disengagement and lack of preparation.
    - Nebraska middle school CTE programming must be aligned with the overarching CTE system, encourage hands-on career exploration opportunities, and available to each student[2].

[2] Advance CTE: http://careertech.org

ROLES

In order to support these strategic priorities, Nebraska CTE staff at the NDE will utilize a suite of approaches that reflect the nuances of the work and the many stakeholders, systems, and partners that intersect to support the entire Nebraska CTE system. These roles include:

Champion	Nebraska CTE will actively lead the NDE's strategic vision, goals, and policy direction to support learning, earning, and living by: • Engaging key stakeholders and partners on emerging needs in the educational landscape and corresponding CTE policy advocacy approach • Exercising policy leadership and proactively engaging and partnering with the Unicameral and Governor on priority issues related to CTE • Advocating for necessary resources to meet needs and/or address other issues to execute the vision
Regulator	Nebraska CTE will leverage policy authority to ensure delivery of high-quality, equitable education and services, beyond compliance with state and federal regulations by: • Assuring access to fair, equitable, and high-quality CTE and services • Monitoring schools, districts, and community colleges (for Perkins grant purposes) to ensure adherence to regulations and setting expectations beyond compliance for accountably and growth in learning • Promoting best practices for leadership and using data and resources to ensure effective continuous improvement
Capacity Builder	Nebraska CTE directs technical assistance and professional development opportunities and promotes the sharing of best practices by: • Providing technical assistance and professional development opportunities for educators, staff, and community providers • Actively engaging with priority and needs improvement schools as well as continuing to support the improvement of all schools • Identifying schools and districts across the state with effective CTE practices to gather data on successful practices • Acting as a facilitator to connect schools to highlight key learnings, share lessons learned, and communicate best practices • Developing, maintaining, and leveraging strong working relationships with education, community, and business partners to extend and enhance capacity across the state
Connector	Nebraska CTE helps bridge the divide between learning, earning, and living, connecting schools, families, businesses, and communities by: • Connecting, convening, and partnering with schools, businesses, out-of-school programs, postsecondary education, state agencies, and community providers to create a more comprehensive approach to CTE and service delivery • Supporting other agencies and organizations in active engagement and relationship building amongst individuals, parents, and families

Change Agent	Nebraska CTE explores and supports promising new innovations by: • Researching, promoting, incentivizing, and providing support for promising new initiatives and innovations in CTE across the state and nation (e.g., promising activities in rural areas, blended learning, personalized learning, adult basic education, career academies, work-based learning, and middle-grades CTE) • Providing ongoing training, support, and resources to drive the adoption of new practices and to assure implementation

reVISION

Since 2012, the NDE's reVISION process has been instrumental in improving and strengthening CTE in Nebraska. This process provides Nebraska schools with the opportunity to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy.

To satisfy the new Perkins V requirement for the development and implementation of a comprehensive local needs assessment, reVISION, given its success and reach, has been updated and expanded to meet the new required elements of the Act.

As Nebraska CTE transitions from Perkins IV to Perkins V, reVISION will be used as the foundation for local CTE implementation – it will drive the local application development (for stand-alone districts, consortia, and community colleges) and future spending decisions. It is a chance for all schools and colleges to take an in-depth look at their entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. reVISION, if implemented thoughtfully, will also be a powerful opportunity for local educators to engage stakeholders in a common understanding and vision for the future of CTE in their community.[3]

Each district and community college in Nebraska desiring to operate as an approved CTE program and receive Perkins funds is **required** to actively participate in the reVISION process. Nebraska CTE and the NDE see themselves as partners with local recipients in implementing this new requirement under Perkins V. State CTE staff will provide ongoing leadership and supports to aid in successfully fulfilling this impactful process.

[3] Maximizing Perkins V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.

In accordance with section 122(c)(2) of Perkins V and the guidelines for the submission of State plans, the NDE conducted a comprehensive and thorough process to elicit meaningful public and stakeholder input on the development of the State plan. This input, in turn, informed and directed the development of Nebraska's Perkins V strategic priorities, and ultimately, all components within the State plan.

The following State plan development activities were conducted in accordance with the framework of consultations required by section 122(c)(1) and section 122(c)(2) of the Act. They included several sessions of structured and unstructured input from groups and individuals that encompassed representation from all required stakeholders.

Structured Input:

1. A series of 13 regional face-to-face **meetings** designed to seek input on the status of secondary and postsecondary Nebraska CTE, Perkins implementation, and the future direction for CTE from diverse stakeholders were conducted throughout 2018-2019 (including educational service units, State agency partners including Nebraska's workforce development board and WIOA plan partners, Nebraska Departments of Economic Development, Agriculture, and Transportation, community colleges, representatives of special populations, CTE instructors and staff, internal NDE staff, superintendents, CTE teachers, the Nebraska Partner Council, community partners, and Tribal colleges).
2. **Public hearings** were conducted, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including employers, labor organizations, parents, students, and community organizations) an opportunity to present their views and make recommendations regarding the State plan. See Appendix A.
3. Statewide **CTE input survey** (digital): a public statewide input survey was distributed to Perkins contacts and a notice was placed on the NDE's main homepage. This provided respondents with an opportunity to reflect on the strengths and weaknesses of the current CTE system and identify areas for improvement. Over 1,230 individuals completed the survey, representing all required stakeholder groups.
4. Nebraska State Board of Education **Listening Sessions** were conducted to facilitate a review of stakeholder engagement and public input on the Perkins V State plan and identify themes to guide the development of the plan. Board members held listening sessions in their respective region.
5. CTE Secondary/Postsecondary **Alignment Study**: In 2018-2019 the NDE, with grant funding from Partnerships for Innovation, commissioned a project to advance alignment between the secondary and postsecondary levels of the State's CTE system. The ultimate goal was to improve the system so that each student has meaningful education experiences that allow him or her to smoothly transition from secondary to postsecondary education and, eventually,

into the workforce. This multi-year project involved seven structured and multiple unstructured meetings (statewide and by career cluster area) with all relevant partners to identify existing relationships among secondary and postsecondary programs, identify gaps and priorities in each career field, and develop an alignment framework. This work was accomplished through face-to-face meetings with key stakeholders at both the secondary and postsecondary levels. See Appendix B.

6. An opportunity for **public comments** on the State plan was provided to allow stakeholders the opportunity to review the Perkins V State plan in its entirety along with the State Determined Levels of Performance proposed for the Perkins accountability indicators. The notice was published on the NDE's homepage and sent to all Perkins contacts. This opportunity, for both the State plan and State Determined Levels of Performance, was afforded for 60 days. Social media and local news outlets were also utilized to solicit public input. All comments were considered in the development and revision of the Plan. See Appendix C.

Unstructured Input:

- WIOA State plan strategy meetings
- Blueprint Nebraska convening
- Governor's Economic Development Summit
- Nebraska Workforce Development Board meetings
- Nebraska CTE, Department of Economic Development, and Department of Labor planning meetings
- Nebraska Career Education conference sessions
- CTSO State Advisor retreat
- State CTE staff planning meetings
- Nebraska Partner Council Meetings
- Association for Career and Technical Education of Nebraska (ACTEN) meetings
- Comprehensive Local Needs Assessment pilot group meetings
- NE Manufacturing Council meetings
- Advance CTE Regional planning meeting
- Educational Service Unit (ESU) Perkins Cadre meetings
- Internal NDE cross-team and cross-division meetings
- One-on-one outreach

The Governor's Office was also consulted with respect to the State plan development through a one-on-one, face-to-face meeting as well as representatives from his staff attending stakeholder engagement meetings.

Common themes which emerged from feedback received from required stakeholders included:

- Expansion of work-based learning opportunities
- Focus on developing programs of study in new and emerging occupations and areas of labor shortages
- Providing flexibility in program implementation and reinforcing local decision making, especially in rural and sparsely populated areas
- Ensuring equity and access for all students, especially those from special populations
- Creation of a systemic career development/guidance program beginning in elementary school and continuing through postsecondary education
- Improving engagement of business and industry in CTE programs
- Creating a plan to focus on the recruitment and retention of CTE instructors
- Expanding aligned CTE dual-credit opportunities

Along with other sources of input, this feedback was instrumental in prioritizing Nebraska CTE's four-year activities, goals, and areas of emphasis and was utilized throughout the development of the State plan.

Plan for ongoing consultation and feedback:

Throughout the four-years of the State plan, stakeholder feedback and input will continue to be solicited. This will be accomplished primarily through the Nebraska CTE Advisory Council and the Nebraska Partner Council (see section B(1)(c) of this plan) and ongoing and intentional collaboration and communication with business and industry, CTE administrators, teachers/faculty, and staff. Additionally, at the time local recipients update their reVISION process (2022), the State CTE office will similarly revisit the elements within the State plan, including reaching back out to stakeholders for input and updates. This information, along with an internal review of the NDE strategic priorities and initiatives, will then be used to update and strengthen Nebraska CTE programming.

2. **Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V).**

In accordance with section 122 (e)(1)(A)-(C) of the Act, State agencies were involved in the development of the State plan. If any State agency or other entity finds a portion of the final State plan objectionable, it may file an objection with the NDE which will respond to all objections. Submission information can be found on the Nebraska CTE's State plan website[4]. Below is a timeline for objections and responses:

Date	Action
December 9, 2019	Perkins V multi-year State plan available on NDE website
December 9, 2019	Perkins V State Determined Levels of Performance available on NDE website for public review and comment
February 4th and 20th, 2020	Public Hearings on Perkins V State plan
February 20, 2020	Any objections to the content of the Perkins V State plan filed with NDE by this date
February 28, 2020	NDE responses are sent to objectors and any necessary changes made to the Plan

3. **Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V).**

There were four main ways the public had the opportunity to comment in person and in writing on the State plan. Namely:

[4] https://www.education.ne.gov/nce/perkins-v-state-plan/

1. Notice of the State plan being published and of the public hearings were emailed to local school districts, community colleges, State agency and community partners, and business and industry as well as publications of legal notices. Social media and local news outlets were also utilized to solicit feedback. During the live public hearing meetings, Nebraska CTE staff solicited feedback from attendees. See Appendix A.

2. The State plan was posted on the NDE website with a link to an electronic form to submit written feedback. The CTE State Director's email address was also clearly identified on the Nebraska CTE State plan website as an additional means to submit any written comments.

3. State Board of Education Listening Sessions – The Nebraska State Board of Education conducted Listening Sessions to facilitate a review of stakeholder engagement and public input on the Perkins V State plan and identify themes to guide the development of the plan. Public comments were encouraged.

4. Stakeholder Engagement – over the course of the State plan's development, multiple opportunities were afforded to the public as well as engaged stakeholders for discussing the State's vision for CTE. These included local advisory committee meetings, WIOA state planning meetings, fall teacher workshops, and one-on-one meetings. See section A(1) of this Plan for a complete list of engagement activities.

Together, all feedback and written comments were considered and used in the development and refinement of Nebraska CTE's strategic priorities for 2020-2024 as well as the overarching alignment to the State's workforce development system. For instance, secondary/postsecondary alignment meetings helped identify areas of strength and those in need of strengthening. The stakeholder meetings reinforced the need for systemic career development and work-based learning opportunities. And through the public input survey, work-based learning was identified above all other activities that will make the most impact in Nebraska across stakeholder groups.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V).

Nebraska's workforce development activities are primarily coordinated through the Nebraska Department of Labor (NDOL). The NDOL serves as the governing body responsible for the oversight of the Workforce Innovation and Opportunities Act (WIOA) funds and programs. Regular coordination meetings are held between the NDOL and NDE staff to focus on partnership building as well as ensuring non-duplication among programs.

During the Perkins V State plan development, Nebraska's WIOA State Plan was also being updated. At the time of its last revision (covering 2016-2019), its primary goals, which were developed in

partnership with Nebraska CTE, were to:

1. Enhance collaboration between plan partners and other key workforce development stakeholders to:
    a. Ensure jobseekers and employers are provided coordinated and seamless services;
    b. Reduce duplication of efforts; and
    c. Maximize the resources among the state's workforce development system partners.
2. Increase workforce participation by:
    a. Expanding access to assessment, education, training, and employment services and other workforce development activities; and
    b. Preparing jobseekers, including individuals in Nebraska who are experiencing barriers to employment and other populations, for occupations that provide family-sustaining wages.
3. Enhance employer engagement through industry sector partnership initiatives, guided by workforce and industry data to support the identification of:
    a. Future industry needs;
    b. Opportunities for collaboration among industry sector employers; and
    c. Potential workforce disruptions.
4. Promoting economic self-sufficiency among Nebraska's jobseekers and reducing welfare dependency by increasing postsecondary credential attainment, employment, retention, and earnings to:
    a. Meet the skill requirements of employers, and
    b. Enhance productivity and competitiveness of Nebraska.

Additionally, several strategies (state-supported workforce development activities) were developed in partnership to achieve the above goals related to CTE:

- Industry sector partnerships
- Public sector partnerships
- Career Pathways Advancement Project (CPAP)
- Promoting career pathways, including career readiness
- Focusing on high-demand industry sectors and occupations during the provision of career services
- Increasing co-enrollment of program participants and coordinating funding across partner programs
- Expanding work-based learning opportunities, including apprenticeships, and
- Implementing joint partner initiatives

Programming and priorities of Nebraska CTE align with and address the education and skill needs of the employers in the State as identified by the State workforce development board. Nebraska CTE's strategic priorities within this State plan directly align to and address the State's workforce development efforts. Specifically: aligned CTE programs, systemic career development, using data to inform programmatic decision making, and increasing work-based learning opportunities. All CTE programs of study, by design, are developed only for identified H3 (high-skill, high-wage, high-demand) occupations. The NDOL maintains http://h3.ne.gov to provide real-time H3 information for educators, learners, and jobseekers, as well as other state agencies.

Nebraska operationally defines H3 in alignment with the Nebraska Department of Labor and other workforce development efforts around the state (including those under the Workforce Innovation and

Opportunity Act). This includes using the term "high-demand" when referring to "in-demand" occupations and necessitating all three conditions be met.

Throughout Nebraska, high-skill, high-wage, and high-demand jobs are defined as:

- Occupations are high wage when at least half of their wage measures are at or above the regional average for all occupations.
- Occupations that require some college, no degree, or a higher level of educational attainment are high-skill, as well as occupations that require a high school diploma or equivalent plus long-term on-the-job training, an apprenticeship, or internship/residency.
- The number of annual openings, net change in employment, and growth rate determine whether an occupation is high-demand.

An occupation must be high-wage, high-skill and high-demand to be an H3 occupation.

The NDE will continue to promote and align programming to those occupations which will lead to a family-sustaining wage. This does not limit what programs may be offered locally, as there are other process in place and those being updated to provide local flexibility, including the approval of a local program of study. See section B(2)(b) for more information on local programs of study.

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V).

Nebraska has conducted a number of formal and informal studies across the state to identify its most pressing needs related to workforce development and education and identify short- and long-term goals. Two of the most recent studies were reviewed in detail to ensure Nebraska CTE's updated vision and strategic priorities for the Perkins V State plan directly aligned with and addressed these needs.

- **Nebraska's Next Economy: Analysis and Recommendations**[5] - this report published in 2016 highlighted the workforce challenges Nebraska faces, including: general shortage in all regions given the State's very low unemployment rate; acute shortage of IT and other STEM graduates in high pay, fast growing occupations; acute shortage of workers with qualifications in the building trades; failure to integrate underserved and non-English speaking populations into the pipeline; above average time to degree in the University system; and loss of teachers through the credentialing pipeline.

- **Blueprint Nebraska**[6] - this report from the summer of 2019 highlighted the strong education system as a driver for Nebraska's labor market success, including being tied for #9 lowest unemployment rate in the country at 2.9%, one of the U.S.'s highest labor market participation rates at 69.6%, being #6 among state education systems, and #4 for high

[5] http://opportunity.nebraska.gov/files/govsummit/Nebraskas_Next_Economy_Analysis_and_Recommendations_web.pdf
[6] https://blueprint-nebraska.org/

school graduation rates. The report set out a vision for 2030 which, relevant to Nebraska CTE, included powering the State's economy with people by scaling public-private partnerships that deliver internships, apprenticeships, and customized workforce solutions and revolutionizing all educational segments from early childhood to career.

Together with extensive cross-agency collaboration and in alignment with the NDE's Strategic Vision and Direction, a Framework for Nebraska CTE was developed. These efforts were meant to ensure a strong alignment between Nebraska's CTE system and other State workforce development efforts to address the education and skill needs of employers.

Nebraska's CTE Framework consists of the NDE's mission, a vision for CTE, guiding principles, and a set of 2020-2024 strategic priorities. This Framework was developed to help articulate the State's overall plan to prepare an educated and skilled workforce, with a specific focus on special populations and meeting the skill needs of employers. The components within this Framework are detailed below:

MISSION
To lead and support the preparation of all Nebraskans for learning, earning, and living.

VISION
Nebraska Career & Technical Education will deliver coordinated, relevant learning opportunities that engage each student in high-quality, rigorous education. These opportunities will be enhanced by partnerships with business and industry, workforce, and economic development leaders, allowing learners to turn their passion, talents, and strengths into successful careers and fulfilling lives.

GUIDING PRINCIPLES
Primary to this vision are four guiding principles. These principles are recognized to provide focus to the work of Nebraska CTE and intended to result in outcomes aligned to the mission and vision. They are foundational to all efforts:

1) **Equitable**.
   Nebraska CTE champions all schools, colleges, and communities in developing and maintaining a culture that supports learning opportunities for all students, across all backgrounds and circumstances, so that they receive meaningful access to and opportunities for success in high-quality CTE programs and personalized career development. Educational equity allows learners to discover and explore their passions and make meaningful connections within the context of their postsecondary interests.

2) **Relevant**.
   Nebraska's CTE system is driven by future economic and workforce demands and created in partnership with the community and engaged stakeholders. All learning is facilitated by knowledgeable experts.

3) **Innovative**.
   Nebraska CTE will be bold in its approach to creating new solutions for addressing educational and workforce challenges. Co-curricular and expanded learning experiences (i.e. work-based learning, entrepreneurship education, and career and technical student organizations) allow learners to apply, demonstrate, and refine their connected academic, technical, and career readiness skills.

4) **Coordinated**.
Nebraska CTE works alongside state and local agency, education, and community partners to be proactive, responsive, and adaptive to state and local workforce needs and increase the visibility and coherence of services provided.

STRATEGIC PRIORITIES

In response to the Perkins V areas of emphasis and extensive stakeholder engagement, Nebraska CTE has established the following eight strategic priorities to realize its vision. The goal of these priorities is to build onto and catapult Nebraska's high-quality CTE system forward to respond to workforce needs, labor market information, and economic development priorities.

1. **Aligned CTE Programs**
    - The careers we prepare learners for are constantly emerging and changing. CTE programs afford learners the opportunity to explore career options, identify their interests, and develop the knowledge and skills that prepare them to transition to postsecondary education and into entry-level careers. These programs must be well aligned to the next opportunities learners will encounter and keep pace with the constant evolution found in the marketplace.
    - Alignment between Nebraska's secondary and postsecondary CTE systems means that they are: (1) intentional and seamless, with no duplication of content; (2) accessible to each student, including those with interests in dual-credit and workplace experiences, and (3) incentivized for key economic and employer needs.

2. **Systemic Career Development**
    - Career development is the process by which individuals get to know their strengths and interests, learn how different jobs connect with those interests, explore careers in current labor markets, and build career planning and management skills to achieve their goals[7]. There are multiple pathways to rewarding careers, and the components to effective career development include self-awareness, career exploration, and career planning and management.
    - Career development programs equip learners with the skills needed to take ownership in navigating their own career pathways. Career development is positive student development – if students see the relevance and meaning in school, it results in improved interest and academic performance. Students become more motivated, self-directed learners when they understand the relationship between academics, education planning, and achieving their own career goals.
    - Career Development must be systemic – intentionally infused throughout all levels and areas of K-12 and postsecondary education. Every adult within an educational setting has a role in students' career development progress.

3. **Student Achievement**
    - Nebraska CTE provides an educational environment that integrates core academic and technical preparation for contextualized learning that increases engagement and supports improved academic, technical, and career readiness achievement for all students. Nebraska CTE is responsible for analyzing performance data to assess its

[7] National Collaborative on Workforce and Disability

effectiveness in achieving statewide progress in CTE, which is measured by core indicators of performance for both secondary and postsecondary education, and providing support for eliminating inequities in student access to and success in high-quality CTE programs of study. Student mastery of technical and career readiness skills are often demonstrated thorough CTSO competitive events.

- The Nebraska State Board of Education approves content area standards for all content areas including CTE. Nebraska CTE drives rigorous content area standards implementation through programs of study.

4. **Data Use**
    - Nebraska CTE will assist educators in making a more formal shift from collecting data to using data to ensure local CTE programs create success for students and employers.
    - The quality and effectiveness of Nebraska CTE is dependent on the ability to constantly evaluate and improve. Through the reVISION process, all local recipients are required to analyze disaggregated student performance data to identify performance disparities across student groups, detect root causes, and direct resources towards addressing both.

5. **Work-Based Learning**
    - Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of sustained and meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers.
    - Work-based learning is learning through work, not learning about work.
    - Nebraska will evaluate the quality of secondary CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. An effective means to monitor, evaluate, and promote these experiences is foundational.

6. **Sustained Professional Development**
    - Effective Nebraska CTE programs require highly prepared instructors, administrators, staff, and support personnel who are supported by sustained, high-quality, and relevant professional development. Nebraska CTE professional development includes effective training at both the pre- and in-service levels and the pursuit of advanced credentials and degrees. It additionally supports those who have utilized an alternative pathway to certification and encourages the recruitment of new and diverse CTE teachers, especially in shortage areas.

7. **Instructor Recruitment and Retention**
    - To deliver effective and relevant CTE programming, there must be an adequate supply of qualified instructors who are knowledgeable in pedagogy and technical areas as well as in academic competencies and workplace requirements essential to their CTE program areas. Innovative and bold strategies must be employed to recruit and retain CTE teachers, especially in those areas with teacher shortages.
    - Retaining CTE educators requires deploying innovative strategies and may differ by school, institution, region, or content area.

8. **Middle School CTE**
    - Middle grades (5th – 8th) CTE adds relevance to students' learning experiences by exposing them to real-world options and connecting academics to career and postsecondary possibilities. It equips students with transferrable skills needed as they transition to high school and beyond, and serves as a key dropout prevention strategy mitigating challenges such as disengagement and lack of preparation.
    - Nebraska middle school CTE programming must be aligned with the overarching CTE system, encourage hands-on career exploration opportunities, and available to each student[8].

Nebraska CTE programs will help meet these priorities through the implementation of high-quality state model programs of study, postsecondary programs, and locally developed programs of study. Additionally, dedicated Nebraska CTE staff within the NDE will leverage each of their roles (see Introduction) to ensure each student, including special populations, has the opportunity to participate and find success in CTE programs and be prepared for further education and the workforce.

c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V).

As a required WIOA partner, Nebraska CTE is actively engaged in the State's workforce development efforts. One of the primary mechanisms used for this joint planning, alignment, and coordination of CTE programs and the State's workforce development system to achieve the vision and goals described in section 122(d)(2) of Perkins V is through the Nebraska Partner Council. The Nebraska Partner Council is a council of state agencies and statewide programs established voluntarily in order to better serve the citizens of Nebraska and establish a public sector partnership. It is used as a strategy that provides a formal structure of communication which works to improve the workforce system partner program coordination and implementation, planning processes, and leveraging of resources. The Partner Council meets quarterly and identifies statewide workforce system development initiatives that create and enhance solutions for employers and job seekers at regional and local levels.

The Partner Council is organized for the purpose of convening and strengthening cross-agency, state-level partnerships that focus on:

- Increasing access to and opportunities for the individuals served to receive the employment, education, training, and support services necessary to succeed in the labor market;
- Enhancing Nebraska's workforce system by increasing flexibility to tailor services to meet employer and job-seeker needs through the implementation of strategies outlined in the WIOA State plan, which includes, but is not limited to:

[8] Advance CTE: http://careertech.org

    - Continuous improvement of Nebraska's workforce system;
    - Meeting the needs of Nebraska's employers;
    - Coordination of funding streams;
    - Targeted distribution of available funding streams;
    - Coordination with planning regions and local workforce development areas designed in accordance with the WIOA in order to further strengthen workforce system alignment and coordination across Nebraska;
    - Working closely with each planning region to assess and refine the delivery of services;
    - Promoting knowledge transfer across WIOA partner programs to help facilitate referrals;
    - Targeted outreach to disadvantaged populations; and
    - Continued development and dissemination of online resources
- Supporting the alignment of the workforce, education, and economic development systems in support of a comprehensive, accessible, and high-quality workforce development system at state, regional, and local levels; and
- Improving the system's quality and labor-market relevance.

The Partner Council works collaboratively to address some of Nebraska's most challenging workforce issues which require regular communication and planning among workforce system partner programs, make recommendations to the Nebraska Workforce Development Board, as requested, in relation to the goals and strategies set forth in the WIOA State plan, and communicate to its member agencies and member programs timely and valuable information gathered from the NDOL Office of Labor Market Information and the Nebraska Workforce Development Board.

Currently, the partners that make up the Nebraska Partner Council include:

- Job Corps
- Nebraska Community College Association
- Nebraska Commission for the Blind and Visually Impaired
- Nebraska Department of Economic Development
- Nebraska Department of Education, including
    - Adult Education
    - Career and Technical Education
    - Nebraska Vocational Rehabilitation
- Nebraska Department of Health and Human Services, including
    - Community Services Block Grant Program
    - Senior Community Services Employment Program
    - Supplemental Nutrition Assistance Program
    - Temporary Assistance for Needy Families Program
- Nebraska Department of Labor, including:
    - Adult, Dislocated Worker, and Youth Programs
    - Jobs for Veterans State Grants Program
    - Office of Labor Market Information
    - Trade Adjustment Assistance Program
    - Unemployment Insurance Program
    - Wagner-Peyser Employment Services Program
- Nebraska Indian Center
- Proteus – Nebraska Migrant and Seasonal Farmworker Program

During the development of the Perkins V State plan, the State Director for Nebraska CTE served as Chair of the Nebraska Partner Council.

Other strong partnerships already established and those to be established will ensure effective joint planning, alignment, coordination, and leveraging of funds between programs. As identified in Nebraska's Vision for CTE, alignment and coordination are among its four guiding principles.

Within the NDE, there are three Divisions which make up all related Offices. This organization facilitates and encourages collaboration within and between Offices. Currently, the Student and Client Success and Services Division encompasses the Offices of Career, Technical, and Adult Education, Special Education, Vocational Rehabilitation, and ESSA/Federal Programs. Administrators and staff from these Offices meet monthly at a minimum, allowing for robust discussions on programmatic alignment between Perkins, the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Higher Education Act (HEA), and Adult Education.

Sharing resources and aligning systems (i.e. career pathways, career advisement, transition services) have all been areas of focus. Similarly, work-based learning is an area where Nebraska CTE works closely with Special Education and Vocational Rehabilitation, relying on each other's areas of expertise, to develop aligned and mutually-supportive programs and policies. Throughout the Perkins V State plan development process, these regular interactions were instrumental in ensuring a strong focus on equitable services, reviewing any areas where services may be duplicated, and innovative ways to partner to achieve the NDE's strategic priorities and goals.

As the Higher Education Act continues to undergo reauthorization, Nebraska CTE will maintain planning conversations with postsecondary leadership.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a) (2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

Nebraska CTE, in preparation for Perkins V, conducted several simultaneous analyses to identify the strategic priorities for Nebraska's CTE system. Achieving these eight priorities (as described within Nebraska CTE's Vision) will guide the use of the State's leadership funds and be used to support both secondary and postsecondary programs.

Below is a description of how Nebraska will use these funds and their alignment to both the required uses of State leadership funds under section 124(a) of Perkins V and the identified strategic priorities.

Strategic Priority	Activities	Required Use of Funds
Aligned CTE Programs	• Developing state model programs of study and implementation supports that span secondary and postsecondary • Approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B) and	1. Improve CTE A. Preparation for non-traditional fields in current and emerging professions,

	identified as a need through the reVISION process • Supporting consultation and coordination with other State agencies for the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study • Support for the integration of employability skills into CTE programs and programs of study • Support for career and technical student organizations (CTSOs), especially with respect to efforts to increase the participation of students in non-traditional fields and who are members of special populations • Integrating and aligning programs of study with career pathways • Support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability content through CTE programs of study • Developing strategies to effectively contextualize core academic content to CTE programs of study	programs for special populations, and other activities that expose students, including special populations, to high-wage, high-skill, and high-demand occupations B. Individuals in State institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities
Systemic Career Development	• Improving career guidance and academic counseling programs at the secondary and postsecondary levels that assist students in making informed academic and CTE decisions, including academic and financial aid counseling • Support for CTE programs for adults and out-of-school youth	1. Improve CTE A. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-wage, high-skill, and high-demand occupations B. Individuals in State institutions, including juvenile justice facilities, and

Strategic Priority	Activities	Required Use of Funds
		educational institutions that serve individuals with disabilities D. Technical assistance for eligible recipients
Student Achievement	• Support for eliminating inequities in student access to high-quality CTE programs and effective instructors at the secondary and postsecondary levels • Improving the support for the preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and high-demand occupations, • Awarding incentive grants to eligible recipients for exemplary performance • Support programs and activities that increase access, student engagement, and success in STEM fields, support for integrating arts and design skills, and support for hands-on learning, especially for those students who are members of groups underrepresented in such subject fields	1. Improve CTE A. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-wage, high-skill, and high-demand occupations B. Individuals in State institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities
Data Use	• Reporting on the effectiveness of Nebraska's CTE programs in achieving its statewide strategic priorities and state determined levels of performance, • Reducing disparities or performance gaps among CTE students and programs, • Developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and	1. Improve CTE 2. Report on the effectiveness of such use of funds in achieving the goals (section 122(d)(2)) and the SDLP (section 113(b)(3)(A)) and reducing disparities or performance gaps(section 113(b)(3)(C)(ii)(II))

Strategic Priority	Activities	Required Use of Funds
	postsecondary academic and employment outcomes • Increasing data collection associated with recognized postsecondary credentials, work-based learning and employment outcomes	
Work-based Learning	Establishing statewide partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations, employers, and parents to facilitate work-based learning opportunities, • Partnering with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality CTE, including work-based learning • Supporting the establishment and expansion of work-based learning opportunities that are aligned to CTE programs and programs of study	1. Improve CTE C. Recruiting, preparing, or retaining CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs
Sustained, Rigorous Professional Development	• Providing technical assistance to recipients for program review and to support the elimination of inequities in student access to and success in high-quality programs and effective instructors and instructional support personnel, • Providing high-quality comprehensive professional development to teachers, faculty, specialized instructional support personnel, and paraprofessionals providing CTE instruction, support services, and specialized instructional support services that is, to the extent practical, grounded in evidence-based research and is coordinated and aligned with other professional development activities carried out by Nebraska, including multi-tiered systems of support and positive behavioral interventions and support, • Increase the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals	1. Improve CTE C. Recruiting, preparing, or retaining CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs D. Technical assistance for eligible recipients

Strategic Priority	Activities	Required Use of Funds
	providing CTE instruction to stay current with industry standards and earn industry-recognized credentials or licenses • Creating, evaluating, and supporting competency-based curricula • Making all forms of instructional content widely available, including the use of open educational resources	
Instructor Recruitment and Retention	• Developing and implementing programs and activities that help recruit, prepare, and retain CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals	1. Improve CTE C. Recruiting, preparing, or retaining CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs
Middle School CTE	• Supporting the use of CTE programs and programs of study aligned with state, regional, or local high-wage, high-skill, and high-demand industry sectors or occupations • Improving career guidance and academic counseling programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling	1. Improve CTE A. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-wage, high-skill, and high-demand occupations B. Individuals in State institutions, including juvenile justice facilities, and

		educational institutions that serve individuals with disabilities D. Technical assistance for eligible recipients

In practice, funds may be used and applied through multiple strategic priorities and the general leadership of the Nebraska CTE staff.

2. Implementing CTE Programs and Programs of Study

a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Secondary:

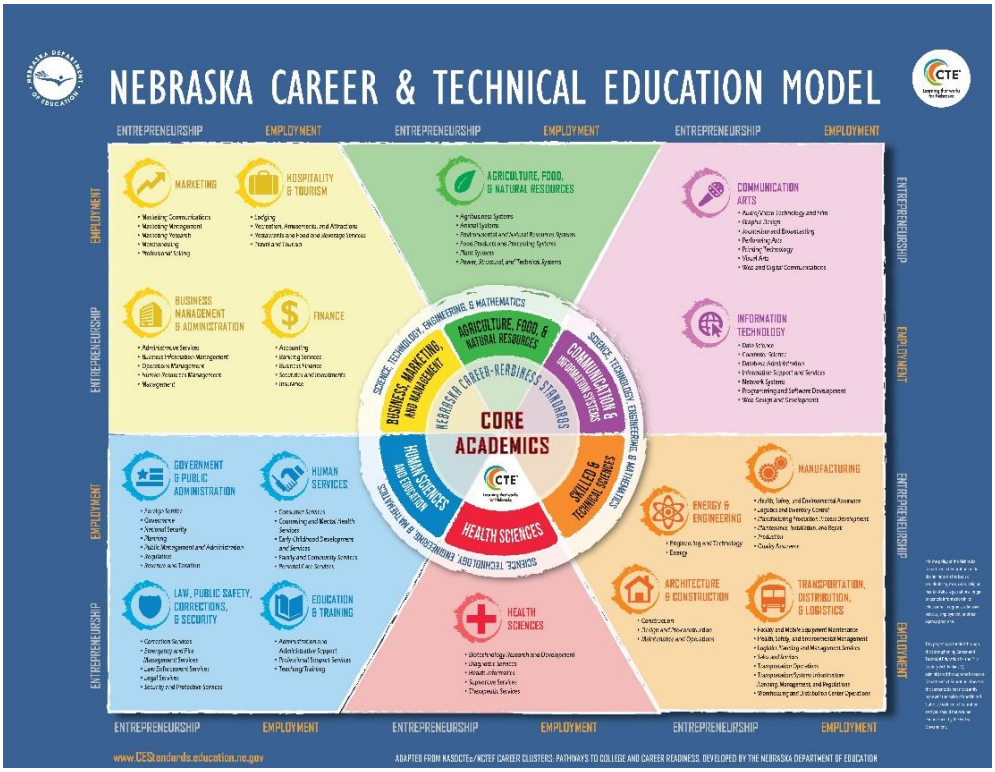
Nebraska currently supports 65 secondary state model programs of study inclusive of all 16 nationally recognized career clusters. They are organized into six career fields:

1. Agriculture, Food, and Natural Resources
2. Business, Marketing, and Management
3. Communication and Information Systems
4. Health Sciences
5. Human Sciences and Education
6. Skilled and Technical Sciences

State model programs of study are developed to:

- assist secondary schools in creating meaningful sequences of courses that adequately prepare individuals for seamless transitions to postsecondary education and careers eliminating duplication of coursework;
- assist students in identifying appropriate courses for high school and postsecondary education that lead to their chosen career;
- encourage collaboration between secondary and postsecondary education through curriculum alignment;
- offer opportunities for high-quality workplace experiences aligned to students' career interests;
- promote the advancement of early postsecondary opportunities (including dual-credit courses) for all students; and
- support postsecondary education options for students to further prepare them for successful transitions to their future careers.

These programs of study are organized around Nebraska's CTE Model and can be found at: http://cestandards.education.ne.gov.



Nebraska CTE Model

When developed, these **state model programs of study are**: coordinated, nonduplicative sequences of academic and technical content at the secondary and postsecondary levels that incorporate challenging State academic standards, address both academic and technical knowledge and skills, including Nebraska's Career Readiness Skills, are aligned with the needs of industries in Nebraska's economy, progress in specificity, have multiple entry and exit points that incorporate credentialing, and culminate in the attainment of a recognized postsecondary credential.

These state model programs of study assure that students across Nebraska have an equitable opportunity to participate in high-quality programming, regardless of where their district is located or what school they attend.

Each secondary local recipient must adopt and offer at least one state model program of study to be eligible for Perkins V funds.

Nebraska CTE will continue to work with postsecondary leaders and other stakeholders to more clearly define a credential of value (at both the secondary and postsecondary level). This work will ensure alignment between the needs of business and industry and education and be instrumental in the development of state model programs of study.

Program of Study Development

Nebraska Revised Statute 79-760.01 requires the Nebraska State Board of Education to "adopt measurable academic content standards for at least the grade levels required for statewide assessment." Those standards cover the subject areas of reading, writing, mathematics, science, and social studies. The State Board of Education develops a plan to review and update standards for those subject areas every seven years. The NDE Standards Revision Timeline for All Content Areas can be found in Appendix D. The NDE content Area Standards Reference Guide can be found at: https://www.education.ne.gov/wp-content/uploads/2017/07/Nebraska-Standards-Reference-Guide_Final.pdf.

Moving beyond the minimum required by statute, the NDE has developed content area standards for fine arts, physical education, health education, and world languages, as well as course-based and program of study standards for CTE. These CTE standards are organized into a sequence of courses representing a state model program of study. Although not required by law, these content area standards provide a framework for quality teaching and learning for all content areas and districts are encouraged to adopt these state-approved content standards. CTE state model programs of study and course-based standards are revised on a five-year cycle to remain responsive to the rapid advances and needs of business and industry, help students explore a variety of postsecondary options and corresponding entrance requirements to help identify their next steps, and to align to changes in postsecondary programs.

During the CTE content area standards revision process, state model programs of study are developed. These programs of study are the result of extensive collaboration and cooperation with business and industry and Nebraska postsecondary institutions. The writing teams are comprised of CTE teachers, core academic teachers, and postsecondary instructors. Their task is to utilize their expertise and input from business and industry to identify which areas programs are needed statewide, and the things students should know and be able to do as a result of completing each program of study.

The final deliverable of the standards development process is a policy document approved by the State Board of Education. These standards create a framework for teaching and learning in CTE, and reflect the uniqueness of the specific content area. Additionally, they fit within the overall expectations for all content area standards and all schools in Nebraska.
Each state model program of study is published and available on the Nebraska CTE standards website: http://cestandards.education.ne.gov/. By career field and career cluster, each program of study is displayed with links to the related course-based standards. Additionally, information pertaining to appropriate teaching endorsements, middle school CTE, and supplemental resources are available on this site.

Five Phases of Program of Study Development

1. Business and industry community input meetings
2. Writing teams development of programs of study and course-based standards
3. Public input survey with proposed standards distributed and results analyzed
4. Standards and programs of study edited based on public input survey results
5. Program of study standards presented to the Nebraska State Board of Education for approval

Areas of Focus

Nebraska will continue to refine and update state model programs of study to ensure alignment with Nebraska's workforce needs and economic development priorities. There will be an intentional focus on developing programs of study that are cross-curricular, across other CTE content areas and core academic areas. Similarly, an entrepreneurship focus will be considered within most programs.

Moreover, key shifts in rigor and quality will be embedded into the program of study standards revision process as state model programs of study are revised and created.

Key Shifts	
Moving From…	**Moving Towards…**
Isolated content and experiences	Interdisciplinary approaches to teaching and learning
Grades and test focused	Learning focused
Limited guidance from NDE related to instructional material selection	Leadership/support from NDE related to instructional material selection
"Having" knowledge and skills	"Applying" knowledge and skills
Testing signals importance of content and content areas	Well-rounded education for all

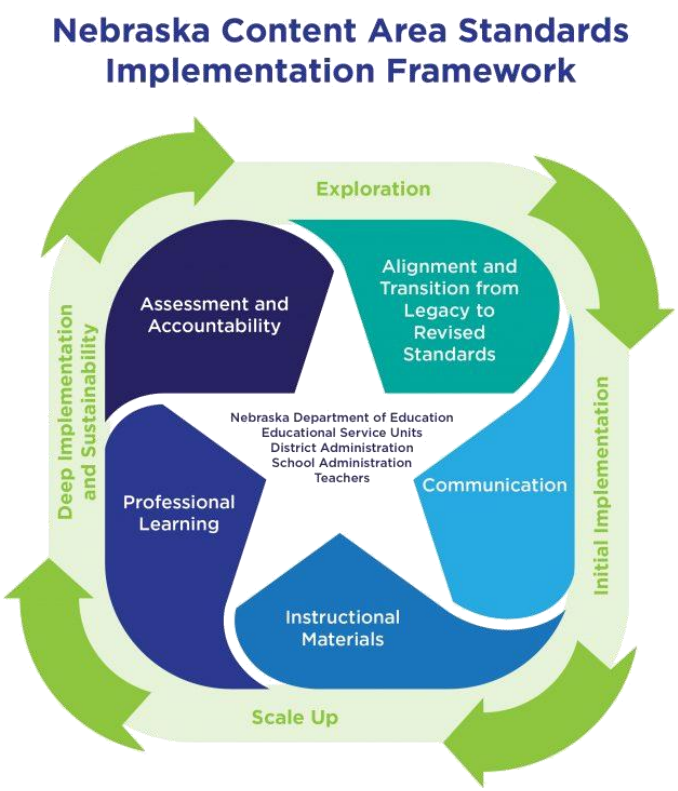
A portion of leadership funds, in accordance with Section 112 (a)(2) to support the development and implementation of programs of study, will also be used to support the systematic implementation of CTE content area standards.

Program of Study Implementation

Two key categories of program of study implementation work identified as central to achieving Nebraska's CTE's strategic priorities are high-quality, standards-aligned instructional materials and professional learning. Nebraska will develop resources, strategies, and policies in these areas as they are key to implementing programs of study with fidelity and narrowing equity gaps across subpopulations.

Based on implementation science, Nebraska has created a framework for standards implementation that can be contextualized for CTE use. This framework describes four stages of standards implementation – exploration, initial implementation, scale-up, and deep implementation and sustainability. This work is completed across five categories - alignment and transition, assessment and accountability, professional learning, instructional resources, and communication. The NDE, educational service units, district/administration, school/administration, and teachers all have roles in this work to detect the strength of activities related to implementation.

Using this framework, the systematic approach to implementing CTE programs of study and their related standards will be strengthened.



Postsecondary:

Community colleges have the flexibility to develop programs independently. These programs will be reviewed and approved by the State with a focus on both academic and CTE courses required to reach the appropriate credential, certificate, or degree as well as opportunities to articulate to four-year colleges and universities.

Nebraska's Community Colleges are a part of the Nebraska Community College System, created by the Nebraska legislature in 1971, which brought together all junior colleges, state vocational/technical colleges, and area technical schools. There are currently six community college areas in the State, each governed by a locally-elected board.

The role and mission priorities for these colleges include, along with foundational education, 1) applied technology and occupational education, 2) transfer education, 3) public service, and 4) applied research. Their aim is to be the most accessible postsecondary educational system in the State, offering affordable, high-quality education. In addition, the colleges were envisioned to be the link between business and industry and a highly-skilled workforce.

Community colleges are represented by the Nebraska Community College Association, which: 1) prepares a system strategic plan, 2) coordinates the budget request for the biennium, 3) facilitates program-needs assessment and articulation, 4) recommends and facilitates the appointment of representatives to committees, boards, commissions, task forces, and any other state-level bodies requesting or requiring participation from the community college system, and 5) facilitates responses to data and information requests for the system.

Nebraska also has a strong four-year postsecondary system. The Nebraska's Coordinating Commission for Postsecondary Education (CCPE), created in 1990, has direct responsibilities for:

- developing and implementing a comprehensive statewide plan to guide Nebraska's higher education system,
- approving or disapproving programs based on specific criteria,
- assembling and analyzing statewide data and publishing reports tied to the State's higher education goals,
- protecting Nebraska students who attend for-profit institutions in the state by administering the Guaranty Recovery Cash Fund, and
- administering State appropriations to Nebraska's six community colleges.

Under Perkins V, CTE postsecondary program approval will be further developed in collaboration with Nebraska's CCPE, as they are already the entity approving and disapproving academic programs. This collaborative approach will ensure alignment with secondary programs and workforce demands, the promotion of academic achievement and technical skill attainment, expanded access to CTE for special populations, and the inclusion of employability skills into programs without adding a tremendous new burden to local postsecondary recipients.

Specifically, Nebraska CTE will work with the CCPE to strengthen the role of postsecondary CTE program approval through their existing program approval process to ensure Perkins criteria are considered and that communication and approval decisions are shared. This process will be developed within the first two years of implementing this Plan and be based on the systems alignment framework as seen in Appendix B.

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

i. promote continuous improvement in academic achievement and technical skill attainment;

ii. expand access to career and technical education for special populations; and

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Nebraska develops and approves a set of secondary state model programs of study responsive to statewide workforce and economic needs. These programs of study are informed by industry professionals and created by educators to ensure the content covered is sequenced appropriately and prepares students for entry into postsecondary education and careers. Programs of study at the postsecondary level will be jointly approved by the CCPE and Nebraska CTE. Each local eligible recipient at the secondary level must offer at least one state model program of study to be eligible for Perkins V funds.

Local Development

If an eligible grant recipient identifies a workforce need in their local region not addressed in a state model program of study, they may submit a request to have a locally developed program of study approved. The need for a local program of study must be justified by:

- describing how it will meet local and/or regional workforce needs, including economic and workforce data that justifies the local program of study, and
- how it aligns to the state's economic priorities that are not currently addressed in any existing state model program of study. Alterations or modifications to existing state model programs of study are not permitted. Results from the reVISION process will be instrumental in justifying the need for a local program of study.

The required components of a local program of study include: (1) a credit-bearing introductory course, and (2) a minimum of two credit-bearing CTE courses to develop the appropriate knowledge and skills in preparation for employment or entrepreneurship.

Additionally, applicants must submit information to the NDE that ensures the proposed local program of study meets certain quality criteria and is at the same level of rigor as existing state model programs of study. Applicants must demonstrate how the new program of study:

- meets local and/or regional workforce demands and economic priorities that are not currently addressed in any existing state model programs of study,
- relates to high-wage, high-skill, and high-demand occupational preparation and Nebraska's economic priorities,
    - The Nebraska Departments of Education, Labor, and Economic Development developed the following website: http://h3.ne.gov/H3/ to provide information on Nebraska's High-Wage, High-Skill, and High-Demand occupations
- aligns to the efforts of appropriate Nebraska sector partnerships and other statewide workforce development efforts, and
- aligns with recommended academic and technical courses

Approval

Each locally developed program of study submitted for approval is reviewed by Nebraska CTE staff for its rigorous course standards and progressive, sequenced courses, secondary and postsecondary alignment, labor market demand and industry involvement, high-quality instruction, and inclusion of workplace learning experiences. Additionally, how the program of study promotes continuous improvement in academic achievement and technical skill attainment, expands access to CTE for special populations, and how it supports the inclusion of Nebraska's Career Readiness Skills.

To ensure the approved local program of study meets the quality indicators above and to determine how successful the program was in accomplishing its goals, an annual report must be submitted to the NDE. This report will outline and demonstrate the local recipient's continuous improvement efforts in the academic achievement and technical skill attainment of its students, support for the inclusion of Nebraska's Career Readiness Standards within the local program of study, activities and strategies that expand access to CTE programs so that each learners, including those from special populations, is served equitably, and uses the latest information and labor market data to maintain relevance.

The elements within secondary state model programs of study implemented locally along with approved local programs of study will be reviewed by Nebraska CTE staff annually. This will encompass desk audits of annual activities and an assessment of the extent to which the size, scope, and quality Essential Components as described in section B(2)(h) of this plan are implemented. On a

rotation and intermittently, programs will also have on-site monitoring visits reviewing the same criteria.

Postsecondary institutions have the flexibility to develop programs independently. These programs will be reviewed and approved jointly by the CCPE and Nebraska CTE with a focus on both academic and CTE courses required to reach the appropriate credential, certificate, or degree as well as opportunities to articulate to four-year colleges and universities. Only programs approved through this process will be eligible for Perkins funds. Programs will be reviewed according to the schedule established by the CCPE and local community college.

c. Describe how the eligible agency will -

i. Make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

The NDE will make information readily accessible on state model programs of study and Nebraska CTE programs through the following strategies:

1. The public Nebraska Career and Technical Education webpage (https://www.education.ne.gov/nce/) will serve as the main hub for all Nebraska CTE information including:
    - Career Academies
    - Career Development (self-awareness, career exploration, planning & management)
    - Career Fields and Clusters (Nebraska CTE Model)
    - Career & Technical Student Organizations (CTSOs)
    - Data and Research
    - Entrepreneurship Education
    - Nebraska Career Readiness Standards
    - Nontraditional CTE Students
    - Perkins Management and Administration
    - Professional Development Opportunities
    - School Counseling
    - Special Populations
    - State Model Programs of Study
    - Workplace Experiences (awareness, exploration, work-based learning)

    This site is currently accessible in 14 languages including English, Arabic, Chinese, French, German, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, and Vietnamese and is in compliance with Section 508 of the Rehabilitation Act of 1973 for website accessibility.

2. The annual Nebraska Career Education Conference where presentations will be conducted on state model programs of study, standards implementation, meeting the needs of special populations, closing equity and access gaps, technical skill development, career development, and implementing workplace experiences. Topical sessions and collaboration amongst professional teacher organizations and CTSOs also take place.

3. Nebraska's Open Educational Resources (OER) Hub is a collaboration between the Educational Service Unit Coordinating Council (ESUCC) and the NDE. This hub (https://www.oercommons.org/hubs/nebraska) allows for the creation and curation of quality OER that are aligned to Nebraska content area standards. These resources are public and provide teachers, including CTE teachers, with a digital course and content repository that can be accessed at any time to help inform instructional decisions. Nebraska CTE is currently developing OER in Business, Marketing, and Management, Communication and Information Systems, and Human Services and Education. Additional content areas and materials will continue to be developed and added.

4. School Counseling staff will provide professional development through Nebraska School Counselor Academies and other on-going professional development activities. Staff will also utilize the NDE's Career Development Toolkit (https://www.education.ne.gov/nce/careerdevelopment/) to provide a user-friendly, one-stop location for program planning, implementation of the Nebraska Career Development Model, Career Readiness Standards, family engagement, transitions for students, lesson plans and activities, and other relevant resources. This Toolkit is designed for use by state and local CTE, Special Education, and High Ability Learner staff. It is also designed for use by Nebraska Vocational Rehabilitation. The purpose of the website is to promote partnerships with business, industries, communities, and families to achieve systemic career development for all students.

5. Nebraska CTE staff will work with CTE teacher educators to infuse instruction on state model programs of study into their pre-service education programs for future CTE teachers, which includes the annual Teacher Educator Forum. See section B(4)(a) for more information.

6. Nebraska CTE career field specialists and cross-field specialists (staff) will work with teachers to infuse instruction on state model programs of study, standards implementation, technical skills development, and current information related to the Perkins V four-year State plan during the annual Fall Career Field Professional Development Workshops and Cross-Field Professional Development Workshops.

7. The Nebraska Workplace Experiences website (https://www.education.ne.gov/workplace-experiences/) will be maintained and updated with information and resources on implementation of the Nebraska Workplace Experiences Continuum. This site provides specific information on each form of a workplace experience in the three phases of the Continuum (Awareness, Exploration, Work-Based Learning). This site also provides sample forms (i.e. Adobe fillable format) that can be accessed and used by local educational agencies (school districts). Additional resources and publications are also provided on this site to enhance the skills and knowledge of local workplace experiences coordinators, businesses, teachers, school counselors, and administrators.

8. The Career Field Course Standards and Programs of Study website (http://cestandards.education.ne.gov/) provides state model programs of study and course-based standards for each of Nebraska's six career fields (Agriculture, Food and Natural Resources; Business, Marketing, and Management; Communication and Information Systems; Health Sciences, Human Sciences and Education/Family and Consumer Sciences; and Skilled and Technical Sciences). This website also provides relevant information and resources on CTE course codes, dual/concurrent credit, a CTE course code to cluster crosswalk, middle level courses, middle school career development, high school career development, the Nebraska Standards for Career Ready Practice, Career Cluster Resources, and the National Entrepreneurship Education standards.

9. Schools will be encouraged to include their locally implemented state model programs of study into their course catalogs and school counseling/teacher advisement systems.

10. Nebraska CTE will continue to develop high-quality, standards-aligned instructional resources and materials that can be used to help inform students and parents on Nebraska CTE, programs of study, career development, workforce demands, and, postsecondary options.

Throughout the duration of the plan, additional resources specifically focusing on postsecondary CTE (including career advising, work-based learning, articulated credit, credentials, and instructor recruitment and retention) will be developed.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

There are a number of ways Nebraska will facilitate collaboration among eligible recipients in the development and coordination of CTE programs.

1. Through the reVISION process, eligible recipients and education partners (including parents and students) will be strategically brought together for collaboration and coordination. Nebraska CTE staff will facilitate these meetings which will include an analysis of local CTE assessment findings and labor market information.

2. Through the development of state model programs of study, eligible recipients are not only involved in the development of CTE programs and programs of study, but work together to coordinate implementation in the most effective and efficient way to meet the needs of all students, including the unique needs of those students from special populations. Both secondary and postsecondary recipients are involved in this process, which will ensure multiple entry and exit points are considered in the program development process.

3. In addition to collaborating with both the Nebraska Community College Association and the CCPE, the NDE will engage Nebraska's Educational Service Units (ESU) as key partners in the implementation of high-quality CTE across the state. The Nebraska State Legislature created the Educational Services Units of Nebraska in 1965 to provide supplementary services to local school districts upon request. There are currently 17 ESUs in Nebraska providing some core

services (i.e. staff development, technology, and instructional materials) to all public school districts in the State. The ESUs are coordinated by the ESU Coordinating Council (ESUCC), which establishes strategic priorities, provides professional development, participates in joint planning with the NDE, and engages in statewide projects and coordination.

A statewide CTE Cadre has been formed by the ESUs to bring together the ESU Perkins consortia liaisons to collaborate with the NDE and each other in the implementation of Nebraska Perkins V State plan. The NDE will engage the ESUs and the members of this Cadre to collaborate with both secondary and postsecondary partners as standards for programs of study and articulation are reviewed and updated.

4. To better target the needs of industry, including small and medium-sized enterprise, and to ensure that Perkins funds are focused on getting the most positive outcomes for all stakeholders, Nebraska will explore regional-focused planning for CTE. Secondary and postsecondary regional representatives would include workforce partners, ESUs, the Community College Association, and the CCPE in their planning groups to better align with current and emerging needs. Additional flexibility related to Nebraska's consortia structure will aid in this emphasis on collaboration among eligible recipients and meeting the needs of all students.

5. Nebraska will continue to support existing state organizations, such as the Association for Career and Technical Education of Nebraska (ACTEN), and convenings, such as the annual Nebraska Career Education and Administrators' Days conferences to encourage and facilitate enhanced collaboration and coordination among recipients.

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

Nebraska recognizes that up-to-date labor market information about occupations, training requirements, and wages is crucial in order to make important life decisions about career goals. The NDOL collects and disseminates information about employment levels and trends, wages and earnings, estimates of labor availability, industrial and occupational projections, business staffing patterns, career planning information, and labor force demographics in the State. The data are used to describe a local area's economic picture which impacts social, fiscal, technological, and economic policies, employer hiring, and other business decisions, allocation of funds by policy makers, individual career choices, and educational programs.

To provide Nebraska CTE and all Nebraskans with current, valid, and reliable LMI and career information, the following resources are currently available across the state:

1. The H3 website offers quick access to Nebraska's "hot jobs." This easy-to-understand market information is updated weekly (http://h3.ne.gov/).

2. The NDOL website or app provides current job openings and labor market analysis facts, employment, wages, and projections (https://neworks.nebraska.gov/).
3. Nebraska Career Connections is an online comprehensive career information system which provides labor market information for Nebraska and nationwide. Additionally, it includes valuable tools for all phases of career awareness, exploration, planning, and management (http://www.nebraskacareerconnections.org/).

See section B(1)(a) of this Plan for additional information about Nebraska's operational definition for H3 occupations.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Primary to Nebraska CTE's vision are four guiding principles – the first of which is Equitable. Nebraska CTE champions all schools, colleges, and communities in developing and maintaining a culture that supports learning opportunities for all students, across all backgrounds and circumstances, so that they receive meaningful access to and opportunities for success in high-quality CTE programs and personalized career development. Educational equity allows learners to discover and explore their passions and make meaningful connections within the context of their postsecondary interests.

Through the reVISION process, all recipients (secondary and postsecondary) are required to analyze student enrollment (and performance) data disaggregated by program and subpopulation. Portions of both the reVISION process and local application require recipients to identify any disparities in participation (and performance), develop strategies to address them, and direct Perkins funds towards alleviating and eliminating any barriers. Through grant and program monitoring at the state level, Nebraska CTE staff will provide ongoing assistance when needed. Statewide leadership funds as well as the required set-asides for special populations will be leveraged to develop and implement supports in this area.

Per Section 112(a) of Perkins V, these include an amount equal to not more than two percent (2%) of the amount allotted to the State under section 111 for the fiscal year be made available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities ($14,000); not less than $60,000 for services that prepare individuals for non-traditional fields ($60,000); and an amount for the recruitment of special populations to enroll in CTE programs, which shall be not less than the lesser of— (i) an amount equal to 0.1 percent; or (ii) $50,000 ($720.97).

Regular coordination and collaboration among Nebraska CTE, Special Education, and Vocational Rehabilitation takes place to ensure equal access to CTE programs of study and activities for special populations. Nebraska CTE also works extremely closely with the Office of Teaching, Learning, and Assessment to strengthen the core academic integration of CTE content for each student.

Additionally, the NDE's Commitments to Equity within its Equity Playbook[9] will be relied upon to focus the work of Nebraska CTE. Related to postsecondary CTE and career readiness, the following strategies have been identified as priorities. Perkins funds will be used, in part, to support these efforts:

- Partnering with businesses, out-of-school programs, and community organizations to create a more comprehensive approach to equity in education.
- Increasing access to computer science at all levels and employing existing, high-quality professional development programs, such as Code.org, to allow teachers to become trained/ certified in computer science instruction.
- Ensuring that teachers and staff provide engaging learning experiences connected to the community and leverage civic and career-based service learning opportunities.
- Setting expectations among staff that personal learning plans and career pathway information be communicated clearly, early, and often with all students and families.
- Monitoring course options and prerequisites to determine whether low-income students and students of color are being provided a postsecondary and career-ready program of study.
- Aligning CTE with local business and industry needs and Nebraska Career Readiness Standards.

The NDE has an Equity Officer who coordinates these efforts across the agency to meet the needs of special populations. For additional information, see section 2(B)(3) of this plan.

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Nebraska CTE, the NDOL, the Nebraska Workforce Development Board, and Nebraska's three local workforce development boards have a strong commitment to collaboration in ensuring CTE and labor market needs are aligned, including through programs of study and career pathways. This is evident in the statewide, cross-agency adoption of the Nebraska Career Clusters Model[10].

Collaboration between Nebraska CTE and the workforce development boards is most prevalent through the reVISION process. As part of that process, school districts must develop a plan for aligning and supporting CTE systems with local, regional, and/or statewide economic priorities initiatives. And if districts desire to develop a new program of study, they must show how it meets local and/or regional workforce demands and economic priorities that are not currently addressed in any existing state model program of study.

The NDOL and Workforce Development Boards provide support to school districts in the reVISION process, particularly in highlighting labor market needs and job trends in the state and local area. The NDOL and the local Workforce Development Boards serve as an intermediary in the reVISION process to help develop relationships between school districts and business, and support the growth of those relationships as necessary.

[9] https://ndeday.education.ne.gov/wp-content/uploads/2019/08/2019AdminDays KeynoteHandout.pdf
[10] https://www.education.ne.gov/nce/career-clusters/

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Through the reVISION process, representatives from secondary, postsecondary, business and industry, parents, students, and other community stakeholders will be intentionally brought together for a facilitated meeting on their regional and local CTE systems. These meetings are facilitated by Nebraska CTE staff to ensure the six key elements of the process are reviewed effectively: (1) career development, (2) local workforce alignment, (3) size, scope, and quality and implementing CTE programs of study, (4) student performance data, (5) recruitment, retention, and training of faculty and staff, and (6) work-based learning.

As one of the six elements, work-based learning will be examined in detail with probing questions to be answered locally and regionally. Through this process, areas of strength will be identified and proposed for replication, and strategies will be developed for improving areas of weakness. Ongoing collaboration among stakeholders through advisory councils and other continuous improvement efforts will ensure students are provided experiences in all aspects of an industry through their CTE programming, strengthened by these partnerships.

In partnership with other Federal programs at the NDE, Title II-A funds have been earmarked to supplement the inaugural statewide Work-based Learning Summit to take place in 2020. The programming of this Summit will be developed in partnership with postsecondary CTE and the NDE Offices of Special Education, Vocational Rehabilitation, and Teaching, Learning, and Assessment. Additionally, community partners and entities invested in this work, including business and industry, will be take part in the programming. This collaboration is intended to ensure opportunities for all students across all programs, especially those representing special populations, to participate and find success in high-quality work-based learning experiences as well as generally expanding and refining the work-based learning system in Nebraska.

Nebraska CTE will additionally develop, incentivize, and support innovative delivery models for CTE which encourage inquiry- and performance-based learning activities.

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

A CTE concentrator in Nebraska is defined as:

Secondary CTE concentrator:	A secondary student who, in grades 9 through 12, has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level.

Postsecondary CTE concentrator:	A postsecondary student who has, in the reporting year, earned twelve (12) credits in a *single* CTE program – OR – completed a CTE program if that program encompasses fewer than twelve (12) credits.

Nebraska CTE will assist educators in making a more formal shift from collecting data to using data to ensure local CTE programs create success for students and employers and reduce performance gaps for CTE concentrators, including those who are members of special populations. The quality and effectiveness of Nebraska CTE is dependent on the ability to constantly evaluate and improve. Through Nebraska's reVISION process, all local recipients are required to analyze disaggregated student performance data to identify performance disparities across student groups, detect root causes, and direct resources towards addressing both. These findings will be carried through to each recipient's annual application for Perkins funds. Within the application, a description of how concentrators from special populations are provided with programs that enable them to meet or exceed State determined levels of performance, and prepare them for further learning in high-skill, high-wage, and high-demand occupations will be included.

If a local recipient fails to meet State determined levels of performance or has made no meaningful progress, a Performance Improvement Plan must be submitted to articulate the steps that will be taken to address the performance deficiencies. This plan will need to include specific detail about how the recipient plans to address the performance gap along with strategies that will be implemented to address the gap, which may include the use of Perkins V funds. See section D(5) of this Plan for additional information.

d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V).

Appropriate courses that may be offered for dual-credit are embedded within state model programs of study and encouraged in locally-developed programs of study. During the state model program of study standards revision process (see Appendix D), dual-credit and work-based learning opportunities are explicitly considered and identified for each program area for capstone-level courses.

In January of 2019, Nebraska's community colleges collaboratively established a statement of principles and standards for dual/concurrent enrollment credit. These five principles and their subsequent standards articulate the quality criteria for delivery of dual-credit, and will be reflected and aligned with state policies to the extent possible.
They include:

1. All postsecondary institutions shall ensure that dual-credit courses offered to high school students will be college-level courses. The rigor of the dual-credit courses shall be the same as the corresponding course offered at the postsecondary institution.
2. The decision to award high school credit for a college-level course being taken for dual-credit shall be the responsibility of the appropriate high school district.
3. All instructors for dual-credit courses, regardless of the mode of delivery, shall hold credentials consistent with a full-time faculty member employed to teach the college-level course for the postsecondary institution. All such selection criteria shall be consistent with

the policies established by the institution for all faculty, which comply with the standards set forth by the Higher Learning Commission.

4. The quality of instruction and standards of excellence for dual-credit courses shall be consistent with other course offerings by the college.
5. The evaluation of the instructor and quality of instruction for dual-credit courses shall be comparable with the practices each college has in effect for other college courses.

Perkins V funds, the NDE will continue to refine statewide policies and practices related to dual-credit opportunities and offerings, especially with regard to their inclusion within CTE programs of study. As determined through meaningful stakeholder consultation and engagement, the current priorities are to:

- Identify the activities and practices that are currently available in the state;
- Enhance secondary/postsecondary program alignment, allowing for programs to culminate in certificate, diploma, and/or associate degree awards and result in readiness for work and further education;
- Increase secondary awareness of postsecondary entry-level skills and program offerings;
- Identify and address policy and administrative barriers that inhibit efficiency and effective use of resources to support dual-credit offerings or completion; and
- Develop a common course numbering systems at both the secondary and postsecondary levels.

e. Describe how the eligible agency will involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its CTE programs. (Section 122(d)(12) of Perkins V).

Throughout the reVISION process at both the local and regional levels, parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate are required to be engaged to help provide information on and evaluate the current state of their CTE system, areas for improvement, and opportunities for collaboration, among other elements. The same stakeholders that are required in Perkins V are required to be involved in the reVISION process. See Appendix F.

Nebraska CTE will utilize several additional strategies to ensure meaningful involvement throughout the system:

- **Program Development.** A description of stakeholder involvement in the program of study development process can be found in section B(2)(c)(ii) of this Plan.

- **Statewide Advisory Council.** Nebraska will develop and implement a statewide CTE advisory council to include CTE teachers, administrators, postsecondary faculty, career guidance and academic counselors, business and industry leaders, entrepreneurs, representatives from Indian Tribes and Tribal organizations, educational service unit representatives, parents, and students. Each economic development region and all six of Nebraska's community colleges will have representation. Representatives from existing entities that advocate for, support, and

provide counsel to Nebraska CTE (e.g. Partnerships for Innovation and the Nebraska Career Education Innovation Foundation) may serve on this Council to provide guidance and direction and help identify additional partners needed to make the work successful.

The Nebraska CTE Advisory Council will:

- Review and develop short- and long-term strategies for implementing the new Perkins V State Plan
- Make recommendations regarding the implementation and administration of the available statewide Perkins reserve funds used for innovative grant opportunities
- Interact with the NDE on strategies, community engagement, and ways to measure success
- Champion and align individual efforts with those of the Nebraska CTE system
- Serve as a vocal champion for CTE in respective spheres of influence
- Identify service gaps and provide advice on methods to close such gaps as they relate to youth and employees, workforce development, and employers on training needs
- Confer with public and private entities for the purposes of promoting and improving CTE
- Identify legislative recommendations to improve CTE
- Promote coordination among existing CTE programs

The Nebraska CTE Advisory Council will also collaborate with existing sector partnerships and advisory councils (e.g. the Nebraska Manufacturing Advisory Council and the Nebraska Entrepreneurship Taskforce) around the State to provide coherence with the overarching education and workforce development system, increase alignment and support for existing efforts, and reduce duplication. There will be a specific focus on transitions, dual-credit, and secondary/postsecondary program alignment, along with the eight strategic priorities outlined in this Plan.

- **Association for CTE of Nebraska**. Nebraska CTE will maintain and strengthen its partnership with the Association for Career and Technical Education of Nebraska (ACTEN) to aid in the informed planning, development, implementation, and evaluation of CTE. ACTEN is the professional organization for CTE educators in the State, and whose members include teachers, administrators, teacher educators, career counselors, teacher candidates, business partners and other professionals who support or advocate for career and technical education.

- **Local Advisory Committee.** All local recipients in Nebraska are encouraged to have an advisory committee that functions at the local or regional level to assist educators and partners in planning, conducting, and evaluating their program offerings, curricula, and operations. Ideally, an advisory committee would exist for each program area. Nebraska CTE provides professional learning opportunities for advisory committees to establish best practices and to help educators and business and industry representatives strengthen their CTE programs. Each advisory committee should be made up of individuals with experience and expertise in the occupational field(s) that the program serves along with educators, school counselors and guidance professionals, students, and parents. Their role is to provide input on the design, development, implementation, evaluation, maintenance, and refinement of CTE programs. Advisory committees present an opportunity for the community to be linked to the educational system, and as such, should promote ongoing communication and collaboration among education, business, and industry; strengthen program alignment with local and regional workforce needs and economic development efforts, and promote career pathways throughout the community. Nebraska CTE suggests and encourages the active and

meaningful involvement of parents, students, academic and CTE educators, administrators, faculty, career guidance and academic counselors, local businesses (including small businesses), and labor organizations in the planning, development, and implementation of CTE programs. The planning, development, implementation, and evaluation of a CTE program is carried out at the local level.

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

A copy of the Perkins local application template can be found in Appendix E.

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

A copy of the reVISION (Nebraska's comprehensive local needs assessment) template, including guidebook and resource manual, can be found in Appendix F.

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

The following definitions articulate the minimum criteria that will be used to ensure that local recipients' CTE systems and programs are of sufficient size, scope, and quality to meet the needs of all students served. They are intentionally framed around Nebraska CTE's Guiding Principles to provide coherence to the Nebraska CTE system.

Nebraska CTE will continue to refine these Essential Components to maintain relevance and rigor. The size, scope, and quality criteria for postsecondary CTE programs in particular will be reviewed in collaboration with postsecondary leadership and the CCPE to determine the criteria that is already being considered for postsecondary program approval to align with other academic areas.

Size refers to the quantifiable evidence, physical parameters, and limitations of each approved program that relate to the ability of the program to address all student learning outcomes. Generally, size will be defined by items such as the required number of programs, and availability of facilities and equipment to ensure quality, equity, and access.

