

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, August 7, 2020 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** Courtyard Lincoln Downtown Haymarket, Scarlet Meeting Room
808 R Street
Lincoln, NE 68508
- 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, August 7, 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

4. COVID-19 Meeting Protocol

Ryan Foor

2. PUBLIC COMMENT PERIOD

President Nickels

1. Request for 10-Minute Special Appearance

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. Launch Nebraska

Commissioner Blomstedt and Lane Carr

4. PRESIDENT'S REPORT

President Nickels

5. CONSENT AGENDA

President Nickels

1. Board Member Out-of-State Travel Approval

2. Committee Appointments

3. Contract Approvals

A. Grant the Commissioner the authority to contract with Instruction Partners to provide direct reentry support to three school districts for 2020-2021

Cory Epler and Shirley Vargas

B. Grant the Commissioner the authority to contract with Educational Service Unit 13 to fulfill the Educator Effectiveness Specialist position

Shirley Vargas and Kim Snyder

- C. Grant the Commissioner the authority to contract with Children's Hospital and Medical Center for a period from August 1, 2020 to July 31, 2021
Jessie Coffey and Zainab Rida
- D. Grant the Commissioner the authority to amend the current contract with Student1 for IT services support
Matt Hastings
- E. Grant the Commissioner the authority to enter into contracts using CARES Act (ESSER and GEER resources) to address the COVID -19 impact on Nebraska Education and schools
Dean Folkers and Brian Halstead
- F. Grant the Commissioner the authority to approve the contract between the Nebraska Department of Education and Colyar Technology Systems from September 1, 2020 through August 31, 2021
Sharon Davis
- G. Grant the Commissioner the authority to contract with The Board of Regents of the University of Nebraska on behalf of the University of Nebraska Medical Center, Munroe-Meyer Institute for the purpose of providing comprehensive statewide external evaluation services for the 21st Century Community Learning Centers and Expanded Learning Opportunity Grant Programs
Jan Handa and Beth Wooster
- H. Grant the Commissioner the authority to approve a contract with Emspace+Lovgren for statewide public engagement campaign for Step Up to Quality
Melody Hobson

4. Grant Approvals

- A. Grant the Commissioner the authority to accept additional 1801 supplemental funding through the "Improving Student Health and Academic Achievement through Nutrition, Physical Activity and the Management of Chronic Conditions in Schools" Notice of Funding Opportunity (NOFO) (CDC RFA-DP18-1801)
Jessie Coffey and Zainab Rida
- B. Approve continuation grants to the entities listed below in the provision of federally required IDEA Part C duties
Amy Bunnell

5. Lease Approvals (NONE)

6. Minutes of the Previous State Board of Education Meeting

7. Minutes of the June 17, 2020 Special Board Meeting
President Nickels

8. Miscellaneous Approvals

A. Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act
Bryce Wilson

B. Authorize the Commissioner to approve the Veterans Education Cooperative Agreement for the fiscal year 2021
Marisol Birth and Brad Dirksen

C. Approve continuation of the Agreement between the Board of Regents, State of Iowa, on behalf of the Iowa School for the Deaf, and the Nebraska Department of Education
Amy Rhone and Teresa Coonts

D. Approve continued funding for Pyramid Facilitators for ESU #3 and #6
Amy Bunnell

E. Approve continued funding of the Nebraska Center for the Education of Children who are Blind/Visually Impaired (NCECBVI) Project
Amy Rhone and Teresa Coonts

F. Approve continued funding of NeMTSS Regional Facilitator for Educational Service Units #3, #10 and #13
Amy Rhone

G. Grant approval to Nebraska Educator Preparation Programs
Brad Dirksen and Kelly Heineke

H. Grant Bellevue University Temporary Approval of its Educator Preparation Program
Brad Dirksen and Kelly Heineke

I. Approve continued funding of the "NDE Transition System Support Project" with ESU #10
Amy Rhone and Theresa Hayes

J. Approve continued funding of the Board of Regents, University of Nebraska - Lincoln, Nebraska Multi-Tiered System of Support (MTSS) Implementation Support Team (IST)
Amy Rhone

K. Accept the list of submissions of Affidavit of Closure of Attendance Centers for 2019-2020 School Closing filed by each school under the waiver provisions contained in State Statute 79-213 R.R.S.

Don Loseke

6. HEARINGS (10:00 a.m.)

President Nickels

1. Hearing in NDE Case No. 20-09, *Commissioner v. Gregory Sedlacek*
Leslie Donley

2. Hearing in NDE Case No. 20-10, *Commissioner v. Alan Koebel*
Leslie Donley

3. Hearing in NDE Case No. 20-11, *Commissioner v. Jeff Witte*
Leslie Donley

4. Hearing in NDE Case No. 20-12, *Commissioner v. Miranda Coulter*
Leslie Donley

7. STANDING COMMITTEE REPORTS

President Nickels

1. Policy Committee
Patricia Timm

A. Discussion Item: State Board Policy P4, *Personnel Policies/ State School Policies/ Administrative Memos*
Patricia Timm

B. Discussion Item: State Board Bylaw B5, *Board Meeting Notification for Regular Meetings*
Patricia Timm

C. Action Item: Approve proposed revisions to State Board Bylaw B14, *Staff Research and Assistance/ Legal Assistance*
Patricia Timm

2. Legislative Committee
Robin Stevens

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

3. Commissioner's Appraisal Committee
Patricia Timm

4. AQuESTT Teaching, Learning and Serving Domain Committee

Lisa Fricke

A. Discussion Item: Health Education Standards

Cory Epler and Lacey Peters

B. Discussion Item: Diversity in the Teacher Workforce

Lisa Fricke

C. Action Item: Grant the Commissioner the authority to contract with ACT to provide statewide general assessments for grade 11 for 2020-2021

Jeremy Heneger

D. Action Item: Grant approval of the 2020-2021 Nebraska Council on Teacher Education membership roster

Brad Dirksen and Kelly Heineke

5. AQuESTT Student Success, Access and Support Domain Committee

Patsy Koch Johns

A. Leading for Equity and Excellence Program (LEEP)

B. Action Item: Approve Public School Districts and Educational Service Units that have established Early Childhood Education Programs in accordance with the provision of 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

Melody Hobson

C. Action Item: Approve Rule 11 waiver requests, and annual operation of early childhood programs of Ainsworth, Dundy County, and Morrill Public Schools

Melody Hobson

6. Budget and Finance Committee

John Witzel

A. Monthly Board Travel Expense Report

Jen Utemark

B. In-State Travel Authorization Reports

7. Strategic Planning, Performance, and Improvement Committee

Rachel Wise

- A. Discussion Item: Rule 10 timeline
Rachel Wise and Commissioner Blomstedt

8. ADDITIONAL BUSINESS

President Nickels

1. Consider the PPC's Recommended Decision in NDE Case No. 20-09, *Commissioner v. Gregory Sedlacek*
Leslie Donley
2. Consider the PPC's Recommended Decision in NDE Case No. 20-10, *Commissioner v. Alan Keobel*
Leslie Donley
3. Consider the PPC's Recommended Decision in NDE Case No. 20-11, *Commissioner v. Jeff Witte*
Leslie Donley
4. Consider the PPC's Recommended Decision in NDE Case No. 20-12, *Commissioner v. Miranda Coulter*
Leslie Donley
5. Consider the Settlement Agreement in NDE Case No. 20-14, *Commissioner v. Charlie Hutzler*
Leslie Donley
6. Consider the Settlement Agreement in NDE Case No. 20-15, *Commissioner v. Conley Straight*
Leslie Donley
7. Consider the Hearing Officer's Recommended Decision in Enrollment Option Case No. 20-13, *Harms v. Wilber-Clatonia Public Schools*
Scott Summers

9. SPECIAL PRESENTATIONS AND DISCUSSIONS

President Nickels

1. Quarterly report from the 2020 Nebraska Teacher of the Year, Megan Helberg, Burwell Junior-Senior High School, Burwell, Nebraska (10 minutes)
Megan Helberg

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

5. Notification of vacancy on the Nebraska Private Postsecondary Career Schools Advisory Council. If board members would like to recommend individuals to serve on the council, please forward the attached application

6. NCECBVI Annual Report

11. ADJOURNMENT

President Nickels

12. The next regularly scheduled meeting of the State Board of Education will be held on Friday, September 4, 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, September 3, 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 July 29, 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.



NEBRASKA

DEPARTMENT OF EDUCATION

Nebraska State Board of Education Meeting Protocol

Meeting date/time: Friday, August 7, 2020; 9:00 am. Hearings at 10:00 am.

Meeting location: Courtyard by Marriott Lincoln Downtown/Haymarket, 808 R Street, Lincoln, NE 68508, Scarlet Room

Purpose

The purpose of this document is to outline and detail measures and protocols that seek to protect and ensure the health, welfare, and safety of the public in light of the COVID-19 pandemic. For the purposes of this protocol document, “attende” shall mean any individual person who is attending the meeting, but not limited to: state board members, Nebraska Department of Education staff members, other State of Nebraska employees, hearing respondents, and members of the public.

Maximum attendance

Maximum attendance at the meeting is limited to the rated capacity of the meeting room, which is regularly 200 (100 per Lincoln-Lancaster County Health Department Directed Health Measure 2020-07). However in order to maintain six feet of physical distancing between individuals, the room will be setup to accommodate seating for about 24 members of the public in addition to the eight state board members and limited NDE staff who will be in attendance. If there are more members of the public who attend than for which there is seating available, members of the public will be asked to wait in the lobby until seating becomes available.

Considerations for Attendees to Access Public Meetings

Attendees are asked to comply with the following directives:

- a. **Accessibility:** Entrance to the Scarlet Room will be restricted to the southwest entrance to the room (labeled Scarlet South). Members of the public will be asked to exit the meeting room at the far southwest corner of the room to the exterior courtyard. Board members and NDE staff will be asked to exit through the north or northwest door. If the board enters executive session, the room will be vacated except for board members and select staff and counsel. Other attendees may exit directly to the lobby through the southwest door at this time.
- b. **Masks:** Masks that cover the mouth and nose are required per the City of Lincoln Directed Health Measure in all indoor spaces unless six feet of distancing can be maintained at all times. Attendees will be required to wear a mask unless they are in their seat or are at the microphone providing comment, where they are still strongly encouraged to wear a mask. A limited supply of masks will be provided for attendees who do not have a mask.