Scope provides curricular expectations of each program and/or program of study to cover the full breadth of its subject. Generally, scope involves appropriate sequencing of courses, career development, early postsecondary and work-based learning opportunities, the role of advisory committees, and the role of Career and Technical Student Organizations (CTSOs).

Quality refers to the strength of the overall system components, including the extent to which these components positively impact student outcomes.

EQUITABLE		
Size	Scope	Quality
Each student, including those from special populations, is provided with equitable **access** to CTE programs and activities, including CTSOs • Alternative education programs include CTE • Emphasis is given to the recruitment and retention of students into programs non-traditional for their gender	• CTE students are provided with an ongoing, organized, systemic framework for **career development** from middle grades through postsecondary; • Career guidance and development information and support are available to all students Secondary: • All secondary students develop and maintain a personal or individualized learning plan • A career information system (such as Nebraska Career Connections) is available for all student and parent use • Secondary programs utilize the Nebraska School Counseling Model and the Nebraska Career & Technical Education Model (https://www.education.ne.gov/nce/careerdevelopment/)	Recipients meet or exceed **performance** targets established for state and federal Perkins accountability indicators • Accountability and enrollment data, per Section 113, are available and submitted annually • Resources are directed towards addressing disparities in performance across subpopulations of students • Accessibility and/or accommodations are provided to each student, including those who are members of a special population

RELEVANT		
Size	Scope	Quality
Local CTE systems include programming inclusive of opportunities that represent the broad range of available Nebraska CTE career fields/program areas, including: • Agriculture, Food, and Natural Resources	• CTE programs are aligned to the Nebraska Career & Technical Education Model (see Figure 2). • A comprehensive understanding of and strong experience in all aspects of an industry are provided to students, including:	• CTE programs of study and courses are delivered by instructors who meet Nebraska's requirements to teach at the secondary and/or postsecondary level(s) • Professional development is provided to school

Size	Scope	Quality
• Business, Marketing, and Management • Communication & Information Systems • Health Sciences • Human Sciences and Education, and • Skilled and Technical Sciences At the secondary level: • No less than one state-model program of study shall be offered, and • No less than one state-authorized Career & Technical Student Organization (CTSO) aligned with the CTE courses and content offered in the school(s) is available for student participation. At the postsecondary level: • No less than one program in each of Nebraska's career field areas that maintains an occupational focus and prepares students for entry level employment, advanced skill development, and/or advanced training as identified through the reVISION process will be offered, and • No less than one state-authorized CTSO at the primary campus level, if applicable	○ occupations and careers that represent the full scope of an industry; ○ technology, workforce and community issues, and health, safety, and environmental issues related to the industry • emphasis is placed on developing essential workplace skills through integration of Nebraska's Career Readiness Standards throughout the local education system or institution • CTE programs are aligned with local/regional workforce and economic development efforts • Appropriate assessments, both formative and summative, are utilized to measure and encourage student achievement; • CTE programs include opportunities for dual-credit and/or credentialing Secondary: • Secondary CTE course instruction addresses at least 90% of the state-approved standards	counselors, teachers/instructors, paraeducators, and administrators to enhance student learning • Professional development includes both technical and pedagogical knowledge and skill development opportunities • Contextual learning opportunities are embedded across content/program areas • High quality, standards-aligned instructional materials are accessible to each student • Industry-grade equipment and technology encourage student attainment of relevant, rigorous technical skills; • Facilities, equipment, and resources are of sufficient size and quality to accommodate participating students and keep them safe

INNOVATIVE		
Size	Scope	Quality
• Local CTE systems provide opportunities for students to participate in coursework through a wide array of delivery models, including classroom, lab, workplace, and other applied experiences	• Promotion of expanded learning and leadership opportunities for students through components such as workplace experiences and CTSOs • Opportunities for students to participate in distance and/or blended CTE programs and courses	• Offering meaningful workplace learning opportunities to all students, including those from special populations, that align with their CTE programs of study

COORDINATED		
Size	Scope	Quality
• Local CTE program offerings are informed by labor market information (LMI) to identify alignment to regional and statewide employment projections • Essential partnerships are established that link CTE in schools and colleges with business and industry, workforce, economic development, and government agencies	• Alignment between secondary and postsecondary CTE programs with evidence of joint planning. This may include but is not limited to articulation agreements, dual-credit opportunities, opportunities for the attainment of industry recognized credentials, and aligned CTE curriculum • CTSOs are aligned with CTE curriculum	• Career pathways offer multiple entry and exit points for students • Partnerships are developed to enhance CTE • CTE programs and programs of study offerings are systematically reviewed by the local or regional advisory council for alignment and quality • Secondary and postsecondary partnerships assist in student transitions • Parents, students, and stakeholders are consulted, as appropriate, for input and evaluation of CTE programs

3. Meeting the Needs of Special Populations

a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

i. will be provided with equal access to activities assisted under this Act;

The NDE considers itself a champion for educational equity and has committed to lead the way in addressing inequities of the past by focusing on opportunities to learn for all students and by adopting a relentless focus on outcomes that ensure all stakeholders deliver on the promise of equity. Leveraging our five primary roles at the NDE, Nebraska CTE staff will:

1. Champion: The NDE will champion educational equity by actively leading the strategic vision, goals, and policy direction to support learning, earning, and living for all students.
2. Regulator: The NDE will regulate educational equity by leveraging policy authority to ensure delivery of high-quality, equitable education and services, beyond compliance with state and federal regulations.
3. Capacity Builder: The NDE will build capacity around educational equity by directing technical assistance and professional development opportunities and by promoting the sharing of best practices.
4. Connector: The NDE will build connections in support of educational equity by bridging the divide between learning, earning, and living, connecting schools, families, businesses, and communities.
5. Change Agent: The NDE will demonstrate change agency by exploring and supporting promising new innovations that advance educational equity.

Efforts that advance educational equity help to ensure that all students have the resources they need to graduate prepared for success in postsecondary, career, and civic life. Both the ESSA and Perkins Act give greater responsibility to states and districts to advance equity at the local level. The following Equity Taxonomy[11] depicts the NDE's ultimate goal: that all students are engaged, inspired, and successful learners. Each level is an integral component of an equitable school experience. This comprehensive approach to equity, including instructional excellence, opportunities to learn, social-emotional engagement, and physical integration, allow each student to develop the skills and knowledge necessary to pursue his or her dreams.

Across Nebraska, schools have strategically implemented a Multi-Tiered System of Supports (MTSS) framework[12] to promote an integrated system connecting general education and special education, along with all components of teaching and learning, into a high-quality, standards-based instruction and intervention system that is matched to a student's academic, social-emotional, and behavioral needs. MTSS is an essential component of the Continuous Improvement Process. Local school districts and ESUs are a critical part of the Nebraska MTSS network. Each school district and ESU is charged with multiple improvement efforts, have a variety of local expertise, and possess unique context.

[11] https://ndeday.education.ne.gov/wp-content/uploads/2019/08/2019AdminDaysKeynoteHandout.pdf
[12] http://nemtss.unl.edu/



Nebraska Department of Education's Equity Taxonomy

Along with the NDE's equity roles and commitments and in alignment with Nebraska's MTSS framework, Nebraska CTE utilizes Perkins V funds to employ a number of strategies and activities at both the state and local levels to provide equitable access to CTE activities and programs, including:

- Analyzing the performance data of members from special populations to determine gaps in access, completion, and performance and devise appropriate support strategies and activities at the State level,
- Providing a set-aside of leadership dollars focused on increasing participation in and completion of gender non-traditional students in CTE programs,
- Providing consultant services dedicated to monitoring civil rights compliance and making on-going technical assistance and professional development available to eligible recipients,
- Working with teacher education institutions to provide meaningful preparation for all teaching candidates on working with special populations and helping them achieve success in CTE,
- Providing an on-going program of professional development for Nebraska CTE instructors, counselors, administrators, and support personnel on strategies for helping students from special populations achieve success in CTE,
- Supporting the alignment of the data collection systems that serve the secondary and postsecondary CTE systems to improve data-informed decision making, including the analysis of participation and completion data of special populations in both secondary and postsecondary programs,,
- Requiring eligible recipients as part of their local application to describe:

- How their allocated funds will be used to promote the preparation of students from special populations and in non-traditional fields,
- The analysis of data that supports the activities planned to assess the effectiveness of programs and services that serve special populations,
- How the needs of special populations will be accommodated within the delivery of CTE instruction,
- How they will encourage increased access to CTSOs for students from special populations,
- How secondary and postsecondary programs will prepare members of special populations to earn diplomas, degrees, and credentials,
- How secondary and postsecondary programs are responsive to the special needs of these students, and
- The specific strategies that will be used to identify, alleviate, and ultimately eliminate barriers that prevent members of special populations from entering and succeeding in CTE programs.

ii. will not be discriminated against on the basis of status as a member of a special population;

Members of special populations will be placed into CTE programs in accordance with their individual needs and not on the basis of their status as members of a special population. The local Perkins application requires eligible recipients to describe specific strategies that will be used to prevent discrimination against individuals based on their status as a member of a special population.

Nebraska will continue to provide on-site monitoring of civil rights compliance in both secondary and postsecondary institutions offering CTE programs per the Methods of Administration (MOA) document. The NDE will also continue to provide technical assistance and consultant services for civil rights compliance. Capitalizing on the existing strong partnerships, Nebraska CTE will work with Nebraska Special Education and Vocational Rehabilitation to assist in the monitoring of activities to make certain special populations are not discriminated against.

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

Through Nebraska's reVISION process, local recipients are required to work collaboratively to assess performance data for all students across all special populations, identify performance gaps, positive or negative trends, and identify strategies for addressing any disparities in performance. These findings will be carried through to each recipient's local application and annual application for Perkins funds. Within the application, a description of how students from special populations are provided with programs that enable them to meet or exceed State determined levels of performance, and prepare them for further learning in high-skill, high-wage, and high-demand occupations is required.

The NDE will provide trend data to recipients to assist their analysis and interpretation. These reports will not only identify three-year trends for all performance indicators disaggregated by subpopulation,

but then break down performance by career cluster. These data will enable recipients to identify gaps in student performance and make plans for addressing any disparities.

Across the state, there are persistent gaps in performance among students experiencing homelessness, those in foster care, and English learners. Specific focus on addressing these disparities will be paid over throughout the duration of this Plan.

Nebraska CTE will develop a resource hub for meeting the needs of special populations, including briefs on each special population subgroup, common barriers they face, and strategies CTE educators can employ to help address any barrier to the success of these students, including meeting or exceeding state determined levels of performance. This resource hub will be developed in partnership with the NDE Offices of Special Education, Vocational Rehabilitation, and Federal Programs (supporting students such as those experiencing homelessness or those who are incarcerated). Vocational Rehabilitation will be an instrumental partner in assisting with CTE supports at the postsecondary level. Together, comprehensive professional development will also be provided.

iv. will be provided with appropriate accommodations

Nebraska's local application for Perkins funds will inform eligible recipients of the GEPA Section 427[13] statute and requirement, and require them to annually review all of the local CTE programs to:

- determine if any of these programs, based on local circumstances, has a gender, race, national origin, color, disability, or age barrier which could prevent or impede the access or participation of any student, teacher, and/or other program beneficiary with special needs;
- identify any program(s) that has such a barrier; and
- provide a clear and succinct description of the actions that will be taken to ensure that the barrier is effectively removed.

Nebraska provides consultant services dedicated to removing any potential barrier to participation or success in Nebraska CTE programs and makes ongoing technical assistance and professional development available to eligible recipients. As mentioned previously, Nebraska CTE will continue its strong partnership with the Offices of Special Education and Vocational Rehabilitation and other State agencies to ensure students are provided with appropriate accommodations in CTE.

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

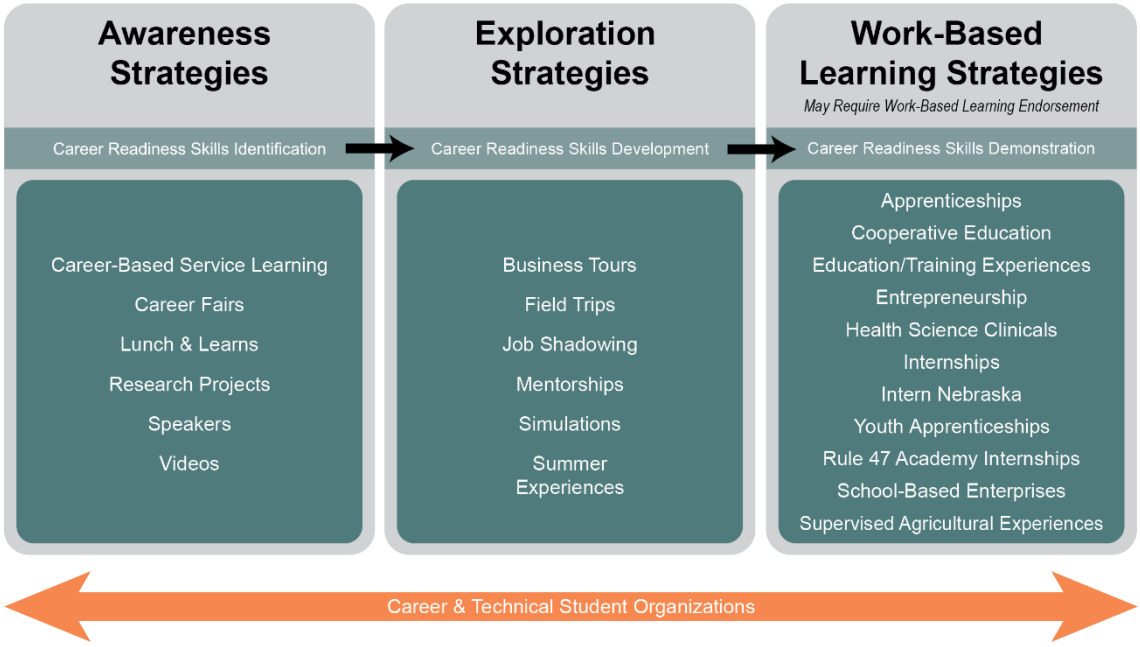
Work-based learning is included as a capstone-level course experience option in secondary state model programs of study and encouraged in postsecondary programs. The expectation from Nebraska CTE is that all students, secondary and postsecondary, will have access to these experiences, including those from special populations. The NDE will continue to provide, through Nebraska CTE and other Offices at the NDE such as Adult Education, Special Education, and Vocational Rehabilitation, professional development activities for CTE educators, paraprofessionals, counselors, administrators and special education teachers related to curriculum modifications, equipment

[13] https://www.federalregister.gov/documents/2016/10/31/2016-26123/agency-information-collection-activities-comment-request-gepa-section-427-guidance-for-all-grant

modifications, classroom modifications, supportive personnel, and instructional aids and devices. Similarly, local education agencies and community colleges should provide any necessary training and support, including support for transportation, childcare, or other access-related challenges.

Nebraska's Workplace Experiences Continuum illustrates how workplace experiences become more focused as a student progresses through their education. Students gain a better understanding of their talents, strengths, and interests; learn what postsecondary education is necessary for their career of choice; and practice the career readiness skills vital for entering the career of their choice.

Nebraska Workplace Experiences Continuum



Work-based learning is an educational strategy that provides students a setting where they can enhance their learning, explore career options, and demonstrate their academic, technical, and career readiness skills in authentic work settings. Work-based learning experiences are not extra-curricular, but rather expanded learning opportunities central to students' personal and professional development. These experiences should be integrated into the curricular offerings and assessed accordingly. Only those activities that allow students to learn "through" work, rather than learn "about" work, will be considered work-based learning. These experiences encompass only the third and most rigorous phase of the above continuum.

Partnerships with other agencies and organizations, including Nebraska Vocational Rehabilitation, Nebraska's ESUs, worksites, businesses, families, and community organizations can help create opportunities for students, including those from special populations, to develop transferrable skills to prepare for postsecondary education and employment. Work-based learning experiences with appropriate school- and site-based supervision provide opportunities for individuals to assess their interests, abilities, and strengths outside of the classroom. Participation in these job related tasks also provide a chance for learners to explore how to communicate disability-related work support and

accommodations, if necessary.

Transition-related services and work-based learning program information offered throughout Nebraska, including resources, will be available on Nebraska CTE's website and promoted through on-site and other technical assistance mechanisms. Nebraska postsecondary institutions play a critical role in this area as well and will be included in joint-planning activities.

4. **Preparing Teachers and Faculty**
   a. **Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

As highlighted as one of Nebraska CTE's Strategic Priorities, instructor recruitment and retention is a primary focus of the NDE. To deliver effective and relevant CTE programming, there must be an adequate supply of qualified instructors who are knowledgeable in their technical areas as well as in academic competencies and workplace requirements essential to their CTE program areas. Innovative and bold strategies will be employed to prepare, recruit, and retain CTE educators, especially in those areas with critical teacher shortages. Additionally, specific training and focus for core academic teachers on connecting their content with CTE, special education teachers to deliver CTE instruction, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals will be provided. A specific focus on diversifying Nebraska CTE's teachers will also be pursued.

Educator Preparation:

As detailed in Nebraska's ESSA plan[14], the NDE supports and prioritizes the attraction, preparation, development, and retention of excellent educators. This focus is also evident in the Nebraska Strategic Vision and Direction[15] and AQuESTT[16], Nebraska's accountability system. Both address the importance of a systematic approach to ensuring an effective educator workforce. Nebraska is fortunate to have a great majority of its CTE instructors appropriately endorsed in their area of instruction. This trend continues because of the strong partnership between the Nebraska CTE staff and teacher education institutions and faculty.

The NDE requires the completion of an approved teacher education preparation program to receive an Initial, Standard, or Professional level teaching certificate and is the entity responsible for overseeing and managing the teacher certification process for teachers, principals, and other school leaders in the State. Alternative pathways to certification are detailed below.

[14] https://www.education.ne.gov/essa/
[15] https://nebraskaeducationvision.com/
[16] https://aquestt.com/

There are 16 approved educator preparation programs in Nebraska. These programs undergo multiple program approval processes and most have attained national accreditation.

Nebraska CTE will continue to partner with other NDE Offices to host the annual Teacher Educator Forum, which is designed to promote meaningful conversations about the pre- and in-service needs of Nebraska educators. Perkins and ESSA Title II-A funds have both been utilized for this Forum. CTE teacher educators from all Nebraska institutions that prepare CTE instructors attend. Special sessions are held to focus on the specific needs of CTE.

Educator Recruitment & Professional Development

Each year the NDE conducts a teacher vacancy survey[17] to determine the areas for which teacher shortages exist and what districts/systems did to address those shortages. Regularly, CTE represents multiple areas where teacher shortages exist. For the Fall of 2018, these included: Agriculture Education; Business, Marketing or Information Technology; Family and Consumer Sciences; and Industrial Technology/Skilled and Technical Sciences, in addition to School Counselors. The number one reason given for these shortages was that there were no applicants.

To help mitigate these vacancies and assist in the recruitment of Nebraska educators, the NDE has established several alternate paths to teacher certification.

- The Transitional Certification Program (or Transition to Teaching program) was created through a partnership between the NDE and the University of Nebraska at Kearney. This program allows mid-career professionals and recent college graduates with a baccalaureate degree who wish to become Nebraska teachers a faster path to do so. Similar alternative routes to certification are available at most Nebraska institutions with approved educator preparation programs. Requirements for this certification include:
    - the applicant must have a baccalaureate degree that includes at least 75% of the course requirements for preparation in a secondary field or subject endorsement area;
    - a written request for the issuance of the certificate from the superintendent or governing body of the school system in which the applicant intends to teach, accompanied by documentation that the school system has not found a fully qualified teacher for the position;
    - an assessment of transcripts completed by a certification officer in a standard institution of higher education and a plan developed for completion of an approved initial teacher certification program;
    - a written plan from the school system for mentoring and supervision of the applicant;
    - completion of a pre-teaching seminar that includes information and skill development in the areas of diversity, classroom management, curriculum planning, and instructional strategies prior to assuming responsibility for the classroom; and
    - a written agreement with a Nebraska teacher education program to complete at least one supervisory visit each semester to the school system of the applicant.
- The Nebraska Career Education Teaching Permit is available for individuals hired to teach by a Nebraska school district in a CTE area where no teaching education program exists, where the instructional content of the course exceeds teacher preparation coursework, or for which a school system submits documentation that it has not found a qualified teacher for a specific course in the CTE field.

[17] https://cdn.education.ne.gov/wp-content/uploads/2019/02/2018TeacherVacancyReport.pdf

Professional Development

Nebraska recognizes that educators with Career Education Teaching Permits may need additional support to ensure effective instruction. As such, Nebraska CTE will utilize Perkins State leadership funds to provide in-service and pre-service professional development to encourage instructional success for those new to the field or teaching with a Career Education Teaching Permit. These experiences include the Nebraska CTE Beginning Teacher Institute, Nebraska CTE Jump Start, specialized sessions at the annual Nebraska Career Education Conference, and Career Readiness and Exploration Curriculum teacher training. The Beginning Teacher Institute is designed for CTE teachers who have completed their first through third year of CTE instruction. The core purposes are to explore and define each teacher's own CTE program, learn how to facilitate classroom and laboratory experiences, and internalize and practice classroom management strategies. The CTE Jump Start program is designed to assist those who are utilizing the Career Education Teaching Permit or another alternative pathway to teacher certification in learning the most essential elements of CTE instruction.

Additional professional development opportunities are promoted to all educators, including CTE teachers, administrators, and faculty at the secondary and postsecondary levels, school counselors, and special education teachers. These include the annual Nebraska Career Education Conference, fall content area teacher workshops, and a new statewide work-based learning summit to ensure both educators and business and industry may effectively partner to increase the availability and quality of experiences provided to CTE students.

Priorities:

Nebraska CTE is committed to recruiting and retaining diverse, high-quality CTE instructors, administrators, and school counselors at the secondary and postsecondary levels. Specific strategies to be prioritized include:

- Growing the Education & Training CTE career cluster pathways;
- Supporting retention efforts through sustained and ongoing new teacher in-service programs which include mentorship opportunities;
- Emphasizing the recruitment of non-traditional and underrepresented individuals for Nebraska CTE teaching;
- Utilize Career and Technical Student Organizations as a tool for recruitment, specifically Nebraska Educators Rising;
- Develop and provide existing teachers tools and resources that address their diverse needs, including specific training on supporting students who are members of a special population;
- Support existing content area efforts to recruit CTE educators into their field, such as the National Teach Ag campaign for recruiting Agriculture, Food, and Natural Resources instructors;
- Partner with Nebraska Community Colleges to expand 2+2 options for students to start their postsecondary coursework at community colleges and finish at a 4-year teacher preparation college; and
- Increasing the diversity of CTE instructors

C. Fiscal Responsibility

1. **Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
    a. **each eligible recipient will promote academic achievement;**
    b. **each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**
    c. **each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

Nebraska's process for local application approval (both secondary and postsecondary) includes the signing of a set of assurances that Nebraska CTE's Essential Components of size, scope, and quality are implemented (see section B(2)(h) of this Plan) and the submission of an annual application through the NDE's grants management system. Within the application, key areas will be included to aid in and ensure the effective planning of CTE program delivery. Specifically, these include how the recipient will promote academic achievement, promote skill attainment, including skill attainment that leads to a recognized postsecondary credential, and how they will ensure their implementation of the reVISION process takes into consideration local economic and education needs (including H3 occupations).

Each local grant recipient must meet the size, scope, and quality Essential Components requirement to be eligible for Perkins funds. A review of the Essential Components is designed to determine if the local recipient's CTE system and programs are of sufficient size, scope, and quality to be effective, and, that the recipient is promoting academic achievement and skill attainment leading to a recognized postsecondary credential. Framed around Nebraska CTE's Guiding Principles, the size, scope, and quality Essential Components required for secondary and postsecondary participation in Perkins funding are defined in Section B(2)(h) of this Plan.

Acknowledgement that the Essential Components are in place, being met, or actively being developed will ensure that all local grant recipients meet the requirements of program size, scope, and quality to receive Perkins funds.

Within the local application, recipients will articulate their overall vision for their CTE system and describe the outcomes of their reVISION process. Based on these outcomes and a review of Perkins performance indicator outcomes, they will describe the aligned activities that will be funded during the fiscal year to support the continuous improvement of their CTE system. Activities must address the required uses of local funds as specified in Section 135 and further clarified in Nebraska CTE guidance documents and state policy.

Program Approval:

Each local recipient will be assigned a Nebraska CTE grant monitor who will review and assess the application's completeness, strength, and appropriateness of use of funds based on a set of quality criteria. These grant monitors will provide necessary assistance in year-round program planning and will request revisions to the application if needed. Once all criteria have been met, the grant monitor

and State CTE Director will approve the local program. This process has been put in place to ensure all local recipients maintain a strong focus on activities that promote academic achievement, skill attainment, recognized postsecondary credential attainment, and alignment to local and statewide workforce demands and economic priorities. The ongoing follow-up and monitoring by the Nebraska CTE staff ensures recipients promote academic and technical skill attainment consistently. If a program (secondary or postsecondary) at any point fails to maintain the Essential Components necessary to ensure programs are of sufficient size, scope, and quality, a re-approval process will be established and implemented.

As a requirement for eligibility, each secondary local recipient is required to offer at least one state model program of study. State model programs of study intentionally incorporate rigorous content area standards that embed contextualized core academic coursework, integration of career readiness skills, early postsecondary opportunities (i.e. dual-credit, attainment of a recognized postsecondary credential), and work-based learning experiences, where appropriate.

Postsecondary program approval will be conducted in collaboration with the CCEP as described in section B(2)(a).

Through the reVISION process, Nebraska will require all local eligible recipients to utilize labor market information and workforce data to identify high-skill, high-wage, high-demand occupations and occupational projections (such as through Nebraska's H3 website: http://h3.ne.gov/H3/). These data will be used as a rationale for Perkins expenditures and programming. Additionally, the annual Perkins application must demonstrate significant input from the local CTE advisory committee and business and industry representatives. Secondary and postsecondary eligible recipients in the same economic development and/or service region will be required to collaborate during the reVISION and local application planning processes to ensure alignment between secondary and postsecondary CTE programs, effective and efficient use of resources, and mitigation of potential duplication of efforts.

The local Perkins application (covering four years: 2020-2024) will require local recipients and eligible institutions to address all items listed under Section 134 (b). The local application will require the implementation of at least one program of study at the secondary level, including emphasis on the integration of core academic, career, and technical education. It will also describe how CTE activities will be carried out with respect to meeting State and local levels of performance in accordance with Section 113 of Perkins V. After the four-year local application is submitted, local grant recipients will submit an annual application for approval for the use of Perkins funds to achieve the goals and objectives established in the four-year application.

The annual application for Perkins funds will include an improvement plan for activities to address core indicators of performance that were not within 90% of the state determined level of performance, a description of how funds will be used to address those items in the improvement plan, and a detailed budget summary.

2. **Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**
    a. **among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including**

how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Funds made available under Section 111 of the Act will be allocated to both eligible secondary and postsecondary CTE programs. Based on an evaluation of the distribution under Perkins IV, program growth areas, use of funds annually, labor market needs, enrollment totals, concentrator and completion data, Perkins performance indicator data, equity gaps, funding source availability, and other factors that contribute to effective programming under the Act (i.e. reVISION), Nebraska will afford 60% to secondary CTE and 40% to postsecondary CTE.

The Perkins allotment to Nebraska serves eligible secondary school districts or a consortia of districts and eligible community colleges or a consortia of community colleges.

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Any secondary eligible recipient that did not qualify for an individual allocation greater than or equal to $15,000 will be required to join a consortium in order to receive Perkins V funds. Any postsecondary recipient that did not qualify for a minimum allocation greater than or equal to $50,000 will be required to join a consortium in order to receive Perkins V funds. Consortia serve as structures to provide services to all participating local eligible recipients. Within the consortia, funds will be distributed using project criteria that assures students are provided with the skills needed to succeed in postsecondary education and the workforce, and that programs are of sufficient size, scope, and quality to meet the needs of all students.

Waivers and Exemptions:

Secondary: Per section 131(c)(2) of Perkins, requests for an exemption from consortia membership will be limited. The requirement will be waived only in instances where the requesting district is able to demonstrate, through detailed documentation, it is:

- Located in a rural, sparsely populated area; and
- Unable to enter into a consortium for purposes of providing activities under Perkins

Postsecondary: Per section 132(c)(1) of Perkins V, there are no waivers or exemptions for the minimum allocation for postsecondary institutions or postsecondary consortiums.

For Perkins V funding purposes, funds allocated to a consortium (formed to meet the requirements of Section 135) will be based on the amount that would otherwise be distributed to the local educational agency.

Members of the consortium will jointly determine the method for identifying consortium activities and funding priorities based on each participating member's reVISION process, recommendations from any local or regional advisory committee, and funds available. The consortium determines a fiscal agent, such as an ESU or a district/college that is a member of the consortium. Members of the consortium must reach consensus upon the mutually-beneficial programs and purposes that Perkins

funds will support. Members will describe the purposes and programs, aligned with the outcomes of the reVISION process, in the local Perkins application. Funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

Because a consortium submits one four-year local application on behalf of all member schools, agencies, or entities, it is strongly recommended that local educational agencies remain in their consortia for the same time period. If a member school, agency, or entity decides to leave a consortium or terminate a cooperative agreement, they must appeal to the NDE.

For competitive awards from Perkins, any eligible recipient who completed the reVISION process and is interested in applying may do so, regardless of their participation within a consortium.

3. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

According to section 131(a)(1) of the Act, the distribution of funds to secondary school programs will be based on the following:

- Thirty percent based on the number of individuals aged 5 through 17 who reside in the school district served by the local educational agency for the preceding fiscal year, compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the State for the preceding fiscal year (estimated at approximately $937,614.72 for 2020-2021);
- Seventy percent based on the relative number of individuals aged 5 through 17 who reside in the school district served by local educational agency and are from families below the poverty level for the preceding fiscal year, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the State for the preceding fiscal year (estimated at approximately $2,187,767.69).

All secondary funds will be allocated to either comprehensive high schools or consortia of eligible recipients. The total projected allocation to secondary CTE programs is $3,125,382.41.

The NDE will use the data provided to the Secretary by the Bureau of the Census for the purposes of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.

4. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

According to section 132(a) of the Act, the distribution of funds to eligible postsecondary institutions will bear the same relationship to the portion of funds made available under section 112(a)(1) as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who are enrolled in approved CTE programs in the preceding fiscal

year compared to the number of such recipients enrolled in approved CTE programs within the State for such year.

All postsecondary funds will be allocated to either eligible postsecondary institutions or a consortia of eligible institutions. The total projected allocation to postsecondary CTE programs is $2,083, 588.27.

Eligible postsecondary institutions are required to submit data on the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who are enrolled in approved CTE programs to the NDE annually.

5. **Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

The NDE will adjust the data used to make allocations to reflect changes in school district boundaries operating approved CTE programs by using the criteria established by the NDE for use with the Elementary and Secondary Education Act of 1965.

6. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
    a. **include a proposal for such an alternative formula; and**

The NDE will not be submitting an application for a waiver to the secondary allocation formula as described in section 131(a).

    b. **describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

    Also indicate if this is a waiver request for which you received approval under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Not applicable.

7. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**
    a. **include a proposal for such an alternative formula; and**

The NDE will not be submitting an application for a waiver to the postsecondary allocation formula as described in section 132(a).

b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Not applicable.

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Funds reserved under Section 112(c) of the Act will be distributed through competitive grants as well as formula-based programs to secondary and postsecondary eligible recipients in support of activities that align with the guiding principles and strategic priorities of Nebraska CTE. Additionally, activities in support of innovation, development of resources, and efforts that serve as best practice models, provide services to regions or statewide entities, support program of study quality, improve equity and access, and create opportunities for synergy and networking will be emphasized. The collaboration among entities to reduce the duplication of resources and efforts in Nebraska to support the implementation of the Nebraska CTE system are a priority in the awarding of funds to eligible agencies.

9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Nebraska's aggregate expenditures that will establish a baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort is $787,535.86. This baseline is a continuing level.

D. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—

a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary

credential;

b. **the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**

c. **the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V). Please note that inclusion of "other" program quality measure(s) is optional for States.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Nebraska will examine the percentage of CTE concentrators graduating from high school having participated in work-based learning as its CTE program quality indicator.

This indicator was selected based on aligned agency priorities and overwhelming consensus from stakeholder engagement efforts. Work-based learning was identified as a priority for Nebraska CTE across all stakeholder groups, and identified as both an impactful focus area and an area in great need of improvement to ensure Nebraska CTE meets the needs of all learners. When directly asked which of the three potential program quality indicators Nebraska CTE should select, 45% of respondents selected work-based learning, with the next most common response being the attainment of CTE postsecondary credit 22%. Holding secondary recipients accountable for the work-based learning opportunities provided supports improving the quality of all CTE programs by ensuring all students, including those from special populations, have an equitable opportunity to participate in these experiences.

The measurement definition for this indicator (5S3) states:

Numerator: Number of CTE concentrators who, in the reporting year, graduated from high school having participated in work-based learning.

Denominator: Number of CTE concentrators who graduated from high school during the reporting year.

**Work-based learning does not include workplace experience strategies that are simply awareness or exploratory in nature. See https://www.education.ne.gov/workplace-experiences/continuum/ for additional information.*

2. **Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels for each of the secondary and postsecondary core indicators, with the levels of performance being**

the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V).

Nebraska's State determined levels of performance will also act as the performance targets for local levels of performance. No negotiations for individual levels of performance with local recipients will occur.

Definitions for each indicator can be found in Section V of this Plan.

Perkins V State Determined Levels of Performance					
Indicator	**Reporting Year**				
	Baseline 2020	**2021 (FY 20)**	**2022 (FY 21)**	**2023 (FY 22)**	**2024 (FY 23)**
SECONDARY					
1S1: Graduation Rate	**93.57%**	94.23%	94.89%	95.55%	96.21%
2S1: Proficiency in reading/language arts	**52.97%**	53.15%	53.33%	53.51%	53.69%
2S2: Proficiency in mathematics	**50.72%**	52.21%	53.69%	55.18%	56.66%
2S3: Proficiency in science	**55.57%**	56.81%	58.04%	59.28%	60.51%
3S1: Post-program placement	**79.05%**	80.20%	81.35%	82.50%	83.65%
4S1: Non-traditional concentration	**19.70%**	21.27%	22.85%	24.42%	25.90%
5S3: Participation in work-based learning	**5.31%**	6.70%	8.09%	9.47%	10.86%
POSTSECONDARY					
1P1: Postsecondary retention & placement	**76.08%**	77.27%	78.47%	79.66%	80.85%
2P1: Recognized postsecondary credential	**39.45%**	39.90%	40.36%	40.81%	41.26%
3P1: Non-traditional concentration	**19.54%**	20.27%	20.99%	21.72%	22.44%

3. **Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—**
   a. **a description of the process for public comment under section 113(b)(3)(B) of**

Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);

The State determined levels of performance were determined based on a longitudinal analysis of past performance in addition to meaningful stakeholder engagement. Additionally, the proposed measurement definitions and levels of performance were posted on the NDE's website for public comment for 60 days. Nebraska CTE notified education leaders from community colleges, secondary administrators, and teachers to seek input. Additional input was solicited from stakeholders through normal channels of communication and during the public hearings. Social media and local news outlets were also utilized to solicit input.

b. **an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**
c. **a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).**

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

Nebraska's baseline and State determined levels of performance were computed using a 95% confidence interval of the autoregressive integrated moving average (ARIMA), and, based only on the new definition of a CTE Concentrator per Perkins V (see section B(2)(b)(7) of this Plan). A historical trend analysis of the Perkins performance indicators and projections can be found in Appendix G. The NDE's estimated baselines mark the beginning of progress towards improvement in the State during the four-year plan in Perkins V. Where applicable, Nebraska's ESSA plan was reviewed to ensure that secondary metrics aligned with the NDE's goals related to graduation rate and related assessments. As we have inconsistently collected data related to work-based learning and there is no current statewide system to track these experiences, additional reporting mechanisms and increased participation have been identified as priorities for Nebraska CTE and the NDE and will be addressed throughout the duration of this Plan (including improving and expanding data systems). The targets set by other states were reviewed in detail for comparability purposes. Nebraska's targets align with states similar in size, structure, and administration.

It should be noted that between 2012-2016 and 2016-present, different statewide assessments for reading/language arts, mathematics, and science were used. As such, there is a noticeable performance decline between the 2015-2016 and 2016-2017 assessment years most likely due to the measurement approach.

4. **Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

Responses to public comments are provided in Appendix B of this State plan.

5. **Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)**

The NDE will address disparities or gaps in performance in each of the Plan years by:

- Reviewing student participation and performance data across the state by program, district, community college, and special population;
- Research, identify, and implement evidence-based strategies to support and provide technical assistance to eligible recipients to help close such gaps;
- Through the reVISION (and other NDE) processes and evaluations, local educational agencies are required to analyze performance data, identify effective strategies, and develop a plan to improve CTE students' performance. These data are reviewed in aggregate and disaggregated by race, gender, migrant status, and special population groups, and, across each CTE program area;
- Performance Improvement Plans will be required for recipients who failed to meet at least 90% of the state determined levels of performance for any of the core indicators of performance for all CTE concentrators. The recipient must develop and implement a program improvement plan that includes an analysis of the performance disparities or gaps and actions that will be taken to address such gaps in consultation with local stakeholders, during the first program year succeeding the program year for which the recipient failed to meet any of the levels of performance for any of the core indicators of performance.
    - If an eligible recipient has gaps or deficiencies in performance and no meaningful progress has been achieved prior to the third program year, the NDE will require that a percentage of local Perkins funds be used towards remediation based on consultation with Nebraska CTE staff. The eligible recipient will be required to submit an action plan to the NDE within 30 days of the consultation identifying the disparities or gaps in performance and the specific actions that will be taken. Nebraska CTE staff will review the action plan and the parties will come to a final consensus on a plan of action. One-third (or 33%) of the eligible recipients grant funds in the succeeding fiscal year must be spent on enacting the action plan approved by the NDE. The action plan will be reviewed annually and will remain in place until the disparities or gaps in performance have been resolved. Action plans should additionally reflect needs identified throughout the reVISION process that are consistent with the requirements of the Act.
    - The NDE may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this title if the eligible recipient fails to implement an improvement plan with respect to any specific core indicator of performance that was identified in a program improvement plan or fails to meet at least 90 percent of the local level of performance for such core indicator for two consecutive years after the eligible recipient has been identified for improvement.

- Promoting examples of effective program improvement strategies include reinforcing English/language arts, mathematics, and science instruction in CTE curricula, increasing instructional planning time for academic and CTE teachers, and additional training for meeting the needs of students from special populations.

SECTION III: ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

☐ The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

B. EDGAR Certifications

☐ By submitting a Perkins V State plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.

2. It has authority under State law to perform the functions of the State under the Perkins program(s).

3. It legally may carry out each provision of the plan.

4. All provisions of the plan are consistent with State law.

5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.

6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.

7. The entity has adopted or otherwise formally approved the plan.

8. The plan is the basis for State operation and administration of the Perkins program

C. Other Forms

☐ The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf

2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf

3. Certification Regarding Lobbying (ED 80-0013 Form): https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf

4. 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

SECTION IV: BUDGET

B. Budget Form

State Name: Nebraska

Fiscal Year (FY): 2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	**Total Perkins V Allocation**	Not applicable	$7,209,648.00
2	**State Administration**	5%	$360,482.40
3	**State Leadership**	10%	$720,964.80
4	□ Individuals in State Institutions	1.9%	$14,000
4a	– Correctional Institutions	Not required	--
4b	– Juvenile Justice Facilities	Not required	--
4c	– Institutions that Serve Individuals with Disabilities	Not required	--
5	□ Non-traditional Training and Employment	Not required	$60,000
6	□ Special Populations Recruitment	.1%	$720.97
7	**Local Formula Distribution**	85%	$6,128,200.80
8	□ Reserve	15%	$919,230.12
9	– Secondary Recipients	80%	$735,384.10
10	– Postsecondary Recipients	20%	$183,846.00
11	□ Allocation to Eligible Recipients	70%	$5,208,970.68
12	– Secondary Recipients	60%	$3,125,382.41
13	– Postsecondary Recipients	40%	$2,083,588.27
14	State Match *(from non-federal funds)*	Not applicable	$787,535.86

Secondary Performance Indicator Definitions		
Academic Year: 2019-2020 **Perkins Reporting Year**: 2020-2021 **Enrollment/Performance Data Used**: 2019-2020 **Placement Data Used**: 2018-2019		
Secondary Student Definitions: Concentrator**:** A secondary student who, in grades 9-12, has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level.		
INDICATOR	**INDICATOR DEFINITION**	**ENROLLED OR EXIT COHORT**
(1S1) Four-Year Graduation Rate	**Numerator**: The number of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate. **Denominator**: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its adjusted four-year cohort graduation rate as defined in the State's Consolidated Accountability Plan.	Exiting Students
(2S1) Academic Proficiency in Reading / Language Arts	**Numerator**: Number of CTE concentrators who achieved reading/language arts proficiency on the statewide high school reading/language arts assessment (ACT or NSCAS-Alt) and who, in the reporting year, graduated high school. **Denominator**: Number of CTE concentrators who took the statewide high school assessments in reading/language arts (ACT or NSCAS-Alt) whose scores were included in the State's ESEA accountability reporting and who, in the reporting year, graduated high school.	Exiting Students
(2S2) Academic Proficiency in Mathematics	**Numerator**: Number of CTE concentrators who achieved mathematics proficiency on the statewide high school reading/language arts assessment (ACT or NSCAS-Alt) and who, in the reporting year, graduated high school. **Denominator**: Number of CTE concentrators who took the statewide high school assessment in mathematics (ACT or NSCAS-	Exiting Students

	Alt) whose scores were included in the State's ESEA accountability reporting, and who, in the reporting year, graduated from high school.	
(2S3) Academic Proficiency in Science	**Numerator**: Number of CTE concentrators who achieved science proficiency on the statewide high school science assessment (ACT or NSCAS-Alt) and who, in the reporting year, graduated high school. **Denominator**: Number of CTE concentrators who took the statewide high school assessment in science (ACT or NSCAS-Alt) whose scores were included in the State's ESEA accountability reporting and who, in the reporting year, graduated high school.	Exiting Students
(3S1) Post-Program Placement	**Numerator**: The number of CTE concentrators who, in the second quarter after graduating from high school in the previous reporting year, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(1) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed. (*Concentrators who graduated by June 30, 2018 would be assessed between October 1, 2018 and December 31, 2018).* **Denominator**: The number of CTE concentrators who graduated high school during the previous reporting year.	Previous Year / Exiting Students
(4S1) Nontraditional Program Concentration	**Numerator**: Number of CTE concentrators from underrepresented gender groups enrolled in CTE programs and programs of study that lead to non-traditional fields. **Denominator**: Number of CTE concentrators enrolled in a CTE program or program of study that leads to a non-traditional field, during the reporting year.	Active / Enrolled
(5S3) Participation in Work-based Learning	**Numerator**: Number of CTE concentrators who, in the reporting year, graduated from high school having participated in work-based learning. **Denominator**: Number of CTE concentrators who graduated from high school during the reporting year. **Work-based learning does not include workplace experience strategies that are simply awareness or exploratory in nature.*	Exiting Students

Postsecondary Performance Indicator Definitions		
Academic Year: 2019-2020 **Perkins Reporting Year**: 2020-2021 **Enrollment/Performance Data Used**: 2019-2020 **Placement Data Used**: 2018-2019		
Postsecondary Student Definition: Concentrator**:** A postsecondary student who has, in the reporting year, earned twelve (12) credits in a *single* CTE program OR completed a CTE program if that program encompasses fewer than twelve (12) credits.		
INDICATOR	**INDICATOR DEFINITION**	**ENROLLED OR EXIT COHORT**
(1P1) Postsecondary Retention and Placement	**Numerator**: Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title 1 of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(1) of the Peace Corps Act (22 U.S.C. 2504(a)) or are retained in employment. *(Concentrators who graduated by June 30, 2018 would be assessed between October 1, 2018 and December 31, 2018).* **Denominator**: Number of CTE concentrators who completed their program in the reporting year. **Retention includes students who remained enrolled in their original postsecondary institution or transferred to another 2- or 4- year institution during the reporting year.*	Previous Year/ Exiting Students
(2P1) Earned Recognized Postsecondary Credential	**Numerator**: Number of CTE concentrators who receive a recognized postsecondary credential during participation in or within one (1) year of program completion. **Denominator:** Number of CTE concentrators who left postsecondary education in the prior reporting year. **A recognized postsecondary credential includes an industry-recognized certification, a certificate of completion of an apprenticeship, an occupational licensure, an associate's degree, or a bachelor's degree.*	Active/ Enrolled; as well as Exiting Students

(3P1) Non-Traditional Program Concentration	**Numerator**: Number of CTE concentrators, from underrepresented gender groups, enrolled in CTE program and programs of study that lead to non-traditional fields during the reporting year. **Denominator:** Number of CTE concentrators enrolled in a CTE program of program of study that leads to a non-traditional field during the reporting year.	Active / Enrolled

Perkins V State Determined Levels of Performance

Indicator	Reporting Year				
	Baseline 2020	**2021 (FY 20)**	**2022 (FY 21)**	**2023 (FY 22)**	**2024 (FY 23)**
SECONDARY					
1S1: Graduation Rate	**93.57%**	94.23%	94.89%	95.55%	96.21%
2S1: Proficiency in reading/language arts	**52.97%**	53.15%	53.33%	53.51%	53.69%
2S2: Proficiency in mathematics	**50.72%**	52.21%	53.69%	55.18%	56.66%
2S3: Proficiency in science	**55.57%**	56.81%	58.04%	59.28%	60.51%
3S1: Post-program placement	**79.05%**	80.20%	81.35%	82.50%	83.65%
4S1: Non-traditional concentration	**19.70%**	21.27%	22.85%	24.42%	25.90%
5S3: Participation in work-based learning	**5.31%**	6.70%	8.09%	9.47%	10.86%
POSTSECONDARY					
1P1: Postsecondary retention & placement	**76.08%**	77.27%	78.47%	79.66%	80.85%
2P1: Recognized postsecondary credential	**39.45%**	39.90%	40.36%	40.81%	41.26%
3P1: Non-traditional concentration	**19.54%**	20.27%	20.99%	21.72%	22.44%





It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age, or national origin in its education programs, administration, policies, employment, or other agency programs.

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APPENDIX A: Public Hearings

Notice of Public Hearings:

STATE OF NEBRASKA)
) ss.
LANCASTER COUNTY)

NOTICE OF HEARING ON THE STATE PLAN FOR THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT
NEBRASKA DEPARTMENT OF EDUCATION

NOTICE is hereby given that the Department of Education will hold two hearings on the proposed State Plan for the Strengthening Career and Technical Education for the 21st Century Act on February 4, 2020 and a virtual hearing on February 20, 2020.

The February 4, 2020 hearing will begin at 9:00 am CT and will be held in the Nebraska State Office Building, The Nebraska Department of Education State Board Room, 6TH Floor, 301 Centennial Mall, Lincoln, NE.

The February 20, 2020 virtual hearing will be held at 1:00 pm CT via Zoom by accessing https://educationne.zoom.us/j/4024714815.

The PURPOSE of the hearings is to receive public input on the proposed State Plan for the Strengthening Career and Technical Education for the 21st Century Act provided in Nebraska Secondary Schools and Community Colleges.

All INTERESTED PERSONS are invited to ATTEND and TESTIFY at the hearing.
All testimony must be provided IN WRITTEN form at the hearing site and may be read into the official transcript of the hearing.

Interested persons may review the proposed State Plan and related information at https://www.education.ne.gov/nce/perkins-v-state-plan/

Interested persons may also submit written comments to the Nebraska Department of Education prior to the hearing, and those comments will be made a part of the hearing record. Written comments may be submitted to https://bit.ly/2MOaQZi

Dated at Lincoln, Nebraska this 2 day of January, 2020.

Nebraska Department of Education
Matthew L. Blomstedt, Commissioner of Education

Testimony received from February 4, 2020 hearing:

Tuesday, February 4, 2020

Public Hearing 9:00 –10:00 a.m. CST

Katie Graham, state director of Career and Technical Education opened the public hearing at 9:00 a.m.
NDE Staff: Carol Packard, Teri Sloup, Terri Behl and Terri Donahue was also in attendance.

Katie summarized the purpose of the Public Hearing:
This state plan will be in effect from 2020-2024. It was written in response to the Strengthening Career and Technical Education for the 21st Century act that was enacted in July, 2019. Nebraska is securing input at this time to present back to the State Board of Education for their consideration on March 6. If the State Board of Education approves the plan, it will be submitted to the United State Department of Education by April 15,2020.

Katie noted that the opportunity still exists to amend the state plan if there is a major change. If an amendment is presented, than this procedure will be repeated through the Public Hearing process.

Katie called the meeting to order – Public to submit testimony were invited to speak.

Kelly Bruns, University of Nebraska- NCTA--Nebraska College of Technical Agriculture
Dr. Bruns opened his statement thanking NDE for the opportunity to speak in regards to the Strengthening Career and Technical Education for the 21st Century.

NCTA has overwhelming support for the reVISION process and the collaboration it generates from postsecondary institutions and high schools. Dr. Bruns noted that Perkins funds have been beneficial to NCTA in upgrading technology and dual credit offerings to the students in his region. Enrollment in NCTA has doubled with this support.

Dr. Bruns offered examples and highlighted how the Perkins funds have benefitted the college and area high schools.

Dr. Bruns ended his statement stating NCTA is looking forward to future collaborations through the strategic investment of Perkins funds in the state of Nebraska.

Tom McDonnell, Metropolitan Community College
Representing Metropolitan Community College career education departments- Dr. McDonnell attended to hear and learn from the Hearing.

Melanie Olson, Millard Public Schools
Representing Millard Public Schools on behalf of Dr. Heather Phipps.

Ms. Olson relayed concerns with the data requirements written within the new Legislation.

3S1 Post School Placement

4S1 Nontrad Concentrators (what reporting system will be used to measure this indicator?)

5S3 Participation in Work-based Learning (Although the intent is good - what system measures this?)

Work-Based Learning does not include Work-Based Experiences. How has this indicator been set to 9%?

Will there be support from the state? Or could the goal be decreased?

Dual Enrollment problems-

One of the most problematic is that Community College staff have extensive credentialing requirements for K-12 teachers.

The timing of the new gran application has been problematic. Applications will be due May 22 but regional meetings won't be held until April. This timeline has been an issue.

Katie Graham left the meeting open for other possible testimony. No other testimony was presented.

Katie Graham closed the public hearing at 9:15 a.m.

Perkins V State Plan Public Hearing

Tuesday, February 4, 2020

First Name	Last Name	Organization	Email Address
Kelly	Bruns	University of NE	KELLY.Bruns@unl.edu
Tom	McDonnell	MCC	tjmcdonnell3@mccneb.edu
Melanie	Olson	Millard	mlolson@mpsomaha.org
Carol	Packard	NDE	

HEARING ON THE STATE PLAN FOR THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTRURY ACT, NEBRASKA DEPARTMENT OF EDUCATION

February 4, 2020

By Kelly Bruns, Ph.D., University of Nebraska
Interim Dean, Nebraska College of Technical Agriculture, Curtis, Nebraska
Director of the West Central Research Extension and Education Center, North Platte, Nebraska

I am Kelly Bruns (K E L L Y B R U N S) Interim Dean of the Nebraska College of Technical Agriculture located in Curtis, Nebraska and Director of the West Central Research, Extension and Education Center in North Platte, Nebraska. Thank you for allowing for public input on the proposed State Plan for Strengthening Career and Technical Education for the 21st Century Act in Nebraska Secondary Schools and Community Colleges.

I have been directly involved in two reVISION processes, one with North Platte Public Schools and one with the schools within Lincoln, Logan and McPherson Counties. The process was well received by those within these communities and provided evidence of the need for agriculture curriculum in our secondary programs. Unique to these discussions was the overwhelming support of the opportunities for collaborations with the faculty of the University of Nebraska and our facilities located across the state. Recently, the University of Nebraska added "Education" to the name and mission of our Research and Extension Centers located at North Platte, Scottsbluff and near Ithaca. The University's ability to collaborate with institutions wishing to develop our agriculture workforce is a priority for us.

Agriculture is Nebraska's No. 1 industry, supporting one out of every four jobs in the state. There are over 300 different jobs existing in agriculture, which include business, science, technology, animal health and related fields. The US Department of Agriculture estimates that nearly 58,000 jobs are available annually to students with a degree in agriculture. Many of these positions require post-secondary training, which the Nebraska College of Technical Agriculture is legislated to provide. Previous awards by Perkins Funds have been used to upgrade technology and equipment for our precision farming systems, and to enhance X-ray equipment and lab equipment for our Veterinary Technology students to stay current with industry standards.

The Nebraska Department of Labor reported that 69 of Nebraska's counties are completely or mostly rural and that the population of these counties is projected to steadily decline through 2050. With 33% of Nebraska farms hiring farm labor, this decline will create both opportunities and challenges for the agricultural sector. NCTA strengthens career development by providing dual credit course work in agriculture being available for our students. Last fall dual credit enrollment doubled by high school youth in agricultural courses at the Nebraska College of Technical Agriculture as students are seeking additional course work in agriculture.

Faculty affiliated with our Research, Extension and Education Center in North Platte reached 1,110 high school youth at seven Youth Science Field Days, 1,200 middle school youth through a science based biology program called "Animals Inside and Out," and 3,700 students across Nebraska with our Mobile Beef Lab. These programs focus on connecting students to careers in STEM and agriculture. The state wide program of "Connect the Dots" reached 3,500 9th and 10th grade students to learn about careers and connect the dots to post-secondary education to the work place. Schools have supported this program with Perkins Funds.

Future collaborations and strategic investment by the Nebraska Department of Education with Perkins Funds to connect students to the science and technology of agriculture will be important to the states #1 Industry. Collaborations that allow our secondary programs and our community colleges to connect with the Nebraska College of Technical Agriculture as well as the University of Nebraska's statewide Research, Extension and Education Centers will leverage the states funding to fill an important need in agriculture workforce development.

Thank you.

Millard PUBLIC SCHOOLS

Don Stroh Administration Center . 5606 So. 147th Street Omaha, NE 68137-2647 . (402) 715-8200 (Fax) (402) 715-8409

February 2020

Commissioner Blomstedt, Katie Graham, and Nebraska Department of Education Staff,

Thank you for allowing this opportunity to provide feedback and input on the Proposed State Plan for the Strengthening Career and Technical Education for the 21st Century Act. I'm sure we all agree that it is time to reVISION our goals and our plans around career and technical education in Nebraska. With our current workforce shortages, we know this is more important than ever.

Below are our specific thoughts, concerns, and suggestions.

Indicator (3S1) Post-Program Placement.

- Numerator: The number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title 1 of the National and Community Service Act of 1990, or are employed.
- **Our concern is how to find this data, specifically: *advanced training, military service or a service program that receives assistance under Title 1 of the National and Community Service Act of 1990, or are employed.* How will districts be able to find the information not included in the Student Clearinghouse?**

Indicator (4S1) Nontraditional Program Concentrator

- Numerator: Number of CTE concentrators from underrepresented gender groups enrolled in CTE programs and programs of study that lead to non-traditional fields. Denominator: Number of CTE concentrators enrolled in a CTE program or program of study that leads to a non-traditional field, during reporting year.
- **What reporting system will be used to measure this indicator?**

Indicator (5S3) Participation in Work Based Learning

- Numerator: Number of CTE concentrators who, in the reporting year, graduated from high school having participated in work-based learning. *Work based learning does not include workplace experience strategies that are simply awareness or exploratory in nature.
- **The intent of this is good, increasing opportunities for students and supporting work-based learning. The concern is in the logistics and metrics used to measure the attainment of this goal (9% by 2024).**
- **In the Omaha Metro area, we have a new high school internship program called Intern Omaha. It is growing rapidly, but we have learned first-hand the challenges in creating meaningful internships for high school students. We do not have control over business and industry to**

partner with us to provide the "seats" needed for this volume of work-based learning experiences. Will business and industry be incentivized to support this goal?
- **Will there be support for schools in terms of student transportation costs to and from these experiences or staff supervision of students at the worksites?**
- **Could there be flexibility to include other career exploration opportunities or to decrease the initial goal?**

In the funding application #7 states: *how students participating in CTE will have the opportunity to gain postsecondary credit while still attending high school.*

- **We are having significant issues in the area of career and technical education finding dual enrollment opportunities for students. The requirements the Community College staff has for credentialing K-12 teachers in CTE areas is problematic. While we are working closely with them, we have yet to resolve these issues.**

The funding model in our Perkins V plan mirrors the model in the 2004 plan as allowed by the federal government. **We recognize that state level support is critical, but 15% of the funding does not make its way to districts. We would ask that you consider lowering the level of funding that stays at the state level.**

Finally, the timeline of this has been problematic for districts. The hearings are happening during February to gather feedback, but districts were notified on January 27, 2020 that our comprehensive needs assessment has to be submitted by February 28, 2020. The regional meeting is not until April 13, 2020, and our Local Application is due May 22, 2020. The timeline to complete the needs assessment is aggressive given the fact that NDE is still gathering feedback on the plan.

Again, thank you for the opportunity to submit feedback. We appreciate your work.

Heather Phipps

Heather Phipps, Ed.D.
Associate Superintendent
Millard Public Schools

Testimony received from February 20, 2020 hearing:

Thursday, February 20, 2020

Public Hearing 1:00 –1:25 p.m. CST

Katie Graham, state director of Career and Technical Education, opened the public hearing at 1:00 p.m. She asked the participants to state their name and organization for recording purposes. NDE Staff: Sydney Kobza, Therese Marzouk, Jacqui Garrison, Teri Sloup and Terri Donahue were also in attendance.

Katie summarized the purpose of the Public Hearing:
This state plan will be in effect from 2020-2024. It was written in response to the Strengthening Career and Technical Education for the 21st Century act that was enacted in July, 2019. Nebraska is securing input at this time to present back to the State Board of Education for their consideration on March 6. If the State Board of Education approves the plan, it will be submitted to the United State Department of Education by April 15, 2020.

Katie called the meeting to order – Public to submit testimony were invited to speak.

Tom McDonnell, Metropolitan Community College
Representing Metropolitan Community College career education departments- Dr. McDonnell opened his statement thanking NDE for the opportunity to speak in regards to the Strengthening Career and Technical Education for the 21st Century.

Work-based learning or experiential learning. As was stated at the last hearing on February 4, there is concern about the logistics of requiring work-based learning experiences, and the challenge of finding meaningful experiences for all who need them. There needs to be a way to code a capstone on-campus experiential practicum as work-based learning.

It is our belief that the State Perkins V plan needs more clarity in terms of how the work we already do in the accountability arena can easily translate to the reVISION process described in the plan.

MCC would support a revised statewide advisory committee of community college and K-12 leaders to strengthen ties between Perkins recipients and the NDE, as well as foster innovative partnerships to achieve statewide goals, as a part of NDE's administrative overhead.

Metropolitan Community College appreciates the opportunity to provide input and Dr. McDonnell thanked the NDE for hosting the hearing.

Katie Graham left the meeting open for other possible testimony. No other testimony was presented.

Katie Graham closed the public hearing at 1:25 p.m.

Perkins V State Plan Public Hearing

Thursday, February 20, 2020

	First Name	Last Name	Organization	Email Address
1.	Jason	Thomsen	Lincoln Public	jthomse@lps.org
2.	Therese	Mazoun	NDE	
3.	Katie	Graham	NDE	
4.	Teri	Sloup	NDE	
5.	Dawn	Lindsley	~~County Extension~~ Public	
6.	Melanie	Olson	Millard PS	mlolson@mpsomaha.org
7.	Sydney	Kobza	NDE	
8.	Tom	McDonnell	Metro CC	tjmcdonnell3@mccneb.edu
9.	Terri	Donahue	NDE	
10.	Joeyn	Garrison	NDE	
11.	Tennille	Allison	Kearney HS	tenallison@kearneycats.com
12	Annette	Weise	ESU #5	aweise@esu5.org
	~~K ahrends~~ Kirk	ahrends	Walthill	Kahrends@walthillschool.org

METROPOLITAN
Community College

To: Nebraska Department of Education
From: Tom McDonnell, Vice president for Academic Affairs, Metropolitan Community College
RE: Written Testimony for Public Hearing on the proposed Nebraska Plan for the Strengthening Career and Technical Education for the 21st Century Act
Date: February 20, 2020

Metropolitan Community College has a long history of success in career-based education. MCC has, in recent years, made a significant commitment to Career and Technical Education in the Omaha metropolitan area with multimillion dollar facilities for construction education, advanced manufacturing, just-in-time workforce training, and automotive education. Staying current with industry needs, as well as filling demand for a trained workforce is a full time job, and then some. Further, we recognize and appreciate the additional support we receive from the Perkins program to enhance and expand what we do in the CTE arena. Perkins provides vital support to the CTE mission of MCC.

As final revisions are made to the Nebraska plan, I want to take the opportunity to emphasize (or re-emphasize) important priorities for Career and Technical Education as they relate to MCC:

1. Work-based learning or experiential learning can be accomplished in multiple ways. As was stated at the last hearing on February 4, there is concern about the logistics of requiring work-based learning experiences, and the challenge of finding meaningful experiences for all who need them. MCC has had great success with high school career academy students participating in capstone experiential learning opportunities, such as our interdisciplinary home-building capstone in the Construction Education Center. There needs to be a way to code a capstone on-campus experiential practicum as work-based learning.

2. As a postsecondary partner in the state's CTE effort, MCC is held accountable by industry partners, local employers, program accreditors, our institutional accreditor (The Higher Learning Commission), and the Coordinating Commission for Postsecondary Education among others. It is our belief that the State Perkins V plan needs more clarity in terms of how the work we already do in the accountability arena can easily translate to the reVISION process described in the plan.

3. MCC understands that the Partnership for Innovation funding structure and process for reallocation of a percentage of Perkins funds to PFI is no longer allowable. That said, MCC would support a revised statewide advisory committee of community college and K-12 leaders to strengthen ties between Perkins recipients and the NDE, as well as foster innovative partnerships to achieve statewide goals, as a part of NDE's administrative overhead.

Metropolitan Community College appreciates the opportunity to provide input to proposed State Plan for Strengthening Career and Technical Education for the 21st Century Act, commonly referred to as the Perkins V plan.

Thank you.

Learning that works for Nebraska CTE®

SYSTEMS ALIGNMENT: SECONDARY AND POSTSECONDARY CTE

Report for the Nebraska Department of Education Career and Technical Education (CTE)

PREPARED BY VIVAYIC
PRINCIPAL INVESTIGATOR: TIFFANY SANDERSON
FEBRUARY 3, 2020

VIVAYIC
LEARNING AS STRATEGY

EXECUTIVE SUMMARY

The careers we prepare our learners for are constantly changing and emerging. Career and Technical Education (CTE) programs allow learners the chance to explore career options, identify their interests, and develop the knowledge and skills that prepare them to transition to postsecondary education and into entry-level careers. These programs must be well aligned to the next opportunities learners encounter and keep pace with the constant evolution found in the marketplace.

Designing relevant and aligned CTE programs requires a thoughtful approach and the insight and partnership of many. The 2018-19 Nebraska Systems Alignment: Secondary and Postsecondary CTE project focused on improving the system so that **each student has meaningful education experiences that allows him or her to smoothly transition from secondary to postsecondary education and, eventually, into the workforce.** The project was designed to 1) shape priorities for strengthening alignment, 2) build relationships between educators who provide CTE programming, and 3) begin addressing challenges in the system.

A vision was set for alignment among the CTE system in Nebraska: Each Nebraska student will have meaningful CTE experiences. The public at-large will understand the value for both students and employers of high-quality career and technical education.

Over the next five years (in 2024), alignment between Nebraska's secondary and postsecondary CTE systems will be:

1. Intentional and seamless, with no duplication of content.
2. Accessible to each student, including those with interests in dual credit and workplace experiences.
3. Incentivized for key economic and employer needs.

In that same time period, students who enroll in postsecondary coursework and programs will be **fully prepared for credit-bearing college coursework** in math and English.

In summary, five recommendations are offered to holistically address alignment within Nebraska CTE:

RECOMMENDATION 1:
Develop a **comprehensive vision** and its related strategies and policies for the Nebraska CTE system.

RECOMMENDATION 2:
Dedicate **staff time and responsibilities** to provide support for alignment within the system.

RECOMMENDATION 3:
Construct **routine system structures** for communicating among educators/partners, ensuring equity & access for learners, and orchestrating existing networks.

RECOMMENDATION 4:
Build and maintain **relationships with key stakeholders** (business and industry; community colleges, technical colleges, and universities; state policy makers; and partner state agencies) to advance the system's vision, opportunities for learners, and development of skilled employees for business and industry.

RECOMMENDATION 5:
Use systemic processes to **shape and drive alignment** between secondary and postsecondary programs.

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PROJECT OVERVIEW

In 2018, the Nebraska Department of Education's Office of Career, Technical, and Adult Education (CTE), with grant funding from Partnerships for Innovation (PFI), commissioned a project to advance alignment between the secondary and postsecondary levels of the state's CTE system. The ultimate goal was to improve the system so that **each student has meaningful education experiences that allows him or her to smoothly transition from secondary to postsecondary education and, eventually, into the workforce.** The project was designed to 1) shape priorities for strengthening alignment, 2) build relationships between educators who provide CTE programming, and 3) begin addressing challenges in the system.

The project was staged in four phases:

- **Phase 1:** Identify existing relationships among secondary and postsecondary programs.
- **Phase 2:** Identify gaps and priorities in each career field (needs assessments).
- **Phase 3:** Develop statewide program and policy development.
- **Phase 4:** Document an alignment framework to address Nebraska's needs.

Funding

This project was funded through the Carl D. Perkins Career and Technical Education Act of 2006 as a grant from Partnerships for Innovation (PFI) in 2018-19. The contents do not necessarily represent the policy of the United States Department of Education, and the reader should not assume endorsement by the Federal Government.

Aligned CTE Programs

Employers commonly identify workforce as their lead issue. A combination of factors are shared in their stories, including a lack of applicants with the skills needed for open positions and a serious shortage of job seekers. In September 2019, unemployment in Nebraska was just 3.1% *(U.S. Bureau of Labor Statistics).* The *Omaha World Herald* reported in March 2019 on the seriousness of the issue in an article titled "'We have a workforce crisis': Nebraska leaders sounding alarm about unfilled jobs". Experts from the article illustrate the voices of employers across the state:

"We have a workforce crisis in this state," said University of Nebraska President Hank Bounds.

"This is now the most pressing economic issue in the state," agreed Bryan Slone, president of the Nebraska Chamber of Commerce and Industry. "It doesn't get a lot of attention, but we are on the cusp of this becoming the 1,000-pound gorilla."

For decades, the economic development strategy of the state has been largely built around attracting employers and their jobs into the state. But Slone and others say the biggest challenge over the next decade will likely be training, keeping and luring the people needed to fill jobs in Nebraska.

Career and Technical Education plays a significant role in helping learners identify their career interests and in developing their knowledge and skills to be well-prepared for postsecondary education and entry-level careers. CTE programs must be intentional at all levels – middle school, high school, and postsecondary – so that young people are skilled, engaged employees in their adult lives.

BACKWARD PROGRAM DESIGN

To be fully aligned, the system must be built backwards – by beginning with the end in mind. Well-constructed CTE programs start with industry expectations at their core and work their way backward, establishing age appropriate educational experiences at the postsecondary level and seamlessly aligning them back to what students learn and experience in high school, and similarly back to the middle school level. Designing CTE programs that are aligned to their partner programs allows students to progress smoothly through experiences that allow them both to explore their options and to learn skills that prepare them for their futures.

Aligned Career and Technical Education programs set young people up for success as engaged, productive employees, entrepreneurs, and citizens. If a region or state has a need for an engineering pipeline, or electrician pipeline, teacher pipeline, computer programming pipeline, or any other talent, the technical knowledge and skills and career ready practices learners master should follow the system from the end (workforce) back to the beginning (education).



Postsecondary Education

- Specialized, fine-tuned technical skills
- Early professional-level employability skills
- On-the-job training
- Entrepreneurial understanding
- Credentials for in-demand employment

High School

- Transition from career exploration to career experience
- Introductory to advanced technical skill development
- Career readiness skill development
- Capstone experiences to bridge to postsecondary programs
- Workplace experiences

Middle School

- Career exploration
- Transferable skill development (social skills to early career readiness skills)
- Introductory technical skill development
- Introductory workplace experiences

What is Alignment?

In the context of Career and Technical Education, alignment is a multi-faceted approach, capturing the idea that students' educational experiences, including those in and out of the classroom, are **intentional, seamless, and progressive.** Students' experiences are nurtured through collaborative ownership and leadership by educators and employers throughout the CTE system.

Another way to think about systems alignment in CTE is by routinely asking, "Is this **student-centered**?" Alignment ensures that learners' experiences are clear and easy to navigate as they journey from start to finish. It is easy for administrators in the system to design programs and set policies based on what's convenient for the state, district, school, academy, or CTE program. Alignment is about the learner's experience and designing programs that help him or her focus on preparing for college AND careers in a way that marries real world experiences with academics.