- c. **Hand sanitizer:** Hand sanitizer will be provided at the entrance to the room, and at other locations throughout the room. Use of hand sanitizer is strongly recommended upon entrance to the meeting room and after attendees touch their face, cough, or sneeze.

- d. **Physical distancing:** The meeting room will be arranged to ensure that all attendees are able to practice physical distancing with a space of at least six feet between individuals. Arranged chairs and tables are not to be moved. Attendees should avoid shaking hands or making physical contact with other attendees. When members of the public leave the meeting room, occupied seats will be wiped with disinfecting sanitizer by an NDE staff member. After each use of the podium for public comment and other address to the board, an NDE staff person will wipe the surfaces with disinfecting sanitizer.

- e. **Personal questionnaire:** Attendees will be presented with the following questions on signage at the entrance to the meeting room and asked to self-identify responses of “Yes” or “No” to each question.
 - 1. Are you experiencing, or experienced any of the following symptoms in the last 14 days?
 - i. Fever or chills
 - ii. Cough
 - iii. Shortness of breath or difficulty breathing
 - iv. Fatigue
 - v. Muscle or body aches
 - vi. Headache
 - vii. New loss of taste or smell
 - viii. Sore throat
 - ix. Congestion or runny nose
 - x. Nausea or vomiting
 - xi. Diarrhea

 - 2. Have you been in physical contact with or in close proximity to anyone who tested positive for COVID-19 in the last 14 days?

 - 3. Have you traveled outside of the United States in the last 14 days?

 - 4. Have you been in physical contact with or in close proximity to anyone who has traveled outside of the country, or who has been ill?

 - 5. Do you have a temperature of greater than 100.4 degrees Fahrenheit?

Should an attendee be able to identify a “Yes” response to any of these question, the Attendee should self-select to not enter the meeting room and leave the hotel.

RECKNOR & ASSOCIATES

ATTORNEYS
JOHN F. RECKNOR

LEGAL ASSISTANT
JAMIE L. DRAKE
AMBER L. DURFLINGER

2525 N Street
Lincoln, Nebraska 68510
PHONE: 402.474.6000
FAX: 402.474.6040

EMAIL ADDRESS
JFR@recknor.com

August 3, 2020

Scott Summers
General Counsel
State Board of Education
Lincoln, Nebraska

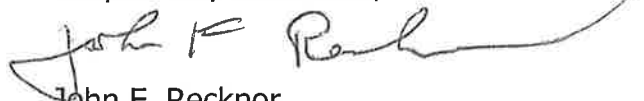
RE: Case No. 20-13

Dear Board Members:

Please accept this brief statement on behalf of Chad and Toni Harms who brought an option enrollment case to the Department concerning their minor child. A hearing was held. There was virtually no disagreement between the parties on any of the facts. The Harms are most appreciative of the courtesies and time spent with them by the Superintendent of the Wilber-Clatonia Public Schools, Mr. Ray Collins.

The only purpose for this letter is to respectfully request that the board reach a different outcome from what is being recommended by the hearing officer. There is no disagreement that the option district in this case did not render its decision on the option enrollment application by April 1st. Nor did it notify the applicants or the resident district in writing as required by §79-237 of the Nebraska Revised Statutes. The Hearing officer has recommended that the application nonetheless be denied. The Harms are asking respectfully that the board grant their application for failure of the option district to timely perform its statutory duties.

Respectfully submitted,



John F. Recknor

JFR/jld
CC: Greg Perry



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

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

FROM: Brenda Wid, Legal Services

DATE: July 22, 2020

SUBJECT: Report on Rules

Rules Awaiting Approval by the Attorney General's Office:

Rule 24, Regulations for Certificate Endorsements

Sent to AGO: March 6, 2020

Rule 21, Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools

Sent to AGO: March 6, 2020

Out-State Travel Authorization Reports - August

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>
Lisa Fricke	(NONE)		
Deborah Neary	(NONE)		
Patricia Timm	(NONE)		
John Witzel	(NONE)		

Out-State Travel Authorization Reports - August

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>
Patsy Koch Johns	(NONE)		
Maureen Nickels	(NONE)		
Robin Stevens	(NONE)		
Rachel Wise	(NONE)		



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 21, 2020

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

FROM: Cory Epler, Ph.D.
Academic Officer

Shirley Vargas, Ed.L.D.
School Transformation Officer

PROPOSED ACTION ITEM: Grant the commissioner the authority to contract with Instruction Partners to provide direct reentry support to three school districts for 2020-2021.

RATIONALE/BACKGROUND INFORMATION: In this work, Instruction Partners will work directly with three school districts, selected by the NDE, through cycles of improvement to observe teaching and learning, make a practical plan for improvement, develop teacher and leader capacity to carry out the plan, and support follow-through for the 2020-2021 school year.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

ESTIMATED COST: Approximately \$219,600

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Title IIA Funds, UNL-NeMTSS Cooperative Agreement, CARES Act Funds, General Funds
- New or Renewal: New contract
- If renewal, date of first approval:



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 30, 2020

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

FROM: Dr. Shirley Vargas and Dr. Kim Snyder

PROPOSED AGENDA ITEM: Grant the Commissioner authority to contract with Educational Service Unit 13 to provide an ESU 13 employee to fulfill services as an Educator Effectiveness Specialist.

RATIONALE/BACKGROUND INFORMATION: The Nebraska State Board of Education approved revisions to the *Nebraska Teacher and Principal Performance Standards* in April 2020. With the changing landscape in educational roles and responsibilities, courageous and necessary shifts toward consistency in expectations within Nebraska will translate to equitable opportunities for each student. In order to develop and implement an educator effectiveness system to reflect this work, we are requesting the Commissioner have the ability to contract with ESU 13 to provide an employee with necessary credentials, experience, and expertise to fulfill services for NDE as an Educator Effectiveness Specialist while remaining an ESU 13 employee. This employee will support the development, implementation, and improvement of Nebraska's educator effectiveness system.

PROPOSED BOARD MEETING (MONTH/YEAR): August, 2020

ESTIMATED COST: Up to \$125,000 based on qualifications

FOR CONTRACTS AND GRANTS:

Indicate the Funding Source: Federal Title II-A Statewide funds 3% set-aside funds

New or Renewal: New

If renewal, date of first approval:



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 7, 2020

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

FROM: Jessie Coffey and Zainab Rida

PROPOSED AGENDA ITEM: Grant the Commissioner authority to contract with Children's Hospital and Medical Center for a period from August 1, 2020 to July 31, 2021.

RATIONALE/BACKGROUND INFORMATION:

Leverage Children's Hospital resources and expertise around supporting schools in chronic care management best practices and activities (population based and individual case management) related to the reduction of childhood obesity and advancing the management of chronic health conditions and behavioral health topics. Collaborate with the Department of Health and Human Services and the Nebraska School Nurses Association to ensure that high quality professional development opportunities are provided at conferences geared toward increasing knowledge among School Health Council's and Whole School, Whole Community, Whole Child Local Coordinators to then assist LEAs and schools.

1. Work with LEA's to develop district action plans based on identified gaps and secure evidence based tools and resources for LEA's to improve case management coordination at the local and state level.
2. Utilize year one assessments of current policies and practices within LEAs to develop and coordinate trainings to meet the needs of the schools and communities to improve case management systems.
3. Participate and assist in the development of the activities of the statewide Healthy Schools coalition to include case management collaboration.
4. Provide expert consultation and TA to internal and external partners, including priority LEAs and local public health departments.
5. Coordinate an on-going school health focused telementoring project with local school health teams and community providers to close gaps in services in LEA's.
6. Develop training materials based on best practices for school health chronic disease management in coordination with grant partners, school health professionals, and local providers to allow for great continuity in school based practices.
7. Coordinate with Children's specialists, clinically integrated network, and the office of education to develop Nebraska specific resources to assist schools in meeting the health needs of children and families in priority LEA's.
8. In collaboration with DHHS, work to evaluate and produce summary tools to share with each LEA to communicate the reach and success of the project.
9. Based on SHI results, determine in collaboration with LHD and LEA's the TA needs of schools in regard to the integration of health promoting activities both during school and in out-of-school programs, that increasing access to care coordination for students with chronic health conditions.
10. Identify community providers in priority LEA areas to coordinate with LHD and CHMC School Health Nurse Coordinator to support and provide technical assistance to schools in implementing and evaluating policies and best practice's for managing emergency and routine care needs of students identified with

chronic health conditions.

11. Provide quarterly and final reports summarizing activities and evaluation requirements for CDC.

1801 Supplement Funding work plan items-

In addition to the primary 1801/CDC Healthy Schools work, NDE has received supplemental CDC funding to assist schools in returning to learn after COVID-19 utilizing the most current CDC school based guidance.

Provide training to address the needs of students with chronic health conditions and special health care needs; provide training to safely assess students and staff for COVID-19; and have procedures for isolating sick individuals.

1. Identify needs from targeted districts through a needs assessment with the Educational Service Unit (ESU) state network, Nebraska School Nurse Association, school administrators and school health teams (including after school programs) within the state.
2. Utilize Children’s Hospital & Medical Center experts to develop training to address the needs of students with chronic health conditions and special health care needs, as well as, isolation techniques in accordance with the CDC COVID-19 guidance.
3. Provide training and technical assistance to Nebraska school districts and ESUs around the utilization of COVID-related virtual communication in partnership with Children’s virtual health team and specialists.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

ESTIMATED COST: \$115,130.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: **CDC- 1801**
- New or Renewal: **Renewal**
- If renewal, date of first approval: **August 2018**



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 22, 2020

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

FROM: Matthew J. Hastings, Ph.D.