As career and technical education programs are structured to give each student the opportunity to explore careers and prepare for his or her future, educators must work across the different levels of the system on a consistent basis. This provides certainty that appropriate opportunities are offered to learners at each stage (i.e., middle school, high school, community/technical college, university).

As **courses** are designed, **facilities** built or stocked, **equipment** and **materials** are purchased, **teachers are trained** and continue their learning over time, and **advisory committees** are routinely called together, school and CTE administrators must think about both the what students experience and how they are set up for success with a clear path forward. See Appendices M and N for additional information.

CTE Alignment

"Alignment is about the learner's experience and designing programs that help him or her focus on preparing for college AND careers in a way that marries real world experiences with academics."

A more recent opportunity for alignment in CTE programs is through **dual credit courses.** Dual enrollment can be offered in multiple ways, but the result for students is the same: earn high school and college credit simultaneously.

Higher education accreditation standards require dual credit courses to be offered as full post-secondary courses, taught by qualified educators. Educator qualifications to teach dual credit are different from, and separate from, secondary teacher certification requirements. Many middle and high school educators do not qualify to teach dual credit without taking 18 credits of graduate-level course work in the content area they wish to teach a postsecondary course in.

In January 2019, five of Nebraska's community colleges (Central, Mid-Plains, Northeast, Southeast, and Western Nebraska) signed the "Nebraska Community Colleges Statement of Principles and Standards for Dual/Concurrent Enrollment Credit". This agreement ensures the participating colleges hold to the following principles of higher education accreditation for dual enrollment:

1. All post-secondary institutions shall ensure that dual credit courses offered to high school students will be college-level courses. The rigor of the dual credit course shall be the same as the corresponding course offered at the post-secondary institution.
2. The decision to award high school credit for a college-level course being taken for dual credit shall be the responsibility of the appropriate high school district.
3. All instructors for dual credit courses, regardless of the mode of delivery, shall hold credentials consistent with a full-time faculty member employed to teach the college-level course for the post-secondary institution. All such selection criteria shall be consistent with the policies established by the institution for all faculty, which comply with the standards set forth by the Higher Learning Commission (HLC).
4. The quality of instruction and standards of excellence for dual credit courses shall be consistent with other course offerings by the college.
5. The evaluation of the instructor and quality of instruction for dual credit courses shall be comparable with the practices each college has in effect for other college credit courses.

In Nebraska, the community colleges, universities, and technical college offer dual credit. These are delivered on college campuses, at high schools by the colleges, at high schools by qualified secondary teachers, and online. In an aligned CTE system, dual credit courses allow high school students to jumpstart their postsecondary education, acquiring advanced coursework that counts toward requirements in the postsecondary program of their choice. When dual credit is offered to high school students, but it does not count toward postsecondary program requirements or duplicates content the students have already learned in high school, the credit options are considered unaligned.

The federal Perkins grant, officially titled *Strengthening Career and Technical Education for the 21st Century Act,* was reauthorized by Congress and signed by the President in July 2018. Known as Perkins V, this law focuses on CTE program improvement, flexibility, and data/accountability. The law requires a commitment to improvement through programs of study. Programs of study are formally defined as follows:

The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

(A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

(B) addresses both academic and technical knowledge and skills, including employability skills;

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) has multiple entry and exit points that incorporate credentialing; and

(F) culminates in the attainment of a recognized postsecondary credential.

To fully accomplish the design of strong programs of study, CTE systems (and their included content areas) must be structured in intentional, seamless, and progressive fashions from middle school through entry points to in-demand careers.

Strong **relationships** among educators and administrators in aligned CTE systems cannot be overstated. For students to gain the maximum benefit in their preparation for future careers, frequent and open communication must be a routine practice. Being part of a connected, professional network gives educators a system in which to belong and thrive. They can share information, learn from one another, collaborate on program and course design, share equipment or other resources, and make connections with their personal network of employers and professionals. Professional networks of secondary educators, postsecondary educators, and industry professionals is mutually beneficial for adults working in and with the system. They also have positive impacts on students through access to resources, experiences, and better designed programs.

Aligning CTE programs is simple in theory and challenging in practice. Designing fully aligned systems requires making the alignment a priority and approaching it strategically. Once designed, maintaining the points of alignment takes attention and routine care. That being the case, students, schools, communities, and business and industry all benefit from the efforts invested in well-aligned CTE systems.

Project Goals

From the onset, the intended outcomes of the project focused on improving the overall CTE system so that students have meaningful education experiences, allowing them to smoothly transition from secondary to postsecondary education and, eventually, into the workforce.

Long-term goals that will be impacted by the project include:

- Strengthen **program and course alignment** between Nebraska's secondary programs, community college/technical college programs, and applicable university programs.
- **Retain students** in Nebraska's colleges and careers by ensuring critical transition points in and between each system are easily navigable by students.
- Identify appropriate **dual credit offerings** in each program area and where they fit within the secondary and postsecondary sequence of courses.
- **Align duplicated courses** at the community/technical colleges so that students can transfer credits easily throughout the state.

Short-term goals accomplished during the project include:

- Draft a guiding framework for the development of **aligned middle school programs** in Nebraska.
- **Map H3 career pathway** options in each content area. Each map will identify specific career options with suggested secondary programs and courses, dual credit courses available in the pathway, and the 2- and 4-year postsecondary programs available to students in the state.
- Facilitate **strategic planning** for Nebraska's Agriculture, Food, and Natural Resources programs.

The Project Overview above noted that the project was designed in four phases. Details on each phase are described below.

Phase 1: Identify existing relationships among secondary and postsecondary programs.

- Interview secondary and postsecondary career & technical educators (community/tech college Deans of Academics/Vice Presidents and Department Chairs, secondary principals and counselors) on their perceptions, current agreements and priorities, and future goals for alignment.
- Write a brief to summarize existing secondary and postsecondary partnerships, including their strengths and opportunities and noting best practices.
- Define system alignment for secondary and postsecondary education in Nebraska's CTE programs with key stakeholders. Establish the value of this work on the state's economic and workforce development pipeline. Weave in the need for student accessibility to education and training.

Phase 2: Identify gaps and priorities in each career field (needs assessments).

- For each career field, bring secondary and postsecondary staff and administrators together to review Phase I findings, including Team Ag Ed members for the Ag program review. Highlight strengths, gaps, and opportunities.
- Determine priority work for the development of Nebraska's alignment framework and program improvement.
- Facilitate Ag Ed strategic planning and report.

- Provided necessary financial supports for Health Science Deans to convene and build a professional network.
- Synthesize a report of opportunities for program and policy development.

Phase 3: Develop statewide program and policy development.

- Support NDE's Office of Career, Technical, and Adult Education (CTE) with Perkins V planning.
- Craft guidance for alignment through facilities, equipment, and professional development for secondary programs.
- Map H3 career pathways for students, parents/guardians, counselors, and teachers.

Phase 4: Document an alignment framework to address Nebraska's needs.

Major Activities

To accomplish the charge of the alignment project, several activities helped to shape the work:

1. Nebraska Office of Career, Technical, and Adult Education staff were interviewed for their insights on alignment within the state's entire CTE system and within their content areas.
2. Community and technical college academic deans and/or vice presidents were interviewed through site visits to provide insights into existing partnerships with high schools, including dual credit coursework, career counseling services, training provided to high school teachers, or other agreements. In addition, the interviews provided input on strengthening the state's CTE system and raising the value of postsecondary technical education in the state. See Appendix A and C.
3. Secondary school principals and counselors were interviewed to gain understanding of their existing partnerships with 2-year public colleges in Nebraska, including dual credit coursework, career counseling services, training provided to high school teachers, or other agreements. The interviews also provided input and idea gathering on ways to strengthen Nebraska's CTE system and raise the value of technical education in the state. See Appendix B and C.
4. Research was conducted on promising practices from across the country in terms of systems alignment and related services for students. See Appendix D for a summary of the findings.
5. Stakeholders were convened to set the vision for alignment in Nebraska CTE. Attending the meeting were 23 individuals representing secondary and postsecondary education, business and industry, the Nebraska Coordinating Commission for Postsecondary Education, and partner state agencies (Department of Labor, Department of Economic Development, Department of Education). See Appendix E.
6. Nebraska Office of Career, Technical, and Adult Education Career Field Specialists identified five H3 careers (high wage, high skill, high demand) in Agriculture, Food, and Natural Resources; Skilled and Technical Sciences; Human Services; Business, Marketing and Management; Communication and Information Systems; and Health Sciences from which to base the content for H3 maps. Five detailed maps were created for each content area to promote excellent Nebraska education and career options for students and their families. See Appendix F for an example.
7. Content-area stakeholder meetings (Health Sciences; Early Childhood Education; Business, Marketing, and Management Education; Computer Science and Technology; Skilled and Technical Sciences; and Agriculture, Food, & Natural Resources) brought together secondary and post-

secondary educators, community providers and non-profit agencies, state agency representatives, and business and industry professionals. The meetings served to begin and foster relationships, conduct needs analysis for alignment specific to the content area, and identify priority strategies to move alignment forward in the content area. See Appendices G – L.

8. Researched major Nebraska CTE and workforce development programs and ways they can be appropriately connected through NE CTE's focus on systems alignment.
9. Facilitated vision session with Nebraska Office of Career, Technical, and Adult Education staff focused on actionable ways to serve and bring together key CTE stakeholders: Students and Parents, State Agencies and Partners, Secondary Education, Postsecondary Education, and Business and Industry.
10. Drafted a guiding framework for schools in the development of aligned middle school programs in Nebraska. See Appendix M.
11. Drafted a guide for school boards and administrators on CTE program design, facilities, equipment, and teacher professional development. The guide is designed to be used as schools create or redesign their middle and high school CTE programs. See Appendix N.

THE STATE OF ALIGNMENT

Phases 1 and 2 of the project were designed to identify the existing partnerships among secondary and postsecondary education and to conduct a needs assessment for alignment in each career field area. This research shaped an understanding of the state of alignment in the Nebraska CTE system, from which Phases 3 and 4 of the project took their form: recommendations for statewide resources and policies to improve alignment.

With the project's focus to advance alignment between secondary and postsecondary education in the state's CTE system, it was critical to decipher strengths and opportunities in the system at the time the project began. Prior to hosting stakeholder meetings and large-group discussions on the vision for alignment or strategies to improve alignment within the CTE system, secondary and postsecondary educators weighed in over the course of spring 2018. They shared about partnerships they were part of and the insights they had for strengthening the state's CTE system. Teachers, faculty, staff, and administrators from the six community colleges, the Nebraska College of Technical Agriculture, and seven school districts were interviewed. A summary of these discussions is illustrated through a SWOT analysis, also found in Appendix C.

STRENGTHS

- Strong secondary and postsecondary partnerships*****
- Postsecondary service orientation
- Expansion of secondary CTE pathway choices
- College investment in K-12 Career Guidance
- Strong local flexibility
- Career Academies

WEAKNESSES

- Variance of practice across service areas
- Limited alignment of K-16 compentencies
- Lack of measures to drive student and system outcomes*****
- Minimal advisory committee coordination*****
- Secondary and postsecondary structures and policy variances (terms, instructor requirements, language, etc.)*****

OPPORTUNITIES

- Business and industry interest
- Secondary CTE Instructor Professional Dev.
- Distance Learning Technology – ITV, NIVS, DL
- Student acceleration to certificate or degree

THREATS

- Business model sustainability
- Counselor and parent perception of community college pathways*****
- Lack of a statewide approach
- Availability of qualified instructors*****
- Varied student cost of tuition
- Transportation

KEY

Black = Postsecondary

Red = Secondary

* = *both* secondary and postsecondary

Once a vision was set for alignment in Nebraska Career and Technical Education, stakeholder meetings for each career field were held through Fall 2018 and Spring 2019. Seventy-nine secondary and postsecondary educators, community providers and non-profit agencies, state agency representatives, and business and industry professionals attended at least one of six career field meetings.

The meetings served to begin and foster relationships, conduct needs analysis for alignment specific to the content area, and identify priority strategies to move alignment forward in the content area. Further detail of each meeting's findings is available in Appendices G-L. Each meeting hosted discussions on the topics bulleted here.

- **Indicators** of aligned CTE systems
- SOAR Analysis **(Strengths, Opportunities, Aspirations, and Results)** for alignment in the content area
- What an aligned CTE system **will look like** in five years
- **Priority work areas** for alignment in the content area

The Nebraska CTE staff have worked closely for years with their partners to provide invaluable resources, professional development, and technical assistance to secondary schools. This has built strong, resilient programs at secondary schools around the state. Labor market insights, content standards, student organizations, entrepreneurship education, workplace experiences, and career development have been well-tended with visionary leadership and thoughtful program management. Secondary schools and their students have benefited immensely. Strong alignment between secondary and postsecondary programs, however, has not been a priority. As workforce shortages have grown and federal legislation has altered priorities, the clear next step in the development of Nebraska Career and Technical Education was to address systems alignment.

Throughout Phases 1 and 2 of the project, the following themes rose up as positive aspects of systems alignment:

- Secondary and postsecondary educators, employers, state agencies, non-profit organizations, and Nebraska Department of Education staff are wholly interested in doing what is right for students.
- There is a pervasive desire to work together and to learn from one another in the secondary and postsecondary systems.
- There are many good examples of partnerships between secondary schools and community/technical colleges.
- Postsecondary educators hold a service orientation to working with secondary schools. They see this as part of their mission and as a student recruitment strategy.
- Several colleges provide career guidance and advising through their work with secondary schools.
- There are many options available to students – advanced coursework, advising services, work-based learning, career fairs, company tours, and more.
- Stakeholders with influence on the system and the educators within the system are united in their interest for creating greater understanding of modern career and technical education and its benefits and value.

- Many employers and industry organizations are involved with local schools or colleges in a variety of ways.
- Career academies provide tremendous structure and focus for partnerships in a variety of student experiences. There is likely some opportunity for the state CTE office to share career academy models with schools and colleges for different geographic locations and school sizes.
- State CTE staff are experts with respected experience in secondary education.

Several gaps were identified in the current attempts at systems alignment:

- Though there are many good examples of partnership in place, limited bandwidth is available to expand these partnerships. With limited time for collaboration, educators are seeking guidance and support to make improvements.
- Though colleges make a variety of options available to secondary students, it is not always easy for them to identify clear pathways to reach their personal goals (or how to access the best fit for their interests). The student perspective should be considered more frequently and programs and their promotions be adjusted accordingly.
- Course standards/objectives and curriculum are mostly developed for secondary and postsecondary students independent of one another. Greater collaboration would strengthen students' experiences, make for smoother transitions between the systems, and keep programs in-step with industry expectations.
- Nearly every educator who was part of the project expressed (in some way) the limitations on their time. The state and its strategic partners can provide value by creating thoughtful, turn-key resources for use by districts, schools, counselors, and classroom teachers. Local control and decision making must be respected, but schools are seeking vision, leadership, and technical assistance to improve their programs.
- Logistical program elements like scheduling and transportation frequently step in the way of solutions for meaningful student experiences. State CTE staff can facilitate these challenges between secondary and postsecondary providers.
- State CTE staff largely do not have experience in or expertise for postsecondary education. Build and maintain strong networks and relationships with business and industry leaders, community college leaders, staff at the Nebraska Coordinating Commission for Postsecondary Education, state policy makers, and partner state agencies.
- The out-of-pocket cost for students to access dual credit courses through the community and technical colleges varies widely. A statewide program with uniform, reduced tuition should be considered.
- Dual credit courses are difficult for low income students to access. Expand the ACE scholarship.
- Understanding by high school students and their families around dual credit coursework (usefulness of credits, expectations for taking college courses, etc.) still exists. Additional guidance for students and parents would be appreciated.
- Secondary teachers view earning credentials to teach dual credit courses as a major hurdle, and often, not worth the work. Making access to required graduate-level courses available may create a smoother ramp to expanding dual credit course offerings in schools.

- Colleges are sometimes offering dual credit course options that duplicate large amounts of content from secondary CTE courses or offering credit options that do not directly apply to postsecondary program requirements. These practices should end. Focus should be placed on making entry-level courses that are required for program completion available as dual credit courses.
- Staff turnover at state agencies, school districts, industry organizations, and colleges all impact the shelf-life of partnerships. Retention of staff and documentation of partnerships is key to building a robust, aligned CTE system.
- Perkins consortiums often are based on a provider who can serve as a fiscal agent. To accelerate and maintain partnerships and program alignment, consortiums must provide both programmatic leadership and fiscal administration.
- The existing community college service areas make it difficult for high school students to readily access their interests or the best fit for their personal goals while they're in high school. Consideration should be given to policies that support high school students' learning and growth over system structures.

Recommendations to build on the positive aspects of alignment in the CTE system and to address gaps are listed below, especially as they apply to the Office of Career, Technical, and Adult Education. Staff could choose any of the elements noted in this section to give direction for their work on alignment as well.

Statewide Resources

In addition to the recommendations outlined in this report and the content-specific priorities noted in Appendices G-L, guides and resources were developed for use by staff in the Office of Career, Technical, and Adult Education from this early review of alignment. Each of the resources kept the project's ultimate goal in view: Improve the system so that each student has meaningful education experiences that allows him or her to smoothly transition from secondary to postsecondary education and, eventually, into the workforce.

- The **Middle School CTE Programs: Alignment in Career Education** presentation and guidance was drafted for school boards, school administrators, employers, community organizations, and CTE directors.
- Thirty-five **H3 Career Maps** were designed for students, parents, teacher advisors, and school counselors.
- **Facilities, Equipment, and Professional Development: A Guide for Secondary School Leaders** was written to advise anyone who makes decisions regarding the development, appointment, maintenance, growth, and evolution of CTE programs in Nebraska.
- **Theory of Action statements** were shared with staff to guide CTE staff in incorporating mechanisms to develop stronger alignment and improve students' transitions and readiness for further education and careers.

PROJECT FINDINGS

The conclusions and priorities developed through the alignment project are summarized in two sections: 1) Vision and 2) Actions.

Vision for an Aligned CTE System in Nebraska

The vision for alignment in the Nebraska CTE system came from the project's early stakeholder meeting. The group was tasked with analyzing and articulating areas in which the system must focus in order to best serve learners and employers. Their work is outlined below.

ALIGNED NEBRASKA CTE SYSTEM VISION:

Each Nebraska student will have meaningful career and technical education experiences. The public at-large will understand the value for both students and employers of high-quality career and technical education.

Over the next five years (in 2024), alignment between Nebraska's secondary and postsecondary CTE systems will be:

1. Intentional and seamless, with no duplication of content.
2. **Accessible** to each student, including workplace experiences and dual credit courses.
3. Incentivized for key economic and employer needs.

In that same time period, students who enroll in postsecondary coursework and programs will be **fully prepared for credit-bearing college coursework** in math and English.

Vision for Alignment

Each Nebraska student will have meaningful career and technical education experiences. The public at-large will understand the value for both students and employers of high-quality career & technical education.

The stakeholders who defined the vision for systems alignment discussed at length the need for the system to work for the benefit of students rather than the convenience of its administrators. The group challenged those who influence the CTE system in any way to continually look for ways to make programs and opportunities for learners, whether in the classroom, through a student organization, or at a job site, easy to access, navigate, and adapt from.

The visioning group reiterated the importance of removing barriers for the learners who are prepared and ready to accelerate through programs and to simultaneously provide supports for success for those who need additional guidance and coaching. The ultimate goal is that students find career paths of interest and gain meaningful experiences that help them prepare for education and careers in their futures.

In addition to the vision for an aligned CTE system, the group recognized the need for policy, strategies, and finances to support the vision. Some of the noted areas cross the administration of all CTE programs. Others can be addressed through programing in individual content areas. The group recognized that some of these areas are addressed in the state already and should be continued or strengthened; others may need to be established.

The strategies, practices, and policy impacts that cross administration of CTE programs at the state level include:

- Align to the State Board of Education's strategic plan: nebraskaeducationvision.com/about/.
- Communicate the vision and priorities for alignment with the Commissioner of Education, Governor, Legislature, school districts, colleges, and Perkins consortiums.
- Seek appropriate and necessary funding. Complete a cost benefit analysis for any funding request.
- Seek policies and funding that make dual credit consistently priced and affordable (rather than free) across the state for high school students. Pricing dual credit on a statewide, negotiated rate should consider the costs of required books, tools, and other items required for course taking.
- Equip students and/or families with the tools needed to confidently prepare for and access CTE programs, including dual credit courses.
- Develop a shared understanding of both sides of the education system - secondary and postsecondary – through common language and by continuing to build and nurture relationships.
- Structure and put to use sound data for the state CTE system.
- Create a common numbering system for community college courses to assist students and families with credit transferability.
- Build a needs assessment for students, families, and counselors to use in recognizing and fully understanding the expectations for enrolling in dual credit courses.

Several of the strategies, practices, and policy impacts are best fit through specific content-area programming. These items should be addressed through a combination of state and local efforts.

- Implement the full spectrum of workplace experiences (career awareness, exploration, and preparation), including registered apprenticeships.
- Align content in each career pathway to eliminate duplication between the middle school, high school, and postsecondary levels.
- Offer innovative delivery of CTE experiences through technology (ex. online learning and employer connections).

Actions for an Aligned CTE System in Nebraska

Actions for alignment in the Nebraska CTE system were developed through content-area meetings, insights from staff in the Office of Career, Technical, and Adult Education, and discussions with educators. These strategies are intended to provide staff direction for adjusting the priorities and services offered to better facilitate alignment among the CTE system.

The Nebraska Office of Career, Technical, and Adult Education's role is to create a dynamic, progressive environment through policy, trained educators, funding streams, and programs that enables each student to prepare for his/her future education and early career. At the foundation is a skilled staff that understands the needs and demands of business and industry, secondary education, and community colleges/technical colleges/universities.

To tee students up for success in this way (an end-in-mind approach), staff must:

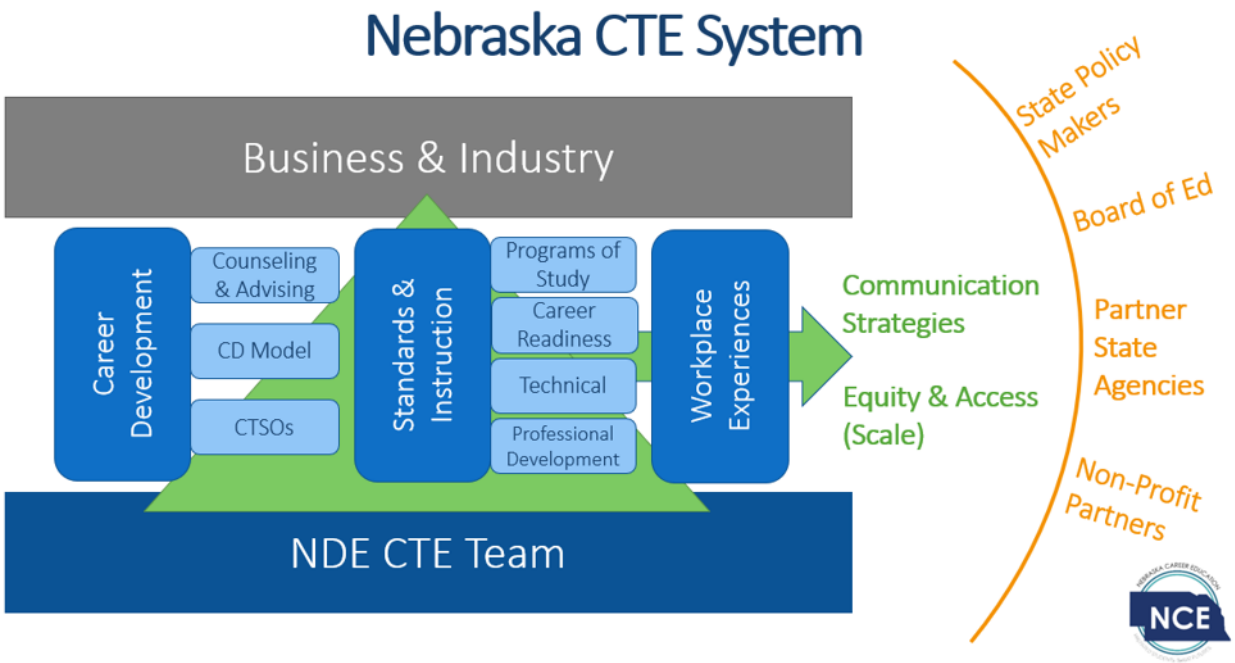
- Be purposeful in two-way communication with stakeholders and partners,

- Create routine opportunities for dialogue among partners,
- Ensure each student, without exception, has access to high-quality CTE programs, and
- Administer programs in three primary areas: 1) career development, 2) standards & instruction, and 3) workplace experiences.

The graphic below is a rough sketch to summarize a student focused, fully aligned CTE system. It is intended to simply illustrate the relationship between industry, key partners, and the CTE system while noting the major programmatic elements that should be considered when improving alignment.

The first layer of the sketch shows business and industry at the top of the system. The knowledge and skills employers require inform, directly and indirectly, the work of the Office of Career, Technical, and Adult Education and secondary and postsecondary educators (the NDE CTE Team). The green arrow beneath the programmatic elements notes the essential connection between the two. It also represents an approach saturated by strategic communication with partners in the CTE system (pictured in orange) and policy that creates equity and access to high-quality CTE programs for students.

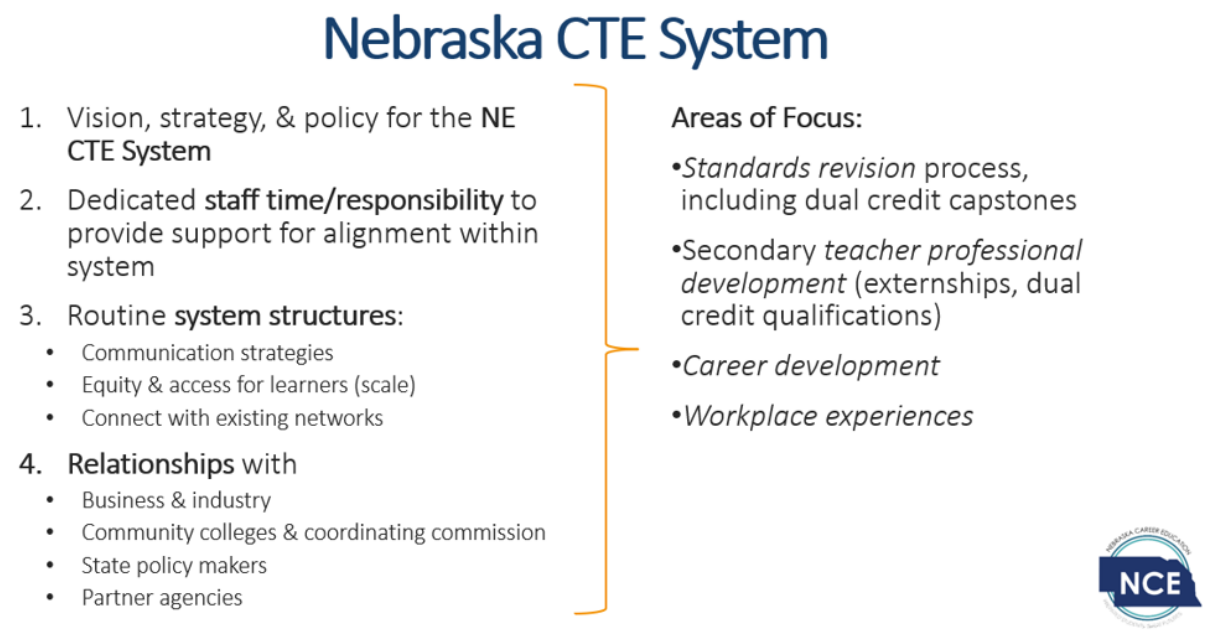
The top layer of the sketch, shown in shades of blue, highlights the major programmatic areas of the CTE system, inclusive of middle school, high school, and college. Each program has a role in ensuring the system is well-aligned and offers a student-centered experience. As priorities are set and decisions made for programs in the CTE system, guidance from employers should be sought, considered, and incorporated in age-appropriate ways.



RECOMMENDED ACTIONS – STATEWIDE THEMES FROM PROJECT FINDINGS:

The recommendations that follow are designed to assist the CTE office in developing stronger alignment and improving students' transitions and readiness for further education and careers. This section applies to the statewide CTE system. The next section highlights the findings in each content area.

The recommendations listed grant that staff time and expertise may be redirected and responsibilities shifted to more fully align elements of the CTE system. Staff in the Office of Career, Technical, and Adult Education are encouraged to consider these recommendations among all other realities and priorities, and adjust accordingly. Some of the actions and recommendations shared here may currently be addressed, partially or fully. The goal is to simply package options for developing strong alignment within the Nebraska CTE system from the learnings of the alignment project.



Recommendation 1:
Develop a **comprehensive vision** and its related strategies and policies for the Nebraska CTE system.

Staff and stakeholders alike can rally around a clear vision for Nebraska Career and Technical Education. From that vision come actionable strategies and policies focused on helping students succeed and changing misperceptions from the public. The vision should encompass the full spectrum of CTE, from 5th grade up through learners' transitions to the workforce. The vision and its strategies will allow the Office of Career, Technical, and Adult Education to leverage resources in intentional, strategic, and coordinated ways. The vision will also help to communicate and reinforce for staff, schools, colleges, and stakeholders where efforts should be invested to best serve students and the state's employers.

Recommendation 2:
Dedicate **staff time and responsibilities** to provide support for alignment within the system.

The current CTE staff largely has expertise and experience in the secondary education system. To maximize structural alignment in the broad system, learning and leveraging the language, priorities, and approaches of the postsecondary system will be critical to long-term relationship building and student success.

Secondary and postsecondary education must be viewed together as the primary customer of staff. Provide staff on-going opportunities to learn about both systems and build strong networks with educators in each level.

Recommendation 3:
Construct **routine system structures** for communicating among educators/partners, ensuring equity & access for learners, and orchestrating existing networks.

Two resounding messages from stakeholders through the project included variations on themes of **communication within the system** and **relationships with those who care about and influence CTE,** whether at the state or local level.

Stakeholders also emphasized the importance of each student having access to high-quality programs, across locations, gender, race, or economic status. Beyond early access, the system must be aligned to offer the supports each student needs to complete their program of study.

In addition to opening lines of communication within the traditional CTE system, communication should also extend to core academic areas so that, over time, students' CTE experiences are blurred with their academic learning and vice versa.

Where 'random acts of guidance' exist, students' access to advising and counseling can be made more accessible, convenient, and compelling. Multiple partnerships exist throughout Nebraska between colleges and high schools to provide career counseling and advisement. These opportunities must be expanded so that all students have quality advisement, helping them sort through critical life decisions.

Recommendation 4:
Build and maintain **relationships with key stakeholders** (business and industry; community colleges, technical colleges, and universities; state policy makers; and partner state agencies) to advance the system's vision, opportunities for learners, and development of skilled employees for business and industry.

State CTE systems are complex and multi-faceted. Both to construct and to adapt these systems requires the routine and frequent input and partnership by stakeholders. Education is part of Nebraska's larger workforce system. If the interests and needs of stakeholders aren't facilitated skillfully, CTE systems can exert a great deal of mis-informed energy in their attempt to prepare future professionals for the workforce. The Office of Career, Technical, and Adult Education should convene stakeholders and facilitate professional networks. Over time, foster relationships where they aren't as strong as desired, such as with legislators and the Governor.

The CTE office is well positioned to lead the alignment work, but does not have to take ownership for every aspect of this work. Existing business partners, education service units, state agencies, nonprofit organizations, schools, and educators are well positioned to assist the state in taking action on these recommendations. As an example, the Nebraska Coordinating Commission for Postsecondary Education conducted a study and recognized several needs surrounding offering an equitable, statewide dual credit program in 2011. More recently, the Department of Education studied dual credit and worked to advance more of the Commission's ideas on quality dual credit. Through both efforts, progress has been made, but additional opportunity exists.

Recommendation 5:
Use systemic processes to **shape and drive alignment** between secondary and postsecondary programs.

The scheduled standards revision process will allow each content area to consider alignment in career pathways through program and course standards, informed from the beginning by business and industry and other key partners. Appropriate dual credit capstone experiences can be incorporated in career pathways to make advanced course options available, no matter districts' regional community college partners or their physical location. Dual credit can be a flexible way to build relevant programs of study in rural areas. Program approval processes can be adjusted to recognize and incent alignment between secondary and postsecondary CTE.

Secondary teacher professional development can focus on specialized content acquisition. Teachers can also gain industry experience through short-term externships. Graduate-level coursework can be offered to build capacity in secondary teachers to teach dual credit courses in their high schools.

Age appropriate elements of career development should be woven into students' experiences throughout secondary and postsecondary CTE. Workplace experiences should serve as a catalyst for students as they navigate their college and career journey. Youth-based apprenticeships should be held up as a model for learners seeking to enter non-traditional careers.

Grant awards can be incented with requirements for alignment and partnerships with industry, state agencies, or key other stakeholders. Consortiums formed for program planning and fiscal management should be leveraged to drive aligned CTE programs that offer equitable access for all students.

RECOMMENDED ACTIONS – CONTENT AREA THEMES FROM PROJECT FINDINGS:

Stakeholder meetings were held from the Fall of 2018 through Spring of 2019 with stakeholders in each of the Nebraska CTE content areas:

- Agriculture, Food, and Natural Resources
- Business, Marketing, and Management
- Communications and Information Systems
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Sciences

These meetings brought together a total of 79 professionals: secondary and postsecondary educators, community providers and non-profit agencies, state agency representatives, and business and industry professionals. The meetings served to begin and to foster relationships, conduct needs analysis for alignment specific to the content area, and identify priority strategies to move alignment forward in the content area.

In addition to the themes that emerged across all content areas (described in the recommendations above) priorities specific to each content area were identified through the stakeholder meetings. Details on those meetings and the resulting priorities are found in the Appendices:

- **Appendix G:** Agriculture, Food, and Natural Resources
- **Appendix H:** Business Education
- **Appendix I:** Computer Science
- **Appendix J:** Health Sciences

- Appendix K: Early Childhood Education
- Appendix L: Skilled and Technical Sciences

Each meeting hosted discussions on the topics bulleted here.

- **Indicators** of aligned CTE systems
- SOAR Analysis (**Strengths, Opportunities, Aspirations, and Results**) for alignment in the content area
- What an aligned CTE system **will look like** in five years
- **Priority work areas** for alignment in the content area

While the recommendations shared to this point in the report outline global recommendations for alignment in the Nebraska CTE system, the summaries found in Appendices G-L detail ideas for Career Field Specialists, secondary educators, postsecondary educators, and other engaged stakeholders to consider and take action on.

CONCLUSION

Innovative and responsive systems step back, assess, and adjust from time-to-time. This allows them to determine what must be addressed to a greater extent or through a different approach. The Nebraska Office of Career, Technical, and Adult Education's review of alignment in the CTE system was timely, broadly supported by stakeholders, and gleaned several options for staff to prioritize over the next five years.

To improve students' experiences and the long-term outcomes of the CTE system in Nebraska, staff is encouraged to

1. review the recommendations and supporting documents in the Appendices,
2. identify the actions (or iterations of the proposed actions) that will move alignment forward in significant ways,
3. craft realistic action plans for the identified priorities (stakeholders to involve, support for or opposition to the issue(s), strategies to address needs, timelines, budgets, etc.), and
4. work systematically through the action plans, adapting as necessary to meet the system's goals.

Nebraska Career and Technical Education has a long history of quality programming, innovative solutions to workforce education challenges, and strong outcomes for students and employers. As the next stage in the development and improvement of the Nebraska CTE system, prioritizing systems alignment and supporting employers and educators through programmatic development and implementation will both set a precedent for other states' and produce long-lasting, meaningful impacts for learners and businesses across the state.

APPENDICES

The resources that follow are key summaries of the work and convenings that took place throughout the alignment project. Reviewing these documents will provide deeper insights into the discussions and identified priorities by engaged stakeholders.

APPENDIX A: POSTSECONDARY SITE VISIT INTERVIEW PROTOCOL

Aligning Nebraska's Secondary and Postsecondary CTE Programs

COMMUNITY & TECHNICAL COLLEGE SITE VISIT AND INTERVIEW PROTOCOL

Introduction

As part of the Aligning Nebraska's Secondary and Postsecondary CTE Programs project, supported by Nebraska's Partnerships for Innovation, the project team from Vivayic will be conducting site visits to each of the state's community and technical colleges.

The site visits will provide insights into existing partnerships with high schools, including dual credit coursework, career counseling services, training provided to high school teachers, or other agreements. In addition, the visits will provide ample time for idea gathering and input on strengthening Nebraska's career education system and raising the value of postsecondary technical education in the state.

Overall project outcomes include:

1. Strengthen **program and course alignment** between Nebraska's secondary programs, community college/technical college programs, and applicable university programs.
2. Identify appropriate **dual credit offerings** in each program area and where they fit within the secondary and postsecondary sequence of courses.
3. Draft a guiding framework for the development of **aligned middle school standards** in Nebraska.
4. **Map H3 career pathway options** in each content area. Each map will identify specific career options with suggested secondary programs and courses students can pursue, dual credit courses that are available in each pathway, and the 2- and 4-year postsecondary programs available to students in the state. For each program offering, available delivery models will be identified.
5. **Align duplicated courses** at the community/technical colleges so that students can transfer credits easily throughout the state.
6. Facilitate **strategic planning** for Nebraska's Agriculture, Food, and Natural Resources programs.

Overview of Site Visit

SITE VISIT PARTICIPANTS:

Each site visit will last one to two hours and include interviews with

- chief academic officer (CAOs);
- dual enrollment or early college coordinator;
- agriculture and/or health program director, if available.

SITE VISIT OBJECTIVES:

- Introduce the project details and our role (customized to their knowledge of the project as possible) – focus on outcomes/benefits for the state
- Outline their roles (campus – CAOs, dual enrollment coordinator, department heads) in the project to reach those outcomes
- Describe the goal of the interview
- Share highlights of next steps (what will become of the information they share?)

DRAFT AGENDA

1. Introductions
2. Project Overview and Outcomes
3. Site Visit Overview and Objectives
4. Interview Questions

Interview Questions

Note: Prior to beginning the conversation, ask the participants if they are comfortable being recorded. Explain that the recording will allow us, Vivayic, to more accurately portray the best practices and ideas for improvement that they will be sharing. In addition, explain that the recording will only be used to create a transcript of the conversation and will not be shared with anyone beyond the project team. Offer to send the interviewees a copy of the transcript for their records.

BACKGROUND

1. Please introduce yourself and describe your position at this institution.
2. How long have you been in this position?
3. Please describe your involvement connecting aligning secondary and postsecondary CTE.

EXAMPLES OF ALIGNMENT

1. What is your current philosophy and approach for dual enrollment and alignment with secondary schools?
2. What partnerships do you have in place with high schools (dual credit coursework, career counseling services, training you provide high school teachers, or other agreements)?

3. What is it that you are doing with these alignments that make them successful; or, why should other colleges seek to replicate your work?
4. What is your interest/motivation to be part of this project? What value do you see in expanding alignment and dual enrollment efforts?
5. How are secondary students recruited into the aligned/dual enrollment program?
6. What types of support services and student retention strategies are necessary and/or offered to help secondary students complete the program, and who provides them? How are these efforts funded?
7. How do students benefit from participation in the aligned program?

OUTCOMES

How is success measured? What evidence determines effectiveness at the student, high school, and college level?

LESSONS LEARNED

1. What are the "must haves" that need to be in place for a successful program that connects secondary and postsecondary CTE programs?
2. In the spirit of partnerships and alignment with secondary schools, what have you tried that didn't work?
3. What does it take to build and sustain strong education-business partnerships?
4. What do you see as the greatest challenges/barriers to creating effective secondary and postsecondary alignments? *[Prompt: Were there challenges related to policy, legislative, administrative, or funding barriers?]*
5. What are the solutions to overcoming these barriers?
6. What would you like to try in the future? What opportunities do you see that will strengthen NE's career education system?
7. For the general public to appreciate the full value of postsecondary technical education in NE, what needs to happen?

APPENDIX B: SECONDARY EDUCATOR INTERVIEW PROTOCOL

Aligning Nebraska's Secondary and Postsecondary CTE Programs

SCHOOL DISTRICT INTERVIEWS

Introduction

As part of the Aligning Nebraska's Secondary and Postsecondary CTE Programs project, supported by Nebraska's Partnerships for Innovation, the project team from Vivayic will be conducting interviews with select middle and high school administrators and school counselors.

The interviews will provide insights into existing partnerships with 2-year public colleges in Nebraska, including dual credit coursework, career counseling services, training provided to high school teachers, or other agreements. In addition, the discussions will provide ample time for idea gathering and input on strengthening Nebraska's career education system and raising the value of technical education in the state.

Overall project outcomes include:

1. Strengthen **program and course alignment** between Nebraska's secondary programs, community college/technical college programs, and applicable university programs.
2. Identify appropriate **dual credit offerings** in each program area and where they fit within the secondary and postsecondary sequence of courses.
3. Draft a guiding framework for the development of **aligned middle school standards** in Nebraska.
4. **Map H3 career pathway options** in each content area. Each map will identify specific career options with suggested secondary programs and courses students can pursue, dual credit courses that are available in each pathway, and the 2- and 4-year postsecondary programs available to students in the state. For each program offering, available delivery models will be identified.
5. **Align duplicated courses** at the community/technical colleges so that students can transfer credits easily throughout the state.
6. Facilitate **strategic planning** for Nebraska's Agriculture, Food, and Natural Resources programs.

Interview Questions

BACKGROUND

1. Please introduce yourself and describe your position at your school.
2. How long have you been in this position?

ALIGNMENT

Administrators and Counselors

1. In what ways would you say that your school(s) is aligned to the community college in your service area or NCTA through Career and Technical Education programs? (i.e. dual credit course-work, career counseling services, training you provide high school teachers, or other agree-ments)? What is working with these programs? What is not?
2. In what ways are you not aligned where you would like to be?
3. How are students recruited into the aligned/dual enrollment CTE program?
4. What types of career guidance does your district provide students? What resources/support is provided by your postsecondary institution? What would you like for your postsecondary institution to provide?
5. How do you determine if a CTE dual enrollment opportunity will be of value to a student?
6. What types of support services and student retention strategies does the postsecondary institution provide your students?
7. How would you characterize the accessibility of CTE dual enrollment programs in your district? Across your service area? Across the state?

Administrators Only

1. When it comes to programs that are connected to a postsecondary program, how is the curriculum alignment and/or sequence determined? What do you like about that? How might the process be improved? *[If no curricular partnerships exist, ask if this is something of interest from the secondary level.]*
2. In what ways do your teachers connect or collaborate with postsecondary faculty?
3. How do your CTE programs involve postsecondary faculty/representatives in advisory committee meetings?

OUTCOMES

How do you measure the success of your alignments with your postsecondary institution? What evidence shows effectiveness at the student, high school, and college level?

LESSONS LEARNED

1. What are the "must haves" that need to be in place for a successful program that connects secondary and postsecondary CTE programs?
2. What do you see as the greatest challenges/barriers to creating effective secondary and postsecondary alignments? *[Prompt: Were there challenges related to policy, legislative, administrative, or funding barriers?]*
3. What are the solutions to overcoming these barriers?
4. What would you like to try in the future? What opportunities do you see that will strengthen NE's career education system?

APPENDIX C: NEBRASKA CTE SYSTEM ALIGNMENT SWOT ANALYSIS – APRIL 2018

STRENGTHS

- Strong secondary and postsecondary partnerships*****
- Postsecondary service orientation
- Expansion of secondary CTE pathway choices
- College investment in K-12 Career Guidance
- Strong local flexibility
- Career Academies

WEAKNESSES

- Variance of practice across service areas
- Limited alignment of K-16 compentencies
- Lack of measures to drive student and system outcomes*****
- Minimal advisory committee coordination*****
- Secondary and postsecondary structures and policy variances (terms, instructor requirements, language, etc.)*****

OPPORTUNITIES

- Business and industry interest
- Secondary CTE Instructor Professional Dev.
- Distance Learning Technology – ITV, NIVS, DL
- Student acceleration to certificate or degree

THREATS

- Business model sustainability
- Counselor and parent perception of community college pathways*****
- Lack of a statewide approach
- Availability of qualified instructors*****
- Varied student cost of tuition
- Transportation

KEY

Black = Postsecondary

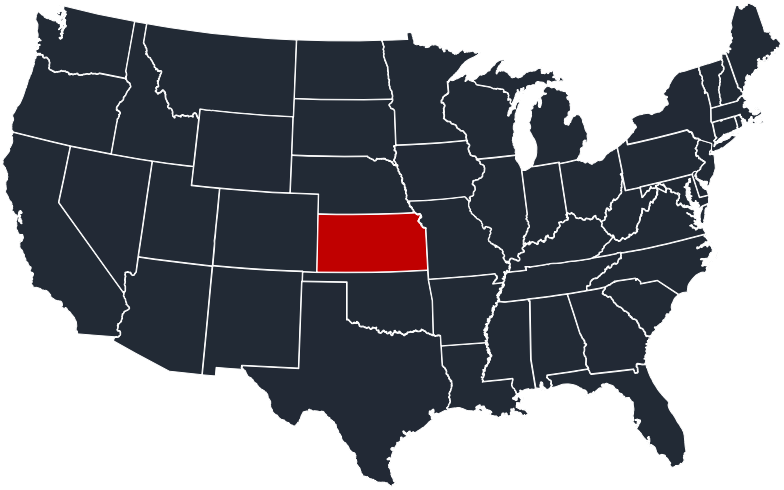
Red = Secondary

* = *both* secondary and postsecondary

APPENDIX D: PROMISING PRACTICES IN CTE ALIGNMENT

Best Practices across the US

Secondary to Postsecondary CTE Alignment

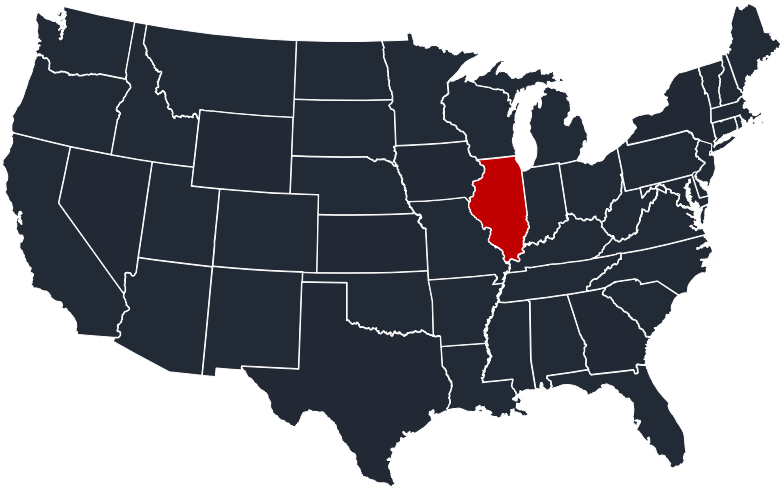


KANSAS

150 % *increase in CTE dual enrollment (2012-16)*

Best Practices across the US

Secondary to Postsecondary CTE Alignment

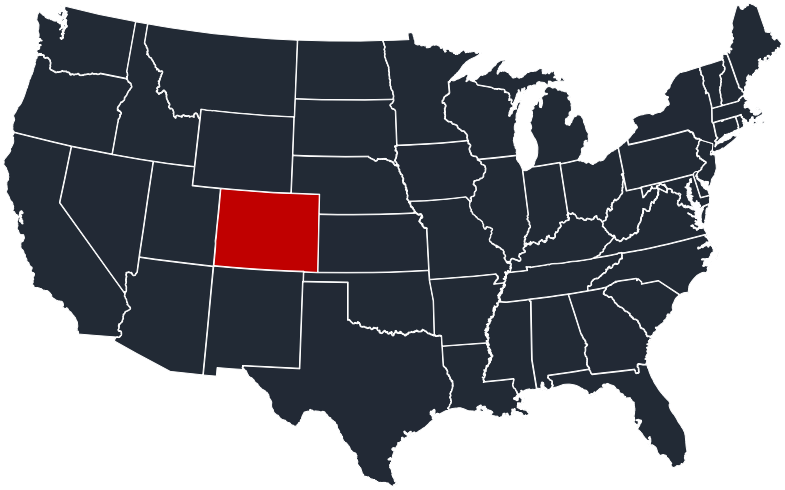


ILLINOIS

Created the ***Higher Education Commission on the Future of the Workforce***

Best Practices across the US

Secondary to Postsecondary CTE Alignment

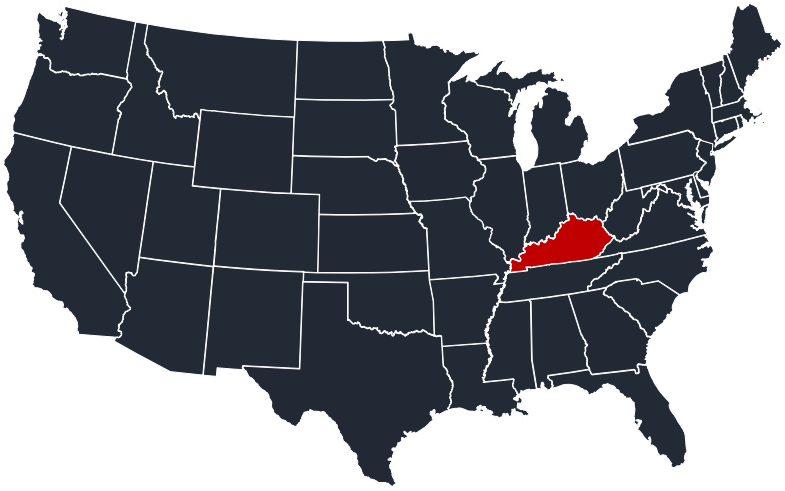


COLORADO

*Moved to **Common Course Numbering** throughout throughout their system.*

Best Practices across the US

Secondary to Postsecondary CTE Alignment



KENTUCKY

*Created the **adjunct certification process***

Alignment

OVERVIEW

Colorado has developed a **Common Course Numbering System** for all credit courses offered in the state's 15 community colleges and 3 technical colleges. The system was developed to facilitate ease in transfer for community college students from one community college to the other and from the community college to the four-year educational institutions, to improve program planning, to increase communication among all of the colleges, and to facilitate articulation arrangements from high schools to the community colleges. When the system was conceptualize, the intent was to standardize all degree and certificate programs.

However, the planning group soon learned, CTE programs must be driven by local workforce needs. The structure is course specific rather than program, department or discipline. The goal of the Common Course Numbering System is to establish consistency in course offerings across the state. Courses with common content carry the same prefix, number, title, credits, description and competencies. Each approved course contains a common course description, course learning outcomes and a topical outline. A statewide committee consisting of one transfer and one CTE faculty from each college review all new courses and proposed course changes, advise and make recommendation to the statewide vice presidents' leadership group on matters related to the common course numbering system. Faculty groups formed by prefix meet annually to review the curriculum and numbering system.

Idaho has improved on the Colorado model by creating technical program alignment between secondary CTE programs (both pathways and career specialties) and first semester courses offered at Idaho's technical and community colleges. The priority of this alignment process is to increase the matriculation of high school program concentrators into postsecondary like programs, in order that they might complete the postsecondary CTE program with a degree or industry credential. In 2014, Idaho CTE updated the standards and student learning outcomes for each secondary CTE program.

Each secondary program has a program-ending Technical Skills Assessment based on critical student learning outcomes. The second phase of this dynamic process included the collaboration of postsecondary institutions to determine the standards to be included in first semester postsecondary courses in order to create Advanced Opportunities and statewide credit transfer. Advanced Opportunities allow Idaho students to individualize their high school learning plan to get an early start on postsecondary options. These options include dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs. Postsecondary instructors determined which student learning outcomes meet the expectations of postsecondary program courses and are in the process of modifying courses to include common learning outcomes for statewide credit transfer.

BENEFITS

The alignment work completed in Colorado and Idaho facilitates transfer and articulation arrangements for secondary and community college students and ensure curriculum quality across each state. Comprehensive program alignment process is not a one and done implementation. The process for each technical program pathway is be approximately 3-4 years.

Emphasis should be placed on several foundational components: 1. Provide advanced learning opportunities for secondary concentrators enrolling in postsecondary programs; 2. Ensure those students enrolling are not repeating coursework already mastered; and 3. Confirm that students receiving credit are proven eligible through a comprehensive process of didactic and practical application assessments.

POLICY/PRACTICE IMPLICATION

The Colorado General Assembly passed legislation creating the Common Course Numbering System. To create a dynamic statewide alignment, every CTE program and community college must actively participate. Legislation may be required to ensure 100% compliance.

CONTACT

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Alignment

OVERVIEW

In 2015, the Illinois General Assembly passed H.J.R. 52, which directed the Board of Higher Education to establish a **Higher Education Commission on the Future of the Workforce,** to examine current and projected workforce needs, and identify partners to support efficient and effective delivery of postsecondary credential and degree programs aligned with regional workforce needs. The Community College System envisioned an overall statewide information gathering activity with the goal of achieving alignment between the community college system and the state's workforce development system in order to create a talent pipeline for all citizens of Illinois. The Illinois Community College Board collaborated with the state Department of Commerce and Economic Opportunity to facilitate 11 regional forums to identify potential strategies the community college could implement to enhance the alignment of its programs and services with the needs of employers in critical industry sectors, other partners in education and workforce and economic development agencies. Forum participants included secondary and postsecondary educators, workforce and economic development managers and staff, and employers.

The Forum Agenda Included:

- Overview of project and Regional Forum purpose and alignment goals
- Review of a regional environmental scan that provided critical baseline information about the region's economy, talent pipeline and status of the regional workforce
- Examination of critical community college related data for credit and non- credit education and training programs, secondary and postsecondary career and technical and adult education programs in the region
- Facilitated employer panel comprised of regional industry representatives who provided insight into company and industry immediate and long-term workforce priorities, needs and challenges
- Regional Forum participant engagement in one of three key breakout groups
    1. Employer Engagement
    2. Talent Development System Alignment
    3. Education System Alignment

BENEFITS

The outcome of the statewide forums was a set of recommendations and strategic initiatives the community college system.

Examples include:

- Use competency-based assessments, professional development, and employers as classroom mentors to improve skill levels and work readiness.
- Strengthen accountability through national industry assessments.
- Strengthen articulation through stable funding, expansion of transfer tools and development of an objective measure of transfer and acceptance of credits.
- Increase the number of postsecondary degrees in fields of critical skills shortages.

POLICY/PRACTICE IMPLICATION

Illinois was "pushed" to complete these important statewide conversations through the legislative process. Once completed the community college, State Board and Governor's Office were excited to see the regional outcomes. Each community college could complete a similar set of forums within their region as part of the first steps to an aligned talent pipeline.

ADDITIONAL INFORMATION

217-785-0123

Dual Credit

OVERVIEW

The **Montana Dual Credit Incentive Program** offers any public or recognized private high school educator teaching a concurrent enrollment class with at least four students receiving dual credit, a credit-for-credit coupon to cover tuition costs for a course offered at any public or tribal college in Montana. In other words, for every dual credit hour taught (based on a college credit hour) by a high school teacher, the Montana University System will provide a coupon for the same number of credits, covering the cost of tuition. Teachers can earn up to 24 credits over the life of the two-year pilot program. Coupons may be transferable to anyone, and are valid for resident graduate or undergraduate tuition.

BENEFITS

While the Montana Dual Credit Incentive Program is an effort to reward high school teachers for teaching dual credit (concurrent enrollment) courses, it did expand opportunities for high school CTE students to earn graduation credits and postsecondary/industry certification concurrently.

An additional benefit, shared was the ability for secondary CTE teachers to use the credit for credit vouchers to enroll in summer industry internship programs through the local community college.

POLICY/PRACTICE IMPLICATION

Montana has a single higher education system, which includes the public University, 4-year colleges and all community colleges. A directive from the Board of Regents easily initiated the

pilot program. States with multiple higher education governing boards would require action by the Coordinating Commission for Postsecondary Education.

ADDITIONAL INFORMATION

dualcredit@montana.edu

Dual Credit

OVERVIEW

South Texas College is a national leader in creating dual enrollment opportunities for secondary students. While many colleges focus on pathways to a bachelorette degree through dual enrollment, STC understands dual enrollment opportunities should be available to students interested in applied field careers. South Texas College began offering a unique opportunity for high school students in 2005. **The Dual Enrollment Academy Program** allows students to earn an associate degree at STC while they complete their high school graduation requirements. The Academies are full time, two-year programs designed for students entering the junior year in high school. Ninety-three percent of the students each a high school diploma and an associate degree concurrently. Currently, six different academies are offered:

- Medical Science Academy (Established in 2005)
- Engineering Academy (Established in 2006)
- Computer Science Academy (Established in 2010)
- Criminal Justice Academy (Established in 2012)
- Welding (Summer 2012)
- Business Administration Academy (Established in 2017)

In addition to the Dual Enrollment Academy Program, the college provides workforce development instruction to high school students through its **Contract Instruction Program.** This program allows high school students the opportunity to enroll in postsecondary technical courses. Different from traditional dual enrollment programs where students receive both high school and college credits, the program places earned credits in escrow. The Registrar officially transcripts the course grades when the student enrolls at the college and successfully completes six hours.

BENEFITS

Dual enrollment programs often focus on high-achieving students, but as the South Texas programs validates, CTE dual enrollment is beneficial in promoting academic rigor and easing the high school to college transition for students with average GPA's and an interest in technical careers. An examination of Florida's program found that dual enrollment is positively associated with the likelihood that students will continue to succeed.

Students who participated in CTE dual enrollment in high school had significantly higher cumulative college GPAs three years after high school graduation than did their peers who did not participate in dual enrollment programs, and they had also earned more college credits (indicating progress toward a degree) than non-participating peers. Florida researchers concluded that male and low-income students seem to glean a particularly strong benefit from the dual enrollment programs, while, on some measures, students with lower high school grades benefit more than students with higher grades.

POLICY/PRACTICE IMPLICATION

The Nebraska Dual Enrollment Standards, which serve as guidelines but do not have the force of law, do not provide any provision for CTE dual enrollment programs. The addition of guidance is important to expanding innovative postsecondary options for students.

ADDITIONAL INFORMATION

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Career Counseling

OVERVIEW

One of the most important things that any high school graduate needs to learn is how to qualify for and succeed at their first job. Having an opportunity to explore many opportunities within a single career cluster is also helpful in developing an individual's personalized career pathway.

In Grand Junction, Colorado, the Chamber of Commerce, the Mesa County Workforce Center and Mesa County Valley school district collaborated to implement the Hire Me First program for juniors and seniors who are in a designated career pathway. The **Hire Me First Program** is a career exploration program that includes workplace skill development, career assessments and job immersion. Students that successfully complete the program are given priority when it comes to applying for work with a participating employer.

A one semester course is offered at the Mesa County Workforce Center. Components of the class include ACT WorkKeys Assessments and completion of a cover letter, resume, and mock interview for a position in the student's area of interest. Each student is matched with a local employer for Job Shadow opportunities. Job Shadow opportunities allow students to explore up to six different careers in a single cluster. At the completion of the 16-week class, students will "graduate" with a "Hire Me First" certificate that they can presented to employers during job interviews.

BENEFITS

Comprehensive guidance and counseling programs consist of subject matter and related techniques and methods organized to facilitate the academic, career, and personal/social development of all students. The reality is that workload of high school counselors and CTE teachers is often too great to provide a comprehensive program to all students. The Hire Me First program partnership allows students in Mesa County Colorado to receive an intensive 16-week career exploration program provided by qualified career guidance professionals. At little cost to the district, the program graduates understand their own career interests, preferences, goals and career requirements. They have perspective regarding the pathways available to them and the time, effort and experience necessary to pursue their chosen career.

POLICY/PRACTICE IMPLICATION

Successful implementation of a similar program does not require statewide policy revisions. However, district policy/procedures and graduation requirements may need to be reviewed to allow graduation credit for the course.

ADDITIONAL INFORMATION

Terri@gjchamber.org

970-263-2916

Teacher Professional Development

OVERVIEW

Recruiting and retaining qualified career and technical teachers is critical to the success of all CTE programs. While decisions related to recruiting, hiring and developing competent teachers are generally made at the local level; many states have discovered that a *statewide-shared responsibility* approach provides a greater return on investment.

Missouri has designed and implemented the **New Teacher Institute and Mentorship Program** to provide quality real-time professional development and support to CTE teachers. New secondary and postsecondary CTE educators (protégés) attend a four- day summer program. Participants are matched with five to seven career cluster peers and one experienced master teacher. Master teachers, who lead the Institute, must have five years teaching experience in a CTE subject-like classroom. The mentorship continues for two years at which point the teachers receive full state teacher certification. The state Department of Elementary and Secondary Education recruits and provides mentor training during the annual Association for Career and Technical Education summer conference. Mentors receive $500 annually and each protégé's district receives $200 to cover travel and classroom substitutes.

Kentucky offers "industry experts" the ability to teach in career and technical programs while maintaining their full or part-time industry position. Created in 1984 by the Kentucky Education Professional Standards Board, the **adjunct certification program,** allows CTE secondary teachers the ability to teach while maintaining a relationship with business and industry. While many states are using some form of alternative certification, this program allows districts to list the adjunct teacher as the teacher of record and to negotiate the teaching schedule in partnership with the industry partner. A required **summer boot camp** prepares the industry experts for teaching at the secondary level.

BENEFITS

The New Teacher Institute and Mentorship Program and the summer Boot Camp are examples of Professional Learning Communities (PLC). PLC's provide an on-going body of support for new teachers who may feel isolated in a district where they are the only CTE teacher in a career cluster. These groups are collaborative and reflective; they utilize the experiences of each member, as well as the mentor, to continually promote the integration of new techniques and ideas into the classroom.

The PLC concept provides positive benefits in Six important ways:

- Improved Student Achievement
- Increases Teacher Retention
- Builds Novice Teacher Confidence and Credibility More Quickly
- Ensures Statewide Quality Professional Development
- Demonstrates Value and Expertise of Experienced CTE Teachers
- Provides Collaborative Community for Novice Teachers

POLICY/PRACTICE IMPLICATION

State Board of Education policy or legislative statute should require the development of the New Teacher Institute and Mentorship Professional Development Institute. While a search for mandated CTE training did not result in a best model, following policy related to statewide AP teacher training

seemed to align with the goals and objectives of a CTE training program. Statute should provide that the purpose of the CTE teacher-training program is to provide access to quality CTE pathways for all students by providing common cluster focused training for all high school CTE educators in the state. Statute should direct the department to promulgate rules, regulations and procedures necessary for the implementation of the CTE Teacher Professional Development Institute. Statute should provide that if insufficient funds are not appropriated to provide funding for all eligible school entities, the department must prioritize funding of eligible school entities based on a pre-designed school district need matrix (CTE enrollment, small, rural district with single teacher in cluster). The training requirement for either part-time industry experts or all novice CTE educators must align with the state's teacher certification rules.

ADDITIONAL INFORMATION

Career Education

573-751-3500

webreplyvae@dese.mo.gov

Teacher Professional Development

OVERVIEW

Providing ongoing professional development to meet the needs of experienced CTE teachers can be difficult for small districts. Limited professional funds make individually designed activities more difficult especially when travel is required.

School districts in Georgia collaborated to create the **Career, Technical and Agricultural Education Resource Network (CTAERN).** The unique non-profit organization was established to strengthen and support Career, Technical, and Agricultural Education (CTAE) initiatives. However, the consortium mission expanded to provide exemplary professional development activities to meet the instructional career development needs and resources for educators in each career cluster. CTAERN provides professional development through in-person workshops, webinars, full- unit lesson plans and foundation skills activities.

CTAERN membership includes all school systems in Georgia. CTAERN is funded by federal Carl D. Perkins Career and Technical Education Act funds that are allocated through school systems' individual CTAE Perkins Professional Development Grants.

BENEFITS

Collaborating to provide professional develop, allows each member district to provide quality, cost effective training to meet the diverse needs of CTE educators across the state. The webinar component provides convenient on-demand economical training as the need for travel and date specific scheduling are eliminated.

POLICY/PRACTICE IMPLICATION

There is no reason for a legislative mandate to form a similar consortium. In Georgia, the Career Technical and Agriculture Education professional association provided leadership in forming the nonprofit organization.

ADDITIONAL INFORMATION

hotline@ctaern.org

866-454-2823

APPENDIX E: VISION FOR ALIGNMENT IN NEBRASKA CAREER AND TECHNICAL EDUCATION SYSTEM



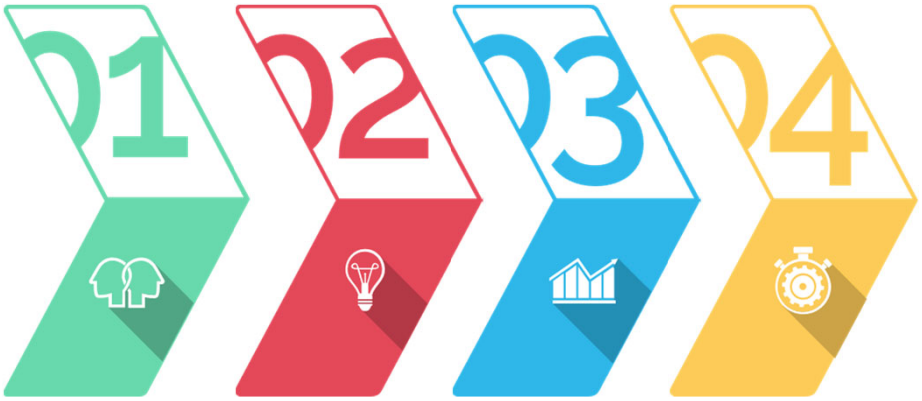
Nebraska Career Education Alignment Project

Project Outcomes

- Strengthen **program and course alignment**
- Identify appropriate **dual credit offerings** in each content area
- Draft guiding framework for the development of **aligned middle school standards**
- **Map H3 career pathway options** in each content area
- **Align duplicated courses** at the community/technical colleges
- Facilitate **strategic planning** for AFNR

2

Project Deliverables



Phase 01
ID Existing Relationships Between Secondary & Postsecondary

Phase 02
ID Gaps & Priorities to Achieve Outcomes

Phase 03
Program & Policy Development

Phase 04
Develop Framework for Statewide Secondary & Postsecondary Alignment

3

4/30/18 Stakeholder Definition Meeting



All Nebraska students will have meaningful career education experiences.

4/30/18 Stakeholder Definition Meeting



The general mindset and culture around Career Education will recognize the value for all students and employers in Nebraska.

In 2023, alignment between Nebraska's secondary and postsecondary systems will be…

- Intentional and seamless, with no duplication of content
- Students are prepared for credit-bearing college coursework
- Accessible by all students with an interest in dual credit and work-based learning
- Incentivized for key economic and employer needs

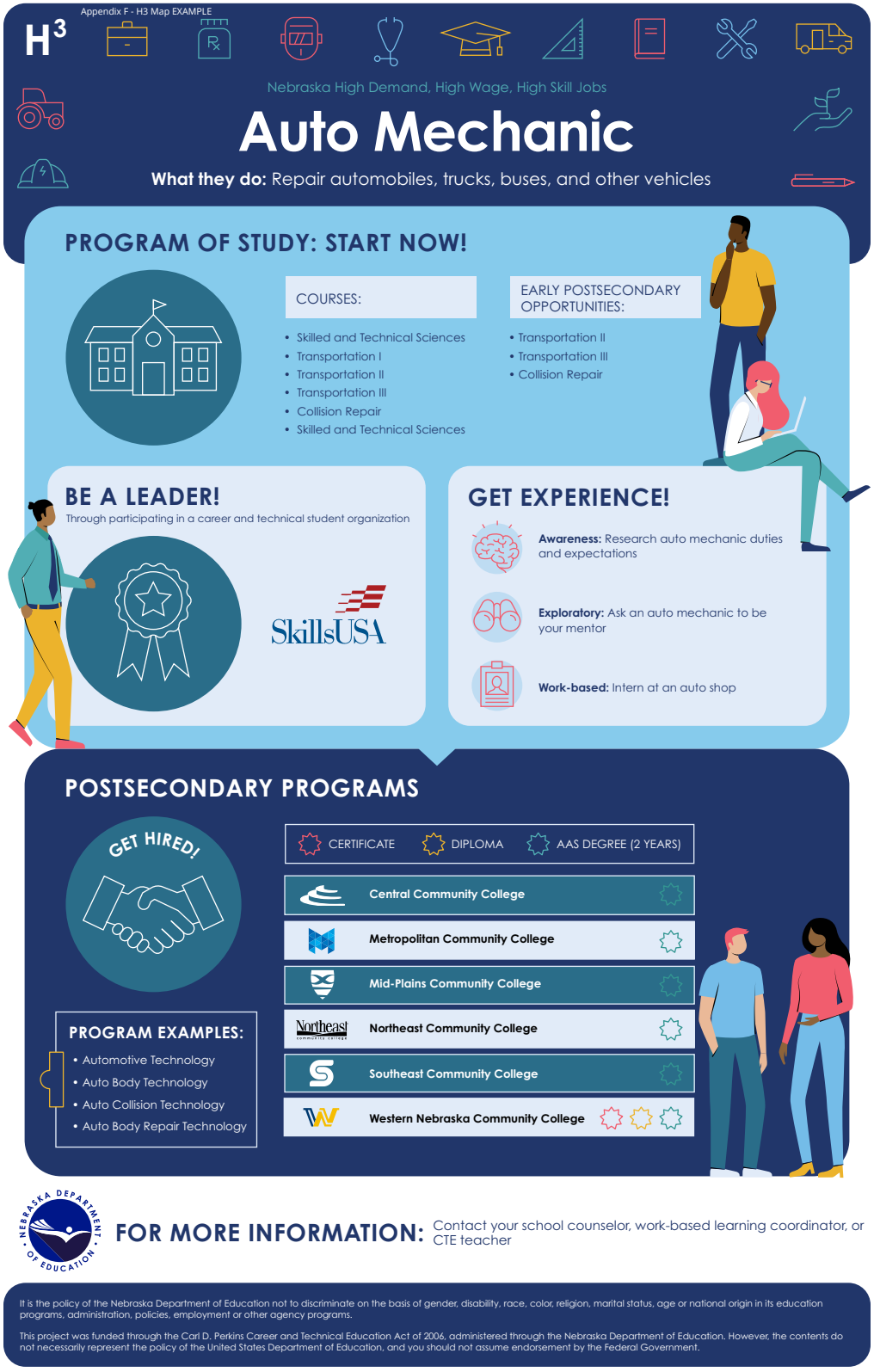
Priority Strategies, Practices, Tactics & Policies – Initial Ideas

- State Board goals – align to their strategic plan (2020 dual credit, 2026 AP, dual credit, certification) – Gov & Leg policy and funding
- Start with Commissioner, Governor & Legislature (funding proposals)
- Affordable dual credit rather than free – more equitable cost per credit – consider books, tools, etc. costs during course taking
- Incent schools and/or families – ex. industry/workforce liaison between schools and business
- Common language/terminology for this project. Put to use. Develop shared understanding of both systems.
- Sound CTE data
- Make dual credit understandable
- Common numbering system between CC's
- Needs assessments for dual credit expectations
- Cost benefit analysis for funding any priority

Priority Strategies, Practices, Tactics & Policies – Initial Ideas

- WBL – full spectrum, including registered apprenticeships
- Content alignment to eliminate duplication
- Technology for online learning and WBL connections.
- Support for secondary students to navigate dual credit expectations.
- Shared resources regionally among secondary and postsecondary
- Access (transportation, online, funding to support that)
- Start early with students; include industry in the classroom
- Encourage SMART dual credit – does it fit in students' future plans?
- Celebrate Career Education to change culture/mindset – signing day, student success stories
- Build relationships with business/industry in community
- Leverage existing resources (ex. Workforce partners at DOL) for a systems approach
- Existing measures of success to support funding/policy requests. What should be measured?

APPENDIX F:
H3 CAREER MAP EXAMPLE



It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age or national origin in its education programs, administration, policies, employment or other agency programs.

This project was funded through the Carl D. Perkins Career and Technical Education Act of 2006, administered through the Nebraska Department of Education. However, the contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.

APPENDIX G: CAREER FIELD STAKEHOLDER MEETING: AGRICULTURE, FOOD, & NATURAL RESOURCES

Nebraska AFNR Stakeholder Meeting February 1, 2019

GOAL FOR DAY (FOCUS ON WHAT, NOT HOW)

Make students' transitions between secondary and post-secondary more smooth by identifying:

- Alignment Opportunities
- Work Plans
- Key Metrics

ATTENDEES

1. Tina Smith, University of Nebraska's College of Technical Agriculture
2. Tom Hofmann, High Plains Community Schools, NVAF
3. Ann Dvorak, Rock County High School, NAEA
4. Stacey Agnew, Nebraska FFA Foundation
5. Brent Nollette, Valentine High School
6. Lex Larsen, Western Nebraska Community College
7. Mike Roeber, Northeast Community College
8. Matt Habrock, LandMark Implement
9. Kris Spath, Waverly High School
10. Amy Tomlinson, NDE
11. Krystl Knabe, NDE

SIGNALS – INDICATORS OF AN ALIGNED SYSTEM

- Industry is at the table and allowed to give guidance and direction
- Dual credit doesn't replace secondary coursework, but serves to transition and launch postsecondary programs
- Qualified instructors 1. Retention, 2. Ongoing professional development and support, 3. Communication between systems
- Informed educators, parents, and students Transparent paths = navigable with few hurdles High quality instructional materials
- All education paths are valued Students succeed = Prepared

2024 – WHAT AN ALIGNED SYSTEM WILL LOOK LIKE

Career guidance

- Counselors
- Coursework
- Experiences
- Career readiness

Teacher development – externships

Standards/program development

- Industry-aligned
- Capstones
- Dual credit

NE AFNR Alignment Goals:

1. Standards:
    a. Technical
    b. Academic
    c. Career Readiness
2. Courses
    a. Little duplication
    b. Introductory to advanced to specialized
        i. Secondary program of study
        ii. Capstone
        iii. Dual credit
        iv. Postsecondary
    c. Industry – Programs reflect needs and realities of education systems
3. Career development to make informed decisions
    a. Awareness
    b. Exploration
    c. Experience

SOAR ANALYSIS RESULTS

STRENGTHS

1. Ag academies – work and can be built on
2. All postsecondary institutes have strengths. Need to capitalize on marketing these to students!

3. Student-focused programs
    a. Large number of opportunities to meet needs of students
    b. Cater to our students' interests regardless of what our strengths are
    c. Relationships with students
    d. Proud of students
4. Dual credit – build on what's already working
5. Willing to adapt
6. Culture
    a. Make people better through relationships
    b. More opportunity
    c. Teachers care and are invested in profession, community and students. Need to help new teachers make that connection to community.
    d. Build on communication

OPPORTUNITIES

1. Involve all stakeholders – counselors and administrators
2. Experiences and resources
    a. Database of virtual field trips and experiences for all students to have access
    b. Develop assessments and resources for career exploration
    c. Experiences include career readiness skills and exposure to hard skills (industry skills)
3. Delivery Models
    a. Career academies
    b. There are a ton of opportunities to still grow in larger schools. Define a job in ag teaching to broad, so many careers to prepare students for.
    c. Summer classes to do dual credit that offer more skills during the summer.
4. Mesh Generations within Profession: Young instructors willingness to cooperate with other instructors
5. Future/Forecasting: How we prepare kids for jobs that don't exist. Do we have the resources in the classroom to do everything they need to do?
6. What would an externships locally look like?
7. Move forward together:
    a. Open dialogue to promote what we're about
    b. Leverage buy-in
    c. Support one another
    d. Stop competing

e. Focus on education (back to basics)
f. Need for continued adaptation
g. Have conversations on alignment and making it better for students

ASPIRATIONS

1. Make CTE great again!
   a. Treat college readiness same as athletics
   b. Get school counselors on board with alignment between systems
   c. Supportive, understanding administrators
2. Student success
   a. Individual success
   b. What is best for the student?
3. Flexible pathways
   a. Customized educational paths
   b. Pathway for non-college students
   c. Continued education/life-long learning
4. Diverse experiences
5. Consistency in programs and leveraging resources
   a. Local classrooms have technical resources/facilities or a local industry partnership

RESULTS

1. Teacher retention
2. Students have less college debt
3. Graduate outcomes
   a. Job placement
   b. Students are employable
   c. Are we retaining students for careers in NE? Are they staying?
4. Satisfaction
   a. Post-graduation surveys
   b. Satisfied, well-prepared students
   c. Understand what success looks like for each student
   d. Meet student goals
   e. Students find career paths that they're successful in

5. Well-equipped
    a. Have students think critically, problem solve, and be team players
    b. Have good communication and integrate technology
6. Local/Global Balance
    a. We need to have courses that are broad and so students have flexibility in their career paths
    b. Have classes that discuss local and global agriculture
7. Seamless and any dual credit they have in CTE will be useful in completion of a degree

WORK PLANS: AREAS OF FOCUS

1. Teacher Development/Externships
2. Standards and Program Development
3. Career Guidance

APPENDIX H: CAREER FIELD STAKEHOLDER MEETING: BUSINESS EDUCATION

Alignment in Secondary & Postsecondary Career Education Nebraska Business Education Stakeholder Meeting Wednesday, January 16, 2019

GOAL FOR DAY (FOCUS ON WHAT, NOT HOW)

Make students' transitions between secondary and post-secondary smoother by identifying:

- Alignment Opportunities
- Work Plans
- Key Metrics

ATTENDEES

1. Richard Baier – Nebraska Bankers Association: Business or Industry Representative
2. Jean Condon – Mid-Plains Community College: Postsecondary CTE; Teacher/Faculty
3. Jennifer Davidson – Nebraska Council on Economic Education: Teacher/Faculty; Parent
4. Dawn Friedrich – Wausa Public Schools: Secondary CTE; Teacher/Faculty; Career Advisor; Parent
5. Jacqui Garrison – Nebraska Department of Education: Secondary CTE; Postsecondary CTE
6. Ally Gilin – Papillion La Vista South, Nebraska DECA: Secondary CTE; Teacher/Faculty
7. DeLayne Havlovic – Omaha Public Schools: Secondary CTE; Teacher/Faculty; School Leader/Administrator; Instructional Support Personnel; Parent
8. Josh Hinrichs – Lincoln Public Schools, Lincoln Southwest High School: Secondary CTE; Teacher/Faculty; Student
9. Julie Hippen – Lincoln Public Schools: Secondary CTE; Teacher/Faculty; School Leader/Administrator; Instructional Support Personnel
10. Roxann Holliday – Central Community College: School Leader/Administrator
11. Bradley Keasling – Central Community College, Grand Island: Postsecondary CTE; School Leader/Administrator; Parent; Student
12. Shawna Koger – Arlington Public Schools: Secondary CTE; Teacher/Faculty; Parent
13. Diane Reiners – Millard Public Schools: Secondary CTE; School Leader/Administrator; Instructional Support Personnel
14. Jamie Robinson – Millard Public Schools: Secondary CTE; Teacher/Faculty
15. Melissa Schram – Millard Public Schools, Millard West High School: Secondary CTE

16. Jacob Shaffer – Elmwood-Murdock High School: Secondary CTE; Teacher/Faculty
17. Debra Stroh – Gibbon High School: Secondary CTE; Teacher/Faculty; Parent; Student

SIGNALS – INDICATORS OF AN ALIGNED SYSTEM

- Aligning to business & industry needs
- Clear and purposeful career pathways (from secondary to post-secondary)
- Improve career readiness
- Key/appropriate stakeholder engaged
- Less frustrated parents regarding dual credit Leverage partnerships
- Metrics for what education can do for business & industry
- More business & industry input
- More engaged parents
- Schools broaden perspectives and opportunities
- Single class mastery (students not duplicating classes)

SOAR ANALYSIS RESULTS

STRENGTHS

1. Stakeholder Engagement
    a. Collaboration
    b. Communication between secondary and post-secondary (but we still have work to do)
    c. CTSOs (FBLA, DECA)
    d. Leverage Partners
2. Dedicated Instructors
    a. Passion & Dedication
3. High Quality Content Curriculum and Program Standards
    a. Content
    b. Curriculum – standard alignment to curriculum
    c. Dual credit
    d. Measurement & assessment (bot secondary and post-secondary)

OPPORTUNITIES

1. Targeted Stakeholder Engagement
    a. Creativity and engagement
    b. Having all stakeholders (4-year representative) speak at the same table

   c. High school involvement in post-secondary advisory boards
2. Increased and Intentional Business & Industry (B&I) Input and Involvement
   a. Input from industry
   b. More industry connections in schools
3. Application of Transferrable Skills (Core and Work Readiness Skills)
   a. Open educational resources will be developed
   b. Soft Skills – disconnection between what's taught and what's applied Structure to embed students in collaboration & career readiness skills in secondary and post-secondary
   c. Transfer of core skills to career ready skills
4. Communicating Expectations
   a. Pathway knowledge beyond secondary
5. Professional Development
   a. Get colleagues to participate professionally
   b. New teacher support
   c. Professional development: secondary to post-secondary; post-secondary to secondary
6. Dual Credit and Dual Enrollment
   a. Dual credit/online
7. Credentialing
   a. No post-its; added during discussion of Opportunities

ASPIRATIONS

1. Workplace Experiences
   a. Grant money for unpaid internships
   b. Internships become work-based learning experiences & marketing work- based learning to industry
   c. Real world opportunities and learning Student apprenticeships
   d. Work experience for all
   e. Work-based learning opportunities
   f. Workplace learning entities at schools like counseling center (task for ESUs?)
2. Transition to Post-Secondary
   a. Seamless transition from secondary to post-secondary and from/to work
   b. Secondary to 2-year institutions; doesn't have to be 4-year
3. Instructor Professional Development and Recruitment
   a. Dual enrollment teacher qualification (are they equal across?)

   b. Increased rigor for teacher certification and higher salary
   c. Relevant coursework through improved advising
   d. Teacher shortage
4. Improved Perception
   a. Returning a status of professionalism to teachers
5. Increased Stakeholder Involvement
   a. More people here including 4-year career services

RESULTS

1. Prepared Workforce
   a. Get students to H3 (they are prepared)
   b. Positive feedback from industry
2. College and Career Ready
   a. No post-its; added during discussion of Results
3. Student Plans (Personalized)
   a. Adapting curriculum timelines
   b. Dialogue
   c. Less student loan debt

2024 – WHAT AN ALIGNED SYSTEM WILL LOOK LIKE

1. More public awareness regarding 4-year program options and 2-year options
2. Relevant workplace experiences for all students
3. Students have personalized plan and follows them
4. System has multiple on-ramps and off-ramps

WORKPLANS: AREAS OF FOCUS

1. Dual Credit/Credentialing
2. Program & Content Alignment
3. Teacher Professional Development/Qualifications
4. Work-Based Learning

APPENDIX I: CAREER FIELD STAKEHOLDER MEETING: COMPUTER SCIENCE

Alignment in Secondary & Postsecondary Career Education Nebraska Business Education Stakeholder Meeting Wednesday, January 16, 2019

GOAL FOR DAY (FOCUS ON WHAT, NOT HOW)

Make students' transitions between secondary and post-secondary smoother by identifying:

- Alignment Opportunities
- Work Plans
- Key Metrics

ATTENDEES

1. Tennille Allison – Kearney High School: Secondary CTE; Teacher/Faculty
2. Derek Babb – Omaha Public Schools, Omaha North High School: Secondary CTE; Teacher/Faculty
3. Jean Condon – Mid-Plains Community College: Postsecondary CTE; Teacher/Faculty
4. Scott Fox – Grand Island Public Schools: Secondary CTE; Teacher/Faculty; School Leader/Administrator
5. Sherri Harms – University of Nebraska-Kearney: Postsecondary CTE; Adult CTE; Teacher/Faculty; School Leader/Administrator; Career Advisor; Parent
6. DeLayne Havlovic – Omaha Public Schools: Secondary CTE; Teacher/Faculty; School Leader/Administrator; Instructional Support Personnel; Parent
7. Julie Hippen – Lincoln Public Schools: Secondary CTE; School Leader/Administrator; Instructional Support Personnel
8. Roxann Holliday – Central Community College: School Leader/Administrator
9. Kyleigh Lewis – Dorchester High School: Secondary CTE; Teacher/Faculty
10. Jayson McCune – Metropolitan Community College: Post-secondary CTE; Adult CTE; Parent
11. Glenn Pasho – Southeast Community College: Post-secondary CTE; School Leader/Administrator
12. Diane Reiners – Millard Public Schools: Secondary CTE; School Leader/Administrator; Instructional Support Personnel
13. Hugh Schuett – Metropolitan Community College: Post-secondary CTE; Teacher/Faculty; Parent
14. Kristeen Shabram – Westside Middle School: Secondary CTE; Teacher/Faculty; Parent
15. Matt Stansberry – P2T: Secondary CTE; Teacher/Faculty

16. Shawn Tillotson – Northeast Community College: Teacher/Faculty; School Leader/Administrator
17. Ramsey Young – Millard Public Schools: Teacher/Faculty

WHAT WE LOOK LIKE NOW

WORKING WELL

- Communication (secondary and post-secondary)
- Conversations about what is needed
- Have successful models that work
- Lots going in with individuality in the state
- Lots of autonomy (also Needs Improvement)
- Multiple priorities for curriculum, outside voices (also Needs Improvement)
- Strong business and industry opportunities
- Strong post-secondary opportunities

NEEDS IMPROVEMENT

- Broad computer science focus with fear of narrowing focus
- Local control
- Lots of autonomy (also Working Well)
- Lots of misinformation about what career involves
- Multiple priorities for curriculum, outside voices (also Working Well)
- Not aligned with core content
- Not recognized nationally
- Resources available for computer science
- Standards implementation
- Too inclusive of “computer science”
- Training and professional development of university faculty to train teachers about needs

SIGNALS – INDICATORS OF AN ALIGNED SYSTEM

- Expanded Work-Based Learning continuum in IT
- High school computer science programs offered
- High school students aware of career needs/options
- High school students prepared for credit courses Increased dual enrollment
- Increased number of successful completers
- Increased numbers of schools offering computer science

- K-12 initiative for computer science/IT (bench marks) lead to informed high school career pathway opportunities
- Qualified instructors
- Student retention in Nebraska from secondary to post-secondary
- Sustainability of computer science programs after teachers have left; "institutionalize" computer science into schools

SOAR ANALYSIS RESULTS

STRENGTHS

1. Communication
    a. Communication and involvement: NDE, secondary, post-secondary
    b. Communication is good and gaining momentum between secondary and post-secondary
2. Professional Development
    a. Professional development
    b. State universities are invested in K-12 (secondary education and professional development)
    c. Support for teachers/faculty
3. Emerging Pedagogy
    a. A great idea to have a focused set of standards for state
    b. Endorsement program (revised courses)
    c. Increase computer science knowledge
4. Best Practices
    a. Code.org training
    b. Exposing districts to computer science
    c. Kent Stein (LPS) model (elementary, middle school, high school); "Pieces of Success"
    d. We can build on districts or schools that have effective computer science models
    e. We value computer science education and everyone provides it in the same shape or form (hour of code; code.org; bootcamp)
5. Business & Industry Buy-in and Demand
    a. No post-its; added during discussion of Strengths

OPPORTUNITIES

1. Teacher Qualification
    a. Bachelor of Science people » Master of Science in Computer Science/Information Technology education
    b. Communicate university Computer Science/Information Technology certification opportunities (ex. UNK online program)

   c. Getting non-Computer Science endorsed teachers the resources they need
   d. Make it easer for teachers to teach Computer Science
   e. More opportunities for Computer Science training as professional development
   f. More pathways to supplemental endorsements and professional development
   g. Recruit more teachers into BMIT/IT
2. Instructional Materials
   a. Resources available for instructors to be able to teach all/part of a Computer Science course
3. Branding (Availability, Access, Equity)
   a. Bring groups of students together from different backgrounds (race, gender, socio-economic) and help them find a connection to Computer Science/Information Technology
   b. Buy-in from all stakeholders is growing
   c. Sell Computer Science better to students, parents, staff and board
4. Business & Industry Engagement (Workforce Development)
   a. Industry workforce demand
   b. Need is there (jobs) » need pipeline
5. Dual Credit
   a. Dual credit
6. Sustainability
   a. Develop a plan to have the courses continue on when an instructor leaves
   b. Momentum to work together along the entire K-16 pipeline
7. Standardization
   a. Open mindset to align plans and “beat the movement”
8. Instructional Methods
   a. No post-its; added during discussion of Opportunities

ASPIRATIONS

1. Workforce Development Trends
   a. A student’s experience would include industry
   b. Educated on various Computer Science jobs
   c. Keeping pace with technology change and workforce demands
   d. Keeping students local and within the state
2. Sustainability
   a. Fundable (Omaha Business Foundation OPS; why not a bit pot for all?)
   b. Not teacher specific

   c. Program delivered no matter who teaches it
   d. Sustainable, not fits and starts
3. Teacher Qualifications and Professional Development (Computer Science specific; codified for Computer Science)
   a. Flexibility in parameters; still want to keep quality
   b. Teach all educators basic skills on how to teach Computer Science (like they are taught to teach Math and English for K-6
   c. Teach all teacher educators
   d. Teaching experience? 18 graduate credit hours; hours work experience; are there other options?
4. Flexible Standards
   a. Flexibility needed in secondary standards and curriculum guides; 5-8 years is too long
   b. University recognize Computer Science for admission as Math/Science
5. Computer Science Foundation
   a. Areas of need – cybersecurity
   b. College/Career specialists
   c. CS 4 All
   d. Educate students on all areas of Computer Science
   e. Equity: female, rural, minority, income
   f. High school transfer specialists
6. Stakeholder Engagement
   a. Higher Learning Commission to the table
7. Student Engagement
   a. No post-its; added during discussion of Aspirations

RESULTS

1. Work-Based Learning and Workforce Development
   a. Meeting Computer Science/Information Technology job demand in Nebraska
   b. Students looking jobs and filling workforce demand
   c. Students who use high school internships to advance in their field
   d. You can measure success with industry having a larger pool to hire from
2. Career Readiness
   a. Broad-based data science
   b. Career readiness focus, not about credits
   c. Computer Science as needed as Math, English, etc. for all K-12 students

   d. Computer science breadth focused
   e. CS 4 All
   f. Problem solving
3. Program Metrics and Offerings
   a. A large number of students taking AP CSP and passing the exam
   b. Increased enrollment in Computer Science programs
   c. You can measure success by an increase in offerings across the state
4. Access and Equity
   a. Equity of students
   b. Female participation in Computer Science/Information Technology (and under-represented groups)
   c. Valuing qualitative data: anecdotes about rural schools, schools new to Computer Science
5. Continuous Improvement
   a. Evolve

2024 – WHAT AN ALIGNED SYSTEM WILL LOOK LIKE

- Business and Industry advisory councils
- Computer Science skills incorporated into all teacher education programs Defined Standards
- Have a K-16 Computer Science model with multiple locations Improved workforce development numbers
- Increased people and better trained Increased qualified instructors
- Leverage technology for teacher/instruction method New initiatives in place
- Recognized by secondary and post-secondary as entry requirements Statewide funding equity
- Statewide internship program
- Sustainability: programs continue; institutionalized
- Transition from Middle School to High School to Post-Secondary; more defined K- 16 pathways (smoother)

WORKPLANS: AREAS OF FOCUS

1. Business & Industry
2. Equity and Access (wholistic)
3. Standards
4. Teacher Professional Development and Qualification
5. Work-Based Learning (internships, Registered Apprenticeships) (no workplan developed)

APPVum, Lincoln Public Schools

1. Ronda Kinsey, Western Nebraska Community College
2. Paulette Woods-Ramsey, Central Community College
3. DeLayne Havlovic, Omaha Public Schools
4. Dr. Michelle Gill, Northeast Community College
5. Joe Peitzmeier, ESU2, P2T
6. Dale Mundil, P2T, ESU2
7. Nicole Carritt, UNMC, NE AHEC
8. Jeff Hoffman, Norfolk Public Schools
9. Amy Himes, Millard Public Schools
10. Tracy Wiese, The Career Academy
11. Heather Claussen, Northeast Community College
12. Linda Munderloh, Bancroft Rosalie School
13. Jill Sand, Southeast Community College

SIGNALS – INDICATORS OF AN ALIGNED SYSTEM

- Seamless experience for students
- All students have access to quality health science programs, no matter their location (including virtual access and hybrid delivery models)
- Schools broaden perspectives and opportunities
- Students experience little duplication
- Key/appropriate stakeholder engaged
- Less frustrated parents regarding dual credit
- Clear and purposeful career pathways (from secondary to post-secondary)

2024 – WHAT AN ALIGNED SYSTEM WILL LOOK LIKE

- Relevant workplace experiences for all students – adequate clinical experiences are available
- Content expectations in health science aligns between the systems
- More awareness regarding 4-year program options and 2-year options
- System has multiple on-ramps and off-ramps
- Students understand the dual credit opportunity and if it is a good fit for them
- Barriers to transferability and access to service areas are lessened
- The psychosocial implications of seeing and experiencing healthcare as a young adult are considered and accounted for

Short-term Topics to Tackle:

- Dual credit
- Strengthen communication
- Program and content alignment through standards revisions and on-going communications
- Career counseling in secondary and postsecondary
- Advisory councils – collaboration between secondary and postsecondary levels

NOTE: AHEC can be a resource related to program development and careers throughout NE. Nicole Carritt, UNMC, NE AHEC is the lead contact.

SOAR ANALYSIS RESULTS

STRENGTHS

1. Successful graduates
    a. Low debt
    b. Great careers
    c. Proud to create next generation of health care workers
2. Inclusive practices (ex. including secondary teaching partners in department emails for the benefit of dual credit courses)
3. Early exposure to healthcare
4. Collaboration & communication
    a. Meetings
    b. Community colleges support dual credit
    c. NDE supports CTE and is a resource
5. Attentive to community needs (ex. increased numbers of CNAs)
6. Quality facilities
    a. Community colleges share equipment, facilities, etc. for demonstrations
7. Keep learners first
    a. Concerned for good outcomes for learners
    b. Student interests/successes at the heart of work

OPPORTUNITIES

1. Leverage resources
    a. Share existing resources
    b. Improve equity & access
2. Embrace opportunities
    a. Bring stakeholders together

   b. Communicate opportunities and changes
   c. Say Yes before No
   d. Improve communications
   e. Reach out and host gatherings – share success stories, barriers, ideas, etc.
   f. Collaboration and communication between high schools, community colleges, and universities
3. Clear process for communicating with community college programs (not just enrollment/recruitment contact at the community college)
4. Work-based Learning: Build relationships with business/industry
5. Incorporate critical skills/practices at high school
   a. HIMS
   b. Community health worker
   c. EMR (not EMT or Paramedic in high school)
   d. Med Lab Assist (rather than phlebotomy)
   e. Patient care technicians
6. Career advisement
   a. Find correct fit for students
   b. Teach the skills students need to do well in college and health care professions (holistic perspectives)
   c. Access to experiences and programming (clinicals, ways to use health care degrees, internships while in high school)

ASPIRATIONS

1. Life-long Learners
   a. Students who are engaged and prepared for a global, diverse workforce.
   b. Relevant, real-life learning
   c. Life-long learning mindset to ladder up – keep learning & growing
2. Workplace Experiences
   a. Mentorships with community members
   b. Authentic experiences
   c. Exposure to opportunities
3. Student success:
   a. Meaningful transitions from high school to college
   b. Students become caregivers and not “things” because the workforce needs them
4. Keep high school programs current. Examples:
   a. Incorporate health care accounting

   b. Quality improvement technician/data collection
5. Capture success stories to show "I can too!"
6. "Credit" course – gap funding approved by legislature
7. Customer relations courses/instruction in high school

RESULTS

1. Students' ability to navigate to healthcare careers
   a. Identify next steps
   b. Students meet goals and set new ones
   c. Flexibility and responsiveness of education programs
   d. Students find area of healthcare career field that matches their interests and needs
2. Course/program alignment
3. Graduates entering healthcare fields
   a. Are we meeting the needs of employers?
   b. Are education programs meeting learners' needs?
   c. Students are meaningfully employed after graduation
4. Growth and quality of programs (Secondary and Postsecondary)
   a. Growing
   b. Thriving
   c. Retaining industry partners
   d. Graduates come back to share success stories

WORK PLANS: AREAS OF FOCUS

1. Strengthened and routine communication, including cohort meetings for academy directors or CTE directors
2. Workplace experience access, especially for clinicals
3. Program/content alignment (standards revision)
4. Experience in & understanding of all aspects of the industry, including career counseling
   a. Goals/Overview:
      i. Open access to health science programs
         1. Virtual reality
         2. Multi-disciplinary
         3. Distance technology for delivery
         4. Emphasize:
            a. Telehealth

b. Teamwork
c. Problem-solving

b. Major Activities:
i. NDE - New pathways for more flexibility, esp. for student exploration
1. Non-therapeutic pathways
2. Behavior/mental health
3. HIT – coding/documentation
4. Diagnostics

c. Resources:
i. Grant funding and professional technologies

5. Equity & access to high school programs & dual credit
a. Goals
i. All students will have equal opportunity to be informed of their options
ii. Distribute information on opportunities for students of ALL teachers
iii. Define real barriers versus self-imposed barriers
iv. Pool resources

b. Major Activities:
i. Design a relevant transportation plan
ii. Yearly retreat for community college deans in health science, secondary teachers, relevant organizational leaders, etc.
iii. Collective communication of community college offerings.

c. Resources:
i. i. Sharing resources
ii. ii. Merging information

d. Policy Implications:
i. Boundaries for service areas
ii. Out-of-state programs encroaching in hospitals

e. Measure Progress:
i. Less confusion
ii. Better understanding of opportunities by students, parents & teachers

6. Teacher professional development & qualifications
a. Goals:
i. Collaboration between secondary and postsecondary programs

b. Major Activities:

   i. Look at alignment of state standards and what is required at postsecondary
   ii. Joint professional development sessions between secondary and postsecondary educators

c. Resources:
   i. "Us" (those around the table and others in similar positions
   ii. Communication
   iii. National and state standards and pathway programs

d. Policy Implications:
   i. HLC policy changes
   ii. Learner certifications – age-regulated for employment

e. Measure Progress:
   i. Visual/documented evidence that joint PD sessions occur and changes happen in programs
   ii. Teachers and their programs are recognized regionally and statewide

APPENDIX K: CAREER FIELD STAKEHOLDER MEETING: EARLY CHILDHOOD

Alignment in Secondary & Postsecondary Career Education Nebraska Early Childhood Education Stakeholder Meeting Tuesday, January 15, 2019

GOAL FOR DAY (FOCUS ON WHAT, NOT HOW)

Make students' transitions between secondary and post-secondary smoother by identifying:

- Alignment Opportunities
- Work Plans
- Key Metrics

ATTENDEES

1. Cama Charlet – Buffet Early Childhood Institute at University of Nebraska: Teacher/Faculty; Parent; Workforce Development Board; Business or Industry Representative
2. Denise Haag – Lincoln Public Schools: Secondary CTE; School Leader/Administrator
3. Frances Heiman – Randolph Public Schools: Secondary CTE; Teacher/Faculty; Career Advisor; Parent
4. Candi Kadar – Omaha Public School, Omaha Central: Secondary CTE
5. Crystal Kozak – Southeast Community College: Postsecondary CTE; Teacher/Faculty
6. Katie Miller – Nebraska Department of Education Office of Early Childhood: Career Advisor; Business or Industry Representative; Agency or organization representing economically disadvantaged youth and adults; Agency or organization representing individuals preparing for nontraditional fields (by gender); Agency or organization supporting English learners; Agency or organization supporting youth in or aged out of the foster care system
7. Connie Sixta – Northeast Community College: Postsecondary CTE; School Leader/Administrator; Career Advisor
8. Kristin Vest – Nebraska Department of Education: Secondary CTE; Teacher/Faculty

SIGNALS – INDICATORS OF AN ALIGNED SYSTEM

- Accessing useful data
- Classes based on interest
- Competency based system and entrance exam (test out of classes)
- Credit for practicum experience

- Dual credit focus (ex. Fridays at NECC)
- Flexible high school schedule to explore workplace experiences
- "Inclusive Programs" (4-year early childhood inclusive form birth – 3rd grade)
- Increase enrollments in post-secondary degree programs
- Secondary teachers as recruiters
- Southeast Community College Applied Associate of Science with Entrepreneurship focus to own business (specialization in some 4-year colleges)
- Successful completers (stay in field for work)
- TCA early childhood focus area (emphasized in Lincoln area)
- Use multiple measures for class placement (more than one test score)

SOAR ANALYSIS RESULTS

STRENGTHS

1. Strong Stakeholder Engagement
    a. Aware of a need to close existing gaps
    b. Educate people past "not my problem" Innovative projects (i.e. Buffett projects)
    c. Recognizing system need for growth
    d. Representatives from different systems have come together to begin the hard work of improving
    e. The First Five campaign has been success in bringing Early Childhood Education to the forefront of discussions and advocacy
2. Strong Post-Secondary Relationships
    a. 2-year and 4-year institutions have relationships (some much stronger than others)
    b. Community College staff work together (aligning curriculum, core course numbers, etc.)
    c. Community Colleges are strong in the birth – 3 year education. Students are very prepared for working with this age group
3. Availability and Reach of Early Childhood Education Programs Offered
    a. No post-its; added during discussion of Strengths

OPPORTUNITIES

1. Post-Secondary Outcomes
    a. A post-secondary degree brings a whole different outlook towards careers
    b. Clarify dual enrollment (align between 2-year and 4-year)
    c. Improve articulation agreements with colleges
2. Engage and Educate Community Stakeholders

   a. Community – negative perception ("you're just a babysitter"; educate people beyond this perception)
   b. Community engagement (advisory committee)
   c. Diverse groups
   d. Recognition for the importance of Early Childhood Education programming
3. Resources (Internal and External)
   a. Resources and experiences shared with both

ASPIRATIONS

1. Secondary Programs are Pipeline for Post-Secondary (Strategically Plan Program Elements; practicum example)
   a. Child development as a graduation requirement
   b. Childcare classroom lab in each high school
   c. Increase enrollment and graduation with early childhood and/or Early Childhood Education inclusive degrees
   d. Increase enrollment in H. CD1-2, 3-4 courses (high school courses)
   e. Nebraska to have a clear career ladder for students
   f. Smooth transfer from secondary to post-secondary
2. Valuable Workforce Pipeline (includes Workplace Experience, Registered Apprenticeships)
   a. Appropriate pay for Early Childhood educators
   b. Educating the public about what quality is
   c. Licensed childcare provider in every community
   d. Quality educators
3. Policy reflects priority in Early Childhood Education
   a. No post-its; added during discussion of Aspirations
4. Improving Resourcing
   a. 8 preparations in 4 sub areas
   b. Teachers stretched too thin

RESULTS

1. Aligned set of expectations for credential titles, requirements and opportunities
   a. Clear child development education credentials
   b. Each institution has different requirements (ex. Head Start, After School)
   c. Increase in Step up to Quality, NAEYC, college, courses
2. Common and Shared Language
   a. What is the difference between Child Care Center or Child Development (big difference)

3. All communities have quality childcare options
    a. Community support (Red Cloud model)
    b. Make a living wage and benefits as a professional
    c. Quality childcare choice for families with an educated workforce (connect to Step Up to Quality)

2024 – WHAT AN ALIGNED SYSTEM WILL LOOK LIKE

- Equity and access for marginalized populations
- Every child has access to a quality Early Childhood opportunity
- Incentives (living wages and benefits)
- Loan forgiveness programs
- Multiple entry points in field (sequences in courses, programs of study matter)
- Parents have options/opportunities for quality Early Childhood Education childcare
- Scholarship and funding opportunities

WORKPLANS: AREAS OF FOCUS

1. Equity and Access
2. Practicum Advocacy and Opportunities (Work-Based Learning, Workplace Experience)
3. Program/Content Alignment (Credentialing) (no workplan developed)

APPENDIX L: CAREER FIELD STAKEHOLDER MEETING: SKILLED TECHNICAL SCIENCES

Alignment in Secondary & Postsecondary Career Education Nebraska Skilled & Technical Science Stakeholder Meeting Tuesday, February 26, 2019

GOAL FOR DAY (FOCUS ON WHAT, NOT HOW)

Make students' transitions between secondary and post-secondary smoother by identifying:

- Alignment Opportunities
- Work Plans
- Key Metrics

ATTENDEES

1. Nate Allen – Central Community College: Postsecondary CTE; Adult CTE; Parent
2. Nathan Barry – Metropolitan Community College: Postsecondary CTE; School Leader/Administrator; Workforce Development Board
3. Charlie Gregory – Western Nebraska Community College: Postsecondary CTE; Adult CTE; School Leader/Administrator
4. Stan Haas – Lincoln Public School STS Coordinator: School Leader/Administrator
5. Dennis Headrick – Southeast Community College: Postsecondary CTE
6. Matt Hurt – Hastings Senior High School: Secondary CTE
7. Monty Johnson – Northeast Community College: Postsecondary CTE; School Leader/Administrator
8. Jason Novatny – Gretna Public School: Secondary CTE
9. Glenn Pasho – Southeast Community College: Postsecondary CTE; School Leader/Administrator
10. Shawn Scott – Adams Central Public Schools: Secondary CTE; School Leader/Administrator; Parent
11. Greg Stahr – Nebraska Department of Education: Secondary CTE; Postsecondary CTE
12. Kris Valentin – Avenue Scholars Foundation/Blueprint Nebraska Educational Attainment Industry Council: Parent; Agency or organization representing economically disadvantaged youth and adults

WHAT WE LOOK LIKE NOW

WORKING WELL

- Career Academies (also Needs Improvement)
- Dual credit (could be better)
- Internships and Work-Based Learning
- Manufacturing Advisory Team driven by high school (Hastings)
- Relationship with business and industry (also Needs Improvement)
- Secondary and post-secondary relationships (also Needs Improvement)

NEEDS IMPROVEMENT

- Career Academies: number of students, rural schools, vision, student experience to participate (also Working Well)
- Communicating student skills for workforce » college versus high school
- Crosswalk for college credit (Iowa example)
- Funding for instructors or equipment
- High school instructor qualification for dual credit through community college
- Perception of 4-year college is “best solution”
- Relationship with business and industry (also Working Well)
- Secondary and post-secondary relationships (also Working Well)

SIGNALS – INDICATORS OF AN ALIGNED SYSTEM

- Apprenticeship integration
- Business and industry buy-in (positive feedback, tells if we’re ok)
- Business and industry partnerships/engagement
- Career academies
- Career pathways
- Career readiness skills, professional skills Degree and certificate completion
- Dual credit
- Industry co-ops (internships, Work-Based Learning)
- Less remediation at post-secondary level
- Regional advisory committees
- STS branding
- STS enrollment numbers

SOAR ANALYSIS RESULTS

STRENGTHS

1. Dual Credit
    a. Dual credit
2. Career Academies and Pathways
    a. Career Academies
3. Collaboration
    a. Career Education
    b. Collaboration
    c. Community Colleges
    d. Community Colleges work well together
    e. Involving industry
4. Professional Development
    a. Knowledge and professional development of Nebraska instructors
    b. STS educational professionals' growth
5. Project Based Learning
    a. CTSOs
    b. Hands on project-based learning
    c. SkillsUSA
6. Local Control
    a. Flexibility to innovate and customize solutions
    b. Local control

OPPORTUNITIES

1. Professional Development
    a. Education opportunity between high school and post-secondary training (2-way street)
    b. Get high school faculty credentialed to teach dual credit
    c. Hands on training at statewide conference with K-12 and post-secondary teachers with industry support
    d. Share best practices
2. Promotion (Opportunities & Programs)
    a. 3-5 minute promotional videos from Community College programs/virtual tours
    b. Expand career exploration in all areas (6-10 grade levels)

   c. Highlight high school students who choose CTE careers
   d. Influence policymakers regarding funding discussions
   e. Promote career and academic signing days
   f. Promote opportunities in CTE/STS careers
   g. Utilize technology (i.e. virtual reality for instructor and student training and learning)
3. Enhance Student Experience
   a. Apprenticeships
   b. Employer sponsorships of students
   c. Expand CTSO and SkillsUSA
   d. Identify and develop entrepreneurs
4. Curriculum Delivery
   a. Common course numbering
   b. Emphasis on well-rounded students
   c. Matriculation agreements
   d. More general education classes as part of college credit and high school credit (dual credit)
   e. STS vision of delivery of education
   f. Time schedules and block scheduling
5. Equity and Accessibility (non-traditional populations)
   a. No post-its; added during discussion of Opportunities

ASPIRATIONS

1. Relevant Core Education (applied side of it; contextual learning)
   a. “Applied” math and physics for CTE
   b. Ideally pared classes (an STS and general education class)
   c. Industry flavored general education classes
   d. More competency-based education
   e. Relevant for business and industry
2. Lifelong Learning
   a. Continuing education as part of career
   b. Focus more on basic life skills
   c. Prepare students for future career growth beyond degree completion
3. Workplace Experience
   a. More competency-based education

   b. More job shadows and internships from state level graduation requirements
   c. Work-Based Learning
4. Compensation Recognition
   a. Attracting more educators
   b. Correct branding and marketing
   c. Funding for well-rounded students
   d. Nebraska can be national leader in this area
   e. STS education professional growth
5. Collaborations
   a. Consistent training and assessment of skills for K-12 and post-secondary instructors
   b. We could have more high school and community college collaboration

RESULTS

1. Work Readiness Skills
   a. Development of critical thinking and problem-solving skills
   b. Engaged students
   c. Responsive and productive citizens
2. Business & Industry Engagement
   a. Employer feedback on Career Readiness
   b. Engaged employers
   c. Happier employers
   d. Integration of statewide specialty programs
3. Graduate Outcomes
   a. High school graduation recognizing STS students with college completion
   b. Need to do a better job of tracking graduate outcomes

2024 – WHAT AN ALIGNED SYSTEM WILL LOOK LIKE

- Business and Industry scorecard (secondary and post-secondary) based on their measure of success
- Increased number of Career Academies
- Increased number of dual credit classes
- Increased number of non-traditional students
- Increased number of SkillsUSA programs Increased retention rates at Community Colleges
- Number of students matriculating into STS programs (from secondary to post- secondary)
- Seamless transition for students; meet individual student needs)
- STS test rates with similar levels of success

WORKPLANS: AREAS OF FOCUS

1. Business, Industry and Community Engagement (non-profits, comm.org, etc.)
2. Contextualized Learning (certificates, apprenticeships, common core, etc.) (no workplan developed)
3. Enhanced Student Opportunities (CTSOs, Career Academies, Pathways, etc.)
4. Professional Development
5. Promotion (perception, branding, etc.)

APPENDIX M: MIDDLE SCHOOL GUIDING FRAMEWORK

Middle School CTE Programs: Alignment in Career Education

Nebraska Career & Technical Education

- Career education programs at the middle school level have been around for years, but largely haven't received the attention that high school and postsecondary programs have.
- Employers commonly identify workforce as their lead issue.
- Career education programs need to be intentional at all levels in preparing young people to be skilled, engaged employees in their adult lives.
- Designing middle school career education programs that are aligned to their high school partner programs allows students to progress through seamless and age-appropriate experiences that help them both explore their options and learn skills that prepare them for their futures.

The transition between middle school and high school is critical in learners' development.

As much so as the transition between high school and postsecondary.

Do we plan for it as **intentionally?**

Discuss with group as appropriate. What's their perspective on MS CTE? What has their experience been? What opportunities might be capitalized on? What challenges have they faced in designing MS CTE programs?

Purpose: Career Education in Middle School

- Expand awareness of careers
- Learn personal interests, skills, and talents [and their relation to careers]
- Introduce how to get a job
- Experience elements of work

- Middle school career education is all about career exploration, gaining transferrable skills like communication and customer service, seeing relevance in academics, and learning basic technical skills.
- These years emphasize flexibility – students can easily change their areas of interest as they learn more about themselves.
- Programing at the middle school level should provide opportunity to explore all career fields, not just a limited few.
- This may be the first time students have the opportunity to engage with business professionals and employers in careers they find interesting.
- If appropriate: For students with clear interests, it may make sense for them to begin taking introductory courses at the high school level.

How do we design great middle school programs?

Clear Purpose
Intentional Alignment

- Alignment is critical from middle school to high school, high school to postsecondary, postsecondary to the workforce.
- To be fully aligned, we must build the system backwards – begin with the end in mind. It starts with industry and what their needs are for well trained, engaged employees.
- If there is a need to develop the engineering talent pipeline, or electrician pipeline, or medical lab tech pipeline, or teacher pipeline, or the pipeline for computer programming, the technical knowledge and skills and career ready practices students learn should follow the system from the end to the beginning.
- This design sets young people up for success as engaged, productive employees, entrepreneurs, and citizens.

What *is* alignment in CTE program design?

- Seamless system = student-focused
- Progressive learning
- Collaborative ownership & leadership
- Multi-faceted

- Alignment primarily centers on ensuring that a learners' experiences make sense (are clear) as they navigate from start to finish.
- It's easy to design systems and set policies based on what's convenient for the district, school, or CTE program. Alignment is about the learner's experience and designing programs that help them focus on preparing for college AND careers in a way that marries real world experiences with academics.
- As we design career education programs that give all students opportunity to explore careers and prepare for their futures, we have to work across the different levels of the system on a routine basis. This helps us ensure that appropriate opportunities are shared with learners at each stage (i.e., MS, HS, postsecondary).
- As **courses** are designed, **facilities** built or stocked, **equipment and materials** are purchased, teachers are **trained** and continue their learning over time, and **advisory committees** are routinely called together, we have to think about both the what students experience and how it sets them up for success and a clear path forward at the next step.

Backward Program Design

Start with Industry:

Expectations of entry-level employees (knowledge, skills, and abilities).

Backward Program Design

Postsecondary Education

- Specialized, fine-tuned technical skills
- Early professional-level employability skills
- On-the-job training
- Entrepreneurial understanding
- Credentials for in-demand employment

High School

- Transition from career exploration to career experience
- Introductory to advanced technical skill development
- Career readiness skill development
- Capstone experiences to bridge to postsecondary programs
- Workplace experiences

Middle School

- Career exploration
- Transferrable skill development (social skills to early career readiness skills)
- Introductory technical skill development
- Introductory workplace experiences

- Share/discuss examples of what's appropriate and meaningful at each level, especially what distinguishes effective middle school programs.

Middle School CTE

- Exploration > Skills
- Widen exposure
- Recognize the problems people solve in a variety of careers
- Add relevancy to learning experiences

- **"Try a bite before taking a plate."** Help learners try a bite or two of everything on the buffet of the world of work while they're in middle school. As they transition to high school and beyond, they'll have the ability to decipher what they want to fill their plate with and fully pursue.
- Middle school is the perfect time for exploration – a time before learners have to make serious decisions. Help students learn about industries, the careers that make them up, and the problems they address in the world.
- At this age, **exposure biases** can limit students' ability to consider their options. They tend to only think they like or dislike something when they're familiar. Middle school career education can widen learners' exposure to industries and careers. **More (frequency) and broader (variety) experiences** help them find their interests and passions.
- Adds relevancy to students' learning experiences by exposing them to real-world options and connecting academics to career and college options.

Middle School CTE

Delivery Models

- Rotational courses (ex. 6-9 weeks)
- Semester courses
- After- and out-of-school experiences

Focus

- Flexibility
- Career awareness
- Career exploration (with advisement)
- Workplace experiences
- Prepare for college AND careers
- Launch into high school academics

- There are multiple models of middle school career education program that have value.
- No matter the structure, programs should support flexibility for students to learn about and pursue a variety of career fields.
- Engage students and employers (guest speakers, company tours, career fairs, interviews, job shadow experiences, etc.) so students see multiple perspectives and personalities in the world of work. These engagements also will help students see a variety of postsecondary education experiences.
- With advisement, effective middle school programs help learners design meaningful personal learning plans, allowing them to transition confidently to high school.

Building Aligned Middle School CTE Programs

- *Use the high points of reVISION 2.0 to share guidance on structuring quality programs so that the same information is used in both places.*

TBD with reVISION 2.0

Middle School Program Resources

- CTE Course Standards and Programs of Study
- Middle-Level Courses
- Nebraska Career Connections
- Nebraska Standards for Career Ready Practice
- Workplace Experiences for Nebraska

Contact

Name, Title
Nebraska Career & Technical Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509-4987

Phone: 402.xxx.xxxx
Email: xxxxx@Nebraska.gov

Questions?

APPENDIX N: FACILITIES, EQUIPMENT, & PROFESSIONAL DEVELOPMENT: A GUIDE FOR SECONDARY SCHOOL LEADERS

Nebraska Career Education
August 2019

Project Background

This resource was developed by the Nebraska Department of Education's Career Education team as part of a grant from Partners in Innovation in 2018-19. The information shared in this guide is part of a larger project to strengthen the alignment between secondary and postsecondary career education systems. We acknowledge and thank the educators, community colleges, high schools, employers, state agencies, and nonprofit organizations who contributed to the project's vision, identified needs, and work toward a more learner- centered system.

It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age or national origin in its education programs, administration, policies, employment or other agency programs.

This project was funded through the Carl D. Perkins Career and Technical Education Act of 2006. The contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.

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INTRODUCTION

This guide is designed to assist all those who make decisions about the design, development, appointment, maintenance, growth, and evolution of career education programs in Nebraska. Whether you serve on a school board, lead a middle or high school as an administrator, provide direction on an advisory committee, teach in a classroom, direct career and technical education in your district, counsel learners, or serve in another capacity, the resources and questions for consideration in these pages are crafted to help you create programs that align to your district's vision for career and technical education programs.

What kinds of programs are we talking about here? Any middle or high school program that falls within the Nebraska Department of Education's Career and Technical Education (CTE) spectrum:

- Agriculture, Food, and Natural Resources
- Business, Marketing, and Management
- Communications and Information Systems
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Sciences

Some resources in this guide connect to decisions you'll make for your district's CTE system. Others apply to more granular elements at the career field level within programs of study.

Each district has different realities they must work within. The resources offered here recognize those differences and provide the flexibility for decision makers to respond to their local needs. This guide does not set forth requirements by the state; it is simply a resource to offer ideas for building quality CTE programs and aligning systems. Build on your strengths to the benefit of your students and community. Feel free to use this guide as you consider the future of non-CTE programs as well.

Aligning with Postsecondary Education and the Labor Market

The careers we prepare our learners for are constantly changing and emerging. Middle and high school career education programs allow young people the chance to explore career options, identify their interests, and develop the knowledge and skills that prepare them to transition to postsecondary education or into entry-level careers. Our programs must be well aligned to the next opportunities learners encounter and keep pace with the constant evolution found in the marketplace.

If you seek to start a program from scratch, want to revamp an existing program, or wonder if you are headed in a useful direction, the information in this guide will assist as your think through facilities, equipment, and educators' professional development and continued learning.

Navigating This Guide

There are four sections in this guide:

1. Program Design
2. Facilities
3. Equipment
4. Professional Development

The purpose of each section is to provide guidance and pose questions as you make decisions about the future of your career and technical education programs. Most of the information found here relates to the development of technical knowledge and skills and career readiness practices. Students' technical capabilities and their abilities to bring value to their workplaces and communities hinge on their experiences being aligned to postsecondary education and careers from the time they're in middle and high school CTE programs.

As you scope out your CTE program design plans, thoughtfully make connections to your district's academic core, career development programming, workplace experiences, entrepreneurship offerings, and Career and Technical Student Organizations.

For assistance at any point in your planning process, contact the Nebraska Department of Education's Career Education staff. education.ne.gov/nce/nebraska-career-education-staff

PROGRAM DESIGN

Designing relevant and aligned career education programs requires a thoughtful approach and the insight and partnership of many. Seek input from a wide swath of local stakeholders: employers, industry professionals, community college or university faculty, parents, students, workforce and economic development professionals, local taxpayers, and secondary educators. Stakeholders will help you identify regional workforce needs and the outcomes they want of students in their local career education programs.

Once the vision for your new or revised program is identified, use the questions and resources below to solidify the design of your program. With a clear line of sight to the end product, consult the sections on facilities, equipment, and professional development to begin the process of bringing your vision to reality.

As you consider the future of your program(s), center on making decisions based on your intended outcomes. The plan should organize a comprehensive and appropriately sequenced offering for students in middle and high school.

Questions to Consider: Program Design

PROGRAM OUTCOMES

These questions are intended to guide the development of your district's CTE system. Questions for individual programs of study are found in later sections.

- What qualities do you want graduates of your program to possess?
- What businesses and industries are seeking a steady supply of employees?
- What knowledge, skills, and abilities are in-demand in your region? The state?
- From what programs are community college and university graduates finding well-paying, stable careers and opportunities for advancement?
- What career and technical education programs could be offered in your district for middle and high schoolers to explore their career options and prepare for postsecondary education or entry-level careers?
- Why should you go down this road rather than another route?
- What considerations do you need to make regarding our school schedule to optimize students' learning?
- What career fields best align with the needs in your region?
- Once you identify the career field(s) to offer, which program(s) of study best fit your needs?
    - Agriculture, Food and Natural Resources
    - Business, Marketing and Management
        - Business Administration
        - Finance
        - Hospitality and Tourism
        - Marketing
    - Communication and Information Systems
        - Communication Arts
        - Information Technology
    - Health Sciences
    - Human Sciences and Education
        - Education and Training
        - Government and Public Administration
        - Human Services
        - Law, Public Safety, Corrections and Security
    - Skilled and Technical Sciences (STS)
        - Architecture and Construction
        - Energy and Engineering
        - Manufacturing
        - Transportation, Distribution and Logistics

Course Offerings, Workplace Experiences, and Student Organizations

The questions in this section should be considered for each career field the district offers within your CTE system.

- How does a program like this help your students get jobs, further education, and become good citizens?
- What are the present and long-range goals of the program?
- What courses will be offered at the middle school to generate interest and prepare students for high school courses?
    - Agriculture, Food, and Natural Resources
    - Business, Marketing, and Management
    - Communications and Information Systems
    - Health Sciences
    - Human Sciences and Education
    - Skilled and Technical Sciences
- What cross-field, foundational courses will equip your graduates with the desired qualities you have identified?
- How will academic knowledge and skills be put to use in your program?
- In what ways will career ready practices be developed through the program?
- What advanced coursework or capstone experiences could you offer through dual credit?
- What experiences beyond the classroom will students participate in through Career and Technical Student Organizations (CTSOs)?
- What real-world workplace experiences will be a part of your program?

Teacher Qualifications

The questions in this section should be considered for each career field the district offers within your CTE system.

- What teaching endorsements are required for the courses you've identified?
- What qualities and experiences will ideal candidates have to lead the program you've designed?

Measuring Success

The questions in this section should be considered for each career field the district offers within your CTE system.

- How will the program's success be measured?
- What results do you expect from the program?
- What data should be collected to track progress?
- What sources of funds exist to help us make this change?
- Does the plan allow for flexibility with changing enrollments or industry standards?

H3 OCCUPATIONS, ECONOMIC DEVELOPMENT RESEARCH, AND NEBRASKA'S NEXT ECONOMY

As a district you are not alone in working to identify what the right mix of opportunities for your students are. Much research and analysis has been done recently to ensure Nebraska employers can hire the trained talent they need for success. The resources noted below lay out data you can use to mold a program that both fits your local needs and sets students up for success in their careers.

You'll find useful information in the Nebraska high wage, high skill, and high demand occupational data. High wage, high skill, and high demand jobs, also known as H3 Occupations or in-demand jobs, identify areas where secondary education programs can supply career paths to meaningful, well-paying careers for Nebraska learners. NEworks is another bank of curated labor market data to refer to thanks to the Nebraska Department of Labor.

Research has been conducted on where the state of Nebraska can collectively leverage its resources to capitalize on its economic opportunities. The Nebraska's Next Economy report shares analysis and recommendations to position the state as a "home to technology- intensive, well-paid jobs served by a reliable, highly skilled workforce pipeline." The report shares insights for alignment of educational programs that focus on growing and lucrative careers.

The Nebraska Department of Economic Development's resources include economic trends, research reports, statistics, and profiles through Opportunity Nebraska, noting valuable insights for key industries and the landscape of business in the state.

NEBRASKA reVISION

If your district is seeking assistance with a strategic approach to analyze your current education system and make plans, as needed, for adjustments, consider reVISION. The reVISION process is a year-long process that provides Nebraska schools with the opportunity to analyze and transform their current career education systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy.

PERKINS GRANT COMPREHENSIVE LOCAL NEEDS ASSESSMENT

In the comprehensive local needs assessment required of Perkins V recipients, there are five categories of requirements that will be considered every two years (Student Performance; Program Quality; Workforce Alignment; Implementing CTE Programs & Programs of Study; and Recruitment, Retention, and Professional Development of CTE Educators).

Two categories are salient as districts consider new or revamped programs:

Description of CTE programs offered: Perkins V Section 134(c)(2)(B)

A description of how career and technical education programs offered by the eligible recipient are –

(i) Sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board' or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Equity: Perkins V Section 134(c)(2)(E)

A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including –

(i) Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) Providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) Providing activities to prepare special populations for high-skill, high- wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

The Nebraska Career & Technical Education Comprehensive Local Needs Assessment Guidebook is available to assist Perkins grant recipients as they consider impact of the law's requirements on program design.

LINKS TO AQUESTT IN NEBRAKSA

The AQuESTT system, or Accountability for a Quality Education System, Today and Tomorrow, sets out six tenets of accountability focused on supporting and rewarding continuous improvement for every student, school, and educator. The intersections between career education and AQuESTT are strong. Consider them as you design your program and equip it.

Student Success and Access

1. Positive Partnerships
2. Transitions
3. Educational Opportunities and Access

Teaching and Learning

1. College and Career Ready
2. Assessment
3. Educator Effectiveness

FACILITIES

Designing Career Education Facilities

Quality facilities that act as a catalyst for their purpose - providing a safe and welcoming learning environment – are an essential element of a quality CTE program. To accommodate learning in a career education program, districts do not have to invest top dollar to provide quality facilities for learning. Facilities should be of adequate size for the number of students they serve, be safe, and aesthetically pleasing. As a decision maker, consider if the facilities you're constructing or renovating are spaces you'd enjoy spending your work day in?

Just as with Program Design, facility planning should be a collaborative and cooperative process. Bring together CTE educators, school administrators, advisory committee members, community leaders, school board members, local experts in the content area, students, and specialists (e.g., architects). If possible, visit other schools, including community colleges, to get ideas for space needed, equipment, layout, and other features.

Using the questions below, develop a written, educational facilities plan document. This will keep everyone involved moving together as decisions are made for the new or renovated facilities.

Questions to Consider: Facilities

The questions in this section should be considered for each career field the district offers.

PHYSICAL SPACES

- Considering the program's identified emphasis:
    - What physical spaces will be necessary (classroom(s), lab(s), shop(s), office(s), storage area(s), sink(s), etc.)?
    - Where should each of these spaces be located?
    - Do you have the space available? Or can it be made available?
    - What equipment will assist students in mastering the knowledge, skills, and abilities required in the standards? Consider middle school, high school, and dual credit courses, career ready practices, and workplace experiences.

- What equipment might be nice to have to enhance the course offerings you've identified?
- What is the maximum number of students that can enroll in each course? Consider the content students need to master and the appropriate student to teacher ratio. Factor in hands-on experiences and safety requirements.
- What permanent fixtures (plumbing, electrical, heating/cooling, ventilation, lighting, technology, etc.) must be accounted for in the facility plans?
- Will the facilities meet industry quality and standards?
- How much space is required in each area (classroom, lab, etc.) to accommodate the number of students that might enroll and the appropriate number of each piece of equipment?
- How will the facilities meet the requirements of local, state, or federal health and safety standards? Refer to the Nebraska Fire Marshal regulations, guidance documents, and state laws; the Office of Civil Right facilities requirements; and local building codes.
- How can the space be arranged for maximum flexibility and teacher supervision of multiple activities?
- How will the facility mirror the work environment(s) students might enter after completing the program?
- What kinds of storage and organization features will be included to create an environment conducive to learning and teaching?

COSTS

- What will the cost of the facilities be at the time of construction or renovation?
- What will the on-going costs for maintenance and repair be? What is the life expectancy of the facilities?
- In what ways can you justify the investment in this program?

HEALTH AND SAFETY

- How can the program's facilities provide the flexibility to adapt to future needs?
- In what ways will the facilities emphasize the district's desire for students to feel safe, welcome, empowered, and creative?
- How will the facility accommodate educators or students with disabilities?
- What provisions exist for the safety and health of educators and students?

Funding Career Education Facilities

The question of how to fund new or remodeled facilities can be challenging. With a strong vision in place, created from a wide group of stakeholders, that voices the advantages students and the community will realize through the new approach, building a coalition who believes in the change and advocates for it will be much easier.

District capital outlay funds or bonds are the most common financial tool used for major construction or

renovation. The needed funds might be obtained through a capital campaign from private investors. In some cases, grant funds may be available to support the district's work.

The construction, new or for renovations, are not allowable through Perkins grant funds:

Perkins Grant Non-Allowable Uses of Funds (excerpt):

- *Capital Expenditures:* Building modifications, attachments, accessories, construction (including plumbing, wiring, HVAC, etc.) or land purchases are not approvable.
- *Supplanting:* Using Perkins fund to provide services the recipient is required to make available under other federal, state or local laws OR using Perkins funds to provide services the recipients provided with state or local funds in the prior or previous years is not allowable.
- *Construction or renovation costs:* Construction costs and materials for a permanent structure (e.g., greenhouse) or anything that becomes *a part of* a permanent structure are not allowable expenditures.
- *Installation:* Expenses for installing equipment or materials including wiring are not approvable. Perkins funds *may be used* for professional development for the use or set-up of equipment.

EQUIPMENT

Identifying Equipment Needs in Career Education Programs

Decisions on how to equip a CTE program come directly from the Program Design, facilities plan, and the educational standards students will master in the program of study. For students to gain the most out of the program, equipment must facilitate the knowledge, skills, and abilities they are expected to acquire.

Equipment, materials, and facilities should be compatible with those used in the workplace and should be structured to accommodate the individual needs of students. They should be kept up-to-date through a regular maintenance and replacement schedule.

Rapid changes in technology and the workplace require regular updates to tools, equipment, and materials. The district must consider these needs and have an on-going schedule for updating the tools, equipment, and materials needed in the classroom, laboratories, and other work spaces. Consumable materials (e.g., 3D printer filament, food, lumber, metal, paper, lab reagents, etc.) must be accounted for in the replacement schedule.

The questions below are not intended to be all encompassing. They are specific to questions districts should ask themselves around the equipment needed to offer a quality CTE program. The district will need to exercise similar considerations for selecting curriculum and instructional materials.

Questions to Consider: Equipment

The questions in this section should be considered for each career field the district offers.

Some of the questions below may have been answered when developing the educational facilities plan. Equipment and materials have a shorter life span than facilities, so the answers to this section

should be seen as dynamic and revisited routinely to ensure they are kept up-to-date and aligned with community college, university, and industry expectations.

- What equipment, supplies, and materials are used in business or industry currently?
- Is there an industry-standard for equipment that the district should follow in its program?
- What equipment will assist students in mastering the knowledge, skills, and abilities required in the standards? Consider middle school, high school, and dual credit courses, career ready practices, and workplace experiences.
- What equipment might be nice to have to enhance the course offerings you've identified?
- If offering a dual credit course with a community college or university, is there equipment the district must provide for that course?
- What is the maximum number of students that can enroll in each course? Consider the content students need to master and the appropriate student to teacher ratio. Factor in hands-on experiences and safety requirements.
- What equipment, supplies, or materials will be used routinely in the program? What equipment, supplies, or materials are specialized and will be used infrequently?
- What equipment makes sense for the district to own and keep up-to-date? What equipment should the district consider leasing?
- What equipment could be shared with another middle or high school? Community college? Business partner?
- How many of each piece of equipment should the district provide?
- What safety and health standards, including building codes, need to be accounted for in using the equipment?
- How will equipment be cleaned and maintained?
- What equipment will be stored (and how) versus equipment that will always be out and available?
- How will equipment be accounted for (inventoried)?
- How will classroom tables, chairs, lab stations, or desks allow for flexibility in the learning environment?

Funding Equipment for Career Education Programs

If you apply for Perkins grant funds to equip your new or updated program, consider the following accounting object codes for the grant:

Object Code 600 – Supplies (Instructional Equipment items <$5,000)

Instructional materials, software and/or equipment must enhance instruction for students to gain knowledge and skills that meet industry standards and expectations in high wage, high skill and high demand occupations.

Instructional equipment for this section costs less than $5,000 per individual unit and is described as a movable or portable item, an implement, a device or a machine designed for a specific instructional purpose that meets the following conditions:

- It retains its original shape and appearance with use and is non□consumable
- Equipment purchased using lease/purchase is approvable
- It is generally repairable
- It retains its identity
- It is a necessary adaptation to upgrade an existing item of equipment in order to be consistent with technology found in business and industry (software is considered as supplies as long as it is not a subscription)

Object Code 700 – Capital Assets (Equipment items >$5,000)

Capital Assets are defined as equipment that costs more than $5,000 per individual item.

There are some instances when Perkins grant funds cannot be used to purchase equipment (expert):

- *Basic Tools:* Basic hand tools that would not be considered innovative are not allowable (e.g., chisels, clamps, gardening tools, hammers, hand saws, levels, planes, pliers, punches, rasps, screwdrivers, tape measures, trouble lights, vise grips, wrenches) are **not** allowable.
- *Equipment:* Expenditures for equipment that are not specifically used for approved career technical education courses/programs of study and are housed in appropriate CTE classrooms/labs/workshops is **not** allowable. Equipment that is used for general administrative or personal use is **not** allowed. Equipment that is mounted or becomes a part of a building or structure is **not** allowed. Equipment warranties and service contracts beyond the current grant year. This includes any warranties on computers or other electronic items that are considered supplies. Equipment and supplies needed for building maintenance are **not** allowed. Equipment must be inventoried and clearly labeled as purchased with Perkins funds. Equipment that is hobby, craft, or non-occupational is not approvable.
- *Culinary/Kitchen Tools:* Basic kitchen and culinary tools are not approvable. This includes flatware, dishes, food containers, spatulas, whisks, etc. Any tools or equipment for culinary must be industry grade and commonly found in professional culinary kitchens. Residential type kitchen tools are not allowable (e.g., salt and pepper shakers, flatware, dishes, spatulas, private label products sold through home party outlets, light-grade plastic products). Equipment MUST be industry grade and quality and demonstrate or showcase the most recent technology within the category. Examples of residential grade equipment that would not be allowable include:
  - Electric ranges (Low end, coil burner)
  - Washers/dryers
  - Dishwashers
  - Pressure canners
  - Food dehydrators (unless they are industry-grade)
  - Quilting machines
  - Embroidery machines (unless industry grade and tied directly to a school- based enterprise)
- *Equipment – repair, or replacement of lost, stolen or broken:* The cost of replacing or repairing federally funded equipment that is lost, stolen or broken is the responsibility of the grant recipient.

- *Equipment – uncommon:*
  - Animal Cages/Containment Units: Approvable only if industry/commercial grade that have a long time-span for use as in multiple years.
  - Food dehydrator: Exception would be the written rationale for the item and whether or not it is a part of the Food Science courses.
  - Chicken Tractor
- *Furniture:* Furniture is not approvable. Furniture required to make reasonable accommodation for a student with disabilities may be approvable. Exception: if the furniture is unique to a tool or piece of equipment and is required for that tool or equipment to operate safely and properly, furniture may be approvable.
- *Maintenance contracts or agreements:* These contracts or agreements are not approvable. This includes repair plans that may be purchased when purchasing a piece of equipment.
- *Repair expenditures:* Repairs (e.g., car repairs) are not allowable.
- *Storage:* Storage files or cabinets are not approvable.
- *Vehicles:* Purchase or leasing of automobiles, trucks, buses, airplanes, boats, golf carts, motorcycles, tractors, trailers.

PROFESSIONAL DEVELOPMENT FOR SECONDARY EDUCATORS

Educators are the most critical component in students' journeys to success in the classroom. For CTE programs, that includes their time in a traditional classroom as well as in labs, shops, outdoor learning spaces, workplace experiences, and through participation in Career and Technical Student Organizations (CTSOs). Classroom practice and program leadership can be continuously improved through tailored, on-going professional development. This includes support for educators, follow-up, feedback, and evaluation.

Questions to Consider: Professional Development

The questions in this section apply to both the district's CTE system and to each career field offered.

- What data is available to provide insight on educator's professional development needs?
- Are teachers and counselors equipped to facilitate students' mastery of Nebraska's Career Readiness Standards? These standards and related practices are not limited to formal CTE programs nor to the middle school or high school level. Rather, these standards and practices should be used over and over again with increasing complexity and relevance by students as they progress through their educational pathway.
- Are teachers equipped to facilitate students' mastery of the technical standards in the career field?
- In what ways might educators build their pedagogical expertise?
- Are educators equipped to offer valid and reliable assessments of student knowledge and performance?

- Are educators equipped to facilitate students' career development, workplace experiences, entrepreneurism, and Career and Technical Student Organization participation?
- How can educators build their technical experience and expertise?
- Might educators benefit from a mentor relationship or learning from postsecondary faculty?
- Might educators benefit from an externship with a local employer?
- Do educators feel confident in providing equal access to every student? Are they effective in doing so?
- Do educators feel confident in their ability to support students in under-represented or special populations? Are they effective in doing so?
- Are educators equipped to advise students in the development and revision of their personalized learning plans?
- Do teachers know how to fully operate the equipment in the program?
- Is there training available for educators on how to use equipment effectively and safely in the classroom?
- Do teachers or counselors have the credentials to offer applicable dual credit courses? If not, what coursework do they need?
- Are school leaders equipped to provide vision and leadership for career and technical education programs?
- How might educators strengthen their effectiveness as promoters, advocates, and partners in the community?

Faculty Qualifications for Offering Dual Credit Courses

Public institutions (community colleges, state colleges, and universities) in Nebraska are accredited by the Higher Learning Commission. For secondary educators to offer postsecondary courses and credit, certain requirements must be met. Work with your partner community college or university to determine if your educators meet these requirements. If educators currently do not meet the requirements and you would like for them to offer postsecondary coursework in your district, work with your partner institution(s) to identify the coursework or industry experience educators need to secure.