PROPOSED AGENDA ITEM:

Grant the Commissioner the authority to amend the current contract with Student1 for IT services support.

RATIONALE/BACKGROUND INFORMATION:

The purpose of this contract is to provide “level 4 technical support”, if necessary, from a qualified vendor to ensure the seamless operation of the ADVISER data system for Nebraska public schools. The contract will provide for technical support to DRE staff for yearly Ed-Fi roll over processes, extensions, and 2020-2021 sandbox environment and operational data store set up.

To identify a “Level 4” technical support vendor, a Request for Information (RFI) was released for written responses. Three vendors responded and Student1 was selected to provide IT support services. Student1 specializes in Ed-Fi technologies, architecture, extensions, and interoperability. Student1’s founder created the Ed-Fi data standard. The ending term of the support contract is through January, 2021.

Additional work to be performed in a deliverable-based special project which was written into the original contract. The additional deliverable-based project will be focused on work for the Federal SLDS Grant.

PROPOSED BOARD MEETING (MONTH/YEAR):

August 2020

ESTIMATED COST:

\$60,000.00 additional in amendment for a total of \$200,000.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal SLDS Grant funding
- New or Renewal: Amendment to existing contract (#40283)
- If renewal, date of first approval: Approved at January 2020 Board Meeting



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 27, 2020

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

FROM: Dr. Dean Folkers, Information Systems Officer
Brian Halstead, Deputy Commissioner

PROPOSED AGENDA ITEM:

Grant the Commissioner authority to enter to contracts using CARES Act (ESSER and GEER resources) to address the COVID 19 impact on Nebraska Education and schools.

RATIONALE/BACKGROUND INFORMATION:

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security (CARES) Act was signed into law, a \$2 trillion package of assistance measures, including \$30.75 billion for an Education Stabilization Fund. The Education Stabilization Fund allocates \$151.3 million to Nebraska:

- \$69.8 million to the Higher Education Emergency Relief Fund
- \$65.1 million to the Elementary and Secondary School Emergency Relief (ESSER) Fund
- \$16.4 million to the Governor's Emergency Education Relief (GEER) Fund

To assist in identifying priorities for uses of the resources, NDE conducted a survey of stakeholders and identified five primary priorities.

1. Enhance technology infrastructure (e.g., broadband, devices, platforms, data privacy, etc.) for students and families (16%, n = 3,434).
2. Build supports for planning for possible interruptions upon returning to school and student and staff reentry (14%, n = 2,991).
3. Ensure student nutritional needs are met (10%, n = 2,253).
4. Provide professional learning to support an inclusive remote learning environment and engagement, along with best practices for different student groups (10%, n = 2,099).
5. Create or expand mental, behavioral, and social emotional supports (e.g., telehealth) (8.14%, n = 1,764).

To accomplish a part of these priorities a series of initial contract efforts are listed below. More will be added in coming months.

Educational Service Unit 2 – up to \$2,400,000

Creating the Canvas Consortium providing access to a Learning Management System (LMS), professional development, digital coaching and supports.

Educational Service Unit Coordinating Council – up to \$16,700,000

Infrastructure and Device Supports up to 16,400,000

Using resources from the Governor’s Emergency Education Relief fund, providing infrastructure and devices to public and nonpublic schools to close the digital gap and ensure continuity of learning.

Academic Advancement Plan up to \$300,000:

Modernization to the information management system of students at Interim Program Schools to ensure interconnectivity of information between schools. Increases likelihood of continuity of learning among schools and program.

Monterrey Institute – National Repository of Online Curriculum (NROC) up to \$145,000

The membership fee provides access to online curriculum content for all schools in Nebraska including HippoCampus and EdReady resources.

Kuder, Inc. – Nebraska Career Connections up to \$284,500

Ensures continuity of access to the Nebraska Career Connections resource for all students in Nebraska. The resource is a comprehensive Career Guidance and Development site that supports online exploration and management of a personal portfolio on career and college information.

Office of the Chief Information Officer (OCIO) – \$365,000

Online and digital COVID staffing capacity up to \$150,000

Utilizing the Covendis and OCIO staffing capacity allows for accessing short term staff augmentation to assist with multiple short term projects necessary for communicating and providing supports for schools during the pandemic.

Graphical Information Systems (GIS) up to \$150,000

The use of GIS and integration with the NebraskaMap efforts across agencies allows for NDE to build capacity and connect with critical data sets for analysis and tracking during the COVID-19 pandemic. The resources provide licensing, training, and staff augmentation.

EduRoam (Identify Management and Supports) up to \$65,000

EduRoam is a higher education based identity and authentication that allows students, staff, and faculty to access wireless network services. Internet 2 based and InCommon led the opportunity to work with Network Nebraska, the University of Nebraska, and the OCIO to facilitate this identity and access approach or accessing wireless services is great.

Gartner Organization up to \$100,000

Information Technology supports, design, and coaching. Providing yearlong engagement and support in strategic decision making and IT support decisions, including COVID 19 impacted decisions for NDE staff and schools.

New Signature up to \$80,000

Updating the application development cycle to increase responsiveness, yet focus on sustainability is part of the DevOps approach. Implementation, training and coaching create a unique opportunity to increase NDE capacity and establish new processes for the future during this pandemic and beyond around DevOps.

PROPOSED BOARD MEETING (MONTH/YEAR): August, 2020

ESTIMATED COST: Up to \$20,000,000 provided from CARES Act resources (including the ESSER and GEER funds).



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 22, 2020

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

FROM: Zainab Rida, Ph.D.
Administrator Office of Coordinated School Student Support & Services

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to contract with Colyar Technology Solutions, Inc. for a period from September 1, 2020 to August 31, 2021 for the purpose of maintaining the .netCNP system and incorporating change requests.

RATIONALE/BACKGROUND INFORMATION: Nutrition Services implemented the web-based Child Nutrition Program (CNP) application and claiming system in 2000. The CNP System & Administrative Review module will require ongoing maintenance to insure uninterrupted service to schools and institutions.

The change requests will further enhance the software to increase efficiency of State agency staff, simplify operation for our SFAs (School Food Authorities) and ensure integrity of the system.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

ESTIMATED COST: \$118,710

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: USDA State Administrative Expense Funds
- New or Renewal: Renewal
- If renewal, date of first approval: 1998 (?)



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 29, 2020

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

FROM: Beth Wooster, Jan Handa

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to contract with The Board of Regents of the University of Nebraska, a public body corporate for and on behalf of the University of Nebraska Medical Center (UNMC), Munroe-Meyer Institute, for a period from October 1, 2020 to September 30, 2021 for the purpose of providing comprehensive statewide external evaluation services for the 21st Century Community Learning Centers (21st CCLC) and Expanded Learning Opportunity Grant Programs.

RATIONALE/BACKGROUND INFORMATION: The 21st CCLC grant program has contracted with UNMC, Munroe-Meyer Institute (MMI) since 2002. MMI staff developed the database used by all grantees to collect required data. MMI staff implement all statewide evaluation and continuous improvement processes for 150 Nebraska sites funded by a 21st CCLC federal grant, as well as 78 sites providing programming funded by an Expanded Learning Opportunity Grant. MMI successfully led the creation of an observation rubric with a companion self-assessment instrument that was being fully implemented in 21st CCLC sites during the 2019-20 school year. This contract includes travel costs for MMI evaluators to conduct external observations at approximately 60 sites.

PROPOSED BOARD MEETING (MONTH/YEAR): August/2020

ESTIMATED COST: \$163,925

FOR CONTRACTS AND GRANTS:

Indicate the Funding Source: Federal Funds in Title IV, Part B of the Every Student Succeeds Act and State Funds in the Expanded Learning Opportunity Grant Program Act.

- New or Renewal: Renewal
- If renewal, date of first approval: 2002



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 22, 2020

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to approve a contract with Emspace+Lovgren for statewide public engagement campaign for Step Up to Quality.

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Education (NDE), Office of Early Childhood released a Request for Proposals (RFP) on May 1, 2020 for a contractor to devise and implement a statewide public engagement campaign to publicize Step Up to Quality: Nebraska's quality rating and improvement system for early childhood education and care programs. Notifications of an "intent to bid" were sent by ten entities. The NDE received eight proposals. A selection committee comprised of members of the NDE Step Up to Quality section used a rubric to rate the proposals on the following criteria:

- comprehensive statewide communications plan to engage audiences,
- scope and work plan,
- budget narrative, including 10% cash or in-kind contribution,
- two letters of reference.

Each member of the selection committee scored all applications independently. The scores were combined and a recommendation to contract with Emspace+Lovgren was made to the Step Up to Quality Steering Committee. The Steering Committee unanimously agreed with the selection of Emspace+Lovgren as the successful marketing entity and chose to forward the recommendation to the Nebraska State Board of Education for approval.

PROPOSED BOARD MEETING (MONTH/YEAR): August, 2020

ESTIMATED COST: \$150,000

FOR CONTRACTS AND GRANTS:

- **Indicate the Funding Source:** Federal Child Care and Development Funds and Nebraska state general funds (Step Up to Quality appropriation).
- **New or Renewal:** Emspace + Lovgren (formerly Emspace) was awarded an initial public engagement grant in February of 2016 after an RFP process. That contract was renewed for four additional years. The proposed contract is for an initial contract year, and can be renewed (with annual State Board approval) for each of an additional four years based on fulfillment of contract deliverables, and availability of state and federal funds.
- **If renewal, date of first approval:** 2/11/2016



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 7, 2020

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

FROM: Jessie Coffey and Zainab Rida

PROPOSED AGENDA ITEM: Grant the Commissioner authority to accept additional 1801 supplemental funding through the “Improving Student Health and Academic Achievement through Nutrition, Physical Activity and the Management of Chronic Conditions in Schools” Notice of Funding Opportunity (NOFO) (CDC RFA-DP18-1801) approved by the board in August 2018

RATIONALE/BACKGROUND INFORMATION:

The Centers for Disease Control and Prevention’s (CDC) School Health Branch (CDC Healthy Schools) has awarded additional supplemental funding to the Office of Coordinated Student Support Services through June 29, 2021 as part of the “Improving Student Health and Academic Achievement through Nutrition, Physical Activity and the Management of Chronic Conditions in Schools” Notice of Funding Opportunity (NOFO) (CDC RFA-DP18-1801).

These additional funds will allow for NDE’s, Office of Student Support Services staff to support dissemination of [CDC’s COVID-19 school-based guidance](#)-based guidance and allow schools to gain support and resources on opening schools after COVID-19. The supplement will fund this cooperative agreement for a 12 month budget/performance period from 6/30/2020 – 6/29/2021.

Purpose and Outcomes: This application aligns with the primary 1801 funding to support the Whole Child framework to ensure that students are healthy, safe, engaged, supported and challenged. Additional funds through the supplement aim to improve student health and academic achievement through nutrition, physical activity and the management of chronic health conditions in schools by integrating and dissemination of the Center for Disease Controls COVID-19 school-based guidance through the Launch Nebraska state effort. The systematic implementation of strategies, partnerships, and continuous evaluation over the grant project period are expected to mitigate the spread of COVID and provide healthy, safe, engaged and supported schools environments.

The strategies and activities outlined in the work plan will utilize a statewide approach with an increased emphasis on our 8 priority 1801 LEAs and an additional 10 high risk LEA’s identified through NE DHHS, NDE and LHD data, outlining high percentage of students with asthma, percentage of COVID-19 cases, economically disadvantaged, diversity, limited access to healthy foods, lack of access to physical activity, access to health care, and access to out-of-school-time programming.

Ten high risk LEA’s will be identified for inclusion by a workgroup meeting and targeted LEA discussions in July 2020 to ensure that schools/districts selected will received the greatest benefit and are fully committed to participation.

Target Populations and Health Disparities: Populations of focus for this grant include school district and communities that have a high level of need, utilizing the following indicators:

- high levels of poverty
- high racial/ethnic minority populations
- rural areas
- limited access to care for consistent and appropriate management of health conditions
- lack of access to quality, healthy out-of-school time programs

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

ESTIMATED COST: \$333,333

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: **CDC- 1801**
- New or Renewal: **New supplemental grant**
- If renewal, date of first approval: **N/A**



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 22, 2020

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

FROM: Amy Bunnell

PROPOSED AGENDA ITEM: Approve continuation grants to the entities listed below in the provision of federally required IDEA Part C duties.

RATIONALE/BACKGROUND INFORMATION: Federal IDEA Part C regulations require federal IDEA Part C funds to be utilized by states for activities related to Child Find, and Referral Procedures, comprehensive personnel development system, implementation of evidence-based practices including comprehensive evaluation and data collection/reporting procedures in order to be in compliance with federal programmatic and fiscal requirements under IDEA Part C. The following projects will be using these funds.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

Project: University of Nebraska Medical Center – Munroe-Meyer Institute

Project Amount: \$328,732

Purpose: To meet comprehensive Child Find and Referral requirements for infants/toddlers with special health care needs, including those in underserved populations, in pediatric medical clinics in Nebraska via the utilization of Parent Resource Coordinators. The Parent Resource Coordinator helps families receive IDEA Part C early intervention services, family-centered care and identify wrap-around supports to enhance the development of the infant/toddler.

Project: University of Nebraska Medical Center – Munroe-Meyer Institute

Project Amount: \$298,042

Purpose: To meet comprehensive Child Find and Referral requirements for medically fragile infants in Nebraska's Neo-natal intensive care units (NICU) through provision of specialized developmental follow-up for all babies who have had a NICU experience.

Project: University of Nebraska Lincoln – Board of Regents

Project Amount: \$186,860

Purpose: To meet comprehensive Child Find and Referral requirements and Referral procedures of a central referral directory to refer infants/toddlers and their families who have developmental concerns to the state's IDEA Part C/early intervention program; to meet comprehensive system of personnel development requirements for early intervention providers via the development/use of online training modules.

Project: Parent Training and Information Center

Project Amount: \$71,475

Purpose: To meet comprehensive system of personnel development for early intervention providers and for training of parents related to Parent's rights/procedural safeguards per IDEA Part C requirements.

Project: Westat, Inc.

Project Amount: \$499,996

Purpose: To meet comprehensive system of personnel development for early intervention providers and parents in evidence-based practices per the comprehensive Results Driven Accountability requirements; and to meet IDEA Part C federal data collection/analysis/reporting requirements to the US Department of Education.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part C
- New or Renewal: Renewal
- If renewal, date of first approval: n/a

State Board of Education Business Meeting

Friday, June 5, 2020

Pursuant to the Governor's Executive Order 20-24 by a combination of videoconferencing and teleconferencing at

<https://www.education.ne.gov/live-video-stream/>

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#)

Publicized notice of the 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 OF EDUCATION MEETING, Friday, June 5, 2020, 9:00 AM.

1. CALL TO ORDER – President Maureen Nickels called the meeting to order at 9:04 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

John Witzel

Rachel Wise

Patsy Koch Johns

Maureen Nickels

Deborah Neary

Lisa Fricke

Patricia Timm

Robin Stevens

Commissioner Blomstedt was also present.

1.2 President Nickels led the Pledge of Allegiance.

1.3 President Nickels announced that information regarding the Open Meetings Act is linked on the June Board Agenda in Sparq, the electronic meeting software and the Open Meetings Act is also posted on the State Board of Education's website: <https://www.education.ne.gov/stateboard/>.

2. COMMISSIONER'S REPORT

Commissioner Blomstedt noted that this is the third Board Meeting via Zoom. The Board Committees have also met via Zoom. The Commissioner indicated that it is critical to understand that the State Board continues to use the strategic vision and direction in making decisions focused on the importance of equity for the State of Nebraska, and addressing the inequities that exist.

Rachel Wise, State Board of Education member, spoke to the Board about their call to action with COVID-19 and the urgency about taking action around equity to ensure all students' needs are met.

Deborah Neary, State Board of Education member, spoke to the board with regard to the pandemic of the last two months and the protests and riots surrounding Black Lives Matter (BLM) that revealed the vast inequities in our society and the underlying systemic racism that sustains them.

2.1. Agenda Overview and Consent Agenda Process

Commissioner Blomstedt reviewed the process for consent agenda items.

2.1.A. Commissioner's Recommendations and items to be removed from the consent agenda.

No consent agenda items were removed.

2.2. Report on Rules

Commissioner Blomstedt provided a report on the status of Rules 21 and 24. Rule 21 and Rule 24 are waiting on approval from the Attorney General's Office.

3. PRESIDENT'S REPORT

President Maureen Nickels noted that Administrator Days and NDE Day would take place virtually.

4. CONSENT AGENDA

Approval of the Consent Agenda passed with a motion by Patsy Koch Johns, second by Rachel Wise.

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

5. STANDING COMMITTEE REPORTS

5.1. **Policy Committee** – Patricia Timm, Chair reported on the meeting of the Committee. The Committee reviewed and discussed State Board Bylaw B14, Staff Research and Assistance. For the August Board Meeting, the Committee plans to recommend that B14 and B11 be combined into one Bylaw, B14, Staff Research and Assistance/Legal Assistance.

5.1.A. The Committee discussed the proposed Resolution to Recognize Critical Infrastructure and Frontline Workers for their Efforts and Response to the COVID-19 Pandemic

The Committee recommends the adoption of a Resolution recognizing critical infrastructure and frontline workers for their efforts and response to the COVID-19 pandemic. Patricia Timm read the Resolution.

Approval of the Resolution to Recognize Critical Infrastructure and Frontline Workers for their Efforts and Response to the COVID-19 Pandemic was made by Patricia Timm, second by Deborah Neary.

Discussion included the statistics in the first section of the resolution. Rachel Wise requested the section be amended to reflect the statistics in the United States as of today, June 5, 2020.

Following discussion, Patricia Timm moved to amend the motion by amending the first section of the resolution that includes the statistics as of June 5, 2020, second by Deborah Neary.

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

Adopt the resolution as amended to Recognize Critical Infrastructure and Frontline Workers for their Efforts and Response to the COVID-1 Pandemic motion by Patricia Timm, second by Deborah Neary.

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

5.1.B. Discuss proposed revisions/recommendations to State Board Bylaw B14, Staff Research and Assistance

The staff was requested to research combining State Board Bylaw B11 and State Board Bylaw B14 due to the similar nature of the two bylaws. The Committee will discuss this topic again at the August meeting and bringing a recommendation before the Board.

5.2. **Legislative Committee** – Robin Stevens, Chair reported on the meeting of the Committee. The Committee is looking forward to having the Legislature back in session.

5.3. **Commissioner’s Appraisal Committee** – Patricia Timm, Chair reported on the meeting of the Committee. The Committee members have communicated to the Commissioner to continue to have goals in the areas of communication, the NDE as a policy leader, budget, and strategic leadership. Sub-goals and/or strategies, will be added to reflect priorities for the 2020-2021 contract year.

5.3.A. Approve the employment agreement between the State Board of Education and Matthew L. Blomstedt passed with a motion by Patricia Timm, second by Rachel Wise.

The Appraisal Committee recommends that the Board renew and approve the Commissioner’s employment agreement with the following as the major revised terms:

- Extend the contract period by one year, and
- At the Commissioner’s request, freeze the current salary level and add 40 hours of vacation leave to use or lose by June 30, 2021.

Lisa Fricke:	Yea
Patsy Koch Johns:	Yea

Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

- 5.4. **AQuESTT Teaching, Learning and Serving Domain Committee** – Lisa Fricke, Chair, reported on the meeting of the Committee. The Committee had one agenda item, on the statewide assessment contracts. The Committee received information from staff and discussed bringing the item forward to the Board.

Jeremy Heneger, Department of Education Representative, provided a presentation on amending the three assessment contracts.

- 5.4.A. Authorize the Commissioner to amend and extend the three current assessment contracts (NWEA, DRC, and ACT) passed with a motion by Lisa Fricke, second by John Witzel.