Funding Professional Development for CTE Educators

Perkins V law requires grant recipients to conduct a comprehensive local needs assessment every two years. Part of that assessment includes educator supports:

> **Recruitment, Retention, and Training: Perkins V Section 134(c)(2)(D)**
>
> A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

This requirement can prompt your district's work to identify the on-going training that your administrators, teachers, and counselors will benefit from as they facilitate students' mastery of technical knowledge and skills and prepare them for postsecondary education and entry-level careers.

In some cases, Perkins grant funds can be used to support educators' professional development (expert):

- *Conferences (CTE Conferences only are permissible):* Conference registration fees for teachers to attend a CTE-focused professional development workshop, seminar or conference **are** permissible.
- *Non CTE-focused Conference Expenses:* Perkins can only pay for expenses of CTE teachers, school counselors or Perkins administrators attending conferences that are **directly related** to CTE instruction.

Membership dues for faculty, counselors, or administrators to professional organizations and societies cannot be supported with Perkins grant funds. Postsecondary fees for teachers related to postsecondary education are also not approvable.

Perkins V outlines nine Local Uses of Funds to "provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals" in Section 135(b)(2).

WEB LINKS

Navigating This Guide

- Technical Knowledge and Skills:
  https://cestandards.education.ne.gov/
- Career Readiness:
  https://www.education.ne.gov/nce/careerreadinessstandards/
- Academic Core:
  https://www.education.ne.gov/contentareastandards/
- Career Development:
  https://www.education.ne.gov/nce/careerdevelopment/
- Workplace Experiences:
  https://www.education.ne.gov/workplace-experiences/
- Entrepreneurship:
  https://www.education.ne.gov/entreped/
- Career and Technical Student Organizations:
  https://www.education.ne.gov/nce/career-technical-student-organizations-ctsos/
- Nebraska Department of Education's Career Education Staff:
  https://www.education.ne.gov/nce/nebraska-career-education-staff/

Program Design

PROGRAM OUTCOMES

- Career Fields:
  https://cestandards.education.ne.gov
- Agriculture, Food and Natural Resources:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Ag&Pg=Ag
- Business Administration:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Mk&Pg=B
- Finance:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Mk&Pg=F
- Hospitality and Tourism:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Mk&Pg=HT
- Marketing:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Mk&Pg=Mk
- Communication Arts:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Cm&Pg=A
- Information Technology:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Cm&Pg=I
- Health Sciences:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=He&Pg=HS
- Education and Training:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Hu&Pg=ET
- Human Services:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Hu&Pg=HS
- Law, Public Safety, Corrections and Security:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Hu&Pg=L
- Architecture and Construction:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Sk&Pg=AC
- Energy and Engineering:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Sk&Pg=S
- Manufacturing:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Sk&Pg=M
- Transportation, Distribution and Logistics:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Sk&Pg=T

COURSE OFFERINGS, WORKPLACE EXPERIENCES, AND STUDENT ORGANIZATIONS

- Agriculture, Food, and Natural Resources:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=Ag&List=Middle

- Business, Marketing, and Management:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=Mk&List=Middle
- Communications and Information Systems:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=Cm&List=Middle
- Health Sciences:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=He&List=Middle
- Human Sciences and Education:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=Hu&List=Middle
- Skilled and Technical Sciences:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=Sk&List=Middle
- Cross-field, Foundational Courses:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=Ag&List=Foundational
- Career Ready Practices:
  https://www.education.ne.gov/wp-content/uploads/2017/07/NCRStandardsAlignmentBookletWEB.pdf
- Career and Technical Student Organizations:
  https://www.education.ne.gov/nce/nebraska-career-technical-student-organizations/
- Workplace Experiences:
  https://www.education.ne.gov/workplace-experiences/

H3 OCCUPATIONS, ECONOMIC DEVELOPMENT RESEARCH, AND NEBRASKA'S NEXT ECONOMY

- Occupational Data:
  http://h3.ne.gov/H3/
- NEworks:
  https://neworks.nebraska.gov/vosnet/Default.aspx
- Nebraska's Next Economy:
  https://www.education.ne.gov/wp- content/uploads/2017/07/Nebraskas20Next20Economy.pdf
- Opportunity Nebraska:
  https://opportunity.nebraska.gov/research/#1471277934569-6a4f1aff-2f83

NEBRASKA reVISION

- reVISION:
  https://www.education.ne.gov/nce/revision/

PERKINS GRANT COMPREHENSIVE LOCAL NEEDS ASSESSMENT

- Comprehensive Local Needs Assessment:
  link when available online
- Size, Scope, and Quality:
  link when available online

- Guidebook:
  link when available online

AQuESTT IN NEBRAKSA

- AQuESTT:
  https://aquestt.com
- The intersections between career education and AQuESTT:
  https://cdn.education.ne.gov/wp-content/uploads/2017/07/AQuESTT_CareerEd.pdf

Facilities

QUESTIONS TO CONSIDER: FACILITIES

- Nebraska Fire Marshal Regulations:
  https://sfm.nebraska.gov/regulations
- Nebraska Fire Marshal Guidance Documents:
  https://sfm.nebraska.gov/guidance-documents
- Nebraska Fire Marshal State Laws:
  https://sfm.nebraska.gov/state-laws
- Office of Civil Rights Facilities Requirements:
  https://sfm.nebraska.gov/regulations

FUNDING CAREER EDUCATION FACILITIES

- Perkins Grant Non-Allowable Uses of Funds:
  https://cdn.education.ne.gov/wp- content/uploads/2018/11/NonAllowableUseofFunds.pdf

Equipment

FUNDING EQUIPMENT FOR CAREER EDUCATION PROGRAMS

- Perkins Grant Funds Cannot be Used:
  https://cdn.education.ne.gov/wp- content/uploads/2018/11/NonAllowableUseofFunds.pdf

Professional Development

QUESTIONS TO CONSIDER: PROFESSIONAL DEVELOPMENT

- Nebraska's Career Readiness Standards:
  https://www.education.ne.gov/wp- content/uploads/2017/07/NCRStandardsAlignmentBook-letWEB.pdf

FACULTY QUALIFICATIONS FOR OFFERING DUAL CREDIT COURSES

- Certain Requirements Must be Met:
  http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

FUNDING PROFESSIONAL DEVELOPMENT FOR CTE EDUCATORS

- Perkins Grant Funds Can be Used:
  https://cdn.education.ne.gov/wp- content/uploads/2018/11/NonAllowableUseofFunds.pdf
- Section 135(b)(2):
  https://cte.careertech.org/sites/default/files/PerkinsV_September2018.pdf

Nebraska Perkins V State Plan

Responses to Public Comments

Public input on the Nebraska Perkins V State Plan and the State Determined Levels of Performance was accepted between December 9, 2019 – and February 9, 2020. Comments received during this period for both the State Plan and the State Determined Levels of Performance are grouped together below by topic area. All comments were taken into consideration when developing and revising Nebraska's State Plan. No State agency (as identified in section 122(e)(1)(A)-(C)), submitted documentation indicating they found the State Plan or a portion of the State Plan to be objectionable. While not required under Perkins V, the NDE provides the following responses to common and relevant comments that were received to aid in understanding, transparency, and local CTE implementation.

General

"The State Plan and the Performance Targets are very comprehensive. I appreciate the partnerships that are made with the tribal organizations as we have a high percentage of Native American students. Also, many of our students can be labeled as "special needs" for a variety of reasons. I like that you have provided a section that helps guide the program for the students that fit into this category. Everything is very organized, easy to understand, and explains the process very well. Great job!"

"I completely agree with the intent of Perkins V, and I am in favor of placing a greater emphasis on CTE and incorporating more work-based learning experiences and personalized learning plans for our students. I believe wholeheartedly in collaborating with community and businesses within the region to prepare our students for a career that can support themselves and contribute in a positive way to the local economy."

Strategic Priorities and Goals

Comment: Concern computer science (including computing, data science, information technology, and informatics education) did not have a greater presence in the State Plan. Concern there was not greater emphasis placed on distance learning and the infrastructure to support distance learning (capacity). Concern computer science was singled out as an area of focus above other content areas.

***Response**: The NDE's State Plan is written in response the U.S. Department of Education's Perkins State Plan Submission Guidelines. As there were no questions related to individual content areas, but rather those focused on policy and system considerations, the NDE's approach was to rely on aligned goals of the whole agency and with other workforce development and education partners. This includes the NDE's Strategic Vision and Direction and Equity Playbook (e.g. "Increase access to computer science at all K-12 levels and employ existing, high-quality professional development programs, such as Code.org, to allow teachers to*

become trained/ certified in computer science instruction" and "Invest in technological infrastructure to give students access to high-quality distance and virtual learning options"). Ongoing stakeholder engagement, including throughout the standards revision process, will ensure the most pressing needs of students and employers in the state are being addressed and reevaluated regularly.

Comment: Clarification needed for the difference between "high-demand" and "in-demand" and the state's definition of high-wage, high-skill, and high-demand occupations.

Response: *After meaningful stakeholder consultation, Nebraska CTE has operationally defined H3 in alignment with the Nebraska Department of Labor and other workforce development efforts around the state (including those under the Workforce Innovation and Opportunity Act). This includes using the term "high-demand" when referring to "in-demand" occupations and necessitating all three conditions being met.*

Throughout Nebraska, high-skill, high-wage, and high-demand jobs are defined as:

- *Occupations are high wage when at least half of their wage measures are at or above the regional average for all occupations.*
- *Occupations that require some college, no degree, or a higher level of educational attainment are high-skill, as well as occupations that require a high school diploma or equivalent plus long-term on-the-job training, an apprenticeship, or internship/residency.*
- *The number of annual openings, net change in employment, and growth rate determine whether an occupation is high-demand.*

An occupation must be high-wage, high-skill and high-demand to be an H3 occupation. Additional information can be found at: http://h3.ne.gov/.

The NDE will continue to promote and align programming to those occupations which will lead to a family-sustaining wage. This does not limit what programs may be offered locally, as there are other processes in place and those being updated to continue to provide local flexibility, including the approval of a local program of study.

reVISION (Comprehensive Local Needs Assessment)

Comment: Concern that the reVISION process (and related data analysis requirements) creates an undue burden on local recipients given the small Perkins allocations and local capacity available.

Response: *One of the most significant changes in Perkins V is the new requirement for local recipients to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years to be eligible to participate in Perkins. Because the reVISION process has been instrumental in improving and strengthening CTE in Nebraska schools for over a decade, reVISION has been updated and expanded to meet the new required elements of Perkins V. reVISION is ultimately about assisting all schools and colleges in making a more formal shift from collecting data to using data to ensure local CTE programs help create success for students and employers.*

The original reVISION process and the updated reVISION process are similar, but the requirements on local districts and colleges have changed in response to capacity concerns. Some components of the process will

be done individually, some regionally, and some with assistance from NDE staff. The NDE has many resources and supports available to provide assistance to any recipient who requests it. There are many areas of the reVISION assessments that overlap with other efforts already happening in schools, colleges, and districts. Capitalizing on existing work will help avoid duplicative efforts. Process support grants are available to help offset the financial burden of completing the process the first time.

Performance Indicators and Targets

Comment: Concern work-based learning was selected as the program quality indicator (5S3) above CTE dual-credit attainment.

Response: *Through multiple means of stakeholder engagement and consultation across Nebraska, meaningful work-based learning experiences (including internships and registered apprenticeships) emerged as the focus area that would be most impactful in the State. This finding was true across stakeholder groups. Both CTE dual-credit and CTE credential attainment were also considered. Support for dual-credit and credential attainment will remain a focus of both the NDE and NE CTE. However, they will not be used as Perkins accountability indicators for program quality. Rather, opportunities for students to earn postsecondary credit and credentials while in high school will be promoted and supported to ensure smooth transitions between secondary and postsecondary education. Both dual-credit and credentialing opportunities will similarly be infused throughout NE CTE's high-quality state model programs of study.*

Comment: Concern it may be difficult for local districts to track and measure work-based learning experiences, or ensure there will be sufficient opportunities to meet the statewide performance target. Concerns additional staff will need to be endorsed in work-based learning.

Response: *Successfully implementing a work-based learning system will take both time and a shared ownership. The NDE and several other statewide agencies and partners are working to develop a sustainable and high-quality system of work-based learning in Nebraska. This system must meet the needs of both rural and urban areas, as well as large and small businesses. For employers to have the talent pipeline required to grow and for educators and communities to ensure students are well prepared for postsecondary education and employment, it will take all working together and sharing ownership to achieve the mutually beneficial goals. This may include incentivizing teacher endorsements in supervising work-based learning. Existing structures in the state may be used as models, including those in Nebraska Vocational Rehabilitation and Special Education programs.*

The NDE has applied for and was awarded technical assistance for implementing a statewide system of work-based learning. Throughout the first several years of the Plan, NE CTE will be assisted in assessing options for instituting a statewide work-based learning system that is not based on hiring local (district or economic regions) specialized staff. Additionally, work-based learning data will be examined to determine how Nebraska can ensure student-level work-based learning data reflect participation in experiences that align to the state's definition of quality work-based learning, how to collect these data beyond participation (i.e. qualitative and quantitative descriptions of the experience and student learning), how to message these findings to reinforce and promote the vision for quality work-based learning, and how to reinforce employer buy-in through work-based learning branding. It will be incumbent upon state and local CTE systems and other workforce development programs to address concerns and ensure both employers, educators, and families are well informed on best practice and how to provide equitable work-based learning opportunities for all students. The NDE has several initiatives currently underway to provide greater support in this area.

Comment: Concern over "what counts" as work-based learning for accountability purposes.

Response: *Perkins V provides a clear definition for work-based learning: "the term work-based learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution to foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction." As defined and relying on Nebraska's workplace experiences continuum, career awareness and exploration activities (e.g. career fairs, job shadows, guest speakers, field trips) would not meet the threshold for work-based learning. To determine the best path forward for Nebraska regarding "what is/counts as work-based learning," the NDE has applied for and was awarded technical assistance. Throughout the first several years of the Plan, NE CTE will be assisted in determining options for a rigorous statewide definition of quality work-based learning that allows flexibility for employers and rural locations and reflects stakeholders input.*

Comment: Concern 2020 baseline goal of 5% of concentrators graduating having participated in work-based learning experiences is too high.

The 2020 projected baseline target for 5S3 was computed using a 95% confidence interval of the autoregressive integrated moving average (ARIMA) for the past six years, and, based on the proposed new definition of a concentrator. The current baseline statewide target is set for only those students who graduate as a concentrator (a secondary student who has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level). This is comparable to the targets set by states similar in size and administration to Nebraska, as was determined in a review of performance targets across the nation.

The NDE will continue to evaluate the secondary program quality indicator target and will make adjustments to the targets as appropriate by the April 15 submission deadline. It is difficult to estimate a true baseline when no work-based learning standards currently exist, and the use of a course code is the only means to track participation. Prior to the third program year covered by the state plan, the NDE may revise the state determined levels of performance for any of the core indicators for the subsequent program years if necessary. No changes to the State plan were made as a result of this concern at this time.

Comment: Concern over lack of clarity related to the repercussions of a recipient not meeting a core performance indicator target.

Response*: Per Section 123(b), the NDE is responsible for annually reviewing the performance of each recipient on the core Perkins performance indicators. This is accomplished through regular desk audits of each recipient. If an eligible recipient fails to meet at least 90% of the state determined levels of performance for any of the core indicators of performance for all CTE concentrators, the eligible recipient must develop and implement a program improvement plan that includes an analysis of the performance disparities or gaps identified under section 113(b)(3(C)(ii)(II), and actions that will be taken to address such gaps in consultation with local stakeholders, during the first program year succeeding the program year for which the recipient failed to meet any of the levels of performance for any of the core indicators of performance.*

If the NDE believes the local recipient is not making substantial progress in meeting the purposes of the Act based on the local levels of performance, the NDE will work with the recipient to implement activities consistent with the requirements of the Act. Further, the NDE may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this

title if the eligible recipient fails to implement an improvement plan with respect to any specific core indicator of performance that was identified in a program improvement plan or fails to meet at least 90 percent of the local level of performance for such core indicator for two consecutive years after the eligible recipient has been identified for improvement.

Fiscal Responsibility

Comment: Concern basic needs are not being met with the heavy focus on innovation (basic tools, structural improvements) related to funding priority and decisions.

Response*: Under Perkins V, all funds must be used to address the outcomes of each recipient's reVISION (comprehensive local needs assessment) process. reVISION will be used as the foundation for local CTE implementation – it will drive the local application development (for stand-alone districts, consortia, and community colleges) and future spending decisions. It is a chance for all schools and colleges to take an in-depth look at their entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. If, after the reVISION outcomes are synthesized, a needed expenditure is an allowable use of Perkins funds and included in the recipient's four-year plan, it will be considered permissible and should be included in the annual application for Perkins funds.*

Under Perkins V, there are also six required uses of funds:

1. *Provide career exploration and career development activities through an organized systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in CTE programs, in making informed plans and decisions about future education and career opportunities and programs of study;*
2. *provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;*
3. *provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, and high-demand industry sectors or occupations;*
4. *support integration of academic skills into career and technical education programs and programs of study to support CTE participants at the secondary school level in meeting the challenging State academic standards and CTE participants at the postsecondary level in achieving academic skills;*
5. *plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance; and*
6. *develop and implement evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the comprehensive local needs assessment*

Collaboration

Comment: Concern Nebraska Vocational Rehabilitation and Nebraska CTE are not collaborating or sharing resources effectively.

Response: *Within the NDE, there are three Divisions which make up all related Offices. This organization facilitates and encourages collaboration within and between Offices. Currently, the Student and Client Success and Services Division encompasses the Offices of Career, Technical, and Adult Education, Special Education, Vocational Rehabilitation, and ESSA/Federal Programs. Administrators and staff from these Offices meet monthly at a minimum, allowing for robust discussions on programmatic alignment between*

Perkins, the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Higher Education Act (HEA), and Adult Education.

Sharing resources and aligning systems (i.e. career pathways, career advisement, transition services) have all been areas of focus. Similarly, work-based learning is an area where Nebraska CTE works closely with Special Education and Vocational Rehabilitation, relying on each other's areas of expertise, to develop aligned and mutually-supportive programs and policies. Throughout the Perkins V State plan development process, these regular interactions were instrumental in ensuring a strong focus on equitable services, reviewing any areas where services may be duplicated, and innovative ways to partner to achieve the NDE's strategic priorities and goals.

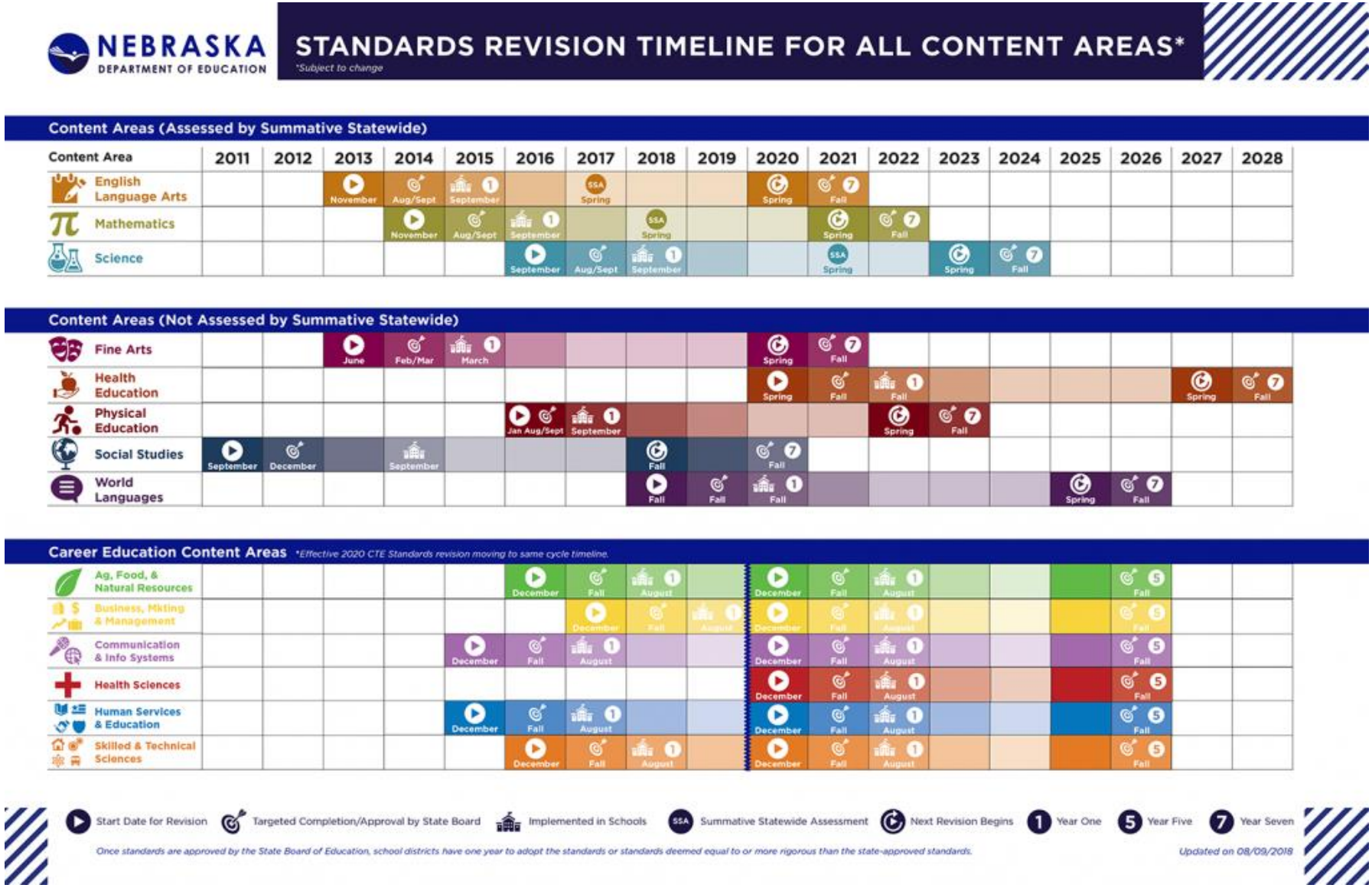
Comment: Concern participation of private school personnel and students is not emphasized sufficiently in plan.

Response: *While every educational consideration cannot be included in the four-year state plan, the NDE is still held responsible for all provisions within the Law. This includes section 217(a)-(b) of the Act.*

Comment: Concern the section about postsecondary CTE program approval is incomplete.

Response: *The Secretary acknowledges that it will take time to fully develop and implement processes and policies that reflect the Act. It is the intent of Nebraska to utilize the years covered under the plan to achieve these goals. After consultation with the Nebraska Coordinating Commission for Postsecondary Education, the entity already governing postsecondary program approval in Nebraska, ongoing coordination, alignment, and planning has been agreed upon. This approach was preferred over quickly developing and implementing new policies that would be duplicative. Rather, this direction will afford existing systems unique to Nebraska to be reviewed and built upon, so as not to create additional burden on local recipients or duplicate efforts.*

APPENDIX D: Standards Revision Timeline for All Content Areas



PERKINS V

LOCAL PERKINS APPLICATION
2020-2024

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
NEBRASKA DEPARTMENT OF EDUCATION
301 Centennial Mall South, Lincoln, NE

CTE Learning that works for Nebraska

NEBRASKA DEPARTMENT OF EDUCATION

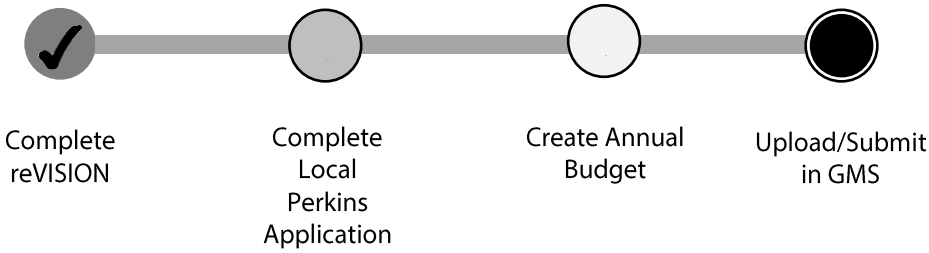
General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



The Local Perkins Application and Resources are available online at
https://www.education.ne.gov/nce/perkins-administration/

Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of $15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of $50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified though multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

**Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the Perkins Management Guide for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

- Annual Intent to Participate Due: March
- Local Perkins Applications Due (2020-2024): May 22, 2020 (*tentative*)
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

**Dates are subject to change. Please visit https://www.education.ne.gov/nce/perkins-administration/ for updated information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

Application Elements

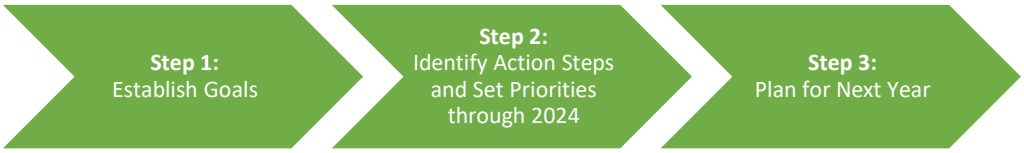
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

Section 1: reVISION Summary
Section 2: Narrative Responses
Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once.** For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high-priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.



Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website: https://www.education.ne.gov/nce/perkins-administration/. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska's opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

reVISION Summary. Considering your district's Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your district might pursue in strengthening the CTE programming for your students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Current State	Overarching Goal(s)
SAMPLE: ***Size, Scope, and Quality and Implementing CTE Programs of Study***	*Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the district.*	*Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.* *Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE's Standards Implementation Framework.*

reVISION SUMMARY		
Element	**Summary of Current State**	**Overarching Goal(s)**
Career Development		
Local Workforce Alignment		
Size, Scope, & Quality and Implementing CTE Programs of Study		
Student Performance Data		

Recruitment, Retention, and Training of Faculty and Staff		
Work-Based Learning		



Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at: http://bit.ly/SmartCTEGoals.

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the district's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

1. **Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:**
    a) **Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
    b) **Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
    c) **Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
    d) **An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

RESPONSE:

2. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.	
District's Goal(s) for Career Development: *(Copy and paste from the reVISION Summary)*	
Prioritized Action Steps for Career Development:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: 2020-2021	
Year 2: 2021-2022	
Year 3: 2022-2023	
Year 4: 2023-2024	

Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your local and regional CTE assessments to improve the alignment between educational programming and labor market needs.

3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

RESPONSE:

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.
RESPONSE:
5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.
RESPONSE:
6. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.
District's Goal(s) for Local Workforce Alignment: *(Copy and paste from the reVISION Summary)*

Prioritized Action Steps for Local Workforce Alignment:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: ***2020-2021***	
Year 2: ***2021-2022***	
Year 3: ***2022-2023***	
Year 4: ***2023-2024***	

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's state model programs of study are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study. Justify these offerings with the local and regional CTE assessment results.

RESPONSE:

8. How will your district improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE:

9. Describe how your district will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

RESPONSE:

10. In your district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for ***Size, Scope, and Quality and Implementing CTE Programs of Study*** *(Copy and paste from the reVISION Summary)*

Prioritized Action Steps for ***Size, Scope, and Quality and Implementing CTE Programs of Study*:**	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: 2020-2021	
Year 2: 2021-2022	
Year 3: 2022-2023	
Year 4: 2023-2024	

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term "special populations" means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

11. Describe how the district will provide support to teachers so they will:

a. **Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
b. **Prepare CTE participants for non-traditional fields**
c. **Provide equal access for special populations to CTE courses, programs, and POS; and**
d. **Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

RESPONSE:

12. How will the district address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to develop strategies to eliminate those disparities or gaps.

RESPONSE:

13. In your district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Student Performance Data:
(Copy and paste from the reVISION Summary)

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	
Year 2: 2021-2022	
Year 3: 2022-2023	
Year 4: 2023-2024	

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your district's approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of your district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your district will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE:

15. In your district's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff
(Copy and paste from the reVISION Summary)

Prioritized Action Steps for the Recruitment, Retention, and Training of Faculty and Staff:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	
Year 2: 2021-2022	
Year 3: 2022-2023	
Year 4: 2023-2024	

Element 6: Work-based Learning

Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/.

16. Describe the WBL opportunities provided to CTE students in your district and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

17. In your district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Work-based Learning:
(Copy and paste from the reVISION Summary)

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	
Year 2: 2021-2022	
Year 3: 2022-2023	
Year 4: 2023-2024	

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE:

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

1. **Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
2. **Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
3. **Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

It is recommended existing structures and means for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.

RESPONSE:

Section 3: Annual Budget Worksheets

The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

Click here for the Annual Perkins Budget Worksheet Template



Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.

PERKINS V

reVISION

GUIDEBOOK

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
NEBRASKA DEPARTMENT OF EDUCATION
301 Centennial Mall South, Lincoln, NE 68509-94987

CTE
Learning that works for Nebraska

NEBRASKA DEPARTMENT OF EDUCATION

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This guidebook has been created with significant assistance from our national partners at Advance CTE and the Association for Career and Technical Education (ACTE), Louisiana Perkins V: Comprehensive Local Needs Assessment Guidebook, Colorado's Regional Needs Assessment Handbook, and Michigan's Comprehensive Local Needs Assessment. Anyone engaged in the local needs assessment process is encouraged to consult their work and other resources cited in the reVISION Resource Manual.

Introduction

Since 2012, the Nebraska Department of Education's **reVISION** process has been instrumental in improving and strengthening CTE in Nebraska! This process provides Nebraska schools with the opportunity to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Every district in the state now has the opportunity to complete this process or update what they have already done with the passage of The Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

One of the most significant changes in Perkins V is the new requirement for local recipients (i.e. school districts, community colleges, tribal organizations) to conduct a **comprehensive local needs assessment** and update it at least every two years. Because the reVISION process has been instrumental in improving and strengthening CTE in Nebraska for over a decade, reVISION has been updated and transformed to meet the new required elements of Perkins V.

reVISION presents an unprecedented opportunity to:

- Create programs and networks to ensure access and success for each student that lead to high-wage, high-skill, and in-demand occupations;
- Ensure programs of study are aligned to and validated by local workforce needs and economic priorities;
- Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
- Regularly engage in conversations with stakeholders around the quality and impact of local CTE programs and systems.

As Nebraska CTE transitions from Perkins IV to Perkins V, reVISION will be used as the foundation for local CTE implementation – it will drive the local application development (stand-alone districts, consortia, and community colleges) and future spending decisions. It should be seen as a chance to take an in-depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. reVISION, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.[1]

Each district and community college in Nebraska desiring to operate as an approved CTE program and receive Perkins funds is **required** to actively participate in the reVISION process.

[1] Maximizing Perkins V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

This Guidebook is intended to give Perkins V recipients a framework from which to structure their approach to reVISION and the regional and local CTE assessment efforts by translating the legal language into actionable steps that not only complete the requirements, but also engages stakeholders in thoughtful program improvement.

As a reminder, there are two ways to participate in Perkins funding:

1. **Stand-alone –** if your district receives an allocation of $15,000 or more or community college receives $50,000 or more, you are eligible to be the direct recipients of the grant and can operate as a stand-alone district/college.

2. **Perkins Consortia –** Per Perkins V, any district or college whose allocation does not meet the particular minimum ($15,000 for secondary, $50,000 for postsecondary) is required to consort for Perkins purposes. This is the same requirement as the pervious law. The most common consortia structure in Nebraska has been for local districts to consort with an ESU.

Educational Service Units (ESUs). This work could not be done without the immense support and leadership from ESUs. ESUs will continue to serve as consortia leads, if so desired, and submit the consortia's four-year plan and serve as the Perkins fiscal agent for their participating districts. They will not be solely responsible for the needs assessment (reVISION) as, per the law, **each district must actively participate in this process to be eligible for funding** (in other words, the ESUs cannot do this in lieu of each district participating). NDE will work closely with the EUSs to ensure each district is supported in completing all required components.

Ultimately, reVISION is about assisting all recipients in **making a more formal shift from collecting data to using data** to ensure local CTE programs help create success for students and employers. The activities of reVISION should become a regular part of the overall region's data-driven decision making and program improvement cycles—not merely an additional activity updated every two years. By fully integrating this new Perkins V reVISION process into routine activities, recipients will be able to realize the full value of the process.

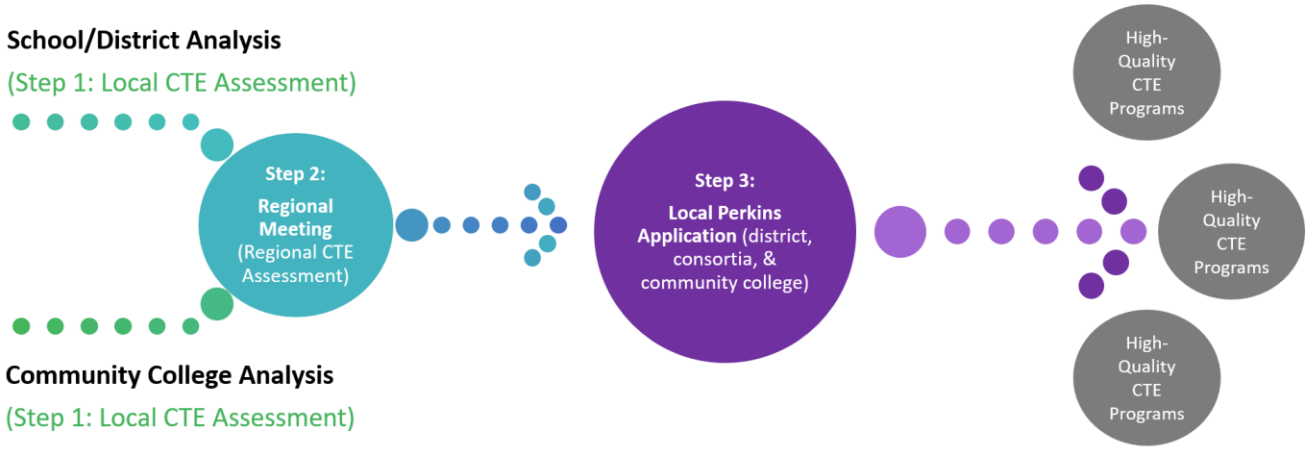
If your district consorts for Perkins purposes with a group of schools or an ESU, **you are still required to actively participate in the reVISION process** to be considered eligible for any Perkins funds or Perkins funded programs. The NDE has created a process that is manageable and reduces as much burden to locals as possible while still meeting each provision in the law. The results of this needs assessment process will guide programmatic and funding decisions.

reVISION Grants. As the original reVISION program transitions out and the new process is implemented, the additional statewide reVISION Action Grant opportunities will similarly transform. Only those districts and colleges who fully participate in the reVISION process will be eligible for additional Action Grant opportunities to support local CTE program improvement. These grants are available to any eligible recipient or combination of recipients who have completed reVISION, regardless of whether or not they are part of a Perkins consortia.

Don't Start Over! If your school, district, or college has been a part of the reVISION process, many of the elements of the updated reVISION will seem familiar. As such, it is strongly encouraged to utilize the stakeholder engagement feedback, data analyses, and Action Plans developed as part of your reVISION process throughout reVISION as a starting point.

The Process

There are three primary steps to the reVISION process. First, each local school district and community college will complete a Local CTE Assessment. Then, they will bring the results of this assessment to a regional meeting facilitated by NDE, where the Regional CTE Assessment will be completed. Then, using the Local CTE Assessments and Regional CTE Assessment Summary, eligible Perkins applicants (districts, ESUs/consortia, and community colleges) will complete their Local Perkins Application which details the four-year plan for their CTE system. If your district or college consorts for Perkins, the Local Application will be developed collectively for your consortia.



Local CTE Assessment

Includes a series of questions to be answered by each local district and community college. The assessment is comprised of an analysis of five of the six reVISION elements (described below).

Regional CTE Assessment

Includes a series of questions that combine the results of several Local CTE Assessments based on econoimc development region. It assesses the econoimc region's labor market information and alignment to local CTE program offerings. The Regional CTE Assessment Summary, when complete, will outline the high-priority Action Steps needed for the region and help direct local and Perkins funding decisions for program improvement.

Local Perkins Application

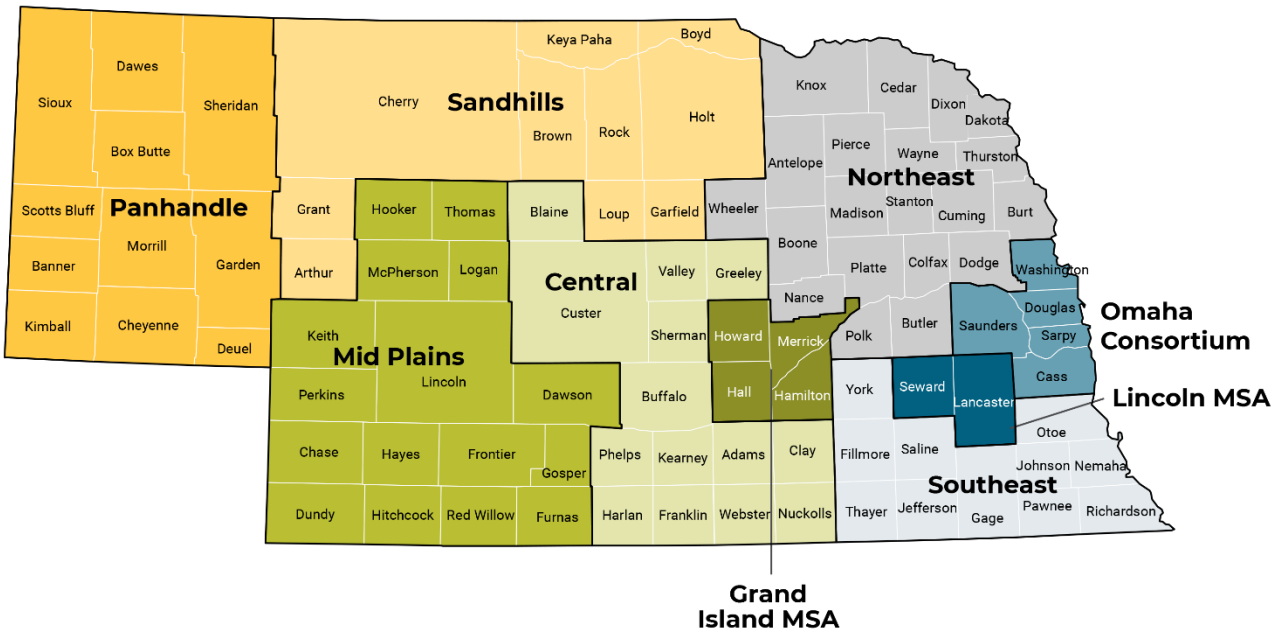
A four-year Local Perkins Application is required for each eligible Perkins recipent. This application outlines the short- and long-term goals for the CTE system in the local district, consortia, or community college. **Only outcomes identified throughout the reVISION process are eligible for Perkins funds**. The Local Perkins application will include a budget that must be submitted annually. The Local Perkins Application is only submitted by stand-alone districts meeting the minium allocation threshold, consortia (ESUs), and community colleges.

Templates for each Assessment along with additional resources can be found in the reVISION Resource Manual: https://www.education.ne.gov/nce/revision/

A Regional Approach

Nebraska will conduct the reVISION process, in part, on a regional level based on economic development regions. These regions should not to be confused with Perkins consortia. A regional approach to reVISION has the potential to be a major driver of quality and equity in Nebraska CTE programs. Using the region's goals to drive the process, as described later in this document, will help ensure the outcomes will be valuable in driving CTE program improvement in local communities, without creating tremendous administrative burden.

The following map identifies the Nebraska Economic Development Regions for the Regional CTE Assessment component of reVISION. Where it makes sense, regions may certainly work together or combine to create a larger region. A list of districts by their economic development region can be found in the reVISION Resource Manual: https://www.education.ne.gov/nce/revision/



Benefits of a Regional Approach

- The advantage of working with shared stakeholder groups including secondary and postsecondary faculty and administration, representatives of special populations, state or local workforce boards, parents and students, business and industry, Tribal organizations, and government agencies representing a common region;
- Increased focus on collaboration, including secondary/postsecondary alignment, program quality, and alignment to labor market needs;
- Identification of similar needs and data to meet the needs within the economic region;

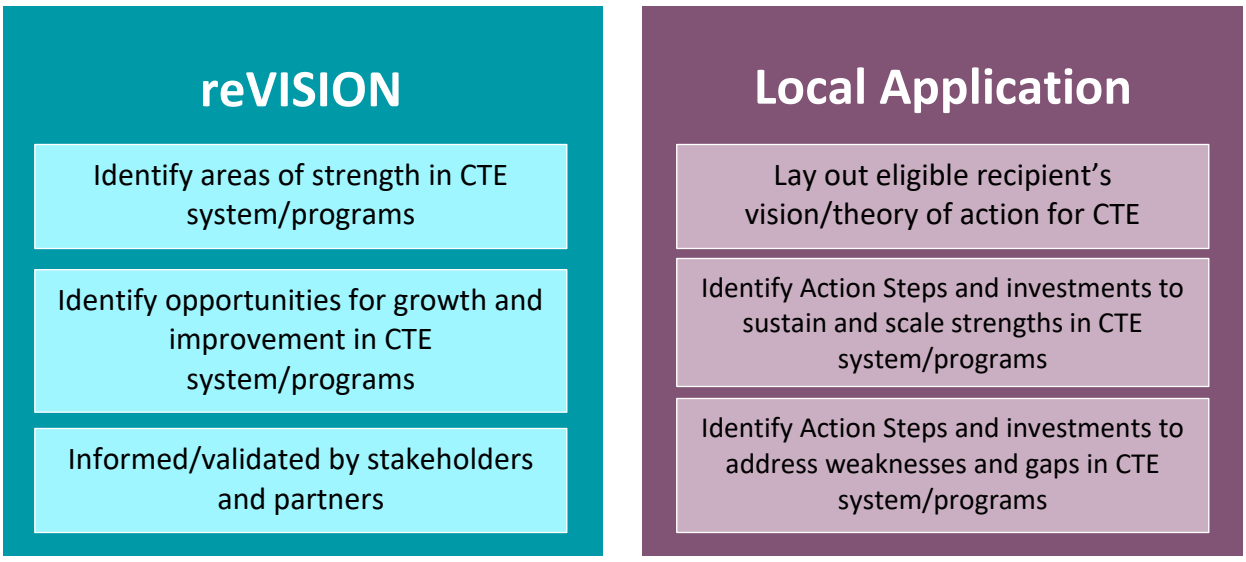
- A more efficient use of resources in preparing for and completing reVISION and implementation of CTE programs.

Consider capitalizing on the many activities local CTE systems (i.e. advisory committees) are already engaged with to build the reVISION needs assessments. **The information collection and consultation activities for reVISION do not necessarily need to be new or different from current continuous improvement processes.** The data collected, relationships that have been formed with industry, community partners, processes engaged in for curriculum development, and local program approval all provide a strong, relevant foundation.

The key difference in Perkins V is that all of these pieces are pulled together strategically and intentionally to help CTE programs plan for the future!

The final product of the regional meetings within reVISION will be the completion of all the Regional CTE Assessment. This document will identify the significant priorities to improve the quality of Nebraska CTE and to direct the use of Perkins funds in the Local Perkins Application.

The strengths and weaknesses identified in the Local and Regional CTE Assessments should seamlessly connect to the Action Steps and activities outlined in the local Perkins application, which is submitted either by eligible stand-alone districts meeting the minimum allocation threshold, consortia of multiple schools, or community colleges.



Resources Provided:

- The NDE will provide a standard reVISION template to be used across Nebraska for both the Local and Regional CTE assessments
- The NDE will appoint or contract with a Convener for each Region to help facilitate and coordinate the Regional CTE Assessment process.

- The opportunity for facilitation support upon request from NDE
- Current and accurate economic and workforce data (i.e. anticipated growth in high-wage, high-skill, and in-demand occupations) by region and statewide
- The ability to request customized assistance from NDE to complete any part of the process and support for implementing the identified Action Steps.

Resources, including worksheet templates and additional reference information can be found in the reVISION Resource Manual.



The Convener

The regional approach will require considerable cooperation from each local district, consortia, and community college. Each economic development region will have a **convener** who will coordinate all education partners, school districts, consortia, and colleges in the region in the regional CTE assessment process. The NDE has contracted with individuals who will serve as the reVISION conveners. More information can be found on the reVISION website: https://www.education.ne.gov/nce/revision/. The convener will be the preparer of the Regional CTE Assessment Summary document on behalf of the region.

Big Picture:

- Convener is selected to coordinate the needs assessment process at the regional level.
- Convener identifies representatives of local education partners (Perkins recipients, school districts, consortia, and colleges).
- Convener provides guidance to local education partners on completing the Local CTE Assessment worksheets.
- Convener works with local education partners to identify and engage regional stakeholders.

Convener Responsibilities:

The convener will act as the coordinator of the reVISION process. Specific responsibilities include:

- Identify an individual from each education partner to represent their respective district, consortia, or community college
- Distribute relevant communications and updates as needed
- Coordinate all meetings at the regional level
- Create a timeline to ensure that all deadlines are met
- Work with representatives from the education partners to gather the needed data and information related to their institution and complete the Local CTE Assessment worksheets
- Work with education partners, including schools and colleges, to identify required stakeholders to engage in the Regional CTE Assessment process
- Invite required stakeholders to participate in the regional needs assessment process
- Complete the Regional CTE Assessment worksheets
- Summarize the data and information from the Local and Regional CTE assessment worksheets
- Prepare the final Regional CTE Assessment Summary document or supervise the individual or entity who will complete the final document
- Validate the findings of the Regional CTE Assessment with all education partners and communicate back the Action Steps identified

Step-By-Step

Step 1: Partners Complete Local CTE Assessment

The education partners must complete the local CTE assessment worksheets and analyze the needed data and information **prior** to the regional meeting.

Big Picture:

- Local education partners complete Local CTE Assessment worksheets using local data and information.
- Convener monitors and assists local education partners in completing the Local CTE Assessment worksheets.

The Local and Regional CTE Assessment worksheets found in the reVISION Resource Manual must be used to record the discussion and analysis based on the questions for each element. A worksheet is provided for each element of the needs assessment.

There are two parts to each worksheet:

1. **Questions to Consider** – This section contains questions to guide the discussion. Space is provided to collect information and notes for later use. There are additional deep-dive questions provided to assist in determining the root causes of issues and develop appropriate Action Steps to address them.

    - **Current State** – Use this section to describe the present state based on the review of data and other information.

    - **Desired State** – Use this section to identify what the ideal state would be if all the challenges were addressed and the current strengths continue or increase. Be as specific as possible to address the question presented. It may be appropriate to write the desired state as a goal statement. Provide enough detail to substantiate the goal.

2. **Rating** – This section is to be completed at the end of the examination of the data and information and the discussion of the questions. This will help gauge the extent to which the particular element of reVISION is in place.

    - There is a section to record the strategies to address the challenges and strengths. Please list these strategies in priority order.

reVISION has six required elements. Many of these elements are interwoven and insights gained in one part may be helpful in tackling another part.



Progress towards improving access and equity, instead of standing alone as an independent element, has been woven through each of the other six elements respectively. This approach will ensure that on all levels, improving the access to and success in CTE programs for each student is examined and addressed.

reVISION requires participants to assess progress toward providing equitable access to all CTE programs for all students. There should also be an examination of any barriers (real or perceived) that may prevent members of any special populations from entering and thriving in these programs.

The outcomes of reVISION should include identified strategies, or Action Steps, to help ensure equitable access to high-quality CTE courses programs of study for all learners.

This includes:

- Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

- Providing programs that are designed to enable special populations to meet the local levels of performance; and
- Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Each of the following special population categories must be considered in the local application, reVISION, and instructional services. The definition of special populations has broadened, so it is important to check your data systems for access to information. (As a reminder, all definitions are included in Section 3 of the new Perkins V act.)

The term "special populations" means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Homeless individuals described in section 725 of the McKinney-Vento Act;
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

On the following pages, each element is described as it should be evaluated with the needs assessment worksheets on the local level. In addition, the following resources are provided:

- Suggested areas to review and materials needed
- Suggested stakeholders to engage
- Suggested strategies for consultation
- Worksheet questions to answer

All worksheets can be accessed within the reVISION Resource Manual:
https://www.education.ne.gov/nce/revision/

Element 1- Career Development

Each Nebraska learner deserves the opportunity to explore career options and receive guidance in planning for their future careers. Career development should be a systematic process that starts with a broad understanding of what the world of work is and what is required to be successful in a career. Career development should narrow as learners move through middle school, secondary, and postsecondary education as they get to know their strengths and interests, explore how different jobs connect with those interests, and build career planning and management skills.

This element provides the opportunity for an evaluation of the entire career development system in place. A systemic approach allows for programs, partners, and initiatives to develop and maintain an informed system for each learner.



Suggested Areas to Review and Materials Needed
• A self-assessment of your school/district/college's career development activities: https://www.education.ne.gov/nce/program-planning/ • Access to current and projected future labor market needs and education requirements for these careers • Nebraska Career Development resources: https://www.education.ne.gov/nce/careerdevelopment/ • Follow-up data on both CTE and non-CTE students with emphasis on career success including special populations • Data on usage of career advisement materials and activities by all populations • School counseling/career advisement activities for each special population • Data on the impact of work-based learning experiences on career development • Findings from surveys/focus groups with students, parents, and/or community representatives of special populations • Focus groups with secondary/postsecondary institutions, military, unions, apprenticeship programs and others involved in career development • Survey of secondary and postsecondary counselors and career advisement professionals to determine strategies that work, activities and materials needed, and ways to strengthen career development and advisement.

Suggested Stakeholders to Engage	Suggested Strategies for Consultation
• Middle, secondary and postsecondary teachers/faculty • Administrators, teachers, and faculty	Workgroup to examine data including educators, school counselors/advisement professionals, and representatives of special populations.

• School counselors and advisement professionals • Representatives of special populations • Local data staff • Employers, business and industry representatives willing to assist in career development • Career coaches • Parents • Students	Focus groups, interviews, study circles, and surveys with: • Students and former students • Parents • CTE instructors and CTSO advisors • Representatives of special populations • Business, industry, and community partners • School counselors • Secondary and postsecondary career advisement professionals

Questions to Consider

1. To what extent are CTE instructors and other faculty trained to be career coaches or are encouraged to have meaningful conversations with learners about their skill sets and career choices? Are they confident in this role?

2. To what extent are all opportunities presented to learners to consider 2- and 4-year postsecondary education, technical training, apprenticeships, military, and direct employment?

3. To what extent are CTE instructors collaborating with counseling/career advisement professionals?

Element 2 - Evaluation of Workforce Alignment



This element will be completed at the regional meeting. Move on to element #3.

High-quality CTE programs are aligned to the needs of the future workforce. This element of the needs assessment examines CTE program alignment with local, state, regional, or Tribal in-demand industry sectors identified by the state or local workforce development board or local education or market needs not identified in the State or local workforce development boards. The assessment will look at how different resources are used to determine which CTE programs of study are made available for students.

TIP: It is strongly encouraged this section of the needs assessment be done collaboratively with community college partners, local workforce development boards, and local economic development initiatives (i.e. sector partnerships) during the Regional CTE Assessment.

Labor Market Information provides:

- Education and training requirements
- Projected job opportunities
- Wage information

Up-to-date labor market information (LMI) about occupations, training requirements, and wages is crucial in order to make important life decisions about career goals. Labor market information is based on data gathered directly from employers, business, and industry. The cost of time and education compared to the amount of entry wages is a big consideration before making decisions. Labor market information can help provide reasonable expectations of job openings and wages when entering work.

Career goals fall short if there are no job opportunities. During the career development process, labor market needs must be considered. The reality is, students need to be aware of all opportunities present and see where their passions and skills fit. Strong career development provided by schools and districts, informed by labor market information, is essential.

Suggested Areas to Review and Materials Needed
• State and local labor market information (LMI) including current and projected employment • Follow-up data on program completers to determine entry and success in their career areas • Data dashboards provided through http://h3.ne.gov

- Results of any available gap analysis on educational outcomes and employment needs (check with local workforce boards and economic developers)
- Input from local businesses and industry representatives, with reference to opportunities for special populations

Suggested Stakeholders to Engage	Suggested Strategies for Consultation
• Administrators, teachers, and faculty • School counselors and advisement professionals • Former students • Representatives of special populations • Local data staff	Workgroup to examine data including educators, school counselors/advisement personnel, and workforce development staff • Engagement of advisory council for input into workforce alignment • Focus groups, interviews, study circles, surveys with: ○ Students and former students ○ Local agencies involved in workforce initiatives

Questions to Consider

1. To what extent are we offering programs of study that are preparing learners for current and future workforce and economic development needs (locally and statewide)?

2. Evaluate the process in place for reviewing workforce and economic data to determine effectiveness and impact on program offerings on a regular basis (locally and statewide).

3. What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations?

Element 3 - Evaluation of Program Size, Scope, and Quality and Implementing CTE Programs of Study

Providing a high-quality CTE experience should be the goal of every Nebraska CTE program. This element of the needs assessment examines CTE program quality by describing how local CTE programs are sufficient in size, scope, and quality to meet the needs of all students and the progress toward implementing these high-quality programs of study.

A Program of Study is a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging State academic standards;
- Addresses both academic and technical knowledge and skills, including employability (career readiness) skills;
- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- Has multiple entry and exit points that incorporates credentialing; and
- Culminates in the attainment of a recognized postsecondary credential

The Nebraska Department of Education in cooperation with business and industry and Nebraska's secondary and postsecondary institutions revise course standards for CTE on a five-year cycle. See https://www.education.ne.gov/contentareastandards/ for the NDE content area standards revision timeline. As part of this revision process, the appropriate sequence of courses to be included in State-Model Programs of Study for Nebraska CTE are also developed.

The CTE course standards and indicators are cross-walked with other content area standards as well as the Nebraska Career Readiness Standards. For a comprehensive list of all Nebraska State-Model Programs of Study and course standards, visit http://cestandards.education.ne.gov.

Perkins V funds may only be used to support Nebraska state-model programs of study, approved local programs of study, approved postsecondary CTE programs, exploratory programs in the middle grades (beginning in grade 5), and other CTE programs if identified as a need through reVISION.

What is size, scope, and quality? Framed around Nebraska CTE's four guiding principles (equitable, relevant, connected, innovative), the following Essential Components represent the minimum criteria necessary for sufficient system/program size, scope, and quality to meet the needs of all students served. Collectively, they ensure funds are used to drive high-quality, equitable, and impactful CTE programs.

Size refers to the quantifiable evidence, physical parameters, and limitations of each approved program that relate to the ability of the program to address all student learning outcomes. Generally,

size will be defined by items such as the required number of programs, and availability of facilities and equipment to ensure quality, equity, and access.

Scope provides curricular expectations of each program and/or program of study to cover the full breadth of its subject. Generally, scope involves appropriate sequencing of courses, career development, early postsecondary and work-based learning opportunities, the role of advisory committees, and the role of Career and Technical Student Organizations (CTSOs).

Quality refers to the strength of the overall system components, including the extent to which these components positively impact student outcomes.

EQUITABLE		
Size	Scope	Quality
Each student, including those from special populations, is provided with equitable **access** to CTE programs and activities, including CTSOs • Alternative education programs include CTE • Emphasis is given to the recruitment and retention of students into programs non-traditional for their gender	• CTE students are provided with an ongoing, organized, systemic framework for **career development** from middle grades through postsecondary; • Career guidance and development information and support are available to all students Secondary: • All secondary students develop and maintain a personal or individualized learning plan • A career information system (such as Nebraska Career Connections) is available for all student and parent use • Secondary programs utilize the Nebraska School Counseling Model and the Nebraska Career Education Model (https://www.education.ne.gov/nce/careerdevelopment/)	Recipients meet or exceed **performance** targets established for state and federal Perkins accountability indicators • Accountability and enrollment data, per Section 113, are available and submitted annually • Resources are directed towards addressing disparities in performance across subpopulations of students • Accessibility and/or accommodations are provided to each student, including those who are members of a special population

RELEVANT		
Size	Scope	Quality
Local CTE systems include programming inclusive of opportunities that represent	• CTE programs are aligned to the Nebraska Career	• CTE programs of study and courses are delivered by instructors who meet

the broad range of available Nebraska CTE career fields/program areas, including: • Agriculture, Food, and Natural Resources • Business, Marketing, and Management • Communication & Information Systems • Health Sciences • Human Sciences and Education, and • Skilled and Technical Sciences At the secondary level: • No less than one state-model program of study shall be offered, and • No less than one state-authorized Career & Technical Student Organization (CTSO) aligned with the CTE courses and content offered in the school(s) is available for student participation. At the postsecondary level: • No less than one program in each of Nebraska's career field areas that maintains an occupational focus and prepares students for entry level employment, advanced skill development, and/or advanced training as identified through the reVISION process will be offered, and • No less than one state-authorized CTSO at the primary campus level	Education Model (see Figure 2). • A comprehensive understanding of and strong experience in all aspects of an industry are provided to students, including: ○ occupations and careers that represent the full scope of an industry; ○ technology, workforce and community issues, and health, safety, and environmental issues related to the industry • emphasis is placed on developing essential workplace skills through integration of Nebraska's Career Readiness Standards throughout the local education system or institution • CTE programs are aligned with local/regional workforce and economic development efforts • Appropriate assessments, both formative and summative, are utilized to measure and encourage student achievement; • CTE programs include opportunities for dual-credit and/or credentialing Secondary: • Secondary CTE course instruction addresses at least 90% of the state-approved standards	Nebraska's requirements to teach at the secondary and/or postsecondary level(s) • Professional development is provided to school counselors, teachers/instructors, paraeducators, and administrators to enhance student learning • Professional development includes both technical and pedagogical knowledge and skill development opportunities • Contextual learning opportunities are embedded across content/program areas • High quality, standards-aligned instructional materials are accessible to each student • Industry-grade equipment and technology encourage student attainment of relevant, rigorous technical skills; • Facilities, equipment, and resources are of sufficient size and quality to accommodate participating students and keep them safe

COORDINATED		
Size	Scope	Quality
• Local CTE program offerings are informed by labor market information (LMI) to identify alignment to regional and statewide employment projections • Essential partnerships are established that link CTE in schools and colleges with business and industry, workforce, economic development, and government agencies	• Alignment between secondary and postsecondary CTE programs with evidence of joint planning. This may include but is not limited to articulation agreements, dual-credit opportunities, opportunities for the attainment of industry recognized credentials, and aligned CTE curriculum • CTSOs are aligned with CTE curriculum	• Career pathways offer multiple entry and exit points for students • Partnerships are developed to enhance CTE • CTE programs and programs of study offerings are systematically reviewed by the local or regional advisory council for alignment and quality • Secondary and postsecondary partnerships assist in student transitions • Parents, students, and stakeholders are consulted, as appropriate, for input and evaluation of CTE programs

INNOVATIVE		
Size	Scope	Quality
• Local CTE systems provide opportunities for students to participate in coursework through a wide array of delivery models, including classroom, lab, workplace, and other applied experiences	• Promotion of expanded learning and leadership opportunities for students through components such as workplace experiences and CTSOs • Opportunities for students to participate in distance and/or blended CTE programs and courses	• Offering meaningful workplace learning opportunities to all students, including those from special populations, that align with their CTE programs of study

Suggested Areas to Review and Materials Needed		
Size (capacity focus) • Total number of programs/programs of study and number of courses within each • CTE participant and concentrator enrollment for the past three years,	**Scope (curricular focus)** • Documentation of CTE programs of study course sequences from secondary to postsecondary including aligned curriculum • Credit transfer agreements for CTE programs	**Quality (outcome focus)** • Curriculum standards and frameworks showing alignment to industry needs • Assessments leading to credential(s) of value

aggregate and disaggregated • Capacity of each program for the past three years • Number of students applying for the program in the last three years, if applicable • Number of students on waiting lists, if applicable • Survey results assessing student interest in particular CTE programs	• Data on student retention and transition from secondary to postsecondary within the CTE program of study • Description of dual enrollment courses and data on student participation and success • Data on student credential attainment in each program disaggregated by student demographic and value of credential (if applicable) • Curriculum standards showing depth and breadth of program • Opportunities for expanded learning within and across CTE programs of study	• Partnership communication and engagement activities • Safety requirements • Work-based learning procedures • Career and Technical Student Organizations (CTSO) activities and alignment to curriculum • Data collection mechanisms • Program improvement processes • Placement in employment following program participation (if applicable)

Suggested Stakeholders to Engage	Suggested Strategies for Consultation
• Administrators, teachers, and faculty • School counselors and advisement professionals • Parents and Students • Special Education staff • Representatives of special populations • Local data stewards	• Workgroup to examine data including CTE educators, school counselors/advisement personnel, members of special populations, and local employers • Focus groups, interviews, study circles, surveys with: ○ Parents and students ○ Employers ○ School counseling staff and career advisement professionals

Questions to Consider

1. How do programs maintain conversations with secondary, postsecondary, and business/industry representatives so that a robust and up-to-date skill set is developed in each program?

2. Which programs have current industry standard equipment, appropriate classroom and laboratory space, and high-quality, standards-aligned instructional materials? Where is there room for improvement? In what ways?

3. Which students identified as special population groups are under-represented or over-represented in CTE programs overall? In which program areas?

Element 4 - Evaluation of Student Performance

***NOTE: The Nebraska Department of Education is creating specific data reports to assist in the assessment of this particular element. These reports will be available in January. It is recommended all other elements be addressed first, and once the data reports are available, come back and work on this element.*

High-quality CTE is quality education that contributes to both the technical and academic preparation of all learners. Perkins V requires the needs assessment to include an evaluation of student performance including special populations and each subgroup identified in the law. The needs assessment must contain an evaluation of CTE Concentrators' performance on each of the core performance indicators.

This element will be addressed by reviewing data from each education partner at the local level using the local needs assessment worksheets. The following information will help the education partner complete the worksheet.

TIP: Connect to efforts already happening in your district, college, or ESU! Think of ways these additional data analyses can be incorporated into existing continuous improvement efforts.

Suggested Areas to Review and Materials Needed

- Perkins performance data for the past three years disaggregated by CTE program area and subpopulation groups including:
  - Gender
  - Race and ethnicity
  - Migrant status
  - Individuals with disabilities
  - Individuals from economically disadvantaged families including low-income youth and adults
  - Individuals preparing for nontraditional fields
  - Single parents including single pregnant women
  - Out of work individuals
  - English learners
  - Homeless individuals
  - Youth who are in or who have aged out of the foster care system
  - Youth with a parent who is on active duty military
- Comparison data for 'all' students
  - Secondary: comparisons for graduation rates, academic performance and placement
  - Postsecondary: comparisons for credential attainment and placement

- Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted

Suggested Stakeholders to Engage	Suggested Strategies for Consultation
• Administrators • Secondary CTE teachers • Special Education staff • Postsecondary CTE faculty • Academic and career advising professionals • Tribal organizations and representatives • Corrections education staff • Representatives of special populations • Data staff	• Establish a workgroup that includes educators, counseling professionals, data stewards, and representatives of special populations to examine data and identify gaps or areas of concern. • Assemble educator groups by CTE career field or cluster to examine data in their specific area, review board policies, processes for developing student schedules, and graduation guidelines for systemic barriers to CTE enrollment by special populations.

Question to Consider

1. Where do the biggest gaps in Perkins performance indicators exist between subgroups of students and program areas?

Element 5: Evaluation of the Recruitment, Retention, and Training of CTE Educators

This element of reVISION examines the educator workforce in your programs. This is not just about teachers, instructors, and faculty, but also includes specialized instructional support personnel, paraprofessionals, and school counselors and advisement professionals.

An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in your local or regional community. It also examines efforts to encourage students to pursue careers as CTE educators.

Suggested Areas to Review and Materials Needed
• Data on faculty, staff, administrator, and school counselor preparation credentials, salaries, benefits, and demographics • Student demographic data • Description of educator recruitment process • Description of educator retention process • Description of professional development, mentoring and externship opportunities • Data on educator participation in professional development, mentoring, and externships (NCE, ACTE, NCAC conferences) • Findings from educator evaluations or other resources about the impact of professional development, mentoring, and externships • Survey or focus group results conducted with educators regarding needs and preferences • Trend data on educator and staff shortage areas in terms of CTE areas and demographics (at least past 5-10 years) • Trend data on educator and staff retention in terms of CTE areas and demographics (at least past 5-10 years)

Suggested Stakeholders to Engage	Suggested Strategies for Consultation
• Secondary and postsecondary teachers/faculty • Human Resource department members • Administrators, teachers, and faculty • School counselors and advisement professionals • Representatives of special populations • Tribal organizations and representatives • Corrections education staff • Data staff	• Workgroup to examine data including educators, school counselors/advisement professionals, and human resources staff • Focus groups, interviews, study circles with: ○ Veteran teachers ○ Developing teachers ○ Individuals charged with selecting, designing, and implementing professional development ○ Human Resources staff

Questions to Answer

1. What processes are in place to recruit new CTE educators? For example, what is the process to develop or recruit CTE instructors from existing staff/students?

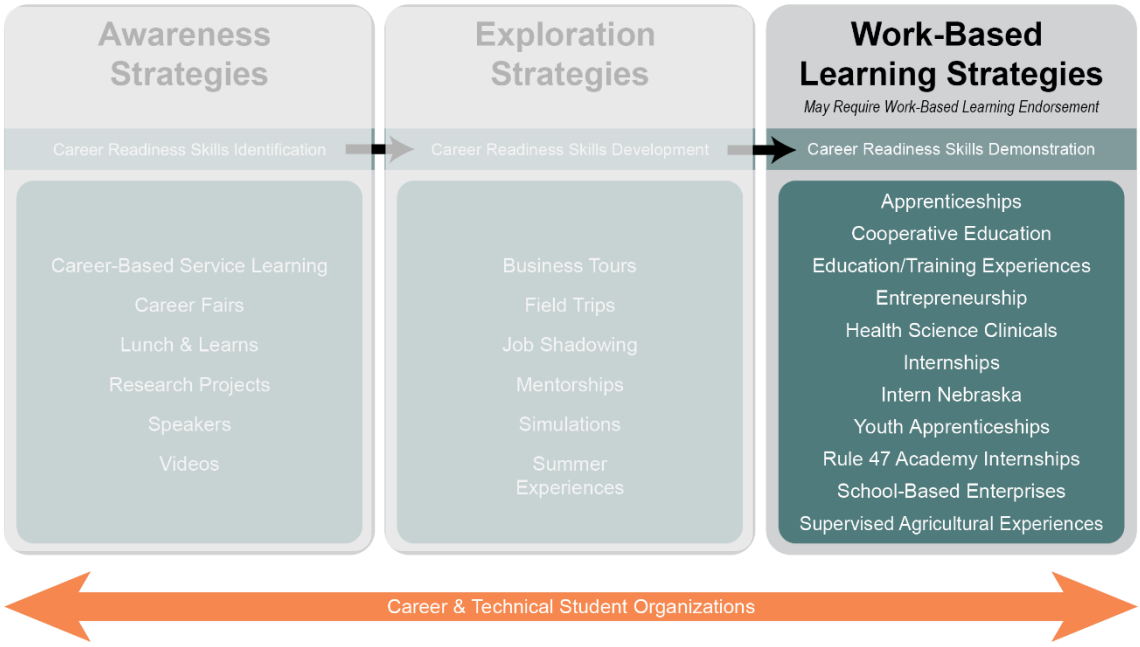
2. What strategies are we using to retain CTE educators?

3. Do we offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified needs?

4. What strategies are in place to utilize instructors/educators from across the region? For example, to what extent do districts share instructors to create a full-time position, where applicable?

Element 6
Work-Based Learning

This element focuses on the status of providing meaningful work-based learning experiences for all students. Work-based learning is an educational strategy that provides students a setting where they can enhance their learning, explore career options, and demonstrate their academic, technical, and career readiness skills in authentic work settings.



Work-based learning experiences are not extra-curricular, but rather expanded learning opportunities central to students' personal and professional development. These experiences should be integrated into the curricular offerings and assessed accordingly.

Suggested Areas to Review and Materials Needed

- Data on work-based learning programs and student participation
- Data on satisfaction of work-based learning students and employers of work-based learning students
- Work-based learning promotional materials
- Partnerships with Vocational Rehabilitation and Special Education to provide work-based learning
- Instruction on Nebraska's Career Readiness Skills for all students to be prepared for work-based learning experiences
- Materials for engaging employers and for their appropriate supervision of work-based learning students

- Processes for recruiting, communicating, and providing accommodations, modifications, and supportive services for special populations
- Data on work-based learning participation and performance by each career area and each special population
- Findings from surveys/focus groups with students, parents, and employers providing or interested in providing work-based learning experiences

Suggested Stakeholders to Engage	Suggested Strategies for Consultation
• Secondary and postsecondary teachers/faculty • Administrators • School counselors and advisement professionals • Representatives of special populations • Local data staff • Employers • Chambers of Commerce • Industry Councils • Students and Parents • Local Economic Developers	• Workgroup to examine work-based learning data including educators, school counselors/advisement professionals, and human resources staff • Focus groups, interviews, study circles with: ○ Current and former students ○ Parents ○ Employers participating in work-based learning ○ Representatives of special populations ○ Vocational Rehabilitation and Special Education providers ○ Chambers of Commerce ○ Business, industry, and community partners

Questions to Answer

1. How successful are current work-based learning experiences in enhancing the technical, professional, and career readiness skills for all learners?

2. What strategies are used to recruit and retain employers to participate in work-based learning programs? What should be added?