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

- 5.5. **AQuESTT Student Success, Access and Support Domain Committee** – Patsy Koch Johns, Chair reported on the meeting of the Committee.

- 5.5.A. Leading for Equity and Excellence Program (LEEP)

The Committee had one discussion item on LEEP. The Committee participated in a learning event provided by Ruth Cross from Collaborative for Academic, Social, and Emotional Learning (CASEL). The event focused on Social and Emotional Learning (SEL), and that this framework is critical for creating a foundation for academic learning. The Committee also provided an update on the Nebraska LEEP work plan and the importance of moving forward with developing an equity toolkit that can be utilized by the school districts in Nebraska.

- 5.6. **Budget and Finance Committee** – John Witzel, Chair reported on the meeting of the Committee.

Consent Item 1.2.B, the Committee reviewed the benefits and related costs for the National Association of State Board of Education (NASBE); Council of Chief State School Officers (CCSSO) and Collaborative Groups; and Education Commission of the States (ECS) and supported the continued membership in all three associations.

Consent Item 1.2.C., the NDE covered the 2019 Single Audit report and how the NDE has already addressed the finding or the plans that are being adopted to address the finding. There were no concerns around fraud or mismanagement of funds. Identified findings were related to procedures and additional safeguards of federal funds. The Committee was in support of accepting the 2019 single audit.

5.6.A. Monthly Board Travel Expense Report

The Committee reviewed the Monthly Board Travel Expense report and had no concerns.

5.6.B. In-State Travel Authorization Reports

The Committee had no concerns.

5.7. **Strategic Planning, Performance and Improvement Committee** – Rachel Wise, Chair reported on the meeting of the Committee. The Committee met with the focus on priority schools and considering contracts to support priority schools for the next year. Shirley Vargas, Department of Education representative, provided the status of each priority school’s progress and the Committee asked that this information be presented to the Board. The Committee recommends approval of the contracts related to priority school work.

5.7.A. Annual review of Priority School Progress for Schuyler Central High School and Santee Community Schools

Shirley Vargas, Department of Education Representative, presented on the annual progress of priority schools Schuyler Central High School and Santee Community Schools. This update also included the school and district response to the COVID-19 pandemic and plans for the upcoming school year.

5.7.B. Authorize the Commission the authority to contract with KLK Educational Services, Inc., Ann Mausbach Consulting, and PRISM Advisors for services and continuing support for identified Priority Schools for the period between July 1, 2020 and June 30, 2021 passed with a motion by Rachel Wise, second by Patricia Timm.

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

6. ADDITIONAL BUSINESS

6.1. Consider the Hearing Officer’s Recommended Findings of Fact, Conclusions of Law and Decision in NDE Case No. 20-07, Chelsey v. Adams County Public Schools

Motion to adopt the Findings of Fact, Conclusions of Law and Decision in NDE Case No. 20-07, Chelsey v. Adams County Public Schools passed with a motion by Patricia Timm, second by John Witzel.

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

- 6.2. Consider the Commissioner's Recommended Declaratory Order under NDE Rule 62 in Response to THE MATTER OF THE COVID-19 PANDEMIC, NDE Case No. 20-06

Commissioner Blomstedt provided background on NDE Rule 62. A declaratory order allows the NDE and the Commissioner to make the best decisions on rules and regulations during the pandemic for schools and students. The intent is to allow the Department to chart a course forward for all schools rather than answering questions as they come in one at a time.

- 6.3. Discussion on how the issuance of a Declaratory Order can inform revisions to Rule 10

Commissioner Blomstedt provided the intent is to move forward with Rule 10 and other rule revisions. The Commissioner indicated that there is a need to think about the construct of the rules going forward.

Rachel Wise, State Board of Education member, spoke about the Strategic Planning, Performance and Improvement Committee and the work around Rule 10. The Committee wants future work around Rule 10 to be in tandem with some of the processes that are being discussing around the declaratory order.

- 6.4. Appoint Dave Welsch as a member on the State Committee for the Reorganization of School Districts

Motion to appoint Dave Welsch as a member on the State Committee for the Reorganization of School Districts passed with a motion by Lisa Fricke, second by John Witzel.

Brian Halstead, Deputy Commissioner, provided a historical background on the State Committee for the Reorganization of School Districts and the role of the committee as an advisory body when reorganization matters are brought before the committee. The committee's responsibility is to hear from the public on the proposal, both proponents and opponents, and to ensure that all statutory processes enacted by the Legislature have been followed before it can issue an order approving a reorganization.

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

7. SPECIAL PRESENTATIONS AND DISCUSSIONS

None

8. INFORMATION ITEMS AND REPORTS

8.1. President Nickels referred Board Members to review information items and reports.

9. ADJOURNMENT

President Nickels adjourned the meeting at 11:53 a.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, August 7, 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, August 6, 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 Special Session

Wednesday, June 17, 2020

Pursuant to the Governor's Executive Order 20-24 by a combination of videoconferencing and teleconferencing at

<https://www.education.ne.gov/live-video-stream/>

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#)

Publicized notice of the 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 OF EDUCATION SPECIAL SESSION, Wednesday, June 17, 2020, 9:00 AM.

1. CALL TO ORDER – President Maureen Nickels called the meeting to order at 9:02 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

John Witzel

Rachel Wise

Patsy Koch Johns

Maureen Nickels

Deborah Neary

Lisa Fricke

Patricia Timm

Robin Stevens

Commissioner Blomstedt was also present.

1.2 President Nickels led the Pledge of Allegiance.

1.3 President Nickels announced that information regarding the Open Meetings Act is linked on the June Board Agenda in Sparq, the electronic meeting software and the Open Meetings Act is also posted on the State Board of Education's website: <https://www.education.ne.gov/stateboard/>.

2. COMMISSIONER'S REPORT

Commissioner Blomstedt thanked the Board for their efforts with regard to the Rule 62 petition and provided background information.

In early May, the NDE received the petition and the Board discussed the purposes. The approach put the NDE in position of what the next steps in the process are to chart a course forward for all schools rather than answering questions individually. At the June Board Meeting, the Board received the petition draft to review in their unique, quasi-judicial role in preparing a declaratory order. The Board has had a chance to deliberate on the order, but desired to be intentional to take action at a public meeting.

The content of the declaratory order itself highlights the key points from the petition. The Commissioner recommends the board approve the declaratory order.

3. BUSINESS

- 3.1. Adopt the Commissioner's Recommended Declaratory Order under NDE Rule 62 in Response to THE MATTER OF THE COVID-19 PANDEMIC, NDE Case No. 20-06, submitted by Dr. Kraig Lofquist, Executive Director of the Educational Service Unit Coordinating Commissioner passed with a motion by Patsy Koch Johns, second by Patricia Timm

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

4. ADJOURNMENT

President Nickels adjourned the meeting at 9:24 a.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, August 7, 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, August 6, 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.



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 29, 2020

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

FROM: Bryce Wilson, Director of Finance & Organizational Services

PROPOSED AGENDA ITEM: Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act.

RATIONALE/BACKGROUND INFORMATION:

Distance Education Courses

Proposed Board Action 1: Approve the exclusion amount for Distance Education Courses for the district shown on the attachment.

Rationale/Background Information 1: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received from educational entities for providing distance education courses through the Educational Service Unit Coordinating Council to such educational entities. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2020/21 school district budget.

Early Childhood Education Grants

Proposed Board Action 2: Approve the amount for the 2019/20 Early Childhood Education Grants Expenditure Exclusion for the district shown on the attachment.

Rationale/Background Information 2: Section 79-1028.01(2)(c) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for the amount received by the district for 2019/20 Early Childhood Education Grants if 2020/21 is the first year early childhood membership is included in the district's formula students. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2020/21 school district budget.

Native American Impact Aid

Proposed Board Action 3: Approve the exclusion amount for Native American Impact Aid Exclusion for the district shown on the attachment.

Rationale/Background Information 3: Section 79-1028.01(1)(n) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for Federal Impact Aid received by the district. Districts that have land within its boundaries that is federal property classified as Indian lands under and have children in attendance who reside on Indian lands in accordance with 20 U.S.C. 7703(7) and have received funds in accordance with 20 U.S.C. 7703(a)(1)(c) are eligible for this exclusion. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority.

Reimbursement for Wards of the Court

Proposed Board Action 4: Approve the Reimbursement for Wards of the Court listed on the attachment as a Special Grant Fund.

Rationale/Background Information 4: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Reimbursement for Wards of the Court as a special grant fund for budget limitation purposes. The Reimbursement for Wards of the Court listed on the attachments has been reviewed by Department Staff and appears to qualify as a special grant fund per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2020/21 school district budget.

Retirement Contribution Increase

Proposed Board Action 5: Approve the exclusion amount for a Retirement Contribution Increase for the district shown on the attachment.

Rationale/Background Information 5: Section 79-1028.01(1)(e)&(f) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for a retirement contribution increase. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2020/21 school district budget.

Short-Term Borrowings

Proposed Board Action 6: Approve the Short-Term Borrowing listed on the attachment as a Special Grant Fund.

Rationale/Background Information 6: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Short-Term Borrowings as a special grant fund for budget limitation purposes. The Short-Term Borrowing listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2020/21 school district budget.

Special Supplementary Grant

Proposed Board Action 7: Approve the grant listed on the attachment as a Special Supplementary Grant.

Rationale/Background Information 7: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Special Supplementary Grants from Corporations, Foundations, or Other Private Interests as special grant funds for budget limitations purposes. The individual grant listed on the attachment has been reviewed by Department Staff and appears to qualify as a special supplementary grant per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2020/21 school district budget.

Voluntary Termination Agreements

Proposed Board Action 8: Approve the exclusion amount for Voluntary Termination Agreements for the district shown on the attachment.

Rationale/Background Information 8: Section 79-1028.01(1) (g), (i), (j), (k), provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for expenditures for voluntary termination agreements. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2020/21 school district budget.

**Requests Relative to the Budgeting Provisions
of the Tax Equity & Educational Opportunities Support Act
For the 2020/21 School Year
August 7, 2020**

Recommendation 1

Distance Education Courses [Section 79-1028.01(1)(d)]

County-District Number	School District Name	Amount to be Approved
04-0001	Banner County School	\$ 8,487

Recommendation 2

Early Childhood Education Grants [Section 79-1028.01(2)(c)]

County-District Number	School District Name	Amount to be Approved
79-0032	Scottsbluff Public School	\$ 133,250

Recommendation 3

Native American Impact Aid [Section 79-1028.01(1)(n)]

County-District Number	School District Name	Amount to be Approved	School Year
87-0017	Winnebago Public Schools	\$ 3,100,000	2020-21

Recommendation 4

Reimbursement for Wards of the Court [Section 79-1003(40)]

County-District Number	School District Name	Amount to be Approved
30-0025	Fillmore County Schools	\$ 750,000

Recommendation 5

Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]

County-District Number	School District Name	Amount to be Approved
01-0018	Hastings Public Schools	\$ 722,164
01-0090	Adams Central Public Schools	\$ 253,150
02-0115	Summerland Public Schools	\$ 129,030
04-0001	Banner County Schools	\$ 49,868
06-0001	Boone Central Schools	\$ 130,295
07-0006	Alliance Public Schools	\$ 227,591
09-0010	Ainsworth Community Schools	\$ 90,298
10-0007	Kearney Public Schools	\$ 1,092,008
10-0069	Ravenna Public Schools	\$ 97,034
11-0020	Lyons-Decatur Northeast Public Schls	\$ 69,926
13-0032	Louisville Public Schools	\$ 118,647
13-0097	Elmwood Murdock Public Schools	\$ 87,792
14-0008	Hartington-Newcastle Public Schools	\$ 81,615
14-0045	Randolph Public School	\$ 58,042
14-0054	Laurel-Concord-Coleridge Schools	\$ 105,341
19-0058	Clarkson Public Schools	\$ 53,130

Recommendation 5 (Continued)**Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]**

21-0044	Ansley Public Schools	\$ 196,868
21-0089	Arnold Public Schools	\$ 41,252
22-0031	Homer Community Schools	\$ 91,101
24-0004	Overton Public Schools	\$ 70,662
26-0070	Allen Consolidated Schools	\$ 48,563
27-0001	Fremont Public Schools	\$ 925,148
27-0594	Logan View Public Schools	\$ 112,202
27-0595	North Bend Central Public Schools	\$ 120,960
28-0054	Ralston Public Schools	\$ 599,994
28-0059	Bennington Public Schools	\$ 459,262
30-0001	Exeter-Milligan Public Schools	\$ 67,690
30-0025	Fillmore County Schools	\$ 110,536
33-0018	Shickley Public Schools	\$ 60,948
36-0100	Burwell Public Schools	\$ 65,049
39-0060	Central Valley Public Schools	\$ 84,423
41-0504	Aurora Public Schools	\$ 168,884
45-0239	West Holt Public Schools	\$ 152,049
52-0100	Key Paha County Schools	\$ 30,892
54-0501	Niobrara Public Schools	\$ 62,997
55-0001	Lincoln Public Schools	\$ 7,576,269
55-0145	Waverly Public Schools	\$ 343,703
56-0055	Sutherland Public Schools	\$ 70,257
56-0565	Wallace School District	\$ 54,005
59-0001	Madison Public Schools	\$ 112,598
59-0005	Battle Creek Public Schools	\$ 91,956
61-0004	Central City Public Schools	\$ 158,163
63-0001	Fullerton Public School	\$ 64,085
63-0030	Twin River Public Schools	\$ 99,682
65-0011	Superior Public Schools	\$ 104,363
69-0004	Holdrege Public Schools	\$ 237,052
69-0054	Bertrand Community School	\$ 59,258
71-0067	Humphrey Public Schools	\$ 62,871
72-0015	Cross Country Community Schools	\$ 73,779
72-0032	Shelby-Rising City Schools	\$ 79,950
76-0002	Crete Public Schools	\$ 368,115
76-0068	Friend Public Schools	\$ 56,317
77-0001	Columbus Public Schools	\$ 760,845
77-0037	Gretna Public Schools	\$ 930,209
78-0107	Cedar Bluffs Schools	\$ 78,242
79-0032	Scottsbluff Public Schools	\$ 695,117
80-0005	Milford Public Schools	\$ 145,791
85-0060	Deshler Public Schools	\$ 44,328
89-0001	Blair Community Schools	\$ 353,091
89-0024	Arlington Public Schools	\$ 120,987

Recommendation 5 (Continued)

Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]

90-0560	Wakefield Public Schools	\$	95,337
90-0595	Winside Public Schools	\$	63,630
91-0047	Blue Hill Community Schools	\$	77,706
93-0096	Heartland Community Schools	\$	72,120

Recommendation 6

Short-Term Borrowings [Section 79-1003(40)]

County-District Number	School District Name		Amount to be Approved
28-0054	Ralston Public Schools	\$	5,000,000
36-0100	Burwell Public Schools	\$	750,000
87-0016	UMO N HO N Nation Public Schools	\$	5,000,000

Recommendation 6 (2019-20)

Short-Term Borrowings [Section 79-1003(40)]

County-District Number	School District Name		Amount to be Approved
66-0111	Nebraska City Public Schools	\$	6,250,000

Recommendation 7

Special Supplementary Grant [Section 79-1003(40)]

County-District Number	School District Name	Amount to be Approved	Source
28-0010	Elkhorn Public Schools	\$ 146,193	Elkhorn Public Schools Foundation
54-0583	Verdigre Public School	\$ 28,800	The Verdigre Community Foundation
55-0001	Lincoln Public Schools	\$ 2,000,000	PTO/PTA
		\$ 3,000,000	Foundation for Lincoln Public Schls
		\$ 750,000	United Way
		\$ 50,000	Woods
		\$ 600,000	University of Nebraska
		\$ 300,000	TeamMates
		\$ 200,000	NDEQ
		\$ 60,000	JROTC
69-0044	Holdrege Public Schools	\$ 2,578	Gabus Funds from Phelps County Community Foundation
		\$ 300	Circle of Friends Grant by Autism Action Partnership
80-0005	Milford Public Schools	\$ 250,000	Anonymous Donor

Recommendation 8**Voluntary Termination Agreements [Section 79-1028.01(1)(g), (i), (j), (k)]**

County-District Number	School District Name	Amount to be Approved
14-0045	Randolph Public Schools	\$ 21,230
21-0089	Arnold Public Schools	\$ 105,235
27-0001	Fremont Public Schools	\$ 810,360
27-0594	Logan View Public Schools	\$ 47,474
27-0595	North Bend Central Public Schools	\$ 37,500
28-0054	Ralston Public Schools	\$ 105,000
65-0011	Superior Public Schools	\$ 26,000
69-0044	Holdrege Public Schools	\$ 82,500
76-0002	Crete Public Schools	\$ 95,531
77-0001	Columbus Public Schools	\$ 160,205
77-0032	Shelby-Rising City Schools	\$ 30,000
90-0560	Wakefield Public Schools	\$ 13,496



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 15, 2020

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

FROM: Marisol Birth, Ph.D., Brad Dirksen

PROPOSED AGENDA ITEM: Authorize Commissioner to approve the Veterans Education Cooperative Agreement for the fiscal year 2021.

RATIONALE/BACKGROUND INFORMATION: The Veterans Education Cooperative Agreement with the United States Department of Veterans Affairs provides \$152,016.00 to NDE for the purpose of approving and monitoring programs, and to conduct compliance visits regarding veterans education benefits.

The Cooperative Agreement covers the period of October 1, 2020 through September 30, 2021. This is an annual agreement between the Nebraska Department of Education and The United States Department of Veterans Affairs.

PROPOSED BOARD MEETING (MONTH/YEAR): August 7, 2020

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal
- New or Renewal: Renewal

- If renewal, date of first approval: October 1, 2019

**CONTRACT ROUTING/APPROVAL FORM
FOR CONTRACTS PROVIDING FUNDING TO NDE
(SEE Administrative Memorandum #402)**

Name of Entity Contracting to Pay NDE for Services: Department of Veterans Affairs

Total Contract Amount: \$152,016.00

	SIGNATURE	DATE
(1) Originating Staff Member	<u><i>Maisel B</i></u>	<u>7/14/2020</u>
(2) Leadership Council Member* (Initial)	<u><i>Brad Dirksen</i></u> <small>Brad Dirksen (Jul 15, 2020 14:39 CDT)</small>	<u>Jul 15, 2020</u>

a) **Notify Commissioner and Deputy Commissioner by email of intent to contract at this time** BD (LCM Initial)
A copy of the email notice is attached to this routing sheet and it includes the following contents:

- Name of contractor,
- Purpose of the contract,
- Anticipated total amount to be paid to NDE for services, and
- Dates of the contract.

b) Sufficient legal authority exists to contract to provide these services BD (LCM Initial) or Legal Authority is Attached _____

(3) General Counsel Review	<u><i>Philip Deevy</i></u> <small>Philip Deevy (Jul 16, 2020 09:55 CDT)</small>	<u>Jul 16, 2020</u>
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(4) Fiscal Review	<u><i>Ron Theasmeyer</i></u> <small>Ron Theasmeyer (Jul 16, 2020 10:07 CDT)</small>	<u>Jul 16, 2020</u>
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SPECIFIC COMMENTS* (Attach additional pages as necessary) **INITIAL/DATE**

(5) LCM (Final approval)	<u><i>Brad Dirksen</i></u> <small>Brad Dirksen (Jul 15, 2020 14:39 CDT)</small>	<u>Jul 15, 2020</u>
	Signature	Date

-----**Information Below to be Completed by Administrative Services**-----

State Board of Education Approval required: Yes - Contract amount is \$25,000 or more.

Commissioner/Deputy Commissioner Signature required: Yes - Contract amount is \$10,000 or more.

Thege, Denise

From: Dirksen, Brad
Sent: Wednesday, July 15, 2020 10:04 AM
To: Blomstedt, Matt
Cc: Frison, Deborah; Birth, Marisol; Thege, Denise; Martin, Yvette
Subject: Grant/Cooperative Agreement from US Dept of Veterans Affairs - FYI

Commissioner:

Per Admin Memo, this email services as our notice of intent to contract through a "Cooperative Agreement" between the U.S. Department of Veterans Affairs and the Nebraska Department of Education.

Contract period is October 1, 2020 through September 30, 2021.

The purpose of the contract is to provide funding to NDE to approve and monitor education programs which involve the utilization of G.I. Bill funds.

The amount of the contract is \$152,016.00

Regards,



Brad Dirksen

Administrator

Office of Accountability, Accreditation, & Program Approval

301 Centennial Mall South

Lincoln NE, 68508

P: (402) 471-2405

E: Brad.Dirksen@nebraska.gov



DEPARTMENT OF VETERANS AFFAIRS
Veterans Benefits Administration
Education Service
Washington, D.C. 20420

July 10, 2020

Marisol Birth, Director
 Nebraska State Approving Agency
 301 Centennial Mall South
 Lincoln, NE 68508

Dear Dr. Birth:

This letter is the official notification from the U.S. Department of Veterans Affairs (VA), Education Service regarding the intent to exercise option year two under the 2019, base year agreement with your Agency. The period of performance is October 1, 2020 – September 30, 2021. The terms and conditions are outlined in the attachments.

Upon your review, please return, via e-mail, all completed and signed documents, to include the signed cover letter, to your VACO Representative listed below. If your agency has questions, please pose questions in writing via e-mail to your VACO Representative as soon as possible.

Allocation for your SAA for Fiscal Year 2021 (FY21): \$152,016

Compliance Survey requirements for your SAA for FY21: 13

IHL	NCD	APP	OJT	FLT	Total CS
8	2	2	1	0	13

We are notifying you of the approximate workload by institution/facility type to be surveyed. The total number of surveys will not change; however, the type cannot be finalized until waivers are authorized. The Education Liaison Representative assigned to your state will communicate with you and provide the survey schedule. Please note: The total listed above includes Risk Based Surveys (RBS) for FY21. Please refer to the agreement for further information.

The primary and alternate VACO Representatives for this agreement are:

VACO Representative:

Name: Lakita Beamon

Telephone Number: 202-461-9810

Email Address: Lakita.Beamon@va.gov

Alternate VACO Representative:

Name: Reginald Wilkins

Telephone Number: 404-929-3092

Email Address: REGINALD.WILKINS@va.gov

Please submit your signed correspondence by September 9, 2020, for the agreement to be implemented on the first day of FY21. If you are unable to submit the information by September 9th, please provide the reason for the delay and the anticipated date of return. Documents will be reviewed in the order received in Education Service. Reimbursement invoices cannot be processed without a signed agreement by the Director, Education Service and funds obligated within VA's Financial Management System (FMS) at the relevant VA Regional Processing offices.

Very Respectfully,

/s/

Patrick A. Dworakowski, Ed.D.

Assistant Director, Oversight & Accountability

I confirm that I am in receipt of the information contained within this letter.



Signature, SAA Director

COOPERATIVE AGREEMENT

Between the United States of America acting through the United States Department of Veterans Affairs (hereinafter referred to as VA) and the State acting through its Agency known as the State approving agency or the "SAA".

WHEREAS, the Governor or the legislature of the State has designated a State department or agency to be the State approving agency for the purposes of approval of courses and programs in accordance with the provisions of title 38, United States Code; and

WHEREAS, VA is authorized under the provisions of 38 U.S.C. § 3674 to reimburse the SAA for reasonable and necessary expenses of salary and travel incurred by employees of the SAA and for work performed by its approved subcontractor(s) in rendering necessary services in ascertaining the qualifications of educational institutions and/or training establishments to furnish courses of education under the provisions of the law, and in the supervision of such educational institutions and/or training establishments; and

WHEREAS, the State accepts responsibility under the provisions of 38 U.S.C. § 3671 for approval and supervision of courses offered by qualified educational institutions and/or training establishments in accordance with the standards and provisions of chapters 30, 32, 33, 34, 35, and 36 of title 38, United States Code; section 510 and chapters 1606 and 1607 of title 10, United States Code; title 38, Code of Federal Regulations, case law applying that authority, and VA's published interpretation of statute, regulation, and case law (e.g., in agency guidance or the Federal Register).

NOW THEREFORE, in consideration of the promises and mutual covenants and agreements hereinafter contained, the parties hereto do mutually agree as follows:

ARTICLE I - AREAS OF RESPONSIBILITY

1. The SAA will perform duties necessary for the inspection, approval, compliance, and supervision of those courses or programs, or tests to be pursued by veterans and eligible persons under the provisions of chapters 30, 32, 33, 34, 35, and 36 of title 38, United States Code, and section 510 and chapters 1606 and 1607 of title 10, United States Code, as are specifically set forth in this paragraph and pursuant to the detailed plan as outlined in the referenced appendices, which are attached hereto and incorporated as part of this agreement.

TYPE OF PROGRAM OR COURSE	APPENDIX NUMBER
a. Institutions of Higher Learning (IHL) & Non-College Degree Accredited & Non- Accredited	1
b. Apprenticeship, On-the-Job (OJT)	2
c. Licensing & Certification Testing Establishments, Governmental & Non-Governmental	3

2. Effective and timely communication is essential to meet agreement requirements. The SAA shall keep VA apprised of the SAA's activities consistent with the requirements of this agreement, and the SAA must respond to VA requests for information not identified within the other provisions of this agreement, no later than 14 calendar days to enhance support.

3. Such cooperation will include, but not be limited to, regularly scheduled meetings between VA and the SAA staff to work toward achieving common agreement on process, language, and interpretation of statute, regulation, and case law.

ARTICLE II – APPLICATIONS: APPROVALS – SUSPENSIONS – DISAPPROVALS

1. Except to the extent otherwise provided by law, the SAA will require an educational institution and/or training establishment desiring to secure approval of courses or programs, or organizations desiring to provide testing for a license or certification, to be pursued by veterans and eligible persons in accordance with the provisions of chapters 30, 32, 33, 34, 35 and 36 of title 38, United States Code, and section 510 and chapters 1606 and 1607 of title 10, United States Code, to submit an application in accordance with the provisions set forth in the appropriate appendix identified in Article I.

2. SAA will ensure an educational institution's and/or training establishment's program approval is in accordance with the provisions of title 38 of United States Code (USC), title 38 of the Code of Federal Regulations (CFR), case law applying that authority, and VA's published interpretation of statute, regulation, and case law (e.g. in agency guidance or the Federal Register).

3. SAA, upon receipt of a denial of benefits letter, will take action to initiate an approval request, when it is appropriate to do so, within 30 calendar days of receipt.

4. SAA, after final determination on an application of the educational institution, training establishment, or organization providing testing, must take action and will promptly provide VA and the educational institution, training establishment, or organization providing testing with a written report of the details of each approval or disapproval as required by the appropriate appendix, including, in the case of disapproval, the reason or reasons therefor.

5. SAAs are strongly encouraged to include in their approval letters for education and training facilities that VA may discontinue benefit payments if VA determines that the program fails to meet any of the requirements outlined in Title 38.

6. SAA will promptly approve, suspend and/or disapprove programs, in accordance with the provisions of title 38 of United States Code (USC), title 38 of the Code of Federal Regulations (CFR), case law applying that authority, and VA's published interpretation of VA's published interpretation of statute, regulation, and case law (e.g., in agency guidance or the Federal Register). The SAA will promptly provide VA with written notice of each amendment, to include full catalog revisions related to each academic year, modification, suspension, or withdrawal of any course or program approval and the reasons for the action.

7. SAA will re-evaluate schools, facilities, and programs minimally, every 24 months, and must include review of licensure, accreditation, potential misleading and erroneous practices, and all requirements as outlined in Title 38.

8. Upon notice, SAA will suspend and/or disapprove programs that fail to meet the approval requirements of title 38 of United States Code (USC), title 38 of the Code of Federal Regulations (CFR), case law applying that authority, and VA's published interpretation of statute, regulation, and case law (e.g. in agency guidance or the Federal Register) within 14 calendar days.

9. Upon notice, SAA will take corrective action for approval and disapproval actions not in compliance with title 38 USC, title 38 CFR, case law applying that authority, and VA's published interpretation of statute, regulation, and case law (e.g., in agency guidance or the Federal Register) within 14 calendar days.

10. SAA will disapprove a course of education provided by a public IHL for all beneficiaries under the Post-9/11 GI Bill (chapter 33 of title 38, United States Code) and Montgomery GI Bill-Active

Duty (chapter 30 of title 38, United States Code) if a covered individual, while living in that state, is charged tuition and fees at a higher rate than that charged to residents of the State, regardless of the covered individual's State of residence. (38 USC Section 3679(c)).

11. In any case where the SAA suspends or withdraws the approval of an approved educational institution, training establishment, or organization providing testing, the SAA will notify the institution, establishment, or organization of the suspension or withdrawal of approval, to include statutory and/or regulatory violation reference, by registered or certified letter and shall secure a return receipt.

12. Required Performance Targets related to Program Approval, Suspension, and Disapproval Activities are as follows:

Goal	Performance Measure	Minimally Required Target
Respond to program approval inquiry timely	Percent within 14 calendar days	95%
Visit institution w/in 30 days of the date of receipt of the completed application	Percent within 30 calendar days	90%
Process completed approval package (For FY20 and beyond, including uploading to Salesforce)	Percent within 30 calendar days of receipt	90%
Submit accurate program approval packages, including original date of receipt of approval package	Percent of received and accepted packages with no substantive errors	90%

ARTICLE III – INSPECTION, TECHNICAL, AND COMPLIANCE VISITS

1. Inspections and technical or compliance visits by the SAA of educational programs offered by institutions, training establishments, or organizations providing testing to determine their qualifications for furnishing approved courses and programs shall be conducted in accordance with the provisions of the appendices listed in Article I. VA will coordinate with SAA's in advance of any compliance visits by providing a listing of educational institutions and training establishments that require compliance visits during the fiscal year, such list to be provided to SAA by September 1st of the preceding year. SAAs will follow procedures prescribed by VA when preparing and completing compliance visits. The SAA will complete all tasks (pre- and post-compliance utilizing VA procedures and systems, including Salesforce and the Regional Processing Office (RPO) Referral spreadsheet until such time VA implements the technical solution) associated with the compliance visit. SAAs may exercise professional judgment in conducting additional institutional and facility visits (in addition to the required compliance visit listing) to the degree possible within available resources. The additional school or facility visits shall not impact required compliance or approval work, and a visit report must be submitted to the ELR. (See Article V, paragraph 4).