3. To what extent are work-based learning experiences intentionally connected to classroom instruction and activities and the student's career plan?

Step 2: Engage Stakeholders and Conduct Regional CTE Assessment with Local Partners

The Convener is responsible for organizing the regional meeting to complete the reVISION process. Each local education partner must send their completed Local CTE Assessment to their Convener and bring all related worksheets with the prioritized strategies for each element to the regional meeting.

During the regional meeting, the strategies will be discussed and aggregated on the regional level. A final summary report will be produced based on the discussions at the regional meeting.

Big Picture:

- Convener hosts meeting of local education partners and regional stakeholders to complete the Regional needs assessment worksheets.
- Required stakeholders provide data and information for regional level needs assessment
- Convener works with local education partners and stakeholders to summarize findings or cooperates with education partners(s) to summarize data and information.

Meeting Facilitation
Staff from Nebraska CTE will provide facilitation for the regional meeting.

Who Should Attend?
Each local education partner must be represented. The representatives must bring their completed Local CTE Assessment worksheets. The meeting will also engage regionally shared stakeholders such as workforce partners as required by Perkins V.



Perkins V Required Stakeholders
The strength of the needs assessment process is enhanced with input from a diverse representation of stakeholders. The regional approach allows stakeholders to become engaged at the regional level rather than at each education partner level.

Perkins V requires stakeholders to be engaged in the needs assessment process. Individuals may represent more than one stakeholder group. For example, parents may also be representatives of business or special populations.

Engaging stakeholders may be accomplished in a variety of ways. The reVISION Resource Manual contains a helpful resource with this process. In addition to large group input sessions, this Guide describes different tools to use.

Proposed Agenda

- Welcome and Introductions
- Discussion of labor market information and Element 2: Workforce Alignment
- Discussion of Action Steps identified throughout Local CTE Assessments
- Table groups share information from local worksheets and prioritize Action Steps for regional level for each element
- Agreement reached on strategies for the Regional CTE Assessment Summary document
- Discussion of next steps to ensure the project is completed in the required timeframe

Summarize Findings at Regional Level

Each local education partner will bring their completed Local CTE Assessment worksheets to the meeting. The worksheets will have the prioritized strategies for each element of the needs assessment. During the regional meeting, local education partners and required stakeholders will work together to summarize the strategies for each element and establish the priority strategies for the region.

The final product of the reVISION process will be the Regional CTE Assessment Summary document. This will be completed by the Convener after the regional meeting to summarize the prioritized strategies and the discussions.

The Regional CTE Assessment Summary will provide meaningful input and direction for the improvement of Nebraska's CTE system. It also provides the priorities to be addressed in the local application for Perkins funds.

Big Picture:

- Findings summary is developed into the final regional Needs Assessment Results document.
- All local education partners must sign off on the regional CTE assessment summary

The worksheets from the education partners must be submitted to the Convener to assist with the development of the final results document. The regional worksheets, the Regional CTE Assessment Summary, and the Required Stakeholder Verification worksheet must be submitted to NDE at the completion of the reVISION process. The Convener must ensure all education partners have signed off on the final document prior to submission.

The Regional CTE Assessment Summary must be signed off on by all local education partners. Specifically, this signature should be from each school district or college's primary Perkins contact. This document should be used as the guiding document for the preparation of the local application for Perkins funds.

As you design your approach, one additional resource you may have within your school, district, college, or community would be those involved with the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). They may have some ideas, lessons learned, and best practices for your team to adopt.

Step 3: Local Recipients Use Results to Prepare Local Perkins Application and Improve CTE

It is time to review the findings from the Local and Regional CTE assessments and determine what steps to take for your district, consortia, or community college. It is important to narrow the list of needs to a key set of actions that will have the greatest impact on:

- Closing performance gaps for special population groups;
- Improving program size, scope, and quality and insuring labor market alignment;
- Improving program quality;
- Making sure you have the best and most diverse educators; and
- Removing barriers that reduce access and success.

Big Picture:

- Local education partners use results to guide improvement of CTE programs and programs of study
- Local education partners use results to guide the development of their local Perkins application (must summarize the outcomes of the needs assessment)

In prioritizing areas of focus, go back to the notes from your discussions and consider more broad questions from each element such as:

- Element 1: How effective is the career development system currently in place? What areas need to be strengthened?
- Element 2: Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed or employ themselves?
- Element 3: Are secondary, postsecondary and support systems aligned to ensure students can move through their chosen pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers? Which programs are strong and need to be supported to continue to keep momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope and quality? Are there specific components of program quality that present challenges across career areas?
- Element 4: Which performance areas are providing the most difficulty? For what student groups? What can be done to address those needs? Which subpopulations are struggling the most? Are there activities that could be undertaken that would remove barriers right away? What are long term solutions to ensuring all subpopulations are successful?

- Element 5: How can you get teachers to join your staff? What support is needed to retain effective teachers and instructors? Are professional development opportunities prioritized to support effective teachers and instructors?
- Element 6: How successful are current work-based learning experiences in enhancing technical and career readiness skills of all learners? Are we offering enough of these opportunities to all students?

These will be difficult discussions. **The outcome of this final step will be to identify activities to fund in the coming four years.** The leadership team will likely need to make some tough decisions about how to prioritize the need and design the action steps to be included in the Local Perkins Application.

Final Thoughts

As every district and community college now has the opportunity to complete the reVISION process, there will be many discoveries locally and across the state. At the state level there is also a large stakeholder group that will assist with goals, priorities and activities. The information gained locally will be invaluable in shaping activities to strengthen CTE across Nebraska.

We're here to help! Nebraska CTE and the NDE see ourselves as partners with local recipients in implementing this new requirement under the law. State CTE staff will provide ongoing leadership and supports to aid in successfully fulfilling this impactful component.

We know this is additional work for already busy teachers, administrators, and staff. We're in this together and strongly believe the results of successful participation in reVISION will lead to stronger coordination across programs and ultimately, improved outcomes for students and Nebraska.

Thank you in advance for your energy and time!

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It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age, or national origin in its education programs, administration, policies, employment, or other agency programs.

This project was funded through the Strengthening Career and Technical Education for the 21st Century Act, administered through the Nebraska Department of Education. However, the contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.

APPENDIX G: Perkins Performance Indicator Historical Trend Analysis and Projections

The following projections were computed using a 95% confidence interval of the autoregressive integrated moving average (ARIMA), and, based only on the proposed new definition of a Concentrator.

Perkins Performance Indicators	2015-2016	2016-2017	2017-2018	2018-2019	BASELINE 2020	PROJECTED 2021-2014
Graduation Rate (1S1)	95.57	94.71	95.25	94.03	**93.57**	(93.57 - 96.21)
Academic Proficiency in Reading/Language Arts (2S1)	71.77	74.58	53.20	53.46	**52.97**	(52.97 - 53.69)
Academic Proficiency in Math (2S2)	63.91	65.46	52.62	54.76	**50.72**	(50.72 - 56.66)
Academic Proficiency in Science (2S3)	77.10	77.55	57.15	58.93	**55.57**	(55.57 - 60.51)
Post-Program Placement (3S1)	N/A	84.70	82.18	80.52	**79.05**	(79.05 - 83.65)
Nontraditional Concentration (4S1)	25.42	25.24	21.71	23.98	**19.70**	(19.70 - 25.90)
Participation in Work-based Learning (5S3)*	7.75	6.66	7.89	10.04	**5.31**	(5.31 - 10.86)
Postsecondary Retention and Placement (1P1)	77.15	79.71	77.73	79.26	**76.08**	(76.08 - 80.85)
Earned Recognized Postsecondary Credential (2P1)	40.78	40.46	40.49	39.70	**39.45**	(39.45 - 41.26)
Nontraditional Program Concentration (3P1)	20.65	22.02	20.98	20.31	**19.54**	(19.54 - 22.44)

**Note*: *The primary statewide assessment was changed between 2015-2016 (NESA) and 2016-2017 (NSCAS).*

Matthew L. Blomstedt, Ph.D., Commissioner

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PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Lindy Foley
Nebraska VR Director

PROPOSED AGENDA ITEM:

Approve the Vocational Rehabilitation (VR) portion of the WIOA Combined State Plan

RATIONALE/BACKGROUND INFORMATION:

The Workforce Innovation and Opportunity Act (WIOA) mandates VR's participation as a core partner in the State's Workforce Delivery System. As a core partner, VR must collaborate on the development of a unified or combined State Plan in order to be eligible for federal funding. VR is required to submit the VR portion of the State Plan that meets all the requirements and assurances of Title IV under WIOA. Nebraska VR's portion of the State Plan aligns its goals and activities with those of Nebraska's Workforce Delivery System.

ESTIMATED COST: n/a

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE n/a

How to Make Comments on Nebraska's Combined State Plan Draft

The Nebraska Departments of Education, Health and Human Services, and Labor and the Nebraska Commission for the Blind and Visually Impaired are releasing a draft of the Combined State Plan in compliance with the Workforce Innovation and Opportunity Act. Public comment on the draft is requested during the 30-day period beginning January 30, 2020 and ending February 29, 2020. The modification is accessible online at https://dol.nebraska.gov/EmploymentAndTraining/LCRWP/WIOA/ManualsPlansReports.

Comments may be submitted by email to ndol.wioa_policy@nebraska.gov. Comments may also be submitted during a public hearing, which will be held on February 10, 2020 at 2p CST at the Nebraska VR, 3901 North 27th Street, Lincoln, Nebraska. This hearing will be broadcasted simultaneously at Nebraska VR locations across the state through interactive video conferencing. These locations include:

- Columbus – 3100 23rd Street, Suite 5
- Fremont – 827 North D Street
- Grand Island – 203 E. Stolley Park Road, Suite B
- Kearney – 315 W 60th Street, Suite 400
- Lincoln – 3901 N. 27th Street, Suite 6
- Norfolk – 1212 Benjamin Ave
- North Platte – 200 South Silber, Bldg, 2
- Omaha – 1313 Farnam on the Mall
- Omaha – 12011 Q Street
- Scottsbluff – 505A Broadway, Suite 500

Auxiliary aids and services are available upon request to individuals with disabilities. Equal Opportunity Employer/Program TDD: 800.833.7352. If accommodations are needed, please contact Lindsey Sullivan at 402.471.9828.

THIS PUBLIC COMMENT PERIOD WILL CLOSE ON FEBRUARY 29, 2020.

Program-Specific Requirements for Vocational Rehabilitation (General)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

* Sec. 102(b)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. Input provided by the State Rehabilitation Council

Input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

The State Rehabilitation Council (SRC) is made up of individuals from across the state that have an interest in working with Nebraska VR to ensure the needs of Nebraskans who experience a disability are being met in the most effective and efficient manner possible. Council members review, analyze, and advise Nebraska VR regarding the agency's performance. They also help develop, agree to, and review the agency's goals and priorities. The Council meets quarterly and is composed of 3 subcommittees: Client Services, Employer, and Transition. Each SRC member selects a subcommittee to participate in based on their interests and background. These committees provide the Council members the opportunity to provide feedback on topics relevant to their individual group.

SRC annual events: (1) Entrepreneur of Distinction Awards: The SRC selected and recognized Nebraska VR clients who were successful in their self-employment ventures. (2) Annual outreach to the State Senators to provide information about Nebraska VR.

- **The Client Services Committee** reviewed and analyzed the Client Satisfaction Survey results. The Committee monitored the number of surveys completed, percentage still employed, reasons why clients are no longer employed, does the job meet their current needs, what service did VR provide that was most helpful, and are clients very likely or somewhat likely to recommend VR to a friend or family member. Some recommendations suggested for the survey are (1) contact with a VR Office Director and/or the Client Assistance Program when concerns are reported while the survey is being completed and (2) monitor the number of "Other" answers by adding additional choices on the survey, and (3) revise the client satisfaction surveys to get more detail as to why jobs ended. The Committee evaluated the year end survey report and identified any possible trends. The Committee also recommended to the Client Assistance Program the Consumer Input Committee be reactivated so Nebraska VR could use this format to obtain immediate feedback on any agency policy and procedures.
- **The Employer Services Committee** selected the Entrepreneur of Distinction Annual Award winners, discussed and provided feedback on VR job placement services, job seeking training, Certificate Programs and Project SEARCH. The committee recommended improvements that could be made to the Business Advisory Council by building awareness and meeting on a more regular basis. The Committee also reviewed the retention process/questions staff must follow when working with employers and offered

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suggestions, clarification and combination of some questions regarding accommodations, employer language and immediate risk of losing the job. Information was shared regarding the Project SEARCH Pre-Employment Transition Services Job Fair. The Committee provided feedback about partnerships with businesses and Project SEARCH sites. The Committee engaged in discussion about defining the award criteria and a nomination form for the Disability Employment and Inclusion Awards. The Committee offered recommendations for recruitment of additional business representatives for the SRC.

- **The Transition Committee** focused on policies and procedures relating to high school aged students and families including discussions on Pre-Employment Transition Services as defined in WIOA. The Committee reviewed feedback from the summer transition programs. Feedback from VR staff who were invited to attend Individualized Education Program (IEP) meetings was also addressed. Additionally, there were discussions regarding (1) current progress and challenges in transition services, (2) collaboration with Parent Training and Information Center, (3) strategies to improve transition assessments, (4) survey results with teachers and school staff, and (5) outreach and training for the schools. The SRC provided feedback and supported combining the VR Adult and Transition Workbooks that explore client interests, assets, work history, and employment needs used to develop the Individualized Plan for Employment. The SRC recommended adding Benefits Analysis to the booklet and provided feedback and suggestions to make the VR Transition pamphlets more user-friendly language by eliminating VR terminology.

Written reports are submitted at each meeting for the Council to review from the Nebraska Youth Leadership Council, Client Assistance Program, Assistive Technology Partnership, VR Ombudsman, Deaf and Hard of Hearing Committee, and the Nebraska Statewide Independent Living Council.

SRC members provided additional input on many issues including: entering into an Order of Selection (OOS), closing all priority groups, removal of individuals off the wait list in Priority Group 1, the importance of job retention services, support of the Needs Assessment Survey, suggestions for questions, and who should receive the survey and pros and cons of a potential e-newsletter for individuals on the wait list. The SRC suggested VR explore opportunities to increase the number of Native Americans with disabilities being served. With the only Vocational Rehabilitation Services Project for American Indians with Disabilities in Nebraska no longer being funded, VR will approach other eligible tribes and organizations to apply for (American Indian Vocational Rehabilitation (AIVR) grants.

Nebraska VR went into an OOS on December 11, 2017. At that time, the VR Director summarized the funding of Nebraska VR and reviewed the OOS as discussed at prior Council meetings. The VR Director summarized the state/federal match that is utilized for VR funding and why Nebraska VR is now facing a situation where adequate resources are not available to meet the needs of all individuals requiring VR services. The VR Director discussed the four biggest costs of VR: case services, staff, indirect costs and rent costs and the impact of resource decisions for each area. The VR Director stated VR needs to go into an OOS to meet budget needs. Council members discussed the need to go into an OOS. The VR Director reviewed the three priority categories of an OOS. The VR Director shared the priority categories as follows: Priority Group 1 — individuals with severe physical or mental impairment resulting in a rating of very low in two or more functional areas. Functional areas include: mobility, communication, interpersonal skills, self-care, self-direction, work tolerance and work skills. Priority group 2 — an individual with severe physical or mental impairment resulting in a very low rating in one functional area. Priority group 3 — all eligible individuals. The VR Director then discussed the administration of the OOS. The VR

Director shared they are currently gathering information to determine which priority groups will need to be closed. As part of the State Plan process, a VR agency can offer retention services, assist individuals who are in immediate risk of losing their job, and therefore, the individual can be considered a top priority and removed from the wait list. The VR Director suggested Nebraska VR choose that option as we do not want individuals losing jobs; sharing it is easier to keep individuals employed than to find new employment. The VR Director stated that in terms of administration they will monitor expenditures and revenue and every month a committee will review the agency's revenues and expenditures and determine how many individuals might be pulled off the wait list to receive services. Members discussed Council support of the necessity for an OOS. The VR Director reported the OOS will go into effect as soon as approval is received from RSA. VR has instated an immediate hiring freeze and will be eliminating as much discretionary spending as possible to maintain funds for case services. The VR Director shared that students in Pre-Employment Transition Services who are not currently receiving VR services will be placed on a wait list for VR services if they apply for and are determined eligible for VR services. They will continue to receive Pre-Employment Transition Services. The students who are currently receiving Pre-Employment Transition Services and are determined eligible for VR will continue to receive Pre-Employment Transition Services.

Chris Gaspari moved to support VR's proposal to RSA for an OOS, Gayle Hahn seconded the motion. There were no objections to the motion. The motion carried by unanimous consent.

The VR Director continued to update the SRC on the implementation of the OOS. At the April 23, 2018 SRC Executive Committee meeting, discussion was held on current obligations and expenditures. Although it was anticipated that case service expenditures would decline after closing Priority Groups 2 and 3 that was not the case. Therefore, in consultation with the SRC, the decision was made to close Priority Group 1 resulting in 3 out of 3 Priority Groups closed. The SRC Executive Committee was in agreement and supportive of the decision to close Priority Group 1.

During the regularly scheduled May 8, 2018 meeting, the VR Director provided an OOS update. The VR Director reiterated the justification for closing the Priority Groups and the on-going efforts to monitor the VR budget as well as continuous communication and collaboration with VR partners in support of the information and referral process.

The VR Director shared a leadership team was created with a representative from each office in October, 2018. The leadership team worked together to discuss providing quality services. This leadership team determined three (3) priorities: 1) improving and maintaining outreach procedures; 2) developing and appreciating staff; 3) establishing, developing, and improving community rehabilitation programs. Nebraska VR Leadership Council continued to implement and monitor progress of these priorities in PY 2018-19.

At the August, 2019 SRC meeting, the VR Director updated the Council on the OOS reviewing the state funding increase that became available July 1st. 300 individuals were removed from the wait list.

In the October, 2019 SRC meeting, the VR Director provided an update. VR was awarded the full amount requested for federal reallotment. With the reallotment, 1,000 individuals were removed from the wait list in October. There was an overview of VR staffing. Nearly 50 vacancies since implementing the OOS necessitated a review of filling these positions by capacity in each office in order to continue to aggressively remove individuals from the wait list.

During the development of the WIOA State Plan, the SRC Executive Committee and Council were consulted and provided an opportunity to comment. A summary of the comments provided by the SRC include:

- Goal 1: There were no additions.
- Goal 2: An SRC member asked how this would be measured.
- Goal 3: There were no additions.
- Goal 4: The SRC members asked that SRC and educators be included.
- Goal 5: There were no additions.
- Strategy 1: The SRC members asked that SRC and educators be included. It was suggested to identify rural as a specific strategy for job development and job coaches in the rural areas of Nebraska.
- Strategy 2: It was suggested to add the VR/ATP monthly meetings and VR is a member of the ATP Advisory Committee.
- Strategy 3: It was suggested to add SRC and educators to the first bullet. It was suggested to add sign language interpreting to the second bullet. It was suggested to consider Trans-Act as a resource to the third bullet.
- Strategy 4: It was suggested to add as a bullet point, continued training for VR staff related to IEP development and participation in meetings.
- Strategy 5: SRC offered Family Employment Awareness Training (FEAT) as an example of this strategy.
- Strategy 6: There were no comments.
- Strategy 7: There were no comments.

2. Designated State unit's response

The Designated State unit's response to the Council's input and recommendations; and

The agency agreed with all the recommendations and will take or has taken necessary action to implement.

The SRC and Nebraska VR jointly agreed to the input and recommendations for the WIOA State Plan.

3. Designated State unit's explanations

The designated State unit's explanations for rejecting any of the Council's input or recommendations.

The agency did not reject any of the Council's input or recommendations.

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

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1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

Nebraska VR is not requesting a Waiver of Statewideness.

2. the designated State unit will approve each proposed service before it is put into effect; and

N/A

3. All State plan requirements will apply

Requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

N/A

c. Cooperative agreements

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. Federal, State, and local agencies and programs;

Nebraska VR seeks to work cooperatively with numerous other state and local agencies and programs. Collaborative efforts are manifested through coordinated committees throughout the state with Nebraska VR state office and local field staff actively participating. Examples of the committees Nebraska VR serves on includes, but are not limited to: Nebraska Planning Council on Developmental Disabilities, State Advisory Council on Mental Health Services, Nebraska Special Education Advisory Council, Metro Regional Secondary Transition Project, Omaha Public School Superintendent Special Education Advisory Committee, Transition Practitioners Committee & Advisory Committee, Nebraska Brain Injury Advisory Council, Local Community Resource Committees, Association of People Supporting Employment First (APSE), Assistive Technology Partnership (ATP) Advisory Council, Alternative Finance Loan Advisory Council, Nebraska Children's Commission Juvenile Services Committee, Protection and Advocacy for Individuals with Mental Illness Advisory Council, Prevention Partnership with the Nebraska Children and Families Foundation, Autism Standing Committee, Autism State Collaborative, and local Chambers of Commerce.

Nebraska VR maintains interagency agreements with Nebraska Health and Human Services/Divisions of Developmental Disabilities and Behavioral Health, Nebraska Commission for the Blind and Visually Impaired, and Nebraska Department of Education/Special Education for purposes of providing an understood and coordinated effort to achieve employment goals for persons with disabilities.

Nebraska VR maintains written agreements with the following programs to coordinate efforts and services to assist persons with disabilities to achieve employment success. The following agencies represent various locations throughout the state and serve individuals experiencing disabilities such as severe and persistent mental illness, developmental disability, brain injury, autism spectrum disorders, and those experiencing multiple disabilities:

Abled Inc., Achievements Neb LLC, Angel Guardians Inc., Black Hills Works, Cirrus House, Inc., Community Alliance Rehabilitation Services, Community Alternatives Ne Inc., Community Options Individual and Family Services, db Consulting, LLC, Developmental Disability Center of

Nebraska, LLC, Developmental Educational & Behavioral Outcomes, LLC, Easter Seals Nebraska, Easter Seals Society of Nebraska Inc., Eastern Nebraska Human Services Agency DBA ENCOR, Employment Works, Inc., Envisions of Norfolk Inc., Envisions Inc., Extended Families of Nebraska LLC, Goodwill Industries of Greater Nebraska, Habilitative Opportunities LLC, Hands of Heartland Inc., Heartland Habilitative Services LLC, Independent Horizons LLC, Integrated Life Choices, Liberty Centre Service Inc., Love Community LLC, Madonna School, MAGIS Residential Services LLC, Mental Health Association of Nebraska, Mosaic, Mid-NE Individual Services, North Star Services, North Platte Opportunity Center, Ollie Webb Center, Inc., Omni Behavioral Health, PAKS Developmental Services Inc., Prime Home Developmental Disabilities Services Inc., Region I Office of Human Development, Region V Services, South Central Developmental Services, Southwest Area Training Services, The Autism Center of Nebraska, The Community Supports Network Inc., Versatile Support Services Inc., Vital Services, and Vocational Development Center Inc.,

Written agreements are also maintained to outline roles and responsibilities for Project SEARCH. Project SEARCH partners in Nebraska include:

Businesses: Cornhusker Marriott, Madonna Rehabilitation Hospital, Walmart Distribution Center, Embassy Suites La Vista, Embassy Suites Lincoln, Faith Regional Health Services, St. Francis CHI Health, Heritage at Sterling Ridge, Mercy Medical Center, Mary Lanning Health Care, Children's Hospital and Medical Center, Columbus Community Hospital, Nebraska Medicine/Bellevue, York General Hospital, Nebraska Medicine, and CHI Health Good Samaritan Medical Center.

Schools: Bellevue Public School, Columbus Public Schools, Crete Public Schools, Elkhorn Public Schools, Grand Island Public Schools, Hastings Public Schools, Kearney Public Schools, Lincoln Public Schools, Madonna School, Malcolm Public Schools, Millard Public Schools, Norfolk Public Schools, Norris Public Schools, North Platte Public Schools, Omaha Public Schools, Papillion LaVista School District, South Sioux City Public Schools, Syracuse Public Schools, Wahoo Public Schools, Waverly Public Schools, Westside Community Schools, York Public Schools and Educational Service Units 1, 6, 7 & 9.

In addition to Project SEARCH, Nebraska VR has developed Certificate Programs which offer hands-on training programs for students and adults with disabilities. This opportunity results from a partnership with local Nebraska VR Service Offices, 3-5 core business partners, a community college, and local schools. Students take classes, tour businesses, and either work part-time or participate in an internship with the business partners.

Written agreements are also maintained to outline roles and responsibilities for Certificate Programs. Certificate Program partners in Nebraska include:

Access, Electronic Systems, A&E Electric, Heartland, Middleton, IES, Central Community College, Donner Steel Works, Methodist College, Hillcrest Assisted Living, Good Samaritan Society of Millard, and Brookstone Village

To maximize limited resources and assist individuals to access other programs which can provide needed services essential to individuals achieving employment, Nebraska VR works cooperatively with and utilizes numerous services and facilities within the state. These services and facilities include Centers for Independent Living, the Parent Training and Information Center, Apprenticeship Programs, schools, Educational Service Units and businesses.

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2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

The Nebraska Assistive Technology Partnership (ATP), part of Nebraska VR and the Nebraska Department of Education (NDE), receives a grant from NDE/Special Education to provide services to professionals (e.g. IEP/IFSP Team) working with children, ages birth to 21, with disabilities. These services include technical assistance and training on assistive technology (AT). Examples of technical assistance and trainings provided are: how to consider AT in the IEP/IFSP, how to conduct an AT assessment, how to acquire and provide AT tools/systems, implementing AT effectively, and evaluating the effectiveness of the AT for the student/child. ATP also promotes the use of AT through various awareness activities and maintains a statewide assistive technology loan pool that professionals can access in order to fill a temporary need for a student/child or assist in the AT decision-making process. The vision of the ATP-Education program is to ensure that individual children/students can be successful by creating systemic capacity that results in quality Assistive Technology services for every child/student who needs AT.

The agency contracts with the Nebraska ATP to provide rehabilitation engineering and assistive technology services to agency clients at all stages of the rehabilitation process. Clients are referred to ATP by Nebraska VR staff for all assistive technology assessments, funding coordination and assistive technology solutions. ATP offices are located throughout the state and in some cities are co-located with the VR office. VR will continue to participate in the VR/ATP monthly meetings and serve as a member of the ATP Advisory Committee.

3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;

Nebraska VR works cooperatively with and utilizes Rural Economic Area Partnerships, and other programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture, when these programs and resources are available to local communities for economic development, and to the extent such cooperation and utilization is permissible under the Rehabilitation Act, as amended.

Nebraska VR works with AgrAbility which is a National AgrAbility Project (NAP) and a State/Regional AgrAbility Project (SRAP). All AgrAbility Projects report to the USDA Cooperative State Research, Education, and Extension Service in Washington, D.C. The National AgrAbility Project and its state programs are supported by the United States Department of Agriculture (USDA) through a competitive grant process. Nebraska AgrAbility is a joint effort of the University of Nebraska Extension and Easterseals Nebraska.

Since 1995 Nebraska AgrAbility has helped individuals with disabilities overcome barriers to continue in their chosen agricultural profession. The vision of AgrAbility is to enhance quality of life for farmers, ranchers, and other agricultural workers with disabilities, so that they, their families, and their communities continue to succeed in rural America.

4. Non-educational agencies serving out-of-school youth; and

Nebraska VR works closely with local Workforce Boards in coordinating services and supports for out-of-school youth. An agreement providing data exchange and sharing of information has been established between Nebraska VR and the local Workforce Boards. Nebraska VR staff also participate in the Foster Up Connections Team, a committee that works on issues related to systems involved with youth and statewide facility-based youth.

5. State use contracting programs.

The State of Nebraska does not have a state use contracting program.

d. Coordination with Education Officials

Describe:

1. DSU's plans

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

The Office of Special Education, under the Nebraska Department of Education, is responsible for the provision of a free and appropriate public education. Nebraska VR is the adult services agency responsible for providing vocational rehabilitation services. There is a current Interagency Agreement to facilitate the transition of students receiving special education services.

Nebraska has a strong tradition of local control with over 250 local school districts offering secondary education. Many districts are small, enrolling fewer than 100 secondary students, and having less than 10 students with disabilities. Nebraska has VR Specialists assigned to each of the Nebraska high schools partnering and collaborating with school staff in providing transition services including Pre-Employment Transition Services. Nebraska VR's policies and procedures are consistent with the Act's timely expectation for the development and approval of projected post school employment outcomes for all students who are eligible for Nebraska VR employment services.

2. Formal interagency agreement

Information on the formal interagency agreement with the State educational agency with respect to:

A. Consultation and technical assistance

Consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

The agreement with the Nebraska Department of Education outlines the consultation and technical assistance needed to assist local educational agencies and Educational Service Units in planning for Pre-Employment Transition Services and the transition of students with disabilities from school to post-school activities, including employment, post-secondary education, vocational rehabilitation services or services from an appropriate adult service agency.

B. Transition planning

Transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

Transition partnership planning occurs with schools, Educational Service Units, and Nebraska VR at the local level. This planning promotes a coordinated effort between the local school, ESU, and the local Nebraska VR Office. The planning process identifies the nature and scope of services the local Nebraska VR Office will provide in coordination with the efforts of the school and/or ESU. The process addresses the schedule of events and activities, expected outcomes, and a process to evaluate the effectiveness of the partnership. Nebraska VR develops local interagency agreements with school districts and Educational Service Units to address the coordination of the

provision of Pre-Employment Transition Services to students with disabilities and the joint responsibilities of each agency in providing and paying for Pre-Employment Transition Services and transition services. Yearly surveys are completed with school and ESU personnel to support continuous improvement.

C. Roles and responsibilities

Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

The Interagency Agreement between Nebraska VR and the Nebraska Department of Education/Office of Special Education specifies roles and responsibilities, including financial obligations for both Nebraska VR and the Nebraska Department of Education/Office of Special Education in the provision of transition services including Pre-Employment Transition Services. Nebraska VR continues to work closely with the Office of Special Education, i.e., providing cross training to schools, Educational Service Units, and Nebraska VR staff about the provisions to WIOA pertinent to transition services, and jointly developed a Transition Planning Guide for use by school staff, agency staff, parents, and students to help guide the transition process.

D. Procedures for outreach and identification of students

Procedures for outreach to and identification of students with disabilities who need transition services.

Outreach and identification efforts are directed to special education staff, school administration, career and technical education, school counseling, school nursing, and school personnel having knowledge of students with disabilities, including those not receiving special education services. In addition, outreach efforts are made to students with disabilities and their parents. Following are examples of transition services outreach and collaboration:

- Nebraska VR serves on the Nebraska Department of Education's Special Education Advisory Council. This committee meets throughout the year to share information, identify issues, and coordinate secondary education and transition services for students with disabilities.
- Nebraska VR and the Nebraska Department of Education/Office of Special Education co-fund a Youth Leadership Facilitator and a Nebraska Youth Leadership Council.
- Serving on the statewide Nebraska Youth Leadership Council provides an opportunity for youth with disabilities to develop leadership skills and promote self-advocacy. The Council works with youth and organizations across the state to promote the Council's goals and activities and the maintenance of regional councils. There are five (5) regional councils across the state and each council meets four (4) times throughout the year and all councils come together for a statewide meeting in the summer. Council members reach out to students and youth with disabilities as well as to community members to highlight and promote awareness of disability rights issues.
- Nebraska VR provides financial support and consultation for five (5) regional Transition Youth Conferences for students, aged 16-21, hosted at local community college sites. The conferences focus on employment, post-secondary educational opportunities, self-advocacy, utilizing community supports, and assistive technology. The students are exposed to a variety of interactive and informative discussions and activities to prepare for learning, working, and navigating as a young adult in the real world.
- In an interagency collaborative effort, Nebraska VR partnered with the Nebraska Department of Education/Office of Special Education, ESUs, Disability Service Offices at

Institutes for Higher Education, and PTI Nebraska to participate in a Capacity Building Institute hosted by the National Secondary Transition Technical Assistance Center. Work continues at a local level to develop resources which will help professionals, parents, and students answer critical questions about the coordination of services and access to resources surrounding the five (5) required Pre-Employment Transition Services activities.

- Nebraska VR is providing financial support to the Nebraska Department of Education/Office of Career and Technical Education to provide training to guidance counselors and special education staff regarding the Career Pathway Advancement Project (CPAP) grant. The Office of Career and Technical Education office will educate high school staff regarding the training and employment opportunities for students when referred to Nebraska VR Career Pathway Recruiters. Local school staff will also be made aware of the grant by Nebraska VR staff that work with transition students within the high schools. This will encourage referrals to Nebraska VR for students interested in career pathway advancement.
- The Nebraska Assistive Technology Partnership (ATP), part of Nebraska VR and the Nebraska Department of Education (NDE), receives a grant from NDE/Office of Special Education to provide services to professionals (e.g. IEP/IFSP Team) working with children, ages birth to 21, with disabilities. These services include technical assistance and training on assistive technology (AT). Examples of technical assistance and trainings provided are: how to consider AT in the IEP/IFSP, how to conduct an AT assessment, how to acquire and provide AT tools/systems, implementing AT effectively, and evaluating the effectiveness of the AT for the student/child. ATP also promotes the use of AT through various awareness activities and maintains a statewide assistive technology loan pool that professionals can access in order to fill a temporary need for a student/child or assist in the AT decision-making process. The vision of the ATP-Education program is to ensure that individual children/students can be successful by creating systemic capacity that results in quality Assistive Technology services for every child/student who needs AT.
- Nebraska VR supports fifteen (15) Project SEARCH sites across the state. Consistent with the national model, Project SEARCH is a partnership between Nebraska VR, a business, area school systems, the Nebraska Commission for the Blind and Visually Impaired, Assistive Technology Partnership, and Division of Developmental Disabilities. The one (1) year school-to-work program is business-led and takes place entirely in the workplace. The experience includes a combination of classroom instruction, career exploration, and hands-on training through worksite rotations. While completing the rotations, the students have the opportunity to gain transferable skills, practice self-advocacy, and demonstrate work readiness. Nebraska's Project SEARCH programs are hosted in a variety of businesses including hotels, hospitals, and distribution.
- Nebraska VR funds Family Employment Awareness Training (FEAT) provided by PTI Nebraska. The goals of FEAT are to increase expectations for competitive, integrated employment for students with disabilities and to increase knowledge of state and federal resources to support the employment of young people with disabilities.
- Nebraska VR has supported summer transition programs across the state in conjunction with the Nebraska Department of Education through partnerships with agencies, businesses, schools and educational service units. The summer transition programs were provided pursuant to a yearly formal Request for Proposal process.

e. Cooperative Agreements with Private Nonprofit Organizations

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

Nebraska VR has written procedures for establishing written agreements with 410 service providers, including private nonprofit vocational rehabilitation service providers. These procedures emphasize the role of local VR offices in identifying needs for specific vocational rehabilitation services responsive to the needs of persons with significant disabilities in their areas. They also emphasize the role of local VR and community rehabilitation staff in monitoring the agreements, including usage and effectiveness of services.

Background screening is required for all individual providers with written agreements who provide job coaching, independent living skills exploration and training, supported and customized employment, and self-employment consultation. Providers who employ individuals who deliver services requiring background screening must furnish written assurances those employees have not been convicted of a felony or misdemeanor involving neglect and/or abuse of a child or vulnerable adult before the written agreement is approved.

Currently, Nebraska VR does not have any formal Cooperative Agreements that utilize state and local dollars for matching federal funds.

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

On the state level, Nebraska VR has agreements with the Nebraska Department of Health and Human Services Divisions of Developmental Disabilities (DDD) and Behavioral Health (DBH). The agreements outline coordination of efforts for the delivery of supported employment services to those mutually served by the agencies.

The interagency agreement with DDD includes referral by DDD of those individuals who desire competitive, integrated employment. Nebraska VR determines eligibility and the need for VR services including supported employment, and develops the Individualized Plan for Employment (IPE), authorizing supported employment under a milestones payment schedule. The agencies, under written agreement, share information on the status of applications for developmental disabilities services of students exiting education programs (to coordinate efforts for services upon exit from the education system), and communicate on matters related to supported employment provider implementation of the sub-minimum wage requirements under the Workforce Innovation and Opportunity Act (WIOA). VR also agrees to provide information for individual planning purposes including individuals' status with regard to being able to benefits from VR services as well as information about extended service needs upon VR closure.

Under an Interagency Agreement with DBH, Nebraska VR determines eligibility for VR services and refers individuals to supported employment providers that have agreements with both VR and DBH. Together, the agencies fund supported employment milestones under a braided payment schedule.

At the local level, Nebraska VR enters into written service agreements with providers of supported employment services. These providers are either agency providers — public or private non-profit

community rehabilitation programs and private for-profit entities or individual providers certified by Medicaid to provide DDD services. Nebraska VR has a written policy and procedures for entering into these agreements.

g. Coordination with Employers

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR services; and

In Nebraska, coordination with employers is essential to creating competitive integrated employment and exploration opportunities. In an effort to increase the partnerships Nebraska VR has with employers, the following activities have been implemented:

Nebraska VR's Dual Customer Approach

Nebraska VR has engaged in a dual customer approach to the provision of employment-related services for many years as embodied in its mission statement, "We help people with disabilities prepare for, obtain, and maintain employment while helping businesses recruit, train, and retain employees with disabilities." This has led to a job-driven approach in Nebraska VR's development of customized training programs such as Project SEARCH, Certificate Programs, Work-Based Learning Experiences, and On the Job Evaluation and Training sites. Nebraska VR extended the job-driven emphasis with the implementation of a "Meet You Where You Are" model that includes a rapid engagement (Progressive Employment) focus engaging individuals in an element of work as quickly as possible. Nebraska VR staff is actively involved in the recruitment and support of businesses to partner with VR on rapid engagement activities.

Business Account Managers and Placement Specialists

Nebraska VR has created four (4) positions designated as Business Account Managers (BAMs) whose role is fostering relationships with current and prospective business partners. As the BAMs meet with employers, the focus is not only on current hiring needs and exploration of opportunities that may eventually lead a client to employment, but also on providing education and resources to businesses regarding accommodations, creating an inclusive workplace, disability etiquette, and other related topics. The first part of these coordinated exploration opportunities includes but are not limited to: On the Job Evaluation (OJE), Work-Based Learning Experiences (WBLE), mock interviews, and company tours. The second piece of this partnership includes training, outreach, and resource sharing. Over time, Nebraska VR will consider increasing the number of BAMs available in the state.

Nebraska VR Placement Specialists are available across the state to assist individuals with disabilities find and keep jobs. The Placement Specialists work with clients and businesses to ensure appropriate supports are available for job seeking and job retention.

Placement Specialists and BAMs enter business information into an electronic Employer Database application. This application is accessible to all Nebraska VR staff. It not only provides the agency with "business memory," it also allows Nebraska VR to track employer contacts and the variety of career exploration activities each business is willing to complete.

Nebraska VR's Talent Bank is another resource available to staff. The Talent Bank can graphically display aggregate information from the case management system by client job goal. This allows teams to strategically target employers by sectors in response to the number of job goals presented.

As the BAMs and Placement Specialists are meeting with employers, anecdotal labor market information is gathered. Employers are sharing current hiring needs with VR staff. The use of anecdotal and real time labor market information is an important component of Nebraska VR's work to support businesses.

Career Pathway Advancement Project

Nebraska VR is a recipient of a Career Pathway grant. The Career Pathway Advancement Project represents the next evolution of vocational rehabilitation by proactively improving the likelihood of economic self-sufficiency for individuals with disabilities, including youth with disabilities. The project builds off of existing Department of Labor career pathways initiatives in Information Technology, Manufacturing and Transportation, Distribution and Logistics, Healthcare, and Architecture and Construction. It has expanded partnerships with other agencies including Easter Seals Nebraska, Assistive Technology Partnership, Nebraska Department of Education (NDE) Career Education, and the Institute for Community Inclusion. Ultimately the project allows VR eligible individuals over the course of the project to access career pathway partnerships with businesses and educational institutions. A proven upskill/backfill business model is used to create opportunities for former VR eligible individuals to advance their careers and open up new opportunities for other VR eligible individuals.

ADA and Section 503 Training

There is a variety of opportunities available for Nebraska VR to present ADA and Section 503 information to businesses. Nebraska VR maintains membership with fourteen (14) Chambers of Commerce across the state. VR staff have presented at ADA conferences and hosted National Disability Employment Awareness Month forums.

NET and TAP

Nebraska's Program Director for Business Services is a National Employment Team (NET) contact. Nebraska's NET contact receives timely information about national job openings and partnerships and participates in conference call business meetings. Nebraska VR staff receive information/training specific to the Talent Acquisition Portal (TAP) and its benefits are shared with businesses.

2. Transition services

Transition services, including pre-employment transition services, for students and youth with disabilities.

Many of the activities highlighted under (1) VR Services also enhance Nebraska VR's transition services including Pre-Employment Transition Services. For example, as the Business Account Managers are working with employers, opportunities for students and youth are also explored. These work-based learning opportunities may include informational interviews, work-based learning experiences, job shadows, company tours, On-the-Job Evaluation and Training, internships, and placement assistance.

Certificate Programs

For the past several years, Nebraska VR has developed and maintained Certificate Programs. These Certificate Programs provide hands-on training for students and youth with disabilities (adult VR clients may also enroll). The specialized training results from a partnership with local Nebraska VR service offices, three (3) to five (5) core business partners in the area, a community college, and local schools. Students take classes, tour businesses and either work part-time or participate in an internship with employer partners. The programs are business-driven, short term, real life trainings that teach both technical hard skills and soft skills. Each training opportunity

gives the students an opportunity to acquire the skills that they need to pursue in-demand jobs and careers. Current Certificate Programs offered include: Electrician Helper, CNA, and Welding. Nebraska VR will explore increasing the number of Certificate Programs available in the state.

Project SEARCH and Business Advisory Councils

There are currently fifteen (15) Project SEARCH sites in Nebraska. Consistent with the national model, Project SEARCH is a partnership between Nebraska VR, a business, area school systems, the Nebraska Commission for the Blind and Visually Impaired, Assistive Technology Partnership, and Division of Developmental Disabilities. The one (1) year school-to-work program is business-led and takes place entirely in the workplace. The experience includes a combination of classroom instruction, career exploration, and hands-on training through worksite rotations. While completing the rotations, the students have the opportunity to gain transferable skills, practice self-advocacy, and demonstrate work readiness. Nebraska's Project SEARCH programs are hosted in a variety of businesses including hotels, hospitals, and distribution.

There are currently four (4) Project SEARCH Business Advisory Councils (BAC) in Nebraska, with the potential expansion of four (4) more. The goal of the BAC is to broaden the program across a variety of industries, provide individuals with disabilities access to the resources they need to be successfully employed in a wide-range of fields and serve as a platform to further educate business professionals about the benefits of employing individuals with disabilities. The measurable goal is 100% employment of Project SEARCH intern participants. Between the four (4) Nebraska BACs there are more than thirty (30) businesses involved. Nebraska VR will consider the expansion of BACs.

Project SEARCH also hosts an annual job fair for approximately 400 students with disabilities that provides the students with multiple opportunities to gain experience and knowledge of workplace activities and skills. These activities include mock interviews, skills assessments, classroom instruction, and interaction with employers. This event also brings in over fifty (50) employers from the area that have the opportunity to engage with potential applicants.

Sector Partnerships

Recently, Nebraska worked to develop several sector partnerships throughout the state. These partnerships are business-led with a focus on a specific prominent industry in that area (healthcare, manufacturing, etc.). A champion in that industry is assigned to lead the meetings and the goal of the sector is determined by each area (recruitment, retention, partnering with schools, etc.).

h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. the State Medicaid plan under title XIX of the Social Security Act;

\Attachment 4.16-A of the State of Nebraska State Plan Under Title XIX of the Social Security Act defines the relationship between the state health and vocational rehabilitation agencies and grantees under Title V of the Social Security Act and their respective functions. The attachment addresses reciprocal referrals, liaison staff, confidentiality of information, funding and limitations, exchange of service reports and reviews.

2. the State agency responsible for providing services for individuals with developmental disabilities; and

Nebraska VR accepts referrals of people with developmental disabilities who have a desire to seek competitive, integrated employment and coordination of services with the Nebraska Health and Human Services, Division of Developmental Disabilities (DDD) agency to support employment goals. Nebraska VR works with DDD-contracted providers, developing service agreements for the provision of supported employment services. Nebraska VR develops supported employment plans in cooperation with the State DDD Service Coordinator and supported employment provider, authorizes supported employment under a milestone payment schedule, and supports transition to extended services funded by DDD upon successful closure of the VR case.

Under Nebraska VR's written agreement, Nebraska VR and DDD share information on the status of referrals and applications for both agencies and eligibility status or students exiting education programs. Communication occurs regarding supported employment provider implementation of sub-minimum wage requirements consistent with and in compliance with the Workforce Innovation and Opportunity Act. In addition, Nebraska VR provides written documentation about individuals' inability to benefit from VR services or about specific long-term support needs so that individuals can be appropriate and effectively served.

Nebraska VR has a representative on the Nebraska Council of Developmental Disabilities and a liaison with DDD. Periodically, training is provided to staff of both agencies by the liaisons.

3. the State agency responsible for providing mental health services.

Nebraska VR and Nebraska Health and Human Services, Division of Behavioral Health (DBH) provide braided funding for an outcome-based milestone system of supported employment for eligible individuals with diagnoses of serious mental illness and/or substance use disorders. The two (2) agencies share information on funding levels, persons served, and related data to monitor and evaluate the implementation of supported employment programs for this population. VR has service agreements with supported employment providers that contract with six (6) Behavioral Health Regions funded by DBH. Nebraska VR pays for three (3) of the four (4) supported employment milestones; DBH pays for one (1) of the four (4) milestones as well as extended supports after VR closure.

Regulation communication is key to ensuring on-going success of this model. DBH and VR staff at the administrative level meet regularly to discuss implementation issues that arise including, most recently, VR's Order of Selection (OOS). While under OOS, VR was unable to fund milestones in accordance with the interagency agreement; DBH was able to prioritize the supported employment program for funding so that all milestones could be paid by DBH. When VR began serving people from its wait list, the agency coordinated efforts with DBH to return to braided funding of milestones.

All local VR teams have at least one (1) designated liaison who meets regularly with each area supported employment provider. In addition, the VR Program Director and/or VR Office Directors meet quarterly with supported employment providers to discuss data reports identifying progress to consider what is working and process improvements to achieve greater success of the supported employment program.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. Personnel employed

The number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

Nebraska VR (VR) maintains a system for collecting and analyzing data on qualified personnel needs which includes: the number of personnel currently employed by VR by personnel category, the number of positions currently available to VR by personnel category, and projections of the number of personnel who will be needed in five (5) years by personnel category. The table summarizes this information for direct service personnel as of December 20, 2019:

Table 34. Direct Service Personnel Employees

Description	Rehab Specialists	Service Specialists	Associates
Direct Service Personnel Employed	49.35	45.90	26
Personnel to Client Ratio after IPE	1:27	1:29	1:50
Personnel to Clients Ratio All Clients	1:169	1:182	1:321
Projected Staffing Requirements All vacancies filled)	60.15	59.65	36
Current Vacancies	10.8	13.75	10
Projected Replacement Needs (5 year total)	13	2	9

Table 35. Non-Direct Service Personnel Employed

Description	Senior Administrator	Program Directors	Senior Administrator	Program Directors	Senior Administrator
Non-Direct Service Personnel Employed	2	15.8	5	7.6	1
Projected Staffing Requirements	2	17.8	7	11.6	2.13
Current Vacancies	0	2	2	4	1.13
Project Replacements-year total	1	4	1	1	10

ii. Personnel needed currently

The number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

See the two tables above

iii. Personnel needed in 5 years

Projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be

served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

See the two tables above

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. Institutions of higher education

A list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

There are no institutions of higher education in Nebraska receiving funds from WIOA to prepare vocational rehabilitation professionals.

With changes in the Comprehensive System of Personnel Development requirements and hiring Bachelor's with paid and unpaid disability-related experience and Master's in other disability-related disciplines, requesting enrollment statistics from Nebraska post-secondary institutions' current Bachelor and Master's candidates in a number of disability and business/employment related disciplines is neither feasible nor helpful. Consequently, there is no personnel development data system on potential graduates.

ii. Students enrolled

The number of students enrolled at each of those institutions, broken down by type of program; and

N/A

iii. Students graduated

The number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

N/A

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

There is a projected need to replace an average of 15-20 VR service delivery staff annually due to resignations and retirements over the next five (5) years. The dual customer focus of serving both individuals with a disability and employers along with a heightened emphasis on providing Pre-Employment Transition Services to students with a disability and serving youth with a disability may have an impact on how staff are recruited.

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Recruitment

The ability of Nebraska VR to recruit qualified specialists continues to be impaired by the absence of:

(1) a federal traineeship support for a long-term rehabilitation training program in Nebraska,

(2) the inadequate regional supply of qualified applicants with an obligation to the public vocational rehabilitation program, and

(3) recruiting personnel having a 21st century understanding of the evolving labor force and needs of individuals with disabilities.

As previously stated, there are no institutions of higher education in Nebraska receiving funds to prepare vocational rehabilitation professionals. However, Nebraska VR has had staff enrolled in programs located in other states.

Nebraska Department of Education and Nebraska VR policy supports continuing education for employees in two (2) primary ways: (1) allowing employees to take post-secondary coursework during work time, or (2) reimbursement for job-related post-secondary coursework taken by the employee on non-work time.

Qualified rehabilitation and service specialists are actively recruited from the Nebraska higher education institutions as well as rehabilitation education programs located primarily in the Midwest. The agency supplements the distribution of Rehabilitation and Service Specialists' vacancy postings by sending announcements directly to the following:

- University of Nebraska Lincoln
- Creighton University
- Bellevue University
- Chadron State College
- Doane College
- Wayne State College

The following are rehabilitation education programs in adjacent and other Midwest states the agency sends specialist vacancy announcements.

- Drake University
- Emporia State University
- South Dakota State University
- St. Cloud State University
- The University of Iowa
- University of Wisconsin – Stout

There is active recruitment of qualified personnel with disabilities and those from racial and ethnic minorities. Our vacancy postings are sent to the Nebraska Latino-American Commission, the Urban League of Nebraska, the Nebraska State Independent Living Council, the State Rehabilitation Council, the five Nebraska Centers for Independent Living and the Center for

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Independent Living in Council Bluffs, Iowa.

An increased salary differential is offered to individuals who are bilingual or fluent in Spanish or American Sign Language (ASL).

Retention

The VR Director offers an opportunity for all staff to provide personal feedback on specific policies, procedures, rumors or any concern a staff member has by anonymously posting questions to "Ask the Director" on an internal website.

Nebraska VR offers staff work schedule options which include, but are not limited to a 4 day workweek (four-10 hour workdays) and compressed workweek (four-9 hour workdays and one-4 hour workday). In some cases, the agency has approved a staff person moving to a part-time schedule. This option provides a measure of autonomy to staff in balancing work and family.

On-line exit interviews are offered to staff exiting the agency. The goal of the interview is to assess why people leave, look for trends, and to learn if there was anything the agency could have done to retain them.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. National or State-approved or -recognized certification, licensing, registration, etc.

Standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

Overview

Nebraska VR employs staff in twelve (12) self-directed teams and one (1) administrative team throughout the state to provide services and supports.

During FY 2003, Nebraska VR implemented the new "VR Service Specialist" personnel classification. This position was created as the result of a Nebraska Department of Education position classification study based on job analyses of current job incumbents. The study found that the direct service work performed by Nebraska VR staff fell into three (3) distinct classes of personnel instead of the two (2) that existed. It was recommended that VR create a VR Service Specialist position classification located between the VR Associate and VR Rehabilitation Specialist positions comprised of job duties taken from the other two (2) classifications.

VR Associate and VR Senior Associate

VR Associates provide direct support to teams serving persons with disabilities seeking employment, provide follow-up monitoring with clients, request/collect necessary medical, demographic, financial, and employment information, maintain confidential staff files, make copies, route information, process mail, maintain mailing lists, perform receptionist duties, validate and process bills for payment, prepare authorizations, procure agreed-upon goods and services, verify their receipt, and work with providers regarding payments.

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Associate academic degree standards

There are no national or state approved or state-recognized standards applicable to the associate position. The highest entry-level academic degree required for comparable work in the Nebraska Department of Education Classification System requirements is a high school diploma. All currently employed associates meet or exceed this standard.

VR Service Specialist and VR Senior Service Specialist

VR Service Specialists provide direct support to persons with disabilities seeking employment. Their responsibilities include conducting orientation to Social Security benefits and benefits analysis, client orientation, respond to basic questions about vocational rehabilitation, assist clients in developing resumes and completing job applications, arrange job shadowing experiences and information interviews, record basis for extension of time to determine eligibility, basis for termination of VR services for reasons other than ineligibility, and trial work experience periodic assessment plan, analyze and synthesize client medical, demographic, and employment information, analyze client strengths and barriers, assess independent living skills, conduct job site analysis, make appropriate referrals to community resources, provide individualized planning and Individualized Plan for Employment (IPE) development.

VR Service Specialist academic degree standards

There are no national or state approved or state-recognized standards applicable to the VR Service Specialist. The highest entry-level academic degree required for comparable work in the Nebraska Department of Education Classification System requirement is the baccalaureate degree in a field of study reasonably related to vocational rehabilitation. Fields of study for this position include vocational rehabilitation counseling, social work, psychology, disability studies, business administration, human resources, special education, supported employment, customized employment, economics or another field that reasonably prepares individuals to work with clients and employers. In addition to the baccalaureate degree is paid or unpaid work experience for not less than one-year directly working with individuals with disabilities. All currently employed VR Service Specialists meet this standard.

VR Rehabilitation Specialist and VR Senior Rehabilitation Specialist

VR Rehabilitation Specialists make determinations and provide specialized direct services to persons with disabilities pursuing employment goals. Their responsibilities include facilitating and supporting clients in overcoming barriers to employment, interacting with clients with disabilities and responding to their individual needs which may include approving employment outcomes, finalizing and approving Individualized Plans for Employment (IPEs) and amendments to IPEs, approving IPE annual reviews, determining eligibility, priority group, and recording basis for eligibility, priority group, IPE, and employment outcome determinations and approvals.

VR Rehabilitation Specialists academic degree standards

There are no national or state approved or state-recognized standards applicable to the VR Rehabilitation Specialists. The highest entry-level academic degree required for comparable work in the Nebraska Department of Education Classification System requirement is the Master's degree or doctoral degree. Fields of study for this position include vocational rehabilitation counseling, law, social work, psychology, disability studies, business administration or another field that reasonably provides competence in the employment sector, in a disability field, or in both business-related and rehabilitation-related fields. All currently employed VR Rehabilitation Specialists meet this standard.

B. Education and experience requirements

The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

Establishment and implementation of education and experience requirements for hiring Nebraska VR Service Specialists and Rehabilitation Specialists with a 21st century understanding of the labor force is required in the Nebraska Department of Education Classification System.

Nebraska VR has worked diligently the past few years to ensure we continue to evolve and meet the needs of individuals with disabilities and an ever-changing labor force. Nebraska VR's most significant change has been the creation of the Business Account Manager (BAM) role. This position is designed specifically to build relationships with Nebraska businesses, learn about their evolving needs, and track labor market developments. They perform these functions by going out into the community and meeting with business owners/managers and working with them to help meet their needs whether those needs are for hiring, training or consultation. The BAMs regularly attend trainings and other educational opportunities to keep up-to-date on national business practices as well as local trends.

The BAMs share this information with Nebraska VR staff through WIN (Work in Nebraska) meetings, team meetings, and through email communications. In addition, Nebraska VR keeps an employer database that is accessible to every Nebraska VR staff member that contains all the information regarding each of the businesses VR has developed within the state. It not only contains information about the business itself, but what kind of outreach has been conducted with that business and what types of engagements they will consider. BAMs have also worked with WIOA partners to establish Employ groups throughout the state that track and report local business needs and practices, perform outreach in their community, conduct tours of businesses, and report out on the latest labor market trends.

In addition to the BAM role and the Employ meetings, Nebraska VR regularly engages businesses with VR clients in different opportunities that allow not only the person with a disability to gain experience in the field, but also provide VR with a pulse on current business practice and engagements. These opportunities can include Work Based Learning Experiences, On the Job Experiences, On the Job Training or Job Shadowing. It's through these experiences VR keeps up-to-date on the labor force as well as maintaining strong business relations in communities.

Nebraska VR must provide staff with timely training on Nebraska labor market information and trends, career pathways, the world of work and career connections in order to equip VR staff with the knowledge to counsel individuals with disabilities in their pursuit of work and career and provide effective employment services.

4. Staff Development.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. System of staff development

A system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

Overview

For staff development purposes, the organizational knowledge and skill base is made up of the three (3) major domains: Disabilities, Service Delivery Processes, and Team Services. These domains are critical knowledge and skills shared by all team members.

Nebraska VR provides and supports on-going, professional career development training which may be provided either internal or external to the agency.

Internal

- New Staff Training: Newly hired VR Rehabilitation Specialists, VR Service Specialists, and VR Associates must be provided with intensive initial post-hire training to assure they possess critical performance-related vocational rehabilitation knowledge and skills. This includes Assistive Technology Partnership training. The agency continues to explore different ways of utilizing videoconferencing, podcasts or streaming videos as a way to deliver timely training to new staff. New employee training classes include the following:
- VR Implementation Training (eligibility and planning, ATP, vocational evaluation, Section 511, SSA benefits, State Rehabilitation Council, State Independent Living Council, informed choice, CAP, fair hearings, Meet You Where You Are Model, CPAP, Pre-Employment Transition, Transition, supported employment, employment/business, confidentiality, ethics, criminal background, and documentation for fair hearings)
- QE2 Case Management System (case review discussion)
- Motivational Interviewing: A refresher course was offered regionally for all staff.
- VR University: A committee identifies training needs based on case review results or requests from team members and arranges this training for all staff. Currently this training is occurring monthly.
- Program Team Tour: This tour consists of Program Directors of counseling, community services, business, transition, evaluation & community integration, the Director of the Client Assistance Program and a staff member from the Assistive Technology Partnership. Case reviews are performed and followed up with any identified training requested from the staff or found in the case reviews.
- Policy/Procedures: Program Directors provide specialized training by video-conference to update all staff on any policy/procedure/chapter changes. Examples of specific types of team services training provided directly by our staff include: community-based assessment, career counseling, vocational evaluation, job placement, and job retention assistance. Also included are Social Security benefits, job seeking skills training, maintaining individual service records, and arranging financial assistance to procure agreed upon goods and services.
- Committees: There are internal committees for each direct service (Employment, Evaluation, Consumer Input, Counselor, Leadership, Transition, Benefits, and Orientation). These committees identify any concerns or needed training trends.
- Each Office Director assesses the current knowledge, skill, and ability of the team and its members, and identifies the personnel development activities necessary to enable the team and its members to achieve their strategic and performance goals and identifies how the personnel development activities will be arranged.

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External

Staff have the opportunity to participate in webinars, workshops, seminars and concentrated training activities to improve their skills. The staff can identify their own training activities or can be identified by their Office Director.

One required goal of the annual performance review of all staff relates to training needs identified by the staff member.

B. Acquisition and dissemination of significant knowledge

Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

It is essential all of Nebraska VR's administrative staff to stay current on research trends and methodologies. The vocational rehabilitation program is ever changing because the world of work is constantly changing and the finding/creating opportunities for individuals with disabilities to find employment must never end. Staying current on research allows VR to continually build knowledge and facilitate learning.

It is specifically the responsibility of the Program Directors with Nebraska VR to provide extensive direction and professional-level technical program support in the areas of compliance, regulations, rules, policies, procedures and standards; to develop and maintain technical programs and services; apply current/new management practices, techniques, and methodologies. The Program Directors have the responsibility to stay current with any research trends and, if appropriate, review/change policies, procedures, and training.

When possible staff will participate in national conferences. Administrative staff will attend the spring and fall CSAVR Conferences where practices and research-based ideas are shared. Nebraska also participates in regional training with Kansas, Missouri, and Iowa. This is also the same opportunity for training and sharing of practices.

Rehabilitation Services Administration (RSA) created Training and Technical Assistance Centers (TAC) and demonstration projects to assist state vocational rehabilitation agencies and partners in providing services to individuals with disabilities. Each TAC focuses its efforts on a specific set of topics designed to provide universal, targeted, and intensive technical assistance (TA) for the purpose of improving services to individuals with disabilities to maximize their employment, independence, and integration into the community and the competitive labor market.

Staff often reach out to the Workforce Innovation Technical Assistance Center (WINTAC) who provide training and technical assistance, resources and strategies to help develop skills and processes. WINTAC has collected information from literature and existing state and federal programs about evidence-based and promising practices and make this information available.

Nebraska VR has been involved with demonstration projects, e.g., Progressive Employment, Certificate Program, and Career Pathways for Individuals with Disabilities Model.

When Nebraska VR becomes aware of new initiatives, this information is brought to administrative staff, discussed in any of the standing direct services committees and determine if any policies, procedures or training should be changed as a result.

Nebraska VR has created the VR University. This committee identifies training needs based on case review results or requests from team members and arranges this training for all staff. Currently this training is occurring monthly. This is also an opportunity to invite speakers on specific topics to keep VR staff up-to-date on current trends and processes, e.g., DACA, Autism Association, Epilepsy Association, and the ADA Center.

5. Personnel to Address Individual Communication Needs

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Nebraska VR, to the maximum extent possible, recruits and hires qualified personnel who are able to communicate in the native languages of applicants and recipients with limited English speaking ability. An increased salary differential is offered to individuals who are bilingual or fluent in American Sign Language (ASL). Interpreter services for persons with limited English speaking ability are obtained from agencies, vendors, ethnic organizations, and advocacy groups. Nebraska VR has staff with sign language skills and staff fluent in a foreign language.

Deaf Services Unlimited is contracted with to provide video remote interpreting (VRI) and CART services. These remote services are provided when in-person interpreting services are not available. The State of Nebraska has recently passed legislation requiring the use of only licensed sign language interpreters and licensed VRI businesses in Nebraska.

6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

Nebraska VR coordinates with the Comprehensive System of Personnel Development under the Individuals with Disabilities Education Act (IDEA) by: (1) exchanging needs assessment/survey findings in areas or topics of mutual concern, (2) exchanging schedules of training and personnel development activities, and (3) joint development of training programs of mutual concern and priority, and joint funding of trainer costs for conducting joint training, when appropriate.

Additional details regarding the coordination of personnel development are provided in Section (d) of the State Plan.

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

Overview

This summary represents the cumulative findings of the 2019 Comprehensive Statewide Needs Assessment (CSNA) conducted on behalf of Nebraska VR by Gemini Research and Training (GRT).

Nebraska VR administrative staff met with GRT staff multiple times to define the scope of activities including identification of specific data sources to be used in the comprehensive statewide needs assessment (CSNA). It was agreed this report would rely heavily on actual data from clients and constituents within the state rather than on secondary data analysis of existing sources. In this way, the CSNA would more readily identify any unmet needs of clients served by Nebraska VR in order to improve services to current and future clients. It is expected data provided in this report

will assist Nebraska VR in developing their state plan.

The following sources of data were selected for use in the CSNA and are described in more detail within the report:

- Population data from census
- Data from RSA case closures
- Survey of Nebraska VR clients
- Survey of employers who worked with Nebraska VR
- Survey of the needs of transition-age youth and their need for Pre-Employment Transition Services.
- Survey of current Nebraska VR staff
- Survey of other stakeholders

Nebraska Population Data

According to the U.S. Census estimates for July 1, 2017, there were 1,920,076 individuals living in Nebraska. These data are based on the 2010 Census, which demonstrated that 1,826,334 individuals were residing in Nebraska. These data show a 5.1% increase in Nebraska's population over this period of time. Based on this population, there are an estimated 24.8% of persons who were under 18 years of age, 15% of persons who were 65 years or older, with 60.2% of individuals falling between the ages of 18-65. The Census also showed 50.2% of the population are female, 88.9% were white alone, 5% were black or African American, 1.4% Alaskan or Native American, 2.5% Asian, with 2.1% reporting two or more races. Across the racial groups, some 10% also reported being of Hispanic origin.

The Census data also showed in 2017, 90.7% of Nebraskans were high school graduates, while 30% held at least a bachelor's degree with a median annual income of $54,300.

RSA-911 Data

During FFY 2017, specifically October 1, 2016—June 30, 2017, Nebraska VR served a total of 8,272 clients. These clients were an average of 44.38 years in age, (SD=14.85) ranging from 16 to 75 years. These individuals were approximately evenly distributed between males and females, who were 85.7% of white or Caucasian origin, another 14.2% reported being African American, while Asian and Native American were less than one percent. Across these categories, 4.7% reported being of Hispanic origin.

During FFY 2018, the number of clients served dropped to 4,936, and in FFY 2019, that number was 2,444. Nebraska VR has been under an order of selection which explains the decrease in the overall number of clients served. It should be noted in FFY 2017, 1,788 individuals were closed successfully from the agency. In FFY 2018 this number was 1,596, and in FFY 2019 this number was 690. Based on these data, the relative proportion of clients successfully closed out of those served was 22% in FFY 2017, 32% in FFY 2018, and 28% in FFY 2019, which suggests the agency is maintaining the quality of its service delivery. The following table provides the total applicants, total closed, those closed successfully, the total number served, and the proportion of those successful out of the population actually receiving services.

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Table 36. Service delivery

Status	FFY17	FFY18	FFY19
Applications	4500	3147	2208
Total Exited	5615	5261	3029
Successful	1788	1596	690
Total Served	8272	4936	2444
Success/served	21.61509	32.33387	28.23241

Consequently, based on these rehabilitation and population data the total number served has decreased in the last several years overall. This is most likely due to the Order of Selection and reduction in available funds. Given this scenario, the agency seems to have maintained consistency in its service delivery despite the cutbacks in funding.

Nebraska VR Survey Request for Input

Client Survey

During September-November 2019, several surveys were conducted with former clients of the Nebraska VR agency. These surveys collected data from the perspective of the client directly. Data were obtained on Nebraska VR clients for Federal Fiscal Years 2017-2019. Complete data including demographics were obtained on 140 clients. These individuals were an average of 47 years old, 83% report being of Anglo-American descent, with the remaining categories comprising the rest. The majority of clients (23%) report a physical disability is their primary impairment with hard of hearing being the second-most reported primary disability (20%).

Employer Survey

As part of the CSNA, employers across the state were contacted to participate in this survey to determine the extent to which they worked with Nebraska VR in helping clients with disabilities to find work and what their feedback was regarding what more Nebraska VR could do to support employers.

Complete data were collected from 57 employers who represented a broad variety of occupations. Of the sample, 60% reported having previously worked with Nebraska VR in placing a client with a disability in employment.

Pre-Employment Transition Students Survey

The next survey was conducted on the pre-employment transition-age population in the state. In order to maintain privacy for the youth, the decision was made to survey the parent or caregiver. Responses to questions about the youth were therefore provided by the primary caregiver responding to the survey. Complete data were collected on 48 youth who were an average of 18.02 years in age (SD=2.36), ranging from 7 to 22 years of age. These were 21 females (42%), 27 males (54%), with two who preferred not to answer (4.%). These students were two African Americans (4.08%); one Asian American, Asian (2.04%); two Hispanic, Latino (including Puerto Rican) (4.08%); 42 White or Caucasian (85.71%); and two who preferred not to answer (4.08%). When asked about the primary disability, there were 16 with Autism (32.65%); one Deaf (2.04%) one Epilepsy Seizure Disorder (2.04%); one Hard of Hearing (2.04%); four Intellectual Disability (8.16%); 13 Learning Disability (26.53%); One Physical Disabilities (2.04%) and 12 Other (Specify) (24.49%).

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Nebraska VR Staff Survey

The next group surveyed for the 2019 CSNA was staff of the VR agency. This included vocational rehabilitation counselors, supervisors, and others who play a pivotal role in the delivery of rehabilitation services within the state. Complete data were obtained from 61 individuals during this survey.

Stakeholder Survey

The next group to be analyzed in the 2019 CSNA was the other key stakeholders across the state of Nebraska. This includes those individuals representing organizations or groups who have a vested interest in the outcomes for Nebraska's clients with disabilities but who are not otherwise represented in other areas of this study. For this survey, complete data were obtained for 35 individuals representing the following groups: Parent of a student in Nebraska (11.40%), Teacher of students in Nebraska (2.90%), Special educator in Nebraska (11.40%), Workforce Partner (2.90%), Member of a support group (5.70%), Service Provider (25.70%), State Agency (8.60%), Advocacy Group (14.30%), and Other (specify) (17.10%). For those who chose other, they wrote in family member, member of the DD council, student in Nebraska with disabilities, Vocational Coordinator for individuals with disabilities, and Work at a lunchroom in a school with special needs students.

Summary of Survey Results

An Executive Summary of the Comprehensive Statewide Needs Assessment can be found at http://vr.nebraska.gov/2019_Needs_Assessment_Survey_Results_ExecutiveSummary.pdf.

1. Rehabilitation needs of individuals with disabilities

Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. Most significant disabilities

With the most significant disabilities, including their need for supported employment services;

Themes and priorities from the CSNA include:

(1) Addressing the all-around needs of the individual in order to be successful

- Housing
- Medication and health-related needs
- Transportation
- Support groups
- Living wage
- Person-centered planning
- Rehabilitation technology services to accommodate functional limitations. Nebraska VR continues a strong ongoing partnership with the Nebraska Assistive Technology Partnership (ATP) that allows Nebraska VR to offer up-to-date and effective rehabilitation technology service to our clients throughout the VR process. The identification of solutions through a technology transfer approach has provided individuals with significant disabilities expanded opportunities for employment as

reflected in our program's increase in successful employment outcomes. ATP staff are co-located in most of the VR services offices which facilitates this effective collaboration.

- Transportation for employment and independence. Nebraska's 88 rural counties lack transportation resources that limit the opportunities for employment and independence among persons with significant work disabilities. Resources for addressing this need vary by community and for the most part transportation services are viewed as likely areas for budget cuts. Private and non-profit transportation resources also struggle with maintaining service levels essential to the elderly and persons with significant disabilities even in the more populous counties and cities. An emerging trend among students and youths with disabilities is the lack of interest in obtaining a driver's license which contributes to the issue of transportation.

(2) Working with Businesses

- Accommodations and discrimination in the workplace
- Purposeful employment, training and advancement opportunities
- Customized Employment
- Increasing the availability of trained job coaches
- Skill training services provided in integrated competitive employment and community settings. Many individuals with cognitive disabilities struggle with traditional post-secondary classroom and/or segregated training programs. In addition to On-The-Job Training services, Certificate Programs and Project SEARCH sites have proven to be another successful alternative for adults and students to achieve employment without pursuing post-secondary training. The collaboration between businesses and community colleges in the Certificate Programs and business and high schools in the Project SEARCH programs results in individuals with cognitive and other impairments acquiring the desired work skills and jobs.

(3) Partnering with Providers

- Improve communication and quality of partnerships
- Helping service providers think creatively to meet client's employment needs
- Emphasis on informed choice
- Challenge of locating, accessing and coordinating needed community services and supports. Consistent with prior comprehensive assessment of rehabilitation needs, individuals with the most significant disabilities continue to have complex needs, complicated by poverty. Social services and support networks, both governmental and non-profit, have not been able to maintain much less increase service levels to meet these needs. However, Nebraska VR intends to maintain its strategic office locations across the state and travel to all counties.

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B. Minorities

Who are minorities

Executive summary

The following is an Executive Summary from the Nebraska Department of Health and Human Services Office of Health Disparities and Health Equity, *Profile of the Minority Population in Nebraska, Office of Health Disparities and Health Equity, Health Equity for all Nebraskans*, May, 2015.

Nebraska continues to become more diverse. In 2010, the population of Nebraska was 1,826,341 and minorities represented 17.9% of the total population. Hispanics were the largest minority group at 9.2% of the state population. African Americans were the second-largest minority group at 4% of the state population. Followed by Asians, American Indian or Alaska Natives and Native Hawaiian/other Pacific Islander. Hispanics accounted for 51% of the total 326,588 minority population.

The minority population in Nebraska has been increasing more rapidly than the non-Hispanic (NH) White population. According to the U.S. Census Bureau, from 2000 to 2010, Nebraska's racial/ethnic minority population grew from 216,769 to 326,588, a 50.7% increase while the non-Hispanic White population had only a 0.4% increase. In the mid-1990s, the U. S. Census Bureau projected Nebraska's minority populations would reach 14.4% of the total population by the year 2025. In 2005, 20 years ahead of those projections, the racial ethnic minority population of Nebraska was estimated to be 14.6%.

Nebraska has a rapidly growing minority population comprised increasingly by persons of Hispanic/Latino origin. Hispanics are the fastest-growing minority group in Nebraska. The Hispanic/Latino population increased from 36,969 in 1990 to 94,425 in 2000, to 167,405 in 2010.6 These numbers represent a 352.8% increase of the Hispanic population in the state between 1990 and 2010, a 155.4% increase between 1990 and 2000, and a 77.3% increase between 2000 and 2010. In 1990, the population of Nebraska was 1,578,385. Of that number, the Hispanic population accounted for 2.3%. In 2000, the population of Nebraska was 1,711,263 and the Hispanic population accounted for 5.5%. In 2010, the population of Nebraska had risen to 1,826,341 and the Hispanic population accounted for 9.2% of Nebraska's total population.

Compared with the non-Hispanic White population, Hispanics had a larger proportion of young people and a smaller proportion of older people. In 2010, about one-third (36%) of Hispanics were under 15 years old, about 89% of Hispanics were younger than 45, while only 3% of Hispanics were 65 and older.7 In the same year, 18.3% of non-Hispanic Whites were under 15 years old, 56% were younger than 45, and 15.6% were 65 and older.

Asians were the third fastest-growing minority group, with a 47.26% population increase during the 2000-2010 period.8 In 2000, the Asian population accounted for 1.3% of the total Nebraska population, and accounted for 1.8% of the total Nebraska population in 2010. In 2010, about 23% of Asians were under 15 years old, about 77% of Asians were younger than 45, while only 5% of Asians were 65 and older.

Nebraska's minority population had a larger proportion of young people and a smaller proportion of older people. In 2010, nearly one-third (33.2%) of the minority population were under 15 years old, about 80.6% were younger than 45, while only 4.1% were 65 and older. In the same year,

18.3% of non-Hispanic Whites were under 15 years old, 56% were younger than 45, and 15.6% were 65 and older.

According to the U.S. Census Bureau's American Community Survey, of the total foreign-born population in Nebraska in 2010, the largest share (51.5%) were from Central America, 24.6% from Asia, 9.9% from Europe, 8.7% were from Africa.

The top five countries of birth of the foreign born in Nebraska were Mexico, India, El Salvador, Vietnam, and China. In 2010, Mexico accounted for 41% of all foreign-born Nebraska residents. India was the birthplace of the next largest with 5.1%, followed by El Salvador with 5.1%, Vietnam with 3.8% and China with 2.8%.

Of the foreign-born Nebraska residents in 2010, 26.7% entered the country prior to 1990, 34.7% between 1990 and 1999, and 38.5% in 2000 or later. Approximately 73% of foreign-born Nebraskans entered the U.S. after 1990.

The overall trend of immigration into Nebraska has been increasing. The number of people granted legal permanent residence has ranged from 2,270 in FY '97 to 4,400 in FY '10. The cumulative total of admissions to Nebraska between fiscal years 1997 and 2010 was 27,290 immigrants, this included new arrivals and persons who adjusted their status. The charts in this report show recent immigrant admissions and cumulative immigrant admissions data since 1997.

Based on data from the U.S. Department of Health and Human Services, Office of Refugee Resettlement, Nebraska received 5,415 refugees from FY' 2000 to FY' 2010, with 818 arriving in FY' 2010.

Themes and priorities from Nebraska VR's CSNA include:

(1) Increasing the number of VR bilingual staff

(2) Increasing staff diversity and equity of services

(3) Nebraska VR will continue to align efforts with the Nebraska Department of Education to:

- address inequities by focusing on opportunities for all clients and students;
- adopt a relentless focus on outcomes that ensure all stakeholders deliver on the promise of equity; and
- focus on equity of opportunity, services, and successful outcomes across race, gender, ethnicity, language, disability, sexual orientation, family background, adverse events, and/or family income.

(4) Diverse Employment Opportunities (VR creates business relationships with businesses to meet clients' needs

(5) Cultural Competency Awareness

C. Unserved or underserved

Who have been unserved or underserved by the VR program

Themes and priorities for serving unserved and underserved from Nebraska VR's CSNA include:

- Maintain a continued focus on competitive integrated employment.

- Maintain relationships with service providers, businesses, community resources, schools, and educational service units.
- Foster cultural competencies and address barriers presented by poverty.
- Prioritize hiring bilingual staff.
- Establish and maintain service agreements with qualified foreign language interpreters and utilize phone and video remote foreign language interpreting when on-site interpreting is not available. This would also include sign language interpreting
- Continue to translate agency audio/visual media, brochures and forms in other languages.

Nebraska VR received a Traumatic Brain Injury (TBI) State Partnership Program Mentor Grant from the federal Administration for Community Living in June 2018. The purpose of the 3-year grant is to create and strengthen a system of services and supports that maximizes the independence, well-being, and health of people with TBI. Nebraska VR is the lead agency for brain injury in the state, and collaborates with other state agencies, organizations and advocates to carry out grant-funded activities. While progress has been made in strengthening Nebraska's service and support system, information collected in a 2019 statewide Needs Survey indicates there are still service gaps for this population.

SSDI and/or SSI recipients may be an underserved population by virtue of the fact that Nebraska VR's percentage of clients receiving SSDI and/or SSI is below the national and agency mean. However, SSA data indicates that the state's percentage of individual's age 18 – 64 on SSDI or SSI on the basis of a disability is also below the national average.

Strides have continued to be made in using screening tools and specialized vocational assessments to identify Nebraska VR clients with brain injury and other cognitive disorders in order to better align services and supports required to achieve employment. The identification and use of assistive technology options have also proven to be beneficial to individuals with a brain injury.

Staff identified individuals who are of Hispanic/Latino origin as unserved/underserved and Nebraska has a rapidly growing minority population comprised increasingly by persons of Hispanic/Latino origin. Hispanics are the fastest-growing minority group in Nebraska.

D. Served through other components

Who have been served through other components of the statewide workforce development system

Themes and priorities from Nebraska VR's CSNA include:

- Improved communication with Workforce partners
- Improved disability awareness
- Provide training to all employers about how disability impacts work and accommodations

As a result of Nebraska VR implementing an Order of Selection (OOS), since 2018, there has been an increase in the number of referrals VR has made to other agencies and community providers.

Information and Referral services (I&R) are provided whether or not the individual chooses to apply for VR services, priority group(s) are closed and/or the individual chooses not to be placed

on the wait list. Nebraska VR provides I&R to community resources and partners in the statewide workforce development system including but not limited to: the American Job Center, Adult Education, Independent Living Centers, Employment Networks, and counseling, college and career centers. Local VR offices have a customized listing of community-specific resources which can be provided to individuals. This helps to ensure the agency is assisting the person in navigating the community support options available to him/her.

Prior to implementing the OOS, Nebraska VR provided training to referral partners. This was an opportunity for VR to share information about the OOS and to answer any questions about the reasons for implementing OOS.

VR field offices continue to invite community partners to team meetings so more information can be shared about each other's services. This exchange of information helps to foster collaboration while also building the list of potential resources VR can offer as part of the I&R process.

Nebraska VR staff serve on the regional workforce boards. It is important that VR staff are aware of and promote among its clients, the jobs-driven, work-based learning, career pathways and industry sector initiatives put forth by the workforce development system. Additionally, the Nebraska VR Director is now a member of the Statewide Workforce Board.

E. Youth and students with disabilities

Who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

The information for this section was collected from the Nebraska Education Profile, which is maintained by the Nebraska Department of Education.

There has been a steady increase in the number of students receiving special education in Nebraska over the past three (3) years:

- 2016-17 14.97%
- 2017-18 15.12%
- 2018-19 15.48%

When comparing the student count data to the number of students receiving Pre-Employment Transition Services there is a continued need for on-going communication between Nebraska VR staff and school administrators and staff to ensure services are available to students who may benefit from Pre-Employment Transition Services or, as necessary, VR services. In some cases, VR is reporting serving individuals who have left high school and, therefore, no longer captured in the student count yet VR is providing services because the individuals remain eligible for Pre-Employment Transition Services.

Nebraska VR maintains its commitment to serving students and partnering with schools by ensuring every public high school in the state is assigned a VR Specialist. The agency continues to measure its effectiveness with partnering and meeting the needs of students utilizing daily feedback and a formal survey disseminated each spring.

Table 37. Students with disabilities

Age	Count of Students with Disabilities in Nebraska	Receiving Pre-ETS Services
14	3,410	58
15	3,187	311

Age	Count of Students with Disabilities in Nebraska	Receiving Pre-ETS Services
16	2,885	818
17	2,718	1,230
18	1,167	961
19	375	435
20	270	274
21	36	88

While Nebraska continues to have one of the highest 4-year high school graduation rates in the country (88%), there is still concern for those students with disabilities who have dropped out of school or who graduate but do not make a successful transition to employment and independence and become involved within the Juvenile Justice system or dependent on public assistance. The provision of Pre-Employment Transition Services will hopefully lead to a more successful transition for all students and youth with a disability into employment and adult life.

As mentioned previously, Nebraska VR has a significant presence in the high schools across the state assessing and counseling, attending IEPs, and working with the schools and other community partners. This provides a foundation for developing and offering a wide range of Pre-Employment Transition Services.

On average, 56.07% of clients served by Nebraska VR are age 21 or younger when applying for VR services. This is an approximate 21% increase from the percentage reported in the previous State Plan.

Themes and priorities from Nebraska VR's CSNA include:

- Communication with parents
- Individualized time with students and parents to discuss options or lack of options
- What to expect from VR, a better understanding
- Building a resume
- Understanding the importance of job benefits
- IT skills
- Interview skills
- Social skills
- Money skills

2. Community rehabilitation programs

Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

Themes and priorities from Nebraska's CSNA include:

- Increase/improve communication between Nebraska VR and the community rehabilitation programs

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- Establish accountability and evaluation measures for determining quality services delivered by community rehabilitation programs
- Developing community rehabilitation programs in rural areas (training on customized employment as a viable option for meeting the needs of clients and businesses)
- Maintaining community rehabilitation programs in urban areas
- Particular emphasis will be focused on establishing and developing supported employment services for youth exiting high school prior to age 21 and expanding supported employment services for individuals with autism spectrum disorders or acquired brain injuries.

Strides have been made in developing and improving evidence-based, flexible vocational skill training, behavior management, and rehabilitation technology services and supports to be provided in natural environments including integrated competitive employment sites.

3. Transition career services and pre-employment transition services

Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

See (j)(1)(E) above

k. Annual Estimates

Describe:

1. The number of individuals in the State who are eligible for services;

The 2018 Annual Disability Statistics Compendium published by the Rehabilitation Research and Training Center on Disability Statistics and Demographics estimates the number of Nebraskans with a disability of any age in 2017 at 227,500. The total civilian population count for Nebraska was 1,891,453 (2017). Therefore, the disability count for the state is approximately 12.0 percent. In comparison with national data, people with disabilities comprised of 13.2 percent of the US population (Annual Report: 2018 Disability Statistics & Demographics).

When considering the number of individuals in Nebraska who are eligible for services, the number of students with disabilities was also analyzed. The number of students served under the Individuals with Disabilities Education Act, Part B and reported by age for Nebraska (Fall 2016 IDEA Part B Data) are:

- Ages 12-17: 19,221
- Ages 18-21: 1,798

The 2018 Annual Disability Statistics Compendium report estimates 55,391 (49.3%) Nebraskans with a disability in the 18-64 year age range are working in some capacity, which is approximately 13.8 percent higher than the national employment percentage of 35.5% reported for individuals with disabilities.

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2. The number of eligible individuals who will receive services under:

   a. The VR Program;

Title 1, Part B

During FFY 2017, specifically October 1, 2016—June 30, 2017, Nebraska VR served a total of 8,272 clients. During FFY 2018, the number of clients served dropped to 4,936, and in FFY 2019, that number was 2,444. Nebraska VR has been under an Order of Selection (OOS) which explains the decrease in the overall number of clients served. It should be noted that in FFY 2017, 1,788 individuals were closed successfully from the agency. In FFY 2018 this number was 1,596, and in FFY 2019 this number was 690. Based on these data, the relative proportion of clients successfully closed out of those served was 22% in FFY 2017, 32% in FFY 2018, and 28% in FFY 2019, which suggests the agency is maintaining the quality of its service delivery. The following table provides the total applicants, total closed, those closed successfully, the total number served, and the proportion of those successful out of the population actually receiving service.

Table 36. Service delivery

Status	FFY17	FFY18	FFY19
Applications	4500	3147	2208
Total Exited	5615	5261	3029
Successful	1788	1596	690
Total Served	8272	4936	2444
Success/served	21.61509	32.33387	28.23241

Since Nebraska VR began implementing the OOS (December 2017), 4,393 individuals have been determined eligible for services. Based on the analysis of eligibilities, the agency determines eligibility and assigns a priority group each month at the approximate rate of:

- Priority Group 1: 100 eligibilities and priority group assignments
- Priority Group 2: 25 eligibilities and priority group assignments
- Priority Group 3: 10 eligibilities and priority group assignments

On a monthly basis, the agency monitors and determines how many individuals can be removed from the wait list. The projected number of individuals to be removed from the wait list in PY 2019 and PY 2020 is 4,100. It is anticipated Priority Group 1 will no longer have a wait list effective no later than October 1, 2020.

The estimate number of eligible individuals who will receive services with funds provided by Title I, Part B during PY 2020 is between 3,600-4,100. See Table 1 in C.4. of this Section for a breakdown of estimated expenditures by fiscal year and Priority Group.

   b. The Supported Employment Program

Title VI, Part B

Since implementing the OOS, Nebraska VR has removed approximately 1500 individuals (Priority Group 1) from the wait list. Because the agency is now serving primarily individuals with the most significant disabilities, there is an increased number of supported employment cases and the cost per case has also increased.

The number of individuals to receive supported employment services in PY 2020 is expected to be between 758 and 875. This includes all individuals receiving supported employment services regardless of the funding source. Based on the last two years' expenditures, Nebraska VR will spend over $1,000,000 for supported employment services which greatly exceeds the Title VI grant of $285,000.

c. Each priority category, if under an order of selection;

Under the OOS, Nebraska VR will continue to provide services to all individuals who were already receiving services under an approved Individualized Plan for Employment (IPE) prior to final approval of the OOS by RSA and implementation by Nebraska VR. Nebraska VR was approved by RSA and began implementing the OOS in December of 2017. The agency has removed approximately 1,500 people from the wait list since October of 2018. As outlined in Section M of this state plan, an aggressive plan has been developed to continue efforts to remove individuals from the wait list each month.

3. Number of individuals who are eligible for VR services

The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

With strategies in place to eliminate the wait list for Priority Group 1, it is not anticipated Nebraska VR will have sufficient resources using Title I, Part B funds, in PY 2020, to serve all individuals assigned to Priority Groups 2 and 3. As a result, the number of individuals who are eligible for VR services but will not receive such services due to the OOS are:

- Priority Group 2: 934 individuals projected to require cost services at an average cost of $1,004.33 with a projected savings of $937,736; and
- Priority Group 3: 477 individuals projected to require cost services at an average cost of $897.39 with a projected savings of $428,055

Total projected savings: $1,365,791

4. Cost of services

The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

Tables 37 through 40 depict the number of new cases for FFY 2013 through FFY 2023 for Priority Groups 1, 2, and 3. The table reflects the number of cases expected to have an expenditure in the year of eligibility and subsequent years of service. Less than half of new cases have an expenditure the first year and even fewer the second year and substantially less after that. The table is used to formulate the projections for the number of eligibilities and the projected cost of services for FFY 2020-23.

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Table 37. Number of new cases for FFY 2013 through FFY 2023 for Priority Group 1

-	-	FY 2013 Payments	FY 2013 Payments	FY 2014 Payments	FY 2014 Payments	FY 2015 Payments	FY 2015 Payments	FY 2016 Payments	FY 2016 Payments	FY 2017 Payments	FY 2017 Payments	FY 2018 Payments	FY 2018 Payments	FY 2019 Payments	FY 2019 Payments	FY 2020 Payments	FY 2020 Payments	FY 2021 Payments	FY 2021 Payments	FY 2022 Payments	FY 2022 Payments	FY 2023 Payments	FY 2023 Payments
Fiscal Year	New Cases	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending
FY 2013	1829	515	$973,600	428	$497,197	190	$353,355	75	$132,711	38	$98,211	-	-	-	-	-	-	-	-	-	-	-	-
FY 2014	1681	-	-	521	$691,028	644	$1,438,788	205	$351,368	85	$190,510	44	$110,416.65	-	-	-	-	-	-	-	-	-	-
FY 2015	2129	-	-	-	-	894	$1,651,402	676	$1,519,837	217	$454,794	92	$177,867.86	49	$124,974.51	-	-	-	-	-	-	-	-
FY 2016	3127	-	-	-	-	-	-	940	$1,778,343	727	$1,683,142	254	$479,128.91	106	$193,557.28	54	$136,597.31	-	-	-	-	-	-
FY 2017	2131	-	-	-	-	-	-	-	-	886	$1,481,539	858	$1,382,423.74	232	$438,772.54	97	$177,254.21	49	$125,091.91	-	-	-	-
FY 2018	300	-	-	-	-	-	-	-	-	-	-	1468	$3,231,471.74	92	$196,023.99	33	$61,769.95	14	$24,953.07	7	$17,610.31	-	-
FY 2019	500	-	-	-	-	-	-	-	-	-	-	-	-	777	$2,027,811.51	154	$326,788.65	54	$102,949.92	23	$41,586.44	12	$29,350.52
FY 2020	3600	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1396	$2,999,331.77	1106	$2,352,287.89	392	$741,235.39	184	$298,444.00
FY 2021	1092	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	411	$609,497.31	336	$713,527.32	119	$224,842.82
FY 2022	1092	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	411	$609,497.31	336	$713,527.32
FY 2023	2000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	754	$1,118,295.43
-	-	-	-	-	-	-	-	-	-	-	-	Yearly Totals:	2538.180095	$5,300,528.90	1256.740815	$2,981,139.82	1694	$2,711,859.90	1637	$3,214,780.68	1170	$2,123,403.78	1384	$2,363,459.89

Table 38. Number of new cases for FFY 2013 through FFY 2023 for Priority Group 2

-	-	FY 2013 Payments	FY 2013 Payments	FY 2014 Payments	FY 2014 Payments	FY 2015 Payments	FY 2015 Payments	FY 2016 Payments	FY 2016 Payments	FY 2017 Payments	FY 2017 Payments	FY 2018 Payments	FY 2018 Payments	FY 2019 Payments	FY 2019 Payments	FY 2020 Payments	FY 2020 Payments	FY 2021 Payments	FY 2021 Payments	FY 2022 Payments	FY 2022 Payments	FY 2023 Payments	FY 2023 Payments
Fiscal Year	New Cases	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending
FY 2013	1393	682	$501,012	332	$415,795	97	$178,022	51	$96,137	29	$74,633	-	-	-	-	-	-	-	-	-	-	-	-
FY 2014	1431	-	-	464	$437,538	347	$576,319	133	$191,868	56	$85,812	30	$77,223.30	-	-	-	-	-	-	-	-	-	-
FY 2015	1795	-	-	-	-	651	$820,717	431	$687,422	142	$241,176	66	$112,928.80	36	$83,844.39	-	-	-	-	-	-	-	-
FY 2016	1531	-	-	-	-	-	-	614	$982,926	325	$497,758	125	$203,741.91	58	$95,421.50	32	$82,613.76	-	-	-	-	-	-
FY 2017	1158	-	-	-	-	-	-	-	-	475	$661,224	283	$415,005.03	94	$154,103.54	44	$75,199.28	24	$62,490.97	-	-	-	-
FY 2018	0	-	-	-	-	-	-	-	-	-	-	831	$476,902.75	0	$-	0	$-	0	$-	0	$-	-	-
FY 2019	0	-	-	-	-	-	-	-	-	-	-	-	-	472	$363,720.66	0	$-	0	$-	0	$-	0	$-
FY 2020	934	-	-	-	-	-	-	-	-	-	-	-	-	-	-	354	$368,745.29	228	$334,727.72	78	$124,294.54	35	$69,652.96
FY 2021	324	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	123	$127,915.92	78	$116,115.40	25	$43,117.47
FY 2022	324	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	123	$127,915.92	79	$116,115.40
FY 2023	609	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	227	$236,681.34
-	-	-	-	-	-	-	-	-	-	-	-	Yearly Totals:	1334.721432	$1,285,801.78	660.8709847	$711,090.69	430	$526,564.32	375	$525,134.51	278	$368,325.86	369	$456,766.86

Table 39. Number of new cases for FFY 2013 through FFY 2023 for Priority Group 3

-	-	FY 2013 Payments	FY 2013 Payments	FY 2014 Payments	FY 2014 Payments	FY 2015 Payments	FY 2015 Payments	FY 2016 Payments	FY 2016 Payments	FY 2017 Payments	FY 2017 Payments	FY 2018 Payments	FY 2018 Payments	FY 2019 Payments	FY 2019 Payments	FY 2020 Payments	FY 2020 Payments	FY 2021 Payments	FY 2021 Payments	FY 2022 Payments	FY 2022 Payments	FY 2023 Payments	FY 2023 Payments
Fiscal Year	New Cases	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending
FY 2013	1151	623	$434,447	370	$472,830	162	$261,375	91	$155,255	45	$95,919	-	-	-	-	-	-	-	-	-	-	-	-
FY 2014	1529	-	-	445	$334,703	344	$505,701	176	$259,091	91	$155,733	44	$84,409.19	-	-	-	-	-	-	-	-	-	-
FY 2015	1783	-	-	-	-	375	$336,819	298	$345,655	176	$249,697	75	$128,224.96	37	$70,239.62	-	-	-	-	-	-	-	-
FY 2016	1015	-	-	-	-	-	-	349	$372,211	273	$423,615	121	$179,777.43	60	$102,569.76	29	$95,180.54	-	-	-	-	-	-
FY 2017	551	-	-	-	-	-	-	-	-	233	$272,399	141	$195,641.99	69	$102,907.05	34	$58,705.62	17	$32,158.52	-	-	-	-
FY 2018	0	-	-	-	-	-	-	-	-	-	-	682	$778,207.74	0	$-	0	$-	0	$-	0	$-	-	-
FY 2019	0	-	-	-	-	-	-	-	-	-	-	-	-	360	$480,434.13	0	$-	0	$-	0	$-	0	$-
FY 2020	477	-	-	-	-	-	-	-	-	-	-	-	-	-	-	157	$159,170.80	115	$161,442.74	57	$84,486.53	28	$48,198.04
FY 2021	126	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40	$37,778.82	29	$49,614.53	14	$21,254.47
FY 2022	126	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40	$37,778.82	29	$49,614.53
FY 2023	360	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	165	$157,411.75
-	-	-	-	-	-	-	-	-	-	-	-	Yearly Totals:	1063.098473	$1,367,261.32	526.3602601	$756,140.49	221	$265,057.97	172	$231,380.08	120	$162,879.88	236	$287,478.78

Tables 40. Over all totals for Tables 37, 38, and 39

-	-	-	-	-	-	-	-	-	-	-	-	Overall Totals:	4936	$8,043,592.00	2444	$4,448,371.00	2345	$3,503,282.15	2185	$3,971,295.37	1573	$2,654,608.52	1989	$3,107,705.53

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1. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

Nebraska VR's State Goals and Priorities have been aligned to the strategic vision of Nebraska's Workforce Development System. The vision maintains a shared focus on seamlessly providing services to jobseekers, including individuals with disabilities, at all stages of employment and providing a trained and qualified workforce for businesses. The Needs Assessment Survey results were evaluated with Nebraska VR's Leadership Council and the Nebraska State Rehabilitation Council's Executive Committee meeting in January 2020.

During the development of the WIOA State Plan, the SRC Executive Committee and Council were consulted and provided an opportunity to comment. A summary of the comments provided by the SRC include:

- Goal 1: There were no additions.
- Goal 2: An SRC member asked questioned how this would be measured.
- Goal 3: There were no additions.
- Goal 4: The SRC members asked that SRC and educators be included.
- Goal 5: There were no additions.
- Strategy 1: The SRC members asked that SRC and educators be included. It was suggested to identify rural as a specific strategy for job development and job coaches in the rural areas of Nebraska.
- Strategy 2: It was suggested to add the VR/ATP monthly meetings and VR is a member of the ATP Advisory Committee.
- Strategy 3: It was suggested to add SRC and educators to the second bullet. It was suggested to add sign language interpreting to the fifth bullet. It was suggested to consider Trans-Act as a resource to the sixth bullet.
- Strategy 4: It was suggested to add as a bullet point, continued training for VR staff related to IEP development and participation in meetings.
- Strategy 5: SRC offered Family Employment Awareness Training (FEAT) as an example of this strategy.
- Strategy 6: There were no comments.
- Strategy 7: There were no comments.

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2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.

Goal 1: Increase the number of individuals who exit VR supported employment with competitive integrated employment.

- Baseline: In PY 2019 Total SE cases closed: 103; Total successful: 47; Percentage: 45.63% people who received VR supported employment (SE) or customized employment exited with competitive integrated employment.
- PY 2020 Target: 47.0% of people who receive VR supported employment (SE) or customized employment will exit with competitive integrated employment.
- PY 2021 Target: 49.0% of people who receive VR supported employment (SE) or customized employment will exit with competitive integrated employment.
- PY 2022 Target: 51% of people who receive VR supported employment (SE) or customized employment will exit with competitive integrated employment.
- PY 2023 Target: 53% of people who receive VR supported employment (SE) or customized employment will exit with competitive integrated employment.

Goal 2: Increase the number of students/interns completing Project SEARCH and obtaining competitive integrated employment.

- Baseline: During outcome years September 2015-August 2018, Nebraska Project SEARCH sites report an aggregate 98.8% (289/293) completion rate for Project SEARCH interns. Of those completers, 187 (64.7%) are reported as employed following the Project SEARCH program.
- PY 2020 Target: 66% of Project SEARCH interns become competitively employed following completion of the program.
- PY2021 Target: 68% of Project SEARCH interns become competitively employed following completion of the program.
- PY2022 Target: 69% of Project SEARCH interns become competitively employed following completion of the program.
- PY2023 Target: 70% of Project SEARCH interns become competitively employed following completion of the program.

Goal 3: Improve quality and consistency of supported employment services through the development and implementation of best practices for service providers.

Goal 4: Improve communication with clients, businesses, stakeholders, service providers, core partner programs, SRC, educators, and staff members.

Goal 5: Develop cultural competencies to ensure equitable access to Nebraska VR services.

3. Ensure that the goals and priorities are based on an analysis of the following areas:

See 3A, 3B, 3C

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A. Comprehensive statewide assessment

The most recent comprehensive statewide assessment, including any updates

The above goals and priorities are consistent with the most recent statewide comprehensive assessment as previously described.

B. State's performance

The State's performance under the performance accountability measures of section 116 of WIOA

For the first two (2) years of PY 2020-23 Plans, the VR program authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV of WIOA, will have two (2) full years of data available for the Measurable Skill Gains indicator only. Therefore, Nebraska VR has designated the following indicators as baseline for the VR program for PY 2020 and PY 2021.

- • Employment (2nd quarter after exit)
- • Employment (4th quarter after exit)
- • Median earnings (2nd quarter after exit) and
- • Credential attainment rate

Nebraska VR will continue to collect and report on all indicators including those that have been designated as baseline. The actual performance data reported by this program for indicators designated as baseline for PY 2020 and 2021 will serve as baseline data for future years. Nebraska VR will submit expected levels of performance for these indicators for PY 2022 and 2023.

The effectiveness of serving employers indicator is a shared outcome across all six (6) programs in the state. In accordance with Appendix 1, states are not required to submit an expected level of performance for the effectiveness in serving employers for PY 2020 and 2021. Nebraska core programs are expected to collect data and report on this indicator for PY 2020 and 2021 as they did for PYs 2016-2019.

Each core program will submit an expected level of performance for all the other indicators with the exception of the four (4) indicators designated as baseline for the VR program in PY 2020 and 2021. VR will work with the Department during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as baseline. VR will update its plan to include the agreed upon negotiated levels of performance.

Measureable skill gains baseline —

- PY 2017 — 21.3%
- PY 2018 — 29.9%

Expected levels of performance —

- PY 2020 — 14%
- PY 2021 — 15%
- PY 2022 — 15.5%
- PY 2023 — 16%

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The expected levels of performance were not only based on two (2) years of baseline data but also PY 2019 Q1 and projections for Q2. There was a decrease in performance from PY 2018 which is accounted for in the expected levels of performance.

The above goals and priorities are consistent with the most recent statewide comprehensive assessment as previously described.

C. Operation and effectiveness of the VR program

Other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

The State Rehabilitation Council and Nebraska VR work in collaboration to conduct a client satisfaction survey. This survey will continue and will be reviewed to make revisions as necessary based on rules and regulations including any pertinent standards and indicators under the performance measures. Refer to (a) Input of State Rehabilitation Council

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services.

The order to be served

Nebraska VR remains in an Order of Selection (OOS). The agency received approval from RSA to implement OOS in December, 2017. As of April, 2018, all three (3) priority groups have been closed.

Individuals who applied for services in PY 2018 and PY 2019 were assessed and their eligibility was determined and a priority group was assigned. Eligible client's names have been placed on a wait list and the VR agency has continued to have monthly meetings to determine when and how many individuals on the wait list can be removed. When removing individuals from the wait list, first priority is given to clients who are determined most significantly disabled (Priority Group 1), second priority to those determined significantly disabled (Priority Group 2), and third priority to those determined non-significantly disabled (Priority Group 3). Rationale for priority group assignment will appear in the client's case file.

Each client is notified in writing of all the priority groups, his/her assignment to a priority group, and if the priority group is open or closed. The written notification also includes an individual's priority assignment can be re-evaluated if new or additional information becomes available which affects the individual's functional limitations. Additionally, the written notification indicates his/her right to appeal the priority group assignment through informal or formal review and of the availability of assistance from the Client Assistance Program.

Clients who do not meet the OOS criteria for receiving VR services will be provided:

a. VR information and guidance (which may include counseling and referral for job placement) using appropriate modes of communication to assist them in preparing for, securing, retaining/regaining or advancing in employment.

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b. Referral to other appropriate Federal and State programs, including programs carried out by other components of the statewide workforce development system, best suited to address the specific employment needs of the individual along with information identifying a specific point of contact within the agency.

All funding arrangements for providing services shall be consistent with the OOS. If any funding arrangements are inconsistent with the OOS, Nebraska VR shall renegotiate these funding arrangements so they are consistent with the OOS.

The following outlines Nebraska VR policy and process for implementing the OOS:

Procedure for processing applications:

1. Upon receipt of referral, specialist meets with applicant to complete application and inform them about OOS.
2. Specialist will input data and application date; and determine eligibility within 60 days from the date of application.
3. After eligibility determinations are made, clients will be assigned to an OOS group based on their functional limitations and need for VR services over an extended period of time.
4. Client's name will be put on a wait list if placed in a closed priority category. Eligibility/ Priority Group letter will be sent to all new clients.

Procedure for putting clients on the wait list:

1. For each closed priority group, clients will be put on the wait list based upon application date.
2. Administrative Office will be responsible to maintain the wait list.

Procedure for taking clients off the wait list:

1. Administrative Office will determine when to open or close a priority group based upon Nebraska VR's financial and personnel resources. One priority group will be opened at a time to clear the wait list for that priority group before opening the next priority group.
2. The wait list will be evaluated each month and based on the availability of resources, the Administrative Office will determine approximately how many clients will be taken off the wait list based on the date the individual applied for services.
3. Clients will be notified by letter from the Administrative Office their names are coming off the wait list with a copy of the letter being sent to their Specialist.
4. The Specialist will contact the client.
5. Specialists will complete the IPE within 90 days from the date the client was taken off the wait list.

Pre-Employment Transition Services

- Students who are considered "potentially eligible" for VR services will receive Pre-Employment Transition Services regardless of the OOS, and are served when a signed Pre-Employment Transition Consent and Release is in place.

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- Students with disabilities who apply for VR services and who began receiving Pre-Employment Transition Services prior to applying for and being determined eligible, will continue to have access to pre-employment transition services even if their priority group is closed. (Cannot receive any individualized VR services until priority group is being served and they come off the wait list)
- Any student with a disability that has applied for VR services who is not yet participating in Pre-Employment Transition Services when the eligibility determination is made, and who is placed in a closed priority group will be served when funding is sufficient, by the date the application is signed by the client. (Cannot receive pre-employment transition services)
- Any student with a disability who is determined eligible for VR services and placed in an open priority group can receive the full range of services offered though VR, including Pre-Employment Transition Services and individualized VR services.

B. The justification for the order.

Reduction in VR staff

Since entering into the OOS and closing all three (3) priority groups, Nebraska VR reduced its personnel costs through instituting a hiring freeze. It took approximately two (2) years for the agency to realize the necessary savings of $2,261,067 as a result of the hiring freeze. Now that the VR agency has met the savings projections while under an OOS, efforts are now underway to refill vacancies so VR field offices are at a staffing capacity which will support an aggressive plan for removing individuals from the wait list. As of January 2020, the agency has 49 position vacancies which equates to approximately 1/4 of the maximum allotted staff (211). 78% of the position vacancies are those which provide direct services to clients while the remaining 22% are administrative (policy development, business services, IT programmers, and fiscal).

Managing the VR Wait List

As of January 13, 2020: There are 2,916 individuals on Nebraska VR's wait list. This includes:

- Priority 1: 1,744
- Priority 2: 769
- Priority 3: 403

Nebraska VR has a budget team which meets monthly to evaluate expenditures and determine when and how many individuals can be removed from the wait list. Because of the necessary savings measures required in 2018, VR removed only 300 individuals from the wait list between July 1, 2018-June 30, 2019. Consequently, the wait list numbers grew each month. Due to meeting savings projections and receiving additional funds, VR has removed approximately 1,000 individuals from the wait list since July 1, 2019. As the agency increases staff capacity, as previously indicated, it is anticipated an additional 1,800 clients will be removed from the VR wait list by June 30, 2020.

Required 15% for Pre-Employment Transition Services

The Workforce Innovation and Opportunity Act (WIOA) of 2014 mandated State VR Agencies to set aside 15% of VR funds each year (approximately $2.5 million) for Pre-Employment Transition Services. This new fiscal requirement placed an additional burden on expenditures in all other

areas of operating the VR Program. The 15% required for Pre-Employment Transition Services expenditures are:

- FFY 2015: $230,731
- FFY 2016: $2,538,994
- FFY 2017: $2,376,036
- FFY 2018: $2,542,642
- FFY 2019: $3,218,433

Increase in Nebraska Department of Education Indirect Cost Rate

NDE has received a new Indirect Cost Rate Agreement effective July 1, 2017 with the U.S. Department of Education. The agreement is for the period July 1, 2017 through June 30, 2020. The new unrestricted Indirect Cost Rate is 13%. This is approximately a 50% increase from the previous indirect cost rate and is estimated to increase the charge to Nebraska VR by $558,000 in FFY 2018.

C. The service and outcome goals.

Tables 41 through 44 depict the number of new cases for FFY 2013 through FFY 2023 for Priority Groups 1, 2, and 3. The table reflects the number of cases expected to have an expenditure in the year of eligibility and subsequent years of service. Less than half of new cases have an expenditure the first year and even fewer the second year and substantially less after that. The table is used to formulate the projections for the number of individuals to be served and the projected case service expenditures for FFY 2020-23.

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Table 41. Number of new cases for FFY 2013 through FFY 2023 for Priority Group 1

-	-	FY 2013 Payments	FY 2013 Payments	FY 2014 Payments	FY 2014 Payments	FY 2015 Payments	FY 2015 Payments	FY 2016 Payments	FY 2016 Payments	FY 2017 Payments	FY 2017 Payments	FY 2018 Payments	FY 2018 Payments	FY 2019 Payments	FY 2019 Payments	FY 2020 Payments	FY 2020 Payments	FY 2021 Payments	FY 2021 Payments	FY 2022 Payments	FY 2022 Payments	FY 2023 Payments	FY 2023 Payments
Fiscal Year	New Cases	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending
FY 2013	1639	515	$525,950	425	$497,167	190	$352,320	75	$132,711	38	$95,211	-	-	-	-	-	-	-	-	-	-	-	-
FY 2014	1851	-	-	121	$991,028	644	$1,438,765	285	$1,351,365	85	$186,543	44	$110,416.65	-	-	-	-	-	-	-	-	-	-
FY 2015	2123	-	-	-	-	894	$1,691,422	676	$1,916,837	217	$454,794	97	$177,087.86	49	$124,974.51	-	-	-	-	-	-	-	-
FY 2016	2327	-	-	-	-	-	-	940	$1,778,243	727	$1,632,142	264	$478,128.91	106	$193,557.39	54	$136,587.31	-	-	-	-	-	-
FY 2017	2131	-	-	-	-	-	-	-	-	885	$1,461,539	656	$1,392,423.74	232	$438,772.54	97	$173,254.21	49	$125,091.91	-	-	-	-
FY 2018	300	-	-	-	-	-	-	-	-	-	-	1488	$3,231,471.74	727	$2,027,811.51	33	$196,023.99	14	$24,853.67	7	$17,610.31	-	-
FY 2019	939	-	-	-	-	-	-	-	-	-	-	-	-	777	$2,027,811.51	164	$326,766.65	54	$102,949.92	23	$41,589.44	12	$29,350.62
FY 2020	3900	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1359	$2,908,331.77	1108	$2,352,287.88	392	$741,239.29	184	$299,444.00
FY 2021	1092	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	411	$899,497.31	335	$713,527.32	119	$224,842.62
FY 2022	1092	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	411	$899,497.31	335	$713,527.32
FY 2023	2000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	754	$1,116,285.43
-	-	-	-	-	-	-	-	-	-	-	-	Yearly Totals:	2536.189095	$5,300,528.90	1256.748815	$2,991,139.82	1694	$2,711,659.50	1637	$3,214,780.58	1170	$2,123,463.78	1384	$2,383,459.89

Table 42. Number of new cases for FFY 2013 through FFY 2023 for Priority Group 2

-	-	FY 2013 Payments	FY 2013 Payments	FY 2014 Payments	FY 2014 Payments	FY 2015 Payments	FY 2015 Payments	FY 2016 Payments	FY 2016 Payments	FY 2017 Payments	FY 2017 Payments	FY 2018 Payments	FY 2018 Payments	FY 2019 Payments	FY 2019 Payments	FY 2020 Payments	FY 2020 Payments	FY 2021 Payments	FY 2021 Payments	FY 2022 Payments	FY 2022 Payments	FY 2023 Payments	FY 2023 Payments
Fiscal Year	New Cases	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending
FY 2013	1383	502	$361,012	222	$416,725	97	$103,022	51	$66,197	25	$74,015	-	-	-	-	-	-	-	-	-	-	-	-
FY 2014	1431	-	-	484	$437,399	347	$276,316	132	$151,859	59	$35,812	30	$77,223.30	-	-	-	-	-	-	-	-	-	-
FY 2015	1735	-	-	-	-	601	$526,717	491	$532,422	142	$241,176	66	$112,939.80	26	$93,844.39	-	-	-	-	-	-	-	-
FY 2016	1531	-	-	-	-	-	-	514	$552,635	345	$497,758	125	$203,741.91	58	$99,471.50	32	$82,619.76	-	-	-	-	-	-
FY 2017	1158	-	-	-	-	-	-	-	-	475	$661,224	283	$415,005.93	94	$154,103.94	44	$75,199.28	24	$62,490.97	-	-	-	-
FY 2018	0	-	-	-	-	-	-	-	-	-	-	831	$476,992.75	0	$-	0	$-	0	$-	0	$-	0	$-
FY 2019	0	-	-	-	-	-	-	-	-	-	-	-	-	472	$362,720.86	0	$-	0	$-	0	$-	0	$-
FY 2020	934	-	-	-	-	-	-	-	-	-	-	-	-	-	-	354	$368,745.29	228	$334,727.72	76	$124,294.54	35	$61,652.96
FY 2021	324	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	123	$127,915.92	79	$116,115.40	26	$43,117.17
FY 2022	324	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	123	$127,915.92	79	$116,115.40
FY 2023	600	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	227	$236,991.34
-	-	-	-	-	-	-	-	-	-	-	-	Yearly Totals:	1334.72143	$1,285,801.7	660.870994	$711,090.69	430	$526,564.32	375	$525,134.01	278	$368,325.86	369	$459,766.86

Table 43. Number of new cases for FFY 2013 through FFY 2023 for Priority Group 3

-	-	FY 2013 Payments	FY 2013 Payments	FY 2014 Payments	FY 2014 Payments	FY 2015 Payments	FY 2015 Payments	FY 2016 Payments	FY 2016 Payments	FY 2017 Payments	FY 2017 Payments	FY 2018 Payments	FY 2018 Payments	FY 2019 Payments	FY 2019 Payments	FY 2020 Payments	FY 2020 Payments	FY 2021 Payments	FY 2021 Payments	FY 2022 Payments	FY 2022 Payments	FY 2023 Payments	FY 2023 Payments
Fiscal Year	New Cases	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending	Count	Spending
FY 2013	1563	503	$434,447	370	$472,926	162	$151,355	91	$155,255	45	$85,559	-	-	-	-	-	-	-	-	-	-	-	-
FY 2014	1525	-	-	448	$334,703	344	$505,701	176	$359,001	91	$155,733	44	$84,409.19	-	-	-	-	-	-	-	-	-	-
FY 2015	1269	-	-	-	-	373	$339,570	288	$393,686	176	$269,897	75	$128,224.96	37	$70,239.52	-	-	-	-	-	-	-	-
FY 2016	1015	-	-	-	-	-	-	349	$372,211	273	$423,615	121	$179,777.43	60	$107,559.76	29	$56,180.54	-	-	-	-	-	-
FY 2017	581	-	-	-	-	-	-	-	-	233	$272,398	141	$196,641.99	69	$102,907.98	34	$58,706.62	17	$32,158.52	-	-	-	-
FY 2018	0	-	-	-	-	-	-	-	-	-	-	582	$778,207.74	0	$-	0	$-	0	$-	0	$-	0	$-
FY 2019	0	-	-	-	-	-	-	-	-	-	-	-	-	360	$480,434.13	0	$-	0	$-	0	$-	0	$-
FY 2020	477	-	-	-	-	-	-	-	-	-	-	-	-	-	-	157	$150,170.80	115	$161,442.74	57	$94,486.53	28	$48,199.84
FY 2021	120	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40	$37,778.62	29	$48,614.53	14	$21,254.47
FY 2022	120	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40	$37,778.62	29	$48,614.53
FY 2023	500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	165	$157,411.75
-	-	-	-	-	-	-	-	-	-	-	-	Yearly Totals:	1063.059473	$1,367,261.32	526.3602001	$756,140.49	221	$265,057.97	172	$231,380.09	126	$182,879.68	236	$267,478.78

Table 44. Over all totals for Tables 41, 42, and 43

-	-	-	-	-	-	-	-	-	-	-	-	-	Overall Totals:	4936	$8,043,592.00	2444	$4,448,371.00	2345	$3,503,282.19	2185	$3,971,295.37	1573	$2,654,669.52	1990	$3,107,705.53

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D. The time within which these goals may be achieved for individuals in each priority category within the order.

Table 45. Application to close successful (days)

Application to close successful (days)	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY22	FY23
Priority Group 1	441	453	475	480	490	450	400	400
Priority Group 2	463	557	1287	1287	1287	700	420	420
Priority Group 3	619	655	1380	1745	1745	900	530	530

Table 46. Application to close unsuccessful (days)

Application to close unsuccessful (days)	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY22	FY23
Priority Group 1	341	416	475	480	490	410	370	370
Priority Group 2	368	417	1287	1287	1287	700	670	670
Priority Group 3	495	600	1138	1745	1745	900	900	900

Table 47. Plan to close successful (days)

Plan to close successful (days)	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY22	FY23
Priority Group 1	356	362	400	686	400	380	360	350
Priority Group 2	390	470	1276	1197	1197	1000	600	450
Priority Group 3	476	522	1138	1655	1655	1400	550	480

Table 48. Plan to close unsuccessful (days)

Plan to close unsuccessful (days)	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY22	FY23
Priority Group 1	432	501	450	815	450	450	450	450
Priority Group 2	502	487	1304	1304	1304	800	650	600
Priority Group 3	487	607	1223	1223	1223	850	680	575

Reference

450 days = 1 year, 3 months; 1200 days = 3 years, 3 months; 1600 days = 4 years, 5 months

The average number of days for each of the above categories have been drastically impacted by the implementation of the OOS. Nebraska VR projects Priority Group 2 and 3 will not be served until FY 21. Nebraska VR has provided significant technical assistance to staff and implemented internal controls in the agency's case management system to address timely services. Therefore, it is anticipated once an individual is removed from the wait list there will continue to be improved timelines for achieving these goals.

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

Nebraska VR has determined it is necessary to continue to implement the OOS.

Each client will be notified in writing of all the priority groups, his/her assignment to a priority group, and if the priority group is open or closed. The written notification also includes an individual's priority assignment can be re-evaluated if new or additional information becomes available which affects the individual's functional limitations. Additionally, the written notification

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indicates his/her right to appeal the priority group assignment through informal or formal review and of the availability of assistance from the Client Assistance Program. Nebraska VR serves individuals with the most significant disabilities (Priority Group 1) before all other individuals with disabilities.

- Priority Group 1 (Individuals with Most Significant Disabilities) will be served first;
- Priority Group 2 (Individuals with Significant Disabilities) will be served second; and
- Priority Group 3 (Individuals with Non-Significant Disabilities) will be served third.

Descriptions of Priority Groups:

- Priority Group 1: Clients determined to have a most significant disability. These are clients with severe physical or mental impairments that seriously limit two (2) or more functional capacities and who require multiple services over an extended period of time.
- Priority Group 2: Clients determined to have a significant disability. These are clients with severe physical or mental impairments that seriously limit one (1) or more functional capacities and who require multiple VR services over an extended period of time.
- Priority Group 3: Clients determined to have a non-significant disability. All other VR eligible clients.

Significance of disability and Priority Group are determined after reviewing the client's medical records, assessment reports, and determining the client's ability to complete work related tasks. These work-related tasks are categorized into 7 functional capacity areas:

- Communication
- Mobility
- Self-direction
- Work tolerance
- Interpersonal skills
- Self-care
- Work skills

The OOS shall not be based on any other factors, including:

- Any duration of residency requirement, provided the individual is present in the State;
- Type of disability;
- Age, gender, race, color or national origin;
- Source of referral;
- Type of expected employment outcome;
- The need for specific services or anticipated cost of services required by an individual; or
- The income level of an individual or an individual's family.

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1. Serving eligible individuals, regardless of any established order of selection

If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

Exceptions to Policy on OOS:

Nebraska VR elects to serve individuals who require specific services or equipment to maintain employment regardless of their priority group. Priority will be given to individuals currently working but would almost certainly lose his or her current job if not provided specific services or equipment in the very near future that would enable him or her to retain that employment.

a. An IPE can be developed and the services required can be provided immediately.

b. VR services can only be provided to maintain the current employment.

c. The client is not eligible for post-employment services.

d. The case record must document communication from the employer stating the employee is at immediate risk of losing their job.

e. The client is not required to disclose the disability to the employer.

f. The client requires only specific services or equipment that will keep the client in his/her current job.

Note 1: This exemption does not apply to those losing jobs because the employer is going out of business, eliminating the job, or for other business-related decisions.

Note 2: This exemption does not apply to clients who are underemployed or seeking to maximize their employment.

Note 3: This exemption does not apply to those who are seeking to change employer.

n. Goals and Plans for Distribution of title VI Funds.

1. State's goals and priorities

Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

Nebraska VR has allocated the funds received under section 603 to providing supported employment (SE) services to persons with the most significant intellectual disabilities and behavioral health disabilities. The program's expenditures for SE services to this population are supplemented by section 110 funds. With the funds under 603(d) to be expended on youth with the most significant disabilities, additional 110 funds will be needed to continue the service level for persons with most significant disabilities. The funds received under Title VI, 603 will continue to be distributed in the form of contractual payments for the costs of SE services provided to eligible persons with the most significant intellectual and behavioral health disabilities.

The number of individuals to receive supported employment services in PY 2020 is expected to be between 758 and 875.

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In an effort to align state plan initiatives, the following goals and priorities are also outlined in Nebraska's draft Olmstead Plan. The goals and priorities, specific to supported employment, for PY 2020-2023 are:

Increase the number of individuals who exit VR supported employment with competitive integrated employment.

Baseline: In PY 2019 — Total SE cases closed: 103; Total successful: 47; Percentage: 45.63% people who received VR supported employment (SE) or customized employment exited with competitive integrated employment.

PY 2020 Target: 47.0% of people who receive VR SE or customized employment will exit with competitive integrated employment.

PY 2021 Target: 49.0% of people who receive VR SE or customized employment will exit with competitive integrated employment.

PY 2022 Target: 51% of people who receive VR SE or customized employment will exit with competitive integrated employment.

PY 2023 Target: 53% of people who receive VR SE or customized employment will exit with competitive integrated employment.

2. Activities to be conducted, with funds reserved pursuant to section 603(d)

Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. The provision of extended services for a period not to exceed 4 years

A work group has been developed by Nebraska VR to study current practices and establish ways to identify, develop, and/or fund extended services (including those for youth with the most significant disabilities for up to 4 years.) Some youth are eligible for funding for such services from Nebraska's Health and Human Services Behavioral Health and Developmental Disabilities divisions.

The work group reviewed information and determined findings from a pilot study. The study was conducted with a small group of clients whose extended support funding could not be identified at the time the SE plan was developed. Based on the pilot data and other anecdotal information, considerations are:

- Development of an alternative plan to SE and
- Creative methods to develop and identify funding for extended services to support a person to maintain their job after transition from VR services

The work group will also include provisions of extended services for youth with the most significant disabilities when there is no readily-identified provider of such services including natural supports. It is recognized that youth with autism and those with brain injury who are determined to have the most significant disabilities are two populations who may be without readily-available or readily-identified funding for extended supports.

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The work group's product will be guidance and training on creative ways to provide needed services as well as development of a plan for extended supports. Should funds reserved for youth with the most significant disabilities be available, this work group will include plans and goals to provide/fund extended supports to this population as permitted in regulation.

B. Leverage of other public and private funds

How the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Nebraska VR has a written agreement with the State of Nebraska's Health and Human Services Division of Behavioral Health that promotes evidence-based supported employment services to individuals with behavioral health diagnoses. Nebraska VR and the Division of Behavioral Health Services co-fund the SE milestones with Nebraska VR paying three (3) milestones and the Division of Behavioral Health funding one (1) milestone and paying for extended supports for those age 19 and over.

Nebraska VR also has a written agreement with the State of Nebraska's Health and Human Services Division of Developmental Disabilities. The Division agrees to fund extended services to youth and adults qualifying for developmental disabilities after transition from VR SE milestones funding.

With these written agreements, VR leverages public funds for both SE and extended services.

o. State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. Methods for expanding and improving services to individuals with disabilities

The methods to be used to expand and improve services to individuals with disabilities.

- Continue to focus on relationship building with businesses, service providers, SRC, educators, and Workforce partners.
- Develop a multi-year training plan for new and existing staff on how to use engagement strategies throughout the VR process.
- Conduct annual case reviews completed by the Program Team and Office Directors.
- Continue to use social media strategies to increase opportunities for communication with clients, businesses, service providers, Workforce partners, and staff members.
- Identify the needs for job development and job coaches in the rural areas of Nebraska.

2. Assistive technology services and devices

How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

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Nebraska VR will improve and maintain assistive technology services with the following strategies:

- Maintain the VR partnership with Nebraska Assistive Technology Partnership (ATP) through the delivery model to schools as summarized below:

  The Nebraska Assistive Technology Partnership (ATP), part of Nebraska VR and the Nebraska Department of Education (NDE), receives a grant from NDE/Special Education to provide services to professionals (e.g. IEP/IFSP Team) working with children, ages birth to 21, with disabilities. These services include technical assistance and training on assistive technology (AT). Examples of technical assistance and trainings provided are: how to consider AT in the IEP/IFSP, how to conduct an AT assessment, how to acquire and provide AT tools/systems, implementing AT effectively, and evaluating the effectiveness of the AT for the student/child. ATP also promotes the use of AT through various awareness activities and maintains a statewide assistive technology loan pool that professionals can access in order to fill a temporary need for a student/child or assist in the AT decision-making process. The vision of the ATP-Education program is to ensure that individual children/students can be successful by creating systemic capacity that results in quality Assistive Technology services for every child/student who needs AT.

- Maintain the VR partnership with Nebraska ATP as summarized below:

  The agency contracts with the Nebraska ATP to provide rehabilitation engineering and assistive technology services to agency clients at all stages of the rehabilitation process. Clients are referred to ATP by Nebraska VR staff for all assistive technology assessments, funding coordination and assistive technology solutions. ATP offices are located throughout the state and in some cities are co-located with the VR office. VR will continue to participate in the VR/ATP monthly meetings and serve as a member of the ATP Advisory Committee.

3. Outreach procedures to identify and serve individuals with disabilities

The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

Nebraska VR will improve and maintain outreach procedures using the following strategies:

- Maintain a continued focus on competitive integrated employment.
- Maintain relationships with service providers, businesses, community resources, schools, SRC, and educational service units.
- Foster cultural competencies and address barriers presented by poverty.
- Prioritize hiring bilingual staff.
- Establish and maintain service agreements with qualified foreign language interpreters and utilize phone and video remote foreign language interpreting when on-site interpreting is not available. This will also include sign language interpretation services.

Continue to translate agency audio/visual media, brochures and forms in other languages. It was suggested to consider Trans-Act as a resource.

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4. Methods to be used to improve and expand VR services for students with disabilities

The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

- Maintain the state and regional Youth Leadership Councils that provide students with opportunities to develop leadership skills. Seek input on suggestions from a youth perspective on the 5 core Pre-Employment Transition Services activities.
- Develop, revise, and disseminate publications on Pre-Employment Transition Services and Transition Services for both youth and students with a disability and their families.
- Maintain existing Project SEARCH sites.
- Maintain existing Certificate Programs.
- Continue representation on the Special Education Advisory Council (SEAC) subcommittees.
- Continue to serve on the Nebraska Transition Advisory Committee and the Transition Practitioner's Committee.
- Continue to develop agreements with local LEAs for provision of Pre-Employment Transition Services.
- Continue training for VR staff related to IEP development and participation in meetings.

5. Establishing, developing, or improving community rehabilitation programs

If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

Nebraska VR will continue to establish, develop, and improve community rehabilitation programs using the following strategies:

- Develop mutual accountability for milestones.
- Seek training partnerships.
- Develop and implement best practices with community providers.

6. Strategies to improve the performance of the State

Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

Continue to develop strategies and engage in activities in coordination with the appropriate six (6) core partner programs and participating Combined State Plan partners to establish benchmarks.

7. Strategies for assisting other components of the statewide workforce development system

Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

- Continue participation on the Nebraska Partners Council to strengthen cross agency partnerships that focus on workforce solutions.

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- Continue involvement in the State and local Workforce Boards.
- Dovetail with the Nebraska Department of Labor's established career pathways initiatives through our Career Pathways Advancement Project.

8. Agency's strategies

How the agency's strategies will be used to:

A. Goals and priorities

Achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

The goals and priorities outlined in the State Plan are supported by the agency strategies and were informed by the Comprehensive Statewide Needs Assessment.

B. Support innovation and expansion activities

The State Rehabilitation Council provides input and guidance on VR's innovative approaches to service delivery including the Meet You Where You Are model, the use of motivational interviewing techniques, and the expanded use of social media. Members also provide direction on strategies to reach underserved and unserved through expanded and innovative marketing strategies.

C. Overcome identified barriers

Overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

The proactive strategies listed above are expected to address identified barriers such as locating, accessing, and coordinating needed community services and supports expanding work-based training opportunities throughout the entire state. Nebraska VR remains committed to serving individuals with disabilities in their local communities. To be successful this includes establishing partnerships and collaborations with local businesses, local community resources, schools, and other programs.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. Evaluation of achievement of goals

An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

A. Strategies that contributed to the achievement of the goals

Identify the strategies that contributed to the achievement of the goals.

The following represents Nebraska VR's evaluation and report of progress on the agency's PY 2018 and 2019 Goals and Priorities.

Increase the Rehabilitation Rate (Goal of 65%)

In PY 2018 and 19, Nebraska VR:

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1. Conducted quarterly reviews with the leadership team to analyze progress on Standards & Indicators including the rehabilitation rate. With the transition to the six performance accountability indicators, there has been more of an emphasis on reviewing those data and additional information presented on the RSA Dashboards including:

    - Measurable Skill Gains
    - Exit Data
    - Pre-Employment Transition Services
    - Competitive Integrated Employment Outcomes; and
    - VR Participant Data

    Nebraska VR's Employment Rate in Program Year 2018 and 2019 (by Quarter) were:

    - PY 2018 Q1: 56.6%
    - PY 2018 Q2: 68.7%
    - PY 2018 Q3: 55.6%
    - PY 2018 Q4: 50.7%
    - PY 2019 Q1: 50.0%

    Nebraska VR's employment rate and performance on all other data indicators listed above have been dramatically impacted by the implementation of Order of Selection (OOS) and having all priority categories closed. Therefore, as Nebraska VR continues to move individuals off of the wait list, it is anticipated, the agency's performance will improve on all indicators.

2. Continued to maintain fifteen (15) Project SEARCH training programs across the state. In PY 2018, 97.8% (88/90) students successfully completed the program. This is an increase of 2.8% from PY 2017.

3. Nebraska VR has a point of contact on The National Employment Team (NET). Nebraska VR pursued developing partnerships with employers identified through The NET. At the completion of PY 2018, there were over 3,100 business contact entries in Nebraska VR's employer database.

4. Continued outcome-based supported employment services for individuals with behavioral health, acquired brain injury, autism spectrum disorders, and intellectual disabilities.

5. Maintained Certificate Training Programs. These programs are based on local employer needs and delivered in conjunction with community colleges and high schools. The training areas include: electrical, welding, and CNA.

Increase the quality and timeliness of services

In PY 2018 and 2019, Nebraska VR:

1. Continued to evaluate statewide data related to the 60-day timeline for determining eligibility. Internal controls were added to the agency's case management system in PY 2018-19 to enhance monitoring of this timeline.

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2. Continued to evaluate statewide data related to 90-day timelines for developing an Individualized Plan for Employment (IPE). Internal controls were added to the agency's case management system in PY 2018-19 to enhance monitoring of this timeline.

3. Evaluated and continued to implement the Progressive Employment Model (Rapid Engagement).

4. Refined Work in Nebraska (WIN) Meetings. These meetings allow VR staff and other community partners to share job leads and develop new business contacts.

5. Offered over a dozen internal trainings for VR staff.

6. Hosted Motivational Interviewing "refresher" for all field offices.

7. Developed a new process for collecting and displaying client satisfaction survey data.

    a. In PY 2018, 470 surveys were completed.

    b. 94% of respondents reported the job VR assisted them in obtaining met their needs.

    c. 87% responded they were "very likely" to refer a family member or a friend with a disability to Nebraska VR.

8. Observed an increase in the client wage from $12.58 in PY 2017 to $13.81 in PY 2018

Develop effective community partnerships

In PY 2018 and 2019, Nebraska VR:

1. Continued to host Work in Nebraska (WIN) meetings. These weekly meetings allow for VR staff and community partners to share local labor market information.

2. Expanded the number of Business Advisory Councils. There are currently four (4) Project SEARCH Business Advisory Councils (BAC) in Nebraska with the potential expansion of four (4) more. The goal of the BAC is to broaden the program across a variety of industries, provide individuals with disabilities access to the resources they need to be successfully employed in a wide-range of fields and serve as a platform to further educate business professionals about the benefits of employing individuals with disabilities. The measurable goal is 100% employment of Project SEARCH intern participants. Between the four (4) Nebraska BACs there are more than thirty (30) businesses involved. Nebraska VR will consider increasing the number of Project SEARCH sites available in the state and will also consider the expansion of BACs.

3. Provided training to community partners prior to implementing OOS.

4. Participated in the National Disability Employment Cohort.

5. Disseminated a survey to all school districts requesting feedback on VR's delivery of Pre-Employment Transition Services. The survey has been distributed for three (3) years.

    a. In PY 2018, surveys were completed by 264 school teachers or administrators.

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b. The state average customer satisfaction score for staff delivering services in the school was 4.37 out of 5.0.

c. In addition to collecting overall satisfaction with VR services, additional questions on the survey are related to: whether the VR Service Specialist attends IEP meetings, areas the educators are interested in learning more about, e.g., assistive technology, and suggestions for improvement.

d. All VR staff delivering Pre-Employment Transition Services are given a copy of his/her own survey results.

6. Continued to support the delivery of seventeen (17) Benefits Planning Trainings across the state for students and families.

7. Funded Family Employment Awareness Trainings (FEAT) provided by PTI Nebraska. The goals of FEAT are to increase expectations for competitive, integrated employment for students with disabilities, and to increase knowledge of state and federal resources to support the employment of young people with disabilities.

8. Completed a Request for Proposals to support the development and implementation of eighteen (18) Summer Programs for students with disabilities.

B. Describe the factors that impeded the achievement of the goals and priorities.

1. Nebraska VR received formal approval from RSA in December 2017 to implement an OOS. By April 2018, all three (3) priority categories were closed.

2. Significant efforts have been made to remove approximately 1500 individuals from the VR wait list since October 2018; however, due to the decreased number of cases opened and successfully closed, the agency's indicator data have been impacted.

3. Additionally, funding restrictions have impacted the agency's opportunity to support innovative projects in the same manner as previous years.

4. It is recognized community partners have been impacted by increased referrals from VR as a result of having a wait list. On-going conversations among the partners has allowed for timely information about VR services and the agency's efforts to manage the wait list.

2. Evaluation of achievement of Supported Employment program goals

An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

1. Maintained supported employment partnerships for mental health in all six (6) regions of the state.

2. Implemented supported employment milestones and payment system for individuals with behavioral health, autism, brain injury, and intellectual disabilities.

3. Utilized Title 1 funds to supplement Title VI, Part B funds to adequately address the mental health supported employment service needs in the State of Nebraska.

4. Nebraska VR has been actively engaged in the State of Nebraska's development of the Olmstead Plan. This planning has provided a different level of opportunity for collaboration and leveraging resources to support individuals with disabilities and access to the most integrated settings.

B. Describe the factors that impeded the achievement of the goals and priorities.

1. The continued delay in the compliance date for a move to integrated employment settings for individuals with intellectual disabilities by the Center of Medicare and Medicaid Services resulted in a diminished sense of urgency for family members and providers to move individuals into competitive integrated employment instead of sheltered workshop employment.

2. Due to VR's OOS, a significantly lower number of referrals were made to providers for supported employment.

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

Benchmarks continue to be established on all indicators; however, the following is a summary of the program's performance using metrics outlined in RSA's quarterly dashboards:

PY 2018 Quarter 1:

- Measurable Skill Gain Indicator: 4.5%
- Eligible for Measurable Skill Gains: 27.3%
- Measurable Skill Gains Earned: 77
- Count of Pre-Employment Transition Services: 8,420

PY 2018 Quarter 2:

- Measurable Skill Gain Indicator: 3.3%
- Eligible for Measurable Skill Gains: 29.7%
- Measurable Skill Gains Earned: 33
- Number of students with disabilities reported: 5,456
- Number receiving Pre-ETS: 3,163
- Number of Pre-ETS Services by Type: Largest reported service — Job Exploration Counseling: 2,526

PY 2018 Quarter 3:

- Measurable Skill Gain Indicator: 2.3%
- Eligible for Measurable Skill Gains: 31.4%
- Measurable Skill Gains Earned: 15
- Number of students with disabilities reported: 5,963
- Number receiving Pre-ETS: 3,369

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- Number of Pre-ETS Service by Type: Largest reported service — Job Exploration Counseling: 2,680

PY 2018 Quarter 4:

- Measurable Skill Gain Indicator: 6.7%
- Eligible for Measurable Skill Gains: 33.4%
- Measurable Skill Gains Earned: 66
- Number of students with disabilities reported: 4,107
- Number receiving Pre-ETS: 2,861
- Number of Pre-ETS Service by Type: Largest reported service — Job Exploration Counseling: 2,184

Nebraska continues to study data collected for each of the common performance measures in anticipation of setting benchmarks.

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

I & E Funding for PY 2018 was used to support the State Rehabilitation Council.

q. Quality, Scope, and Extent of Supported Employment Services.

Include the following:

1. Provided to individuals with the most significant disabilities

The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

Quality of supported employment services

All services provided will be of high quality, as judged by prevailing professional standards and such legal standards as may apply. Persons licensed, certified, or registered in accordance with the laws of the State of Nebraska to perform the services will render these services or, if the service is not regulated by the State, by persons who are able to demonstrate they are qualified by reason of education, training, and experience to perform the services.

Scope of supported employment services

The services made available by Nebraska VR using Title VI and Title I funds are limited to those initial services resulting in stable job performance in an integrated competitive work setting. These may include, as appropriate to individual needs:

1. An assessment of the need for supported employment services is supplementary to and provided after an assessment of eligibility and rehabilitation needs has been determined that a person is eligible for services and is a person with a most significant disability.
2. Completion of VR Profile for Supported or Customized Employment and possible Discovery process if prior approval is granted by Nebraska VR. The VR Profile for Supported or Customized Employment summarizes a person's community-based experiences, skills, interests, and talents. Such experiences help the person and the people who support them to understand the elements that are crucial to the person's

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employment success. By ensuring informed choice and organizing data, all appropriate services are considered to support and maintain employment.

3. Development and placement in competitive integrated employment includes customized employment services for the maximum number of hours possible consistent with the person's unique strengths, resources, priorities, concerns, abilities, capabilities, and with consideration of current labor market information.