2. In addition to educational institutions and training establishments that are included on the list provided to the SAA by VA, VA may request additional inspections and technical visits. SAA will complete visits, requested by VA within 45 calendar days of request. Report associated with the visit must be submitted to VA within 50 calendar days of the visit. If necessary, SAA will follow up within 30 calendar days of visit.

3. VA shall report to the SAA each case in which VA has information that a course, program, or test does not meet the standards for approval set forth in the appropriate appendix under Article I of

this agreement. In all such cases, and in the case of other irregularities found by the SAA, the SAA will take action within 30 calendar days (or 60 calendar days, if the SAA requests in writing, and VA authorizes additional time to act) after the date of VA's report or the SAA's discovery of such irregularities, either to secure compliance with approval standards or correction of such irregularities, or to withdraw its approval of the course, program, or test. To inform VA of irregularities and actions taken, SAAs will forward school suspension or withdrawal letters pertaining to fraud, erroneous, or misleading practices to EDUSERVSAABOX.VBACO@va.gov at least one day prior to their release. In the event of a school closure, SAAs will take action to withdraw the program timely and forward the withdrawal letter, which shall include the closure date, to both eduresto.vbamus@va.gov and EDUSERVSAABOX.VBACO@va.gov, in addition to the ELR.

4. SAAs will access VA's GI Bill Feedback System to assess the number, nature and status of any complaints against a school/facility prior to performance of a compliance survey.

5. All compliance survey visits must be performed before August 15th of the agreement year.

6. Required Performance Targets related to Inspection, Technical, and Compliance Visits are as follows:

Goal	Performance Measure	Target
Compliance surveys as scheduled	Number of completed compliance surveys (including End Product (EP))	90%
End Product (WEST) established	Within 7 calendar days of compliance survey	90%
Compliance surveys complete; including EP (WCLR), (no referral action), including uploading to Salesforce.	Percent within 30 calendar days	95%
Compliance survey referral action, if required	Referral submitted to RPO within 10 calendar days of compliance survey	95%
Compliance survey complete; including EP (WCLR) (if referral action) and uploading to Salesforce.	Within 15 calendar days of receipt of response to a referral	95%
Narratives must follow VA procedures and contain over or underpayments associated with each error found (if referral action is taken)	As required	100%
Follow up if necessary	Percent within 30 calendar days	95%
Initiate corrective action (approval issues) as the result of a compliance visit	Percent within 10 calendar days of event	95%
SAA responds to VA regarding follow-up or corrective action taken	Percent within 20 calendar days of action	95%
Compliance survey visits must be performed by August 15	As scheduled	90%
Quality review score based on five compliance surveys reviewed by ELR each quarter	Actual score	90%

7. If an SAA has a reduction in staff at any point during the fiscal year, SAA and ELR reports of mitigating circumstances will be considered at the time of the fiscal year evaluation.

8. When an SAA is assigned and performs a Risk Based Survey (RBS), the SAA will have a commensurate reduction of a compliance survey for each RBS completed. SAA will utilize the standard operating procedure provided and access VA's GI Bill Feedback System to access the number and nature of any complaints against a school/facility prior to the performance of the RBS. SAA will initiate review within 30 calendar days of request and provide a report to VA within 90 calendar days of request.

ARTICLE IV – PRINCIPLES OF EXCELLENCE

1. SAA will comply with, and enforce, applicable requirements originally outlined in Executive Order 13607, Principles of Excellence, and set in VA Policy January 2018. For those schools that have agreed to adhere to the Principles of Excellence, areas of compliance or non-compliance with the Principles of Excellence will be validated during compliance surveys and documented on the Principles of Excellence addendum to VA Form 22-1934.

2. In the event an SAA performs a Targeted Risk Based Review (TRBR), the SAA will have a commensurate reduction of a compliance survey for each TRBR completed. SAAs will access VA's GI Bill Feedback System to assess the number and nature of any complaints against a school/facility prior to performance of a TRBR. SAA will initiate review within 7 calendar days of request and provide a report to VA within 35 calendar days of request.

3. SAAs that receive complaints from students shall encourage those students to enter their complaints into VA's GI Bill Feedback System, or the SAA may enter the complaints on the students' behalf. The SAA will investigate student complaints as appropriate or as requested by VA.

ARTICLE V - REPORTS - RECORDS

1. SAA will submit to VA the Compliance Survey Worksheet for each student and the original VA Form 22-1934, Compliance Survey Report for each compliance visit in accordance with the provisions of the appropriate appendix under ARTICLE I. Each report must provide the name and address of the institution, establishment, or organization; the purpose of the visit; specific types of records examined; any changes in approval status; any discrepancies or irregularities found; any corrective action taken; any action the institution, establishment, or organization is required to take directly with VA; and any finding, based on the records examined, that the course or program either continues to meet requirements for approval or fails to do so.

2. SAA will maintain complete approval records for all approved courses or programs. When an approval is withdrawn, the approval records will be retained for a period of at least 6 years from the date of disapproval of the course or program, if not already uploaded into VA's system, presently known as Salesforce.

3. SAA will submit to VA a written report of the results of any special investigation or inspection of an educational institution or training establishment that is conducted at the written request of VA. The report shall respond to each item referred to the SAA by VA that involves areas in question that fall within the purview of the SAA's responsibility.

4. SAA will submit to VA a copy of the written narrative report of each technical assistance visit to an educational institution or training establishment. Such visits shall be conducted by the SAA to

provide to the educational institution or training establishment technical assistance relating to the approval process and for purposes of supervision.

5. In conjunction with outreach services furnished by the Secretary of Veterans Affairs, for education and training benefits, each SAA will conduct outreach programs and provide outreach services to eligible persons and veterans in their state about education and training benefits available under applicable Federal and State law. "Outreach" is defined as an activity designed to promote increased participation and utilization by eligible veterans or persons of VA or Department of Defense educational assistance programs. Emphasis will be given to developing job-readiness skills and employment opportunities for VA program participants. "Outreach" also includes any activity, which encourages educational institutions, training establishments, or organizations providing testing for a license or certification to obtain approval for VA purposes of courses and programs. Outreach activities by the SAA may include, but are not limited to, employer visits, workshops and presentations, Transition Assistance Program (TAP) briefings, meetings, mailings, media announcements, telecommunication activities, and computer applications. The SAA will submit to VA a written report of each outreach visit made. The report shall include pertinent names, dates, number of attendees, length of time spent at the event (not including travel time), address(es) of the event, and a description of the activities performed at the event.

6. SAA will submit to VA a quarterly report showing the number of approval actions and technical assistance, inspection, approval, and compliance visits, made to educational institutions and/or training establishments for which reimbursement is requested by the SAA pursuant to the terms of this agreement. Such quarterly report will be accessed and monitored by VACO and the ELR. The respective dates for submission will be no later than the following: February 1, May 1, August 1, and October 11. The last quarterly report shall clearly reflect the status of all incomplete compliance surveys where an end product has not been taken. The SAA will be considered non-compliant with the standards and provisions of this section should reports not be submitted on a timely basis.

7. SAA will meet with ELR on a quarterly basis to review performance under this agreement, utilizing the jointly developed quarterly report.

8. SAA will maintain records and books of accounts showing in detail the actual cost to the SAA for salary and fringe benefits, outreach activities, travel, and approved subcontractor services for which reimbursement is requested from VA under this agreement. Such records shall be open to the authorized representatives of the Federal Government for purposes of verification and audit or review, either before or after invoices are submitted for payment.

9. SAA will, as requested by VA, obtain information concerning compliance of educational institutions and/or training establishments with title VI of the Civil Rights Act of 1964 (Public Law 88-352), 42 U.S.C. Chapter 21, Subchapter V, §§ 2000d-2000d-4 (January 3, 2007).

10. SAA will be authorized to access VA information solely to perform functions necessary under this agreement. VA has authority to disclose this information to the SAA (38 U.S.C. §5701). Information disclosed to the SAA is contained in the Privacy Act System of Records, "VA Compensation, Pension, Education, and Vocational Rehabilitation and Employment Records - VA (58VA21/22/28)" and disclosure is authorized pursuant to routine use #60.

11. SAA staff and sub-contractors operating under this cooperative agreement are considered to have a contractual relationship with VA for FOIA purposes pursuant to DOJ Guidance and Section 9 of the 2007 Open Government Act. Any and all records received, stored and maintained under this contractual relationship are records held on behalf of VA and are subject to FOIA, including emails both on the state and va.gov email system. Ownership of such records is retained by VA and may not be released without VA's permission.

12. SAA will submit to VA a report outlining the compliance status of institutions within their state, based on the requirements of PL 115-407. The report must include the following: the number of institutions required to comply; the name, website address, and total number of institutions in compliance; and the name, website address, and total number of institutions not in compliance. In addition, the report should identify which institutions solely require a Certificate of Eligibility (COE) and which institutions require a COE, in addition to other criteria. The respective date for submission of the report will be no later than December 13, 2019.

ARTICLE VI - REVIEWS AND AUDITS

1. SAA shall submit supporting documents for all reimbursable expenses. Amounts invoiced must be documented by State travel vouchers, inspection/visit reports, and a statement of the hourly time distribution for employees performing other than solely VA-related activities. The SAA will maintain a balance sheet, by category, of all expenditures. The balance sheet must be updated monthly or whenever