4. Intensive on-the-job skills training and other training, based on individual need, is provided by skilled job trainers, co-workers, and other qualified persons based on a systematic analysis of the work to be performed, and a systematic analysis of the employer's performance expectations and requirements. It is conducted in accordance with a written plan identifying the methods of teaching, instruction, and behavior management necessary to enable the individual to acquire skills and master the work to be performed, to regulate behavior in accordance with the employer's requirements and expectations, and achieve stable job performance. The training provides for a systematic reduction of intensive teaching, instruction, and behavior management methods to the lowest intervention level necessary to maintain stable job performance.

5. Other vocational rehabilitation services that are needed to achieve and maintain job stability include, but are not limited to —

    a. Interpreter services for individuals with hearing impairments to permit communication between the individual and the skilled job trainer.

    b. Occupational licenses and permits required by federal, state, and local law to perform an occupation.

    c. Occupational tools and equipment required by the employer but not routinely provided to new employees.

    d. Rehabilitation technology services including adaptations and modifications of the workplace.

    e. Work clothing and uniforms required by the employer but not routinely provided to new employees, and safety shoes and other articles of clothing necessary to permit safe performance on the job.

    f. Transportation from place of residence to the work site and return until the person can pay for the cost from earnings and/or work incentives.

    g. Benefits planning to ensure an understanding of work incentives and earnings reporting requirements.

    h. Customized employment services to enhance the likelihood of competitive, integrated employment for individuals with significant disabilities.

6. Follow-up services, including regular contact with the employer, the individual with a most significant disability, the individual's parents, guardian or other representative, in order to reinforce and stabilize the job placement.

7. On-going monitoring services from the time of job placement until the transition to extended services from one or more extended services providers. These services include, at a minimum, the assessment of employment stability and, based on that assessment, the coordination or provision of specific services needed to maintain employment stability.

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Extent of supported employment services

1. Assessment of rehabilitation need for supported employment services are made available to the extent necessary to determine the nature and scope of services to be provided under an Individualized Plan for Employment (IPE) to achieve supported employment or to determine on the basis of clear and convincing evidence that an employment outcome cannot be achieved.
2. Job development including customized employment and placement services are provided to the extent necessary to place the individual into competitive integrated employment consistent with client's informed choice.
3. Intensive on-the-job and other training services are provided to the person to the extent necessary to achieve stable job performance, or to determine on the basis of clear and convincing evidence this cannot be achieved. Services are provided for a maximum of 24 cumulative months, or for youth with a disability (16-24) utilizing Title VI funds up to 48 cumulative months unless a longer period is provided in the IPE of the person.
4. Other services are made available to the extent necessary to support the individual achieving a successful competitive integrated outcome.
5. Follow-up services are provided to the individual to the extent necessary to assure that job stability has occurred, or to determine on the basis of clear and convincing evidence that job stability cannot be achieved.
6. On-going monitoring services are provided, at a minimum, twice monthly at the work site to assess employment stability and, based on that assessment, to coordinate or provide specific services needed to maintain employment stability. If off-site monitoring is determined to be appropriate, and is included in the person's IPE, it must, at a minimum, include two meetings with the person and one contact with the employer each month. Providers of supported employment services document the number and type of monitoring visits and report this information to the VR staff.

2. The timing of transition to extended services.

Nebraska VR transitions the person to extended services provided by other public agencies, nonprofit agencies or organizations, employers, natural supports, or other entities no later than 24 cumulative months or 48 cumulative months for youth with a disability after placement in supported employment (unless a longer period is established in the IPE), provided that —

- the person has made substantial progress toward their hours per week goal in the IPE,
- the individual is stabilized on the job,
- the team agrees with the decision, and
- extended services will be available and provided without a hiatus in services.

Certifications

Name of designated State agency or designated State unit, as appropriate:

Applicant's Organization: **Nebraska Division of Rehabilitation Services**

Full Name of Authorized Representative: **Lindy Foley**

Title of Authorized Representative: **Director**

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States must provide written and signed certifications that:

1. The designated State agency or designated State unit (as appropriate) listed above is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** - **YES**
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the designated State agency listed above agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan. - **YES**
3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan*, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan.** - **YES**
4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement. - **YES**
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. - **YES**
6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. - **YES**
7. The Authorized Representative listed above has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement. - **YES**
8. The Authorized Representative listed above has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services. - **YES**
9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. - **YES**

Footnotes

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

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*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

Additional Comments on the Certifications from the State

None

Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization: **Nebraska Division of Rehabilitation Services**

Full Name of Authorized Representative: **Lindy Foley**

Title of Authorized Representative: **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

Certification Regarding Lobbying — Supported Employment

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization: **Nebraska Division of Rehabilitation Services**

Full Name of Authorized Representative: **Lindy Foley**

Title of Authorized Representative: **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

Assurances

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The State Plan must provide assurances that:

1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.
3. Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:
    a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.
    b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.

    The designated State agency or designated State unit, as applicable (B) has established a State Rehabilitation Council.

    c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.
    d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).
    e. the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.

    The designated State agency allows for the local administration of VR funds.- **YES**

    f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.

    The designated State agency allows for the shared funding and administration of joint programs. - **YES**

    g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.

    Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. - **YES**

    h. the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.
    i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act .
    j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

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k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.

4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:

a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act .

c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act?

Agency will provide the full range of services described above. - **Yes**

d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

f. comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.

g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act.

i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

j. with respect to students with disabilities, the State,

A. has developed and will implement,

- strategies to address the needs identified in the assessments; and
- strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and

B. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

5. Program Administration for the Supported Employment Title VI Supplement:

a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported

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employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. Financial Administration of the Supported Employment Program:
   a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.
   b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7. Provision of Supported Employment Services:
   a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.
   b. The designated State agency assures that:
      i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act
      ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

Additional Comments on the Assurances from the State

None

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Nebraska's Workforce Innovation and Opportunity Act (WIOA)
2020-24 Combined State Plan
Nebraska VR Presentation
Nebraska State Board of Education
Strategic Planning, Performance and Improvement Committee

Purpose of the State Plan

- Outline a four (4) year strategy for the State's Workforce Development System;
- Align federal investments in job training;
- Integrate service delivery across programs and improve efficiency in service delivery; and
- Ensure the State's Workforce Development System is job-driven and matches employers with skilled individuals.

Development of Nebraska VR's Portion of the WIOA State Plan

- Needs assessment conducted in fall of 2019
- Nebraska VR Leadership Council and the State Rehabilitation Council (SRC) Engagement
- Alignment of efforts with other State Plans and priorities

Input Gathered Since Last State Board Meeting

- Statewide public meeting held on Monday, February 10
- Public comment period ended on February 29, 2020

Summary of Public Comment

- Partner offered opportunity to collaborate with Nebraska VR and Nebraska Commission for the Blind and Visually Impaired (NCBVI) in developing disability sensitivity training specific to providing effective communication and technology accommodations.
- Partner requested Nebraska VR evaluate process for determining Priority Group assignment.
- Partner requested Nebraska VR review processes for referring individuals with disabilities for job openings and determining competitive integrated employment on a case-by-case basis.
- Partner identified differential in unemployment rate between people with a disability and people without disabilities.

Next Steps

Nebraska will submit all sections of the WIOA Combined State Plan no later than April 1, 2020**.**

Accessing the Draft State Plan and a Recording of the Public Meeting:

To view the draft of Nebraska's WIOA Combined State Plan visit:
https://dol.nebraska.gov/EmploymentAndTraining/LCRWP/WIOA/ManualsPlansReports

To view a recording of the State Plan public meeting visit:
https://www.youtube.com/watch?v=VOkTdP63jBo&feature=youtu.be

March 5, 2020

Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA
DEPARTMENT OF EDUCATION

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PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Ryan M. Foor

PROPOSED AGENDA ITEM: Authorize the Commissioner to enter into an agreement with the Nebraska Department of Health and Human Services (DHHS) to formalize collaboration between the DHHS and the NDE, and to authorize the NDE to oversee and administer the schools and education programs provided by the DHHS facility-based schools.

RATIONALE/BACKGROUND INFORMATION: The purpose of the agreement is to formalize collaboration between the DHHS and the NDE and to authorize the NDE to oversee and administer the schools and education programs provided by the DHHS facility-based schools from the time of execution of the agreement through August 31, 2020. This collaboration applies to the schools and education programs operated by the Youth Rehabilitation and Treatment Centers (YRTC), the Hastings Regional Center JCDP, the Lincoln Regional Center – Whitehall Campus, and any additional facility-based schools DHSS may operate during the term of this agreement.

The agreement would include terms for the NDE to provide school administration for the term of the agreement, as well as written recommendations for the DHHS to implement an education system for the DHHS facilities.

Neb. Rev. Stat. § 13-807 provides in relevant part that "any one or more public agencies may contract with any one or more other public agencies to perform any governmental service, activity or undertaking which at least one of the public agencies entering into the contract is authorized by law to perform." DHHS – Office of Juvenile Services has the legal authority for the oversight and control of the youth rehabilitation and treatment centers (see Neb. Rev. Stat. § 43-404).

ESTIMATED COST: The estimated amount of the agreement is a maximum of $500,000.00 in state funds from the DHHS to the NDE.

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE (e.g., state general funds, federal Perkins career and technical education funds; federal Title I funds): state funds

INTERAGENCY AGREEMENT

BETWEEN

THE NEBRASKA DEPARTMENT OF HEALTH AND HUMAN SERVICES AND

THE NEBRASKA DEPARTMENT OF EDUCATION

This interagency agreement, including any addenda and attachments (collectively, "Agreement") is entered into by and between the Nebraska Department of Health and Human Services (DHHS), and The Nebraska Department of Education ("Agency").

AUTHORITY: This agreement is authorized by Neb. Rev. Stat. § 13-807, which provides in relevant part that "any one or more public agencies may contract with any one or more other public agencies to perform any governmental service, activity or undertaking which at least one of the public agencies entering into the contract is authorized by law to perform." DHHS - Office of Juvenile Services has the legal authority for the oversight and control of the youth rehabilitation and treatment centers (see Neb. Rev. Stat. § 43-404).

PURPOSE: The purpose of this Agreement is to formalize collaboration between the Department of Health and Human Services and the Nebraska Department of Education and to authorize the Nebraska Department of Education to oversee and administer the schools and education programs provided by the DHHS facility-based schools. This collaboration applies to the school[illegible] operated by the Youth Rehabilitation and Treatment Centers (YRTC) the Hastings Regional Center - CDP, the Lincoln Regional Center - Whitehall Campus, and any additional facility- based schools DHHS may operate during the term of this agreement.

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FUNDING: This Agreement involves state funds.

HIPAA: This Contract involves the sharing of or access to Protected Health Information and includes a Business Associate Agreement (Addendum A) for compliance with the Health Insurance Portability and Accountability Act (HIPAA).

1. DURATION

1.1. TERM. This Agreement is in effect from the later of March 1, 2020 or the date this Agreement is signed by the parties, through August 31, 2020.

1.2. TERMINATION. This Agreement may be terminated, in whole or in part, at any time upon mutual written consent, or by either party for any reason upon submission of written notice to the other party at least thirty (30) days prior to the effective date of termination. Either party may also terminate the Agreement to the extent otherwise provided herein. Upon either termination or expiration of this Agreement, the Parties shall confer as to the disposal of any real or personal property involved in the Agreement, and agree, in writing as to the manner of method of disposal.

2. PAYMENT TERMS AND STRUCTURE

2.1. TOTAL PAYMENT. DHHS shall pay Agency a total amount not to exceed $500000 (Five hundred thousand dollars) for the work performed under this Agreement.

2.2. PAYMENT STRUCTURE. Payment shall be structured as follows.

2.2.1. Upon execution of this agreement, DHHS will advance Agency the first month of expenses to fund initial costs associated with this agreement, per the budget included in Attachment 1;

2.2.2. Agency will submit an invoice after 30 days, and each 30 days thereafter. The first month's expenses will be offset by initial advance to Agency;

2.2.3. DHHS will have 30 days to review each submitted invoice and approve reimbursement of all reasonable costs that are consistent with the budget in Attachment 1.

2.2.4. Costs will be reimbursed to Agency no later than 45 days after receipt of an invoice containing sufficient detail to support payment.

2.3. BUDGET ADJUSTMENTS. Agency will have the discretion to transfer funds between individual cost categories, provided the cumulative result of such transfers during the term of this Contract does not exceed the total cap of his agreement. Any transfers that would cumulatively result in the Agency exceeding this cap must have prior written approval from DHHS

3. RESPONSIBILITIES

3.1. DHHS shall do the following:

3.1.1. Grant Agency the authority in conjunction with the DHHS Chief Executive Officer or designee for the administrative oversight of the DHHS facility-based schools and education programs approved or accredited under the NDE's regulations for such schools and programs.

3.1.2. Provide Agency with full access to the DHHS facility-based Schools, the Schools' staffs, the facilities, academic information, financial information, personnel records, and any other requested information in a timely manner.

3.1.3. Transfer to Agency the day-to-day supervisory responsibility for the DHHS staff identified in programs covered by this agreement. All existing DHHS employees at the schools, and such employees' successors or replacements in the same positions, shall remain employees of DHHS and subject to DHHS employment bargaining agreements, personnel rules and policies & procedures, etc., as applicable. DHHS and Agency will collaborate with each other to address personnel concerns and recommendations for further action.

3.1.4. Perform the following functions after collaboration and consultation with Agency with respect to the DHHS positions in the schools:

3.1.4.1. Make changes in the HR system;

3.1.4.2. Provide agency with information on performance evaluation completions;

3.1.4.3. Make all necessary changes in employee computer systems and enter data into personnel files regarding disciplinary actions;

3.1.4.4. Provide payroll services; and

3.1.4.5. Work collaboratively with Agency for the recruitment and selection of any DHHS positions in the facility-based schools

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3.1.5. Provide access and authorities for budget and contract databases and spending decisions made in collaboration with DHHS.

3.1.6. Provide Agency with information related to the therapeutic and clinical treatment needs of youth attending the facility-based schools, so that such information can be used to determine the individual student's educational needs.

3.2. Agency shall do the following:

3.2.1. Appoint a Director of Schools who will report directly to the Commissioner of Education. The Director will hold the credentials required to serve as a public school superintendent in the State of Nebraska, per NDE Rules (92 NAC 21 and 24).

3.2.1.1. The Director may appoint and contract with an Assistant Director to oversee the day-to-day operations of the Schools. The Assistant Director will hold, at a minimum, the credentials required to serve as a public school principal in an elementary or secondary school in the State of Nebraska, per NDE Rules (92 NAC 21 and 24).

3.2.1.2. The Director may appoint and contract with additional individuals or entities to fulfill the terms of this agreement, subject to Agency approval and the availability of funding for such hirings.

3.2.1.2.1. Agency agrees to conduct background checks on any individuals that will be working in the facility-based schools. These background checks will include, at a minimum, a check of the Nebraska Child Abuse and Neglect Central Registry, the Nebraska Sex Offender Registry and the sex offender registry of any state where the individual has resided in the

past five (5) years, if such registry is not closed, and a criminal background check.

3.2.1.2.2. If, upon completion of the background checks, the Agency plans to utilize the individual in the facility-based school, Agency will alert DHHS of any listings on a child abuse registry, sex offender registry or criminal conviction, excluding minor traffic offenses identified in the completed background checks.

3.2.1.2.3. Agency will make a good faith effort to learn whether any individual who will have contact with children in the DHHS facility-based schools has any prior incidents of sexual harassment. If Agency becomes aware of any such incidents, Agency will notify DHHS as promptly as possible, but no later than three (3) days from when the Agency becomes aware of the incident.

3.2.1.2.4. Should the facility-based schools require additional background checks for purposes of compliance with the Prison Rape Elimination Act (PREA) or any other law, Agency agrees to require any appointed individuals working in the facility to consent to DHHS conducting the additional background checks. If the individual will not consent, Agency agrees the individual will no longer be used for work in the facility-based school.

3.2.1.3. The Director, or her or his designee, will consult with the DHHS CEO or designee, the DHHS Director of Facilities, the DHHS Administrator for the Office of Juvenile Services, and other appropriate DHHS leadership and staff to operate the Schools as a functional administrative unit within the operations of the DHHS facilities.

3.2.1.4. The Director, or her or his designee, will supervise the principals and other personnel at each of the YRTC Schools and other personnel appointed to fulfill the terms of this Agreement.

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3.2.2. Enter into written contracts with entities or individuals appointed by Agency as employees or independent contractors under this agreement (including the Director of Schools), or appointed by the Director of Schools on behalf of Agency. The purpose of the contracts must be to fulfill requirements related to Agency's internal regulations related to contract and hiring processes, as well as the Agency's standard procedures for reviewing and approving such contracts.

3.2.3. Require the Assistant Director or Principal of each school, or his or her designee, to participate in DHHS leadership huddle meetings and other DHHS leadership team meetings;

3.2.4. Require the Director or his or her designee to work collaboratively with DHHS to:

3.2.4.1. comply with the rules and regulations of the Agency for the operation of the Schools within the DHHS facilities;

3.2.4.2. implement daily schedules at each of the Schools that fulfill the minimum requirements of the NDE rules and regulations, while meeting the needs of individual students;

3.2.4.3. implement high-quality educational curricula across all Schools;

3.2.4.4. implement a viable staffing plan;

3.2.4.5. implement a valid performance evaluation system for all of the Schools' staff;

3.2.4.6. identify the specific educational needs of each student, including but not limited to the areas of assessment, language supports (e.g., English learner needs), and special education services;

3.2.4.7. determine the suitability of facilities for the education of students within each facility, and make decisions as to the facilities and locations where the education of students will take place;

3.2.4.8. diagnose issues that negatively affect student achievement in the Schools, design and implement strategies to address such issues through the special purpose agreement, and develop measurable indicators of progress;

3.2.4.9. make recommendations to the Commissioner of Education on a long-term plan for revisions to the rules and regulations that govern the DHHS facility-based education schools and programs; and

3.2.4.10. perform any other duties mutually agreed upon in collaboration between DHHS and the Agency.

3.2.5. Require the Director or his or her designee to work collaboratively with DHHS to develop, revise and implement the special purpose agreement between DHHS and Agency for the YRTC schools and to collaboratively consider the following components when revising the special purpose agreement:

3.2.5.1. a plan for the long-term programmatic structures for behavioral and mental health services and supports to be integrated within the Schools;

3.2.5.2. a plan for the long-term student educational transition plans;

3.2.5.3. a plan for the long-term student activity and athletic programs offered through the Schools; and

3.2.5.4. the possible inclusion of a governing board and superintendent.

3.2.6. Agree that the Director or his or her designee will communicate with the CEO of DHHS or his or her designee regarding information on all educational offerings at the facility-based schools, and allow both agencies access to the curricula for all education courses and programs;

3.2.7. Continually communicate with DHHS regarding any personnel matters and immediately notify DHHS of any anticipated or requested change in DHHS personnel;

3.2.8. Agree that Agency will not use or disclose employment-related information or records of DHHS personnel other than as necessary to fulfill the terms of this Agreement, or as required by law. Agency further agrees to implement and maintain appropriate administrative, physical, and technical safeguards to prevent unauthorized access to, use, or disclosure of such information or records.

3.2.9. Agree [illegible] Agency [illegible] his or [illegible] designee [illegible] with the CEO of DHHS [illegible] his or her designee to discuss [illegible] progress of the terms of this agreement thirty days after execution of this agreement and every thirty days thereafter; and

3.2.10. Provide the CEO of DHHS [illegible] or his or her designee with the following items in accordance with the timeline and costs included in Attachment 1:

3.2.10.1. A written recommendation on the educational model DHHS should utilize in each of its facility-based schools;

3.2.10.2. A written recommendation for the organizational structure of the facility-based schools, including recommendations on the types of positions, the number of employees to serve in each position at each facility and the necessary leadership structure; and

3.2.10.3. A written implementation plan for how DHHS can achieve both the organizational structure and educational model recommended by Agency.

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3.3. *Best Efforts.* The parties shall use their best efforts to accomplish their respective responsibilities in a timely and efficient manner. The failure of one party to perform its responsibilities shall not relieve the other party of its responsibilities.

4. WRITTEN AGREEMENT

4.1. *Amendment.* This Agreement may be modified only by written amendment, executed by both parties. No alteration or variation of the terms and conditions of this Agreement shall be valid unless made in writing and signed by the Parties.

4.2. *Integration.* This written Agreement constitutes the entire agreement between the Parties, and any prior or contemporaneous representations, promises, or statements by the Parties, which are not incorporated herein, shall not serve to vary or contradict the terms set forth in this Agreement.

4.3. *Severability.* Should any part, term or provision of this Agreement be determined to be invalid, the remainder of this Agreement shall not be affected, and the same shall continue in full force and effect.

4.4. *Survival.* All provisions hereof that by their nature are to be performed or complied with following the expiration or termination of this Agreement, shall survive the expiration or termination of this Agreement.

5. COMPLIANCE WITH LAW

5.1. *Civil Rights and Equal Opportunity Employment.* The Parties shall comply with all applicable local, state and federal law regarding civil rights, including but not limited to, Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d et seq.; the Rehabilitation Act of 1973, 29 U.S.C. §§ 794 et seq.; the Americans with Disabilities Act of 1990 ("ADA"), 42 U.S.C. §§ 12101 et seq.; the Age Discrimination in Employment Act, 29 U.S.C. §§ 621 et seq.; the Age Discrimination Act of 1975, 42 U.S.C. §§ 6101 et seq.; and the Nebraska Fair Employment Practice Act, Neb. Rev. Stat. §§ 48-1101 to 48-1125.

5.2. The Parties shall comply with all other applicable federal, state, county and municipal laws, ordinances, and rules and regulations in the performance of this Agreement. This may include, but is not limited to, confidentiality requirements for the particular information being accessed or the data being shared, as may be more fully set forth herein.

6. INDEPENDENT AGENCIES

6.1. DHHS and the Agency are independent agencies within the State of Nebraska. This Agreement shall not create an employer-employee relationship between the Parties or between any of the employees of one party with the other party. The Agreement does not create a business partnership or joint venture under Nebraska law, or any joint entity as set forth in the Interlocal Cooperation Act, Neb. Rev. Stat. §§ 13-801 et seq.

7. LIABILITY

7.1. Nothing in this Agreement shall be construed as an indemnification by one party or the other for liabilities of a party or third parties for property loss or damage or death or personal injury arising out of and during the performance of this Agreement. Any liabilities or claims for property loss or damages or for death or personal injury by a party or its agents, employees, contractors or assigns or by third pe[illegible] shall be determined accordi[illegible] to appl[illegible] law.

7.2. Nothing in thi[illegible] Agreem[illegible]t s[illegible]ll relieve either [illegible]arty of any obligation or re[illegible]sponsibility imposed upon it by law.

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8. RECORDS

8.1. The parties agree to provide reasonable access to each other's records and personnel, as necessary, to ensure compliance with any funding requirements, or to provide records for any federal or state oversight authority.

8.2. The parties shall maintain all records related to this Agreement as consistent with any applicable record retention schedules, or any other retention requirement mandated by law.

9. ADDENDA

A. DHHS HIPAA Business Associate Agreement Provisions

10. ATTACHMENTS

1. Agency's budget

11. NOTICES

11.1. Notices shall be in writing and shall be effective upon mailing. All written notices shall be sent to the following addresses:

FOR DHHS:
Lucas Atkinson
Nebraska Department of Health and Human Services
301 Centennial Mall South

FOR AGENCY:

The Nebraska Department of Education
Address – can request in DocuSign
City, State, Zip – can request in DocuSIgn

Lincoln, NE 68509-5026 Phone – c Docusign
Phone
Email

11.2. Either party may change the individual to be notified under this section via letter sent by U.S. Mail, postage prepaid, or via email.

IN WITNESS THEREOF, the parties have duly executed this Agreement hereto, and that the individual signing below has authority to legally bind the party to this Agreement.

FOR DHHS:	FOR AGENCY:
_____	_____
Name– remove before Docusign	Name– remove before Docusign
Title– remove before Docusign	Title– remove before Docusign
Department of Health and Human Services Operations	The Nebraska Department of Education
DATE: _____	DATE: _____

ADDENDUM A

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BUSINESS ASSOCIATE AGREEMENT PROVISIONS

1. BUSINESS ASSOCIATE. "Business Associate" shall generally have the same meaning as the term "business associate" at 45 CFR § 160.103, and in reference to the party in this Agreement, shall mean Agency.
2. COVERED ENTITY. "Covered Entity" shall generally have the same meaning as the term "covered entity" at 45 CFR § 160.103, and in reference to the party to this Agreement, shall mean DHHS.
3. HIPAA RULES. "HIPAA Rules" shall mean the Privacy, Security, Breach Notification, and Enforcement Rules at 45 CFR Part 160 and Part 164.
4. OTHER TERMS. The following terms shall have the same meaning as those terms in the HIPAA Rules: Breach, Data Aggregation, Designated Record Set, Disclosure, Health Care Operations, Individual, Minimum Necessary, Notice of Privacy Practices, Protected Health Information, Required by Law, Secretary, Security Incident, Subcontractor, Unsecured Protected Health Information, and Use.
5. THE AGENCY shall do the following:
   5.1. Not use or disclose Protected Health Information other than as permitted or required by this Agreement or as required by law. Agency may use Protected Health Information for the purposes of managing its internal business processes relating to its functions and performance under this Agreement. Use or disclosure must be consistent with DHHS' minimum necessary policies and procedures.
   5.2. Implement and maintain appropriate administrative, physical, and technical safeguards to prevent access to and the unauthorized use and disclosure of Protected Health Information. Comply with Subpart C of 45 CFR Part 164 with respect to electronic Protected Health Information, to prevent use or disclosure of Protected Health Information other than as provided for in this Agreement and assess potential risks and vulnerabilities to the individual health data in its care and custody and develop, implement, and maintain reasonable security measures.
   5.3. To the extent Agency is to carry out one or more of the DHHS' obligations under Subpart E of 45 CFR Part 164, comply with the requirements of Subpart E that apply to DHHS in the performance of such obligations. Agency may not use or disclosure Protected Health Information in a manner that would violate Subpart E of 45 CFR Part 164 if done by DHHS.
   5.4. In accordance with 45 CFR §§ 164.502(E)(1)(ii) and 164.308(b)(2), if applicable, ensure that any agents and subcontractors that create, receive, maintain, or transmit Protected Health Information

received from DHHS, or created by or received from the Agency on behalf of DHHS, agree in writing to the same restrictions, conditions, and requirements relating to the confidentiality, care, custody, and minimum use of Protected Health Information that apply to the Agency with respect to such information.

5.5. Obtain reasonable assurances from the person to whom the information is disclosed that the information will remain confidential and used or further disclosed only as required by law or for the purposes for which it was disclosed to the person, and the person notifies the Agency of any instances of which it is aware that the confidentiality of the information has been breached.

5.6. Within fifteen (15) days:

5.6.1. Make available Protected Health Information to DHHS as necessary to satisfy DHHS' obligations under 45 CFR § 164.524;

5.6.2. Make any amendment(s) to Protected Health Information as directed or agreed to by DHHS pursuant to 45 CFR § 164.526, or take other measures as necessary to satisfy DHHS' obligations under 45 CFR § 164.526;

5.6.3. Maintain and make available the information required to provide an accounting of disclosures to DHHS as necessary to satisfy DHHS' obligations under 45 CFR § 164.528.

5.7. Make its internal practices, books, and records relating to the use and disclosure of Protected Heath Information received from, or created or received by the Agency on behalf of the DHHS available to the Secretary for purposes of determining compliance with the HIPAA rules. Agency shall provide DHHS with copies of the information it has made available to the Secretary.

5.8. Report to DHHS within fifteen (15) days, any unauthorized use or disclosure of Protected Health Information made in violation of this Agreement, or the HIPAA rules, including any security incident that may put electronic Protected Health Information at risk. Agency shall, as instructed by DHHS, take immediate steps to mitigate any harmful effect of such unauthorized disclosure of Protected Health Information pursuant to the conditions of this Agreement through the preparation and completion of a written Corrective Action Plan subject to the review and approval by DHHS. The Agency shall report any breach to the individual affected and to the Secretary as required by the HIPAA rules.

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6. TERMINATION.

6.1. DHHS may immediately terminate this Agreement and any and all associated contracts if DHHS determines that the Agency has violated a material term of this Agreement.

6.2. Within thirty (30) days of expiration or termination of this Agreement, or as agreed, unless Agency requests and DHHS authorizes a longer period of time, Agency shall return or at the written direction of DHHS destroy all Protected Health Information received from DHHS (or created or received by Agency on behalf of DHHS) that Agency still maintains in any form and retain no copies of such Protected Health Information. Agency shall provide a written certification to DHHS that all such Protected Health Information has been returned or destroyed (if so instructed), whichever is deemed appropriate. If such return or destruction is determined by the DHHS be infeasible, Agency shall use such Protected Health Information only for purposes that makes such return or destruction infeasible and the provisions of this Agreement shall survive with respect to such Protected Health Information.

6.3. The obligations of the Agency under the Termination Section shall survive the termination of this Agreement.

Attachment 1

Agency Budget

All requested reimbursement for the travel and work expenses of the Director, Assistant Director, and additional positions referred to in this budget (Attachment 1) will be invoiced by the Agency to DHHS using the rates and scope and requirements of the Nebraska Department of Administrative Services (DAS) State Accounting Manual.

Deliverables/Services	Notes	Est. Hours (if applicable)	Annual rate	Total est. for term of agreement (6 mos.)	Monthly est.	Est. completion date
DIRECTOR SERVICES						8/31/2020
Director Personal Services						
Salary	Agreed to $70,000		150,000.00	70,000.00	11,666.67	
Retirement			0.10	6,914.46	1,152.41	
Health insurance			26,555.00	13,277.50	2,212.92	
FICA					892.50	
Life insurance			12.00	00	1.00	
Employee assistance program			13.00	50	1.08	
Workers comp			0.01	700.00	116.67	
			ub-total	*96,259.96*	*16,043.24*	
Director Operating Expense						
Cell phone			1,000.00	500.00	83.33	
Supplies			275.00	137.50	22.92	
Other operating expenses			250.00	125.00	20.83	
			Sub-total	*762.50*	*127.08*	
Director Travel						
Board/lodging			2,575.00	1,287.50	214.58	
Commercial travel			2,210.00	1,105.00	184.17	
State owned transportation			3,315.00	1,657.50	276.25	
Personal mileage			715.00	357.50	59.58	
Miscellaneous travel			165.00	82.50	13.75	
			Sub-total	*4,490.00*	*748.33*	
Director Office Equipment						
Data Processing Hardware/Software			0.00	0.00	0.00	
			Sub-total	*0.00*	*0.00*	

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	DIRECTOR SERVICES TOTAL	**101,511.96**	**16,918.66**	
ASSISTANT DIRECTOR SERVICES				8/31/2020
Assistant Director Personal Services				
Salary	125,000.00	62,500.00	10,416.67	
Retirement	0.10	6,173.63	1,028.94	
Health insurance	26,555.00	13,277.50	2,212.92	
FICA	0.08	4,781.25	796.88	
Life insurance	12.00	6.00	1.00	
Employee assistance program	13.00	6.50	1.08	
Workers comp	0.01	625.00	104.17	
	Sub-total	*87,369.88*	*14,561.65*	
Assistant Director Operating Expense				
Cell phone	1,000.00	500.00	83.33	
Supplies	275.00	137.50	22.92	
Other operating expenses			20.83	
	ub-total	*762.50*	*127.08*	
Assistant Director Travel				
Board/lodging	,575.00	1,287.50	214.58	
Commercial travel	,210.00	1,105.00	184.17	
State owned transportation	,315.00	1,657.50	276.25	
Personal mileage	715.00	357.50	59.58	
Miscellaneous travel	165.00	82.50	13.75	
	Sub-total	*4,490.00*	*748.33*	
Assistant Director Office Equipment				
Data Processing Hardware/Software	3,500.00	1,750.00	291.67	
	Sub-total	*1,750.00*	*291.67*	
	ASSISTANT DIRECTOR SERVICES TOTAL	**94,372.38**	**15,728.73**	
ADDITIONAL POSITION 1 SERVICES				8/31/2020
Additional Position 1 Personal Services				
Salary	100,000.00	50,000.00	8,333.33	
Retirement	0.10	4,938.90	823.15	
Health insurance	26,555.00	13,277.50	2,212.92	
FICA	0.08	3,825.00	637.50	
Life insurance	12.00	6.00	1.00	

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Employee assistance program		13.00	6.50	1.08
Workers comp		0.01	500.00	83.33
		Sub-total	*72,553.90*	*12,092.32*
Additional Position 1 Operating Expense				
Cell phone		1,000.00	500.00	83.33
Supplies		275.00	137.50	22.92
Other operating expenses		250.00	125.00	20.83
		Sub-total	*762.50*	*127.08*
Additional Position 1 Travel				
Board/lodging		2,575.00	1,287.50	214.58
Commercial travel		2,210.00	1,105.00	184.17
State owned transportation		3,315.00	1,657.50	276.25
Personal mileage		715.00	357.50	59.58
Miscellaneous travel		165.00	82.50	13.75
				748.33
Additional Position 1 Office Equipment				
Data Processing Hardware/Softwa		3,500.00	1,750.00	291.67
		Sub-total	*1,750.00*	*291.67*
	ADDITIONAL POSITION 1 SERVICES TOTAL		**79,556.40**	**13,259.40**
ADDITIONAL POSITION 2 SERVICE				8/31/2020
Additional Position 2 Personal Services				
Salary		100,000.00	50,000.00	8,333.33
Retirement		0.10	4,938.90	823.15
Health insurance		26,555.00	13,277.50	2,212.92
FICA		0.08	3,825.00	637.50
Life insurance		12.00	6.00	1.00
Employee assistance program		13.00	6.50	1.08
Workers comp		0.01	500.00	83.33
		Sub-total	*72,553.90*	*12,092.32*
Additional Position 2 Operating Expense				
Cell phone		1,000.00	500.00	83.33
Supplies		275.00	137.50	22.92
Other operating expenses		250.00	125.00	20.83
		Sub-total	*762.50*	*127.08*

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Additional Position 2 Travel					
Board/lodging			2,575.00	1,287.50	214.58
Commercial travel			2,210.00	1,105.00	184.17
State owned transportation			3,315.00	1,657.50	276.25
Personal mileage			715.00	357.50	59.58
Miscellaneous travel			165.00	82.50	13.75
			Sub-total	*4,490.00*	*748.33*
Additional Position 2 Office Equipment					
Data Processing Hardware/Software			3,500.00	1,750.00	291.67
			Sub-total	*1,750.00*	*291.67*
		ADDITIONAL POSITION 2 SERVICES TOTAL		**79,556.40**	**13,259.40**
TECHNICAL ASSISTANCE SERVICES PROVIDED					3/8/2020
Technical Assistance Provided by the NDE	(February 18, 2020 to March 7, 2020)				
Daily Rate	14 days		400.00	5,600.00	933.33
Lodging					224.00
Meals			55.00	77[illegible]0	128.33
Mileage			100.00	1,40[illegible]0	233.33
Other expenses			50.00	70[illegible]0	116.67
		TECHNICAL ASSISTANCE SERVICES PROVIDED TOTAL		**9,814.00**	**1,635.67**
ADDITIONAL STAFF DEVELOPMENT SERVICES					8/31/2020
External staff development contract services	Est. 10 days		5,000.00	25,000.00	4,166.67
		ADDITIONAL STAFF DEVELOPMENT SERVICES TOTAL		**25,000.00**	**4,166.67**
DELIVERABLE 1 - Develop a model for the DHHS education system					7/31/2020
Literature review on education in juvenile justice systems		50	100.00	5,000.00	833.33
Policy scan on best practices in juvenile justice education		20	100.00	2,000.00	333.33
Consult meetings with NDE and DHHS staff		40	100.00	4,000.00	666.67
Writing and editing of report		40	100.00	4,000.00	666.67
		DELIVERABLE 1 TOTAL		**15,000.00**	**2,500.00**
DELIVERABLE 2 - Develop an organization structure, including a staffing plan, for the DHHS education system					7/31/2020
Analysis of current structure		80	100.00	8,000.00	1,333.33
Policy scan on structures in other states		12	100.00	1,200.00	200.00

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Consult meetings with NDE and DHHS staff	60	100.00	6,000.00	1,000.00	
Design of structure	10	100.00	1,000.00	166.67	
Writing and editing of report	50	100.00	5,000.00	833.33	
	DELIVERABLE 2 TOTAL		**21,200.00**	**3,533.33**	
DELIVERABLE 3 - Develop an implementation plan for the education system model, organization structure, and staffing plan					7/31/2020
Literature review on implementation science	20	100.00	2,000.00	333.33	
Consult meetings with NDE and DHHS staff	40	100.00	4,000.00	666.67	
Writing and editing of report	45	100.00	4,500.00	750.00	
	DELIVERABLE 3 TOTAL		**10,500.00**	**1,750.00**	
	SUB-TOTAL OF DELIVERABLES AND SERVICES		436,511.14	72,751.86	
Indirect (administrative) costs		0.13	56,746.45	9,457.74	
	GRA		**4**	**82,209.60**	

Note: The personal services retirement rate is budgeted for the teacher retirement program

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Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA
DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Ryan M. Foor

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract with an individual yet to be named to serve as Assistant Director for the DHHS facility-based schools

RATIONALE/BACKGROUND INFORMATION: Provided the State Board authorizes the Commissioner to enter into the agreement with DHHS to oversee and administer the schools and education programs provided by the DHHS facility-based schools, the agreement allows for the NDE to appoint an Assistant Director to oversee the day-today operations of the DHHS facility-based schools and programs until August 31, 2020. The Assistant Director will report directly to NDE staff and collaborate with DHHS leadership.

ESTIMATED COST: The estimated amount of the contract is a maximum of $94,500.00 in state funds from the DHHS to the NDE.

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE (e.g., state general funds, federal Perkins career and technical education funds; federal Title I funds): state funds

Matthew L. Blomstedt, Ph.D., Commissioner

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Lincoln, NE 68509-4987
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FAX 402.471.0117

PROPOSED AGENDA ITEM RATIONALE

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Ryan M. Foor

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract with individuals or entities yet to be named to fulfill the terms of the agreement for the DHHS facility-based schools

RATIONALE/BACKGROUND INFORMATION: Provided the State Board authorizes the Commissioner to enter into the agreement with DHHS to oversee and administer the schools and education programs provided by the DHHS facility-based schools, the agreement allows for the NDE to enter into written contracts with individuals as employees or independent contractors to fulfill the terms of the agreement. Specifically, additional individuals could be contracted with for school administration needs or in the development of the written recommendations. Up to five additional contracts are budgeted in the draft agreement.

ESTIMATED COST: The total estimated amount of the contracts is a maximum of $206,000.00 in state funds from the DHHS to the NDE.

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE (e.g., state general funds, federal Perkins career and technical education funds; federal Title I funds): state funds

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STATE BOARD OF EDUCATION
MONTHLY BOARD MEMBER MEETING REPORT

Per State Board Policy B16, Reimbursement for Expenses (6): *Board members will provide a brief report to the Board on meetings that they have attended.*

Effective with the May 2018 meeting, Board members will submit reports using this report form. The preferred method to share individual reports is to email the completed report to the Director of State Board Relations in advance of the Work Session (see instructions below). Reports will be complied in the electronic meeting software for Board member and public review.

Instructions:

1. Board members may include up to 10 events in the monthly report. If a Board member intends to report on more than 10 events in a given month, additional reports should be completed. If not reporting on 10 events, leave fields blank.
2. Please include relevant meeting attendance that occurred since the previous Board meeting (see State Board Policy B16).
3. Enter Board member name and date of report at the end of these instructions:
    a. Board member name: Type name.
    b. Date of report: Type the month and year of the upcoming board meeting.
4. For each event, including the following information:
    a. Event name: Type the event name.

b. Event date: Use the dropdown calendar or type the date of the event in dd/mm/yyyy format. If the event was more than one day, enter the last day of the event in dd/mm/yyyy format.
c. Event type: Select the event type from the dropdown menu.
d. Event goal alignment: Select the goal(s) that align(s) with the objectives of the event.
e. Event description: Briefly describe the event as it relates to the scope of work of the State Board of Education.

5. When finished entering event information, save the document to your computer. Email the document to the Director of State Board Relations as an attachment, or print the document and bring with you to the Board meeting.
6. For assistance completing this form, contact the Director of State Board Relations.

BOARD MEMBER NAME: Click or tap here to enter text.

MONTH and YEAR of REPORT: Click or tap here to enter text.

Updated: August 30, 2019

Lisa Fricke- February 2020 Board Report

EVENT #1

Event #1 Name: NASB Legislative Conference

Event #1 Date (first day): 2/9/2010

Last day of event (if applicable): Click or tap to enter a date.

Event #1 Type (from Policy B16): Choose an item.

Event #1 Goal alignment (select all that apply):

☐	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☒	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☐	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #1 Description; describe this event in relation to the scope of work of the State Board of Education:

The NASB Event was very informative. Several senators shared their perspective on the bills that have come before the Legislature. Colby Coash gave a thorough review of the key bills that will affect our public schools.

EVENT #2

Event #2 Name: NAG Conference
Event #2 Date (first day): 2/20/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #2 Type (from Policy B16): Choose an item.
Event #2 Goal alignment (select all that apply):

☐	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☐	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☒	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #2 Description; describe this event in relation to the scope of work of the State Board of Education:
The NAG conference featured speakers who shared information about how students learn and also a variety of ways to get students involved in their learning. The Conference also conducted several workshops that provided participants information that they could use immediately in their classrooms.

EVENT #3

Event #3 Name: Trafficking Training for Teachers
Event #3 Date (first day): Click or tap to enter a date.
Last day of event (if applicable): Click or tap to enter a date.
Event #3 Type (from Policy B16): Choose an item.
Event #3 Goal alignment (select all that apply):

☐	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☐	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☒	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #3 Description; describe this event in relation to the scope of work of the State Board of Education:
Early in the fall, I spearheaded a meeting with Dr. Blum from ESU 3; Stephanie Olson from Set Me Free; and Sara Eliason and Lizzie Hudson from Women's Center for Advancement. During this meeting we planned the February 25th Teacher Trafficking Training that provided the teachers with awareness information about sex trafficking. The February 25th training provided important training that teachers could use recognize and know what to do if they suspect a student is being trafficked.

EVENT #4

Event #4 Name: Women's Fund Workshop
Event #4 Date (first day): 2/27/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #4 Type (from Policy B16): Choose an item.
Event #4 Goal alignment (select all that apply):

☒	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☐	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☐	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #4 Description; describe this event in relation to the scope of work of the State Board of Education:
The NE Women's Fund conducted an informative workshop that shared information about the National Health Standards. Since Nebraska will be developing Health standards soon, five State Board members and two people from NDE were in attendance.

EVENT #5

Event #5 Name: Click or tap here to enter text.

Event #5 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #5 Type (from Policy B16): Choose an item.

Event #5 Goal alignment (select all that apply):

☐	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☐	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☐	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #5 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

EVENT #6

Event #6 Name: Click or tap here to enter text.

Event #6 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #6 Type (from Policy B16): Choose an item.

Event #6 Goal alignment (select all that apply):

☐	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☐	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☐	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #6 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

EVENT #7

Event #7 Name: Click or tap here to enter text.

Event #7 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #7 Type (from Policy B16): Choose an item.

Event #7 Goal alignment (select all that apply):

☐	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☐	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☐	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #7 Description; describe this event in relation to the scope of work of the State Board of Education:

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EVENT #8

Event #8 Name: Click or tap here to enter text.

Event #8 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #8 Type (from Policy B16): Choose an item.

Event #8 Goal alignment (select all that apply):

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EVENT #9

Event #9 Name: Click or tap here to enter text.

Event #9 Date (first day): Click or tap to enter a date.

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Event #9 Goal alignment (select all that apply):

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EVENT #10

Event #10 Name: Click or tap here to enter text.

Event #10 Date (first day): Click or tap to enter a date.

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Event #10 Type (from Policy B16): Choose an item.

Event #10 Goal alignment (select all that apply):

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Event #10 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

NEBRASKA
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Lincoln
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STATE BOARD OF EDUCATION
MONTHLY BOARD MEMBER MEETING REPORT

Per State Board Policy B16, Reimbursement for Expenses (6): *Board members will provide a brief report to the Board on meetings that they have attended.*

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BOARD MEMBER NAME: Patsy Koch Johns

MONTH and YEAR of REPORT: February 2020

Updated: August 30, 2019

EVENT #1

Event #1 Name: Judging Season

Event #1 Date (first day): 02/01/2020

Last day of event (if applicable): 02/29/2020

Event #1 Type (from Policy B16): Judging school plays

Event #1 Goal alignment (select all that apply):

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Event #1 Description; describe this event in relation to the scope of work of the State Board of Education:

I will be traveling all over Nebraska to support the co-curricular events where students learn communication, collaboration, creativity, current events and civility. I am so proud to have been a part of this academic activity in Nebraska all of the years of my teaching here. I will travel to places such as Cambridge, Meschoan, Laurel, Lincoln SE, Kearney, York, Auburn, and Hebron. I appreciate the connection with students and schools.

EVENT #2

Event #2 Name: FFA/CTE Youth Leadership

Event #2 Date (first day): 02/10/2020

Last day of event (if applicable): Click or tap to enter a date.

Event #2 Type (from Policy B16): Community Forum

Event #2 Goal alignment (select all that apply):

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Event #2 Description; describe this event in relation to the scope of work of the State Board of Education:

I was asked to do a presentation to those young CTE elected leaders from all over Nebraska. The speech was inspirational/informational in nature, asing these students to access their senators and State Board of Education members. The speech also explained the functions and representation of the Nebraska State Board of Education. Nebraska's CTF future is in good hands with these leaders.

EVENT #3

Event #3 Name: LEEP Equity Committee Meeting
Event #3 Date (first day): 02/12/2020 & 02/14/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #3 Type (from Policy B16): Meeting
Event #3 Goal alignment (select all that apply):

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Event #3 Description; describe this event in relation to the scope of work of the State Board of Education:

On February 12th at the State Offices, Zainab Rya and I met out of the NDE State Offices to create the agenda for our Nebraska LEEP Equity Committee made up of the following members:

-John Skretta - Director ESV 6
-Isau Metes - NSEA Teacher Outreach
-John Heineman - Retired Teacher, Past IB Principal
-Deborah Neary - NE State Board of Education
-John Witzel - NE State Board of Education
-Patsy Koch Johns - Committee Chair
- Zainab Rya- NDE Equity Director

On February 14th, this committee met to establish its mission statement, the goals it has, meeting times, and to answer questions that our national LEEP leader had challenged us to tack as a group.

EVENT #4

Event #4 Name: NFTA State Arts Advocacy Day
Event #4 Date (first day): 02/13/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #4 Type (from Policy B16): celebration
Event #4 Goal alignment (select all that apply):

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Event #4 Description; describe this event in relation to the scope of work of the State Board of Education:
This is a day for Leaders in the Arts to celebrate the arts in Nebraska by presenting awards, attending education workshops, and meeting our legislative representatives about the issues concerning the arts that will come before them. This year, we have our legislative bills as possibilities. The first is the creation of a Nebraska Arts license plates and the second has an impact on the establishing funds and grants and protocols for establishing Creative Committees in Nebraska to improve economic development

EVENT #5

Event #5 Name: NE Women's Caucus
Event #5 Date (first day): 02/15/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #5 Type (from Policy B16): Meeting
Event #5 Goal alignment (select all that apply):

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Event #5 Description; describe this event in relation to the scope of work of the State Board of Education:
I attended and presented at the Women's Caucus discussing the challenges and issues that schools, teachers, students, and education specialists are facing in Nebraska.

EVENT #6

Event #6 Name: UNL Elementary Education majors
Event #6 Date (first day): 02/18/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #6 Type (from Policy B16): Presentation
Event #6 Goal alignment (select all that apply):

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Event #6 Description; describe this event in relation to the scope of work of the State Board of Education:
This presentation was for pre-service Elementary Education teachers getting ready to do their student teaching. The interactive workshops demonstrated the power of the Arts and expressed learning in teaching concepts to young students and how it can be used to establish classroom culture and management.

EVENT #7

Event #7 Name: Click or tap here to enter text.

Event #7 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #7 Type (from Policy B16): Choose an item.

Event #7 Goal alignment (select all that apply):

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EVENT #8

Event #8 Name: Click or tap here to enter text.

Event #8 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #8 Type (from Policy B16): Choose an item.

Event #8 Goal alignment (select all that apply):

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EVENT #9

Event #9 Name: Click or tap here to enter text.

Event #9 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #9 Type (from Policy B16): Choose an item.

Event #9 Goal alignment (select all that apply):

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Event #9 Description; describe this event in relation to the scope of work of the State Board of Education:

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EVENT #10

Event #10 Name: Click or tap here to enter text.

Event #10 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #10 Type (from Policy B16): Choose an item.

Event #10 Goal alignment (select all that apply):

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Event #10 Description; describe this event in relation to the scope of work of the State Board of Education:

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STATE BOARD OF EDUCATION
MONTHLY BOARD MEMBER MEETING REPORT

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BOARD MEMBER NAME: MAUREEN NICKELS

MONTH and YEAR of REPORT: FEBRUARY 2020

Updated: August 30, 2019

EVENT #1

Event #1 Name: Grand Island Publc Schools Mtg. w/Administration & CTE
Event #1 Date (first day): 2/11/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #1 Type (from Policy B16): Meeting or conference that was held by an administrator or teacher organization (in-state)
Event #1 Goal alignment (select all that apply):

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Event #1 Description; describe this event in relation to the scope of work of the State Board of Education:
A delightful 2-hour meeting with Supt. Grover & CTE Director Dan Phillips in Dr. Grover's office. Several topics were brought forward. I especially enjoyed talking to them about the GIPS Board's Strategic Plan. A copy of their Strategic Plan was given to me. Should anyone care to look at it I am happy to share. GIPS with their Career Academies and Career Pathways program is showing great success. Was so wonderful to find out the business partnerships the district is growing with regarding their CTE programs. Four students who are currently doing work with Case-New Holland will be continuing their work with them upon graduation making at least $50 an hour with continued education through GI Central Community College.

EVENT #2

Event #2 Name: 2020 National Sex Ed Standards, Omaha
Event #2 Date (first day): 3/27/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #2 Type (from Policy B16): Meeting or conference that was held by an organization that serves and supports children and schools (in-state)
Event #2 Goal alignment (select all that apply):

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Event #2 Description; describe this event in relation to the scope of work of the State Board of Education:
A 2-hour presentation at the Scott Conference Center hosted by the Women's Action Fund of Omaha.. Jennifer Driver, who helped write the new 2020 National Sex Ed Standards, spoke to the group about the Standards that are to be unveiled on March 11. What I especially liked learning is that the standards are done in grade levels with a deeper dive in to the 7 strands as a student continues through their K-12 experience. Lacey, from the Dept. of Ed, also in attendance shared how the Health Standards she is in charge of will include many of the sex standards in our Health Standards the Board will be taking action on in the fall of 2021. Others in the room included philanthropists from the Omaha area and the several members of Advisory Committee for NDE's Health Standards being led by Lacey. Great questions by some in the room were directed to the Board.

EVENT #3

Event #3 Name: Click or tap here to enter text.

Event #3 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #3 Type (from Policy B16): Choose an item.

Event #3 Goal alignment (select all that apply):

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Event #3 Description; describe this event in relation to the scope of work of the State Board of Education:

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EVENT #4

Event #4 Name: Click or tap here to enter text.

Event #4 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

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EVENT #5

Event #5 Name: Click or tap here to enter text.

Event #5 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #5 Type (from Policy B16): Choose an item.

Event #5 Goal alignment (select all that apply):

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Event #6 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #6 Type (from Policy B16): Choose an item.

Event #6 Goal alignment (select all that apply):

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EVENT #7

Event #7 Name: Click or tap here to enter text.

Event #7 Date (first day): Click or tap to enter a date.

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EVENT #8

Event #8 Name: Click or tap here to enter text.

Event #8 Date (first day): Click or tap to enter a date.

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EVENT #9

Event #9 Name: Click or tap here to enter text.

Event #9 Date (first day): Click or tap to enter a date.

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EVENT #10

Event #10 Name: Click or tap here to enter text.

Event #10 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #10 Type (from Policy B16): Choose an item.

Event #10 Goal alignment (select all that apply):

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BOARD MEMBER NAME: Rachel Wise

MONTH and YEAR of REPORT: January, 2020

Updated: August 30, 2019

EVENT #1

Event #1 Name: NASBE Sustainability & Development Conference Call
Event #1 Date (first day): 2/2/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #1 Type (from Policy B16): Meeting or conference that was held by a school board (in-state)
Event #1 Goal alignment (select all that apply):

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Event #1 Description; describe this event in relation to the scope of work of the State Board of Education:
The purpose of this conference call (zoom) was to discuss the NASBE Board of Directors recommendations for the 2020 Sustainability & Development Committee.

EVENT #2

Event #2 Name: NASBE Leadership Transition Committee
Event #2 Date (first day): 2/21/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #2 Type (from Policy B16): Choose an item.
Event #2 Goal alignment (select all that apply):

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Event #2 Description; describe this event in relation to the scope of work of the State Board of Education:
The purpose of this conference call (zoom) meeting was to have the initial meeting of the NASBE Leadership Transition Committee which I chair.

EVENT #3

Event #3 Name: NASBE Leadership Transition Committee
Event #3 Date (first day): 2/25/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #3 Type (from Policy B16): Choose an item.
Event #3 Goal alignment (select all that apply):

☒	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☒	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☒	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #3 Description; describe this event in relation to the scope of work of the State Board of Education:
The purpose of this conference call (zoom) meeting was to discuss the next steps for the NASBE Leadership Transition Committee.

EVENT #4

Event #4 Name: NASBE Executive Committee
Event #4 Date (first day): 2/25/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #4 Type (from Policy B16): Choose an item.
Event #4 Goal alignment (select all that apply):

☒	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☒	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☒	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #4 Description; describe this event in relation to the scope of work of the State Board of Education:
This conference call (zoom) was the monthly NASBE Executive Committee/Board of Directors meeting.

EVENT #5

Event #5 Name: Supporting Students Well Being

Event #5 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #5 Type (from Policy B16): Choose an item.

Event #5 Goal alignment (select all that apply):

☒	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☒	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☒	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #5 Description; describe this event in relation to the scope of work of the State Board of Education:

I attended the overview of the Sex Education national standards and the discussion on Supporting Students Well Being in Omaha.

EVENT #6

Event #6 Name: NSEA Legislative Dinner
Event #6 Date (first day): 3/3/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #6 Type (from Policy B16): Choose an item.
Event #6 Goal alignment (select all that apply):

☒	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☒	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☒	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #6 Description; describe this event in relation to the scope of work of the State Board of Education:
I attended the NSEA Legislative Dinner and had the opportunity to sit at a table with Speaker Jim Scheer and teachers from East Butler, Tekamah-Herman and Omaha Public Schools. Great discussion on education and needs and priorities in Nebraska.

EVENT #7

Event #7 Name: Click or tap here to enter text.

Event #7 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #7 Type (from Policy B16): Choose an item.

Event #7 Goal alignment (select all that apply):

☐	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☐	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☐	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #7 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

EVENT #8

Event #8 Name: Click or tap here to enter text.

Event #8 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #8 Type (from Policy B16): Choose an item.

Event #8 Goal alignment (select all that apply):

☐	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☐	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
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Event #8 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

EVENT #9

Event #9 Name: Click or tap here to enter text.

Event #9 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #9 Type (from Policy B16): Choose an item.

Event #9 Goal alignment (select all that apply):

☐	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
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Event #9 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

EVENT #10

Event #10 Name: Click or tap here to enter text.

Event #10 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #10 Type (from Policy B16): Choose an item.

Event #10 Goal alignment (select all that apply):

☐	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
☐	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
☐	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #10 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

NEBRASKA
DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

STATE BOARD OF EDUCATION
MONTHLY BOARD MEMBER MEETING REPORT

Per State Board Policy B16, Reimbursement for Expenses (6): *Board members will provide a brief report to the Board on meetings that they have attended.*

Effective with the May 2018 meeting, Board members will submit reports using this report form. The preferred method to share individual reports is to email the completed report to the Director of State Board Relations in advance of the Work Session (see instructions below). Reports will be complied in the electronic meeting software for Board member and public review.

Instructions:

1. Board members may include up to 10 events in the monthly report. If a Board member intends to report on more than 10 events in a given month, additional reports should be completed. If not reporting on 10 events, leave fields blank.
2. Please include relevant meeting attendance that occurred since the previous Board meeting (see State Board Policy B16).
3. Enter Board member name and date of report at the end of these instructions:
    a. Board member name: Type name.
    b. Date of report: Type the month and year of the upcoming board meeting.
4. For each event, including the following information:
    a. Event name: Type the event name.
    b. Event date: Use the dropdown calendar or type the date of the event in dd/mm/yyyy format. If the event was more than one day, enter the last day of the event in dd/mm/yyyy format.
    c. Event type: Select the event type from the dropdown menu.
    d. Event goal alignment: Select the goal(s) that align(s) with the objectives of the event.
    e. Event description: Briefly describe the event as it relates to the scope of work of the State Board of Education.
5. When finished entering event information, save the document to your computer. Email the document to the Director of State Board Relations as an attachment, or print the document and bring with you to the Board meeting.
6. For assistance completing this form, contact the Director of State Board Relations.

BOARD MEMBER NAME: John Witzel

MONTH and YEAR of REPORT: Feb 2020

Updated: August 30, 2019

EVENT #1

Event #1 Name: Senator Hunt Meeting
Event #1 Date (first day): 2/7/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #1 Type (from Policy B16): Hearing of a legislative committee on matters concerning the Department of Education (in-state)
Event #1 Goal alignment (select all that apply):

☒	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
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Event #1 Description; describe this event in relation to the scope of work of the State Board of Education:
Meeting in Omaha with Senator Hunt to discuss various education bills now pending in the Unicameral. Excellent two-way discussion regarding her priorities and impressions on other bills.

EVENT #2

Event #2 Name: NASB Legislative Conference
Event #2 Date (first day): 2/10/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #2 Type (from Policy B16): Meeting or conference that was held by an organization that serves and supports children and schools (in-state)
Event #2 Goal alignment (select all that apply):

☒	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
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☒	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #2 Description; describe this event in relation to the scope of work of the State Board of Education:
Attended NASB Leg Conference with board member Lisa Fricke. Numerous senators provide updates on bills to include Senator Groene, Sen Linehann, Sen Waltz, Sen Brewer, and Lt Gov Foley. Lisa and I had the opportunity to exchange information with many senators during lunch.

EVENT #3

Event #3 Name: Papillion La Vista Strategic Planning Session
Event #3 Date (first day): 2/10/2020
Last day of event (if applicable): 2/12/2020
Event #3 Type (from Policy B16): Meeting or conference that was held by a school (in-state)
Event #3 Goal alignment (select all that apply):

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Event #3 Description; describe this event in relation to the scope of work of the State Board of Education:
Invited to participate in the Papillion La Vista School District's Strategic Planning Session. Had the opportunity to provide state issues and policies in building the strategic plan.

EVENT #4

Event #4 Name: Nebraska for Arts Event at State Capital
Event #4 Date (first day): 2/13/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #4 Type (from Policy B16): Meeting or conference that was held by an organization that serves and supports children and schools (in-state)
Event #4 Goal alignment (select all that apply):

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Event #4 Description; describe this event in relation to the scope of work of the State Board of Education:
Invited by board member Patsy Koch Johns to provide the keynote address to the attendees. The address concerned using one's art education in the real world in their future careers. I provided a talk on the importance of art in a military career.

EVENT #5

Event #5 Name: Meeting with MCC Vice-President Chevalier
Event #5 Date (first day): 2/13/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #5 Type (from Policy B16): Meeting or conference that was held by a postsecondary education institution (in-state)
Event #5 Goal alignment (select all that apply):

☒	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
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☒	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #5 Description; describe this event in relation to the scope of work of the State Board of Education:
Meeting with Dr. Chevalier to discuss various technical state of the art classes taught at MCC with their very successful career tech facilities. Also, discussed duel credit courses in school and their acceptance at MCC.

EVENT #6

Event #6 Name: Nebraska Association for the Gifted
Event #6 Date (first day): 2/20/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #6 Type (from Policy B16): Meeting or conference that was held by an organization that serves and supports children and schools (in-state)
Event #6 Goal alignment (select all that apply):

☒	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
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Event #6 Description; describe this event in relation to the scope of work of the State Board of Education:
Board Member Lisa Fricke and I attended this outstanding conference dedicated to the best ways to teach Gifted Students. One issue raised was the screening of students to determine who is gifted.

EVENT #7

Event #7 Name: Federal Reserve of Kansas City Presentation in Omaha
Event #7 Date (first day): 2/12/2020
Last day of event (if applicable): Click or tap to enter a date.
Event #7 Type (from Policy B16): Meeting or conference that was held by a school (in-state)
Event #7 Goal alignment (select all that apply):

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Event #7 Description; describe this event in relation to the scope of work of the State Board of Education:
Invited by OPS school board. Key officials at the Fed provided exceptional briefings on the economic outlook for the Midlands to include demographic changes.

EVENT #8

Event #8 Name: Click or tap here to enter text.
Event #8 Date (first day): Click or tap to enter a date.
Last day of event (if applicable): Click or tap to enter a date.
Event #8 Type (from Policy B16): Choose an item.
Event #8 Goal alignment (select all that apply):

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Event #8 Description; describe this event in relation to the scope of work of the State Board of Education:
Click or tap here to enter text.

EVENT #9

Event #9 Name: Click or tap here to enter text.
Event #9 Date (first day): Click or tap to enter a date.
Last day of event (if applicable): Click or tap to enter a date.
Event #9 Type (from Policy B16): Choose an item.
Event #9 Goal alignment (select all that apply):

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Event #9 Description; describe this event in relation to the scope of work of the State Board of Education:
Click or tap here to enter text.

EVENT #10

Event #10 Name: Click or tap here to enter text.
Event #10 Date (first day): Click or tap to enter a date.
Last day of event (if applicable): Click or tap to enter a date.
Event #10 Type (from Policy B16): Choose an item.
Event #10 Goal alignment (select all that apply):

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Event #10 Description; describe this event in relation to the scope of work of the State Board of Education:
Click or tap here to enter text.

TO: MATTHEW L. BLOMSTEDT, PH.D.

FROM: BRYCE WILSON, DENISE THEGE

DATE: MARCH 6, 2020

SUBJECT: MONTHLY LIST OF CONTRACTS $10,000 TO $50,000

RATIONALE: As stated in the Nebraska State Board of Education Policy Manual P5 the Commissioner shall provide the Board each month with a list of contracts between $10,000 and $50,000.

1. Contractor(s): JC Group
   Contract Amount: $30,000
   Funding Source: Federal
   Scope of Services: Facilitate and lead the updated revision comprehensive local needs assessment process throughout the state.
   Date of Contract: 1/13/20-5/31/20
   Contact Person: Katie Graham

2. Contractor(s): Karen Kentfield
   Contract Amount: $21,100.81
   Funding Source: General
   Scope of Services: Assist with mission-critical tasks required for administering federal programs.
   Date of Contract: 1/9/20-7/3/20
   Contact Person: Beth Wooster

3. Contractor(s): HHS
   Contract Amount: $49,999
   Funding Source: Federal
   Scope of Services: Support the deliverables of the AWARE-SEA grant.
   Date of Contract: 2/1/20-9/30/20
   Contact Person: Dean Folkers

4. Contractor(s): Nebraska Council of School Administrators
   Contract Amount: $10,000
   Funding Source: Cash
   Scope of Services: Provide conference planning and support.
   Date of Contract: 12/15/19-9/30/20
   Contact Person: Matt Hastings

5. Contractor(s): Lrene Jo Braun
   Contract Amount: $10,000
   Funding Source: Federal
   Scope of Services: Coaching and training services.
   Date of Contract: 3/1/20-2/28/21
   Contact Person: Melody Hobson

6. Contractor(s): Jackie Maly
   Contract Amount: $33,990.07
   Funding Source: Federal
   Scope of Services: Assist program staff in administering grant funds.
   Date of Contract: 2/18/20-8/14/20
   Contact Person: Jen Utemark

7. Contractor(s): Nebraska Council of School Administrators
   Contract Amount: $17,000
   Funding Source: Federal
   Scope of Services: Reimburse for services and expenses of Nick Chernoff from Safer Schools Together to present a two-day training for Nebraska school staff.
   Date of Contract: 2/18/20-2/21/20
   Contact Person: Beth Wooster

8. Contractor(s): Attachment and Trauma Network
   Contract Amount: $23,700
   Funding Source: Federal
   Scope of Services: Provide professional development and ongoing consultation.
   Date of Contract: 2/1/20-9/29/20
   Contact Person: Dean Folkers

9. Contractor(s): Scott English
   Contract Amount: $12,800
   Funding Source: General
   Scope of Services: Serve as a consultant to the DHHS facility-based schools.
   Date of Contract: 2/24/20-3/30/20
   Contact Person: Deborah Frison

CONTESTED CASES ACTIVE DURING 2020
(EXCLUDING SPECIAL EDUCATION)

MARCH 6, 2020

CASE NO.	TYPE	DATE FILED	PETITIONER	RESPONDENT	ATTORNEYS FOR PARTIES	STATE BOARD ATTORNEY	HEARING OFFICER	STATUS
19-23VR	**Rule 71**	**9/27/19**	**Stainbrook**	**NDE/VR**	**/Summers**	**NA**		**PENDING**
19-33	PPC (SA)	12/31/19	Commissioner	Avila	Hulac/	Donley	None	Order Entered 1/10/2020
19-34	PPC	12/31/19	Commissioner	Schweitzer	Hulac/	Donley	PPC	Order Entered 02/07/2020
19-35	PPC	12/31/19	Commissioner	Noe	Hulac/	Donley	PPC	Order Entered 02/07/2020
19-36	PPC	12/31/19	Commissioner	Dukes	Hulac/	Donley	PPC	Order Entered 02/07/2020
19-37	PPC	12/31/19	Commissioner	Ohman	Hulac/Kleber	Donley	PPC	Order Entered 02/07/2020
19-38	PPC	12/31/19	Commissioner	Hegemann	Hulac/	Donley	PPC	Order Entered 02/07/2020
19-39	PPC	12/31/19	Commissioner	Stithem	Hulac/	Donley	PPC	Order Entered 02/07/2020
20-01	PPC (SA)	1/7/2020	Commissioner	Woodke	Halstead/Woodke	Donley	None	Order Entered 1/10/2020
20-02	**Personnel**	**1/29/2020**	**In Re:The Matter of the Appeal of D. Dory**	**Commissioner**	**Hubly/Summers**	**Donley**	**Titus**	**PENDING**

SPECIAL EDUCATION CASES ACTIVE DURING 2020

MARCH 6, 2020

						CONTINUANCE			
CASE NUMBER	**DATE FILED**	**CASE NAME**	**Expedited**	**DESCRIPTION**	**HEARING OFFICER**	**REQUEST DATE**	**End Date**	**Resolution Session**	**DISPOSITION**
19-07 SE	7/26/19	_____ v. Lincoln Public Schools		FAPE	Morris			Waived 8/10/19	Dismissed without Prejudice 12/20/19
19-09 SE	**11/13/19**	**_____ v. Westside Community Schools**		**Placement**	**Morris**	**12/11/19**	**1/13/2020**		**PENDING**
19-10 SE	**12/13/19**	**Waverly Public Schools v. _____**		**IEP**	**Burton**				**PENDING**
20-01 SE	**1/7/2020**	**Fairbury Public Schools v. _____**		**IEE**	**Morris**				**PENDING**
20-02 SE	**1/27/2020**	**Franklin Public Schools v. _____**		**IEE**	**Burton**				**PENDING**

LITIGATION, MISCELLANEOUS CASES AND ADMINISTRATIVE COMPLAINTS ACTIVE DURING 2020

MARCH 6, 2020

TYPE	*CASE NO.*	*DATE FILED*	*PETITIONER Appellant*	*RESPONDENT Appellee*	*ATTORNEYS FOR PARTIES*	*STATUS*
St. Claims Board	**M.C. 2019-18537**	**8/1/2018**	**V. Foy***	**NDE**	**/Summers**	**PENDING**
OCR	**OCR No. 07195914**	**1/31/19**	**Web accessibility claim**	**NDE**	**/Summers**	**PENDING**
NE W.C. Court	**Docket 219 No. 0597**	**5/3/2019**	**Brent Dierksen**	**State of NE/NDE**	**Ostdiek/Rowley (Summers)**	**PENDING**
St. Claims Board	M.C. 2020-19928	10/18/19	Tim Vanderheiden*	NDE	/Summers	Paid 12/23/19
St. Claims Board	M.C. 2020-19949	10/28/19	Anne Oeth*	NDE	/Summers	Paid 1/29/2020
St. Claims Board	**M.C. 2020-20034**	**12/3/19**	**Krystl Knabe***	**NDE**	**/Summers**	**PENDING**
OCR	OCR No. 07193006	12/9/19	Curtis Stainbrook	NDE/VR	/Summers	OCR's determination in Respondent's favor 2/18/2020
St. Claims Board	**M.C. 2020-20156**	**1/22/2020**	**Kelsey Lang***	**NDE/Assessment**	**/Summers**	**PENDING**

* Claim for reimbursement of expenses that were not submitted within 60 days of incurrence. Required by law to be approved by Risk Management before being paid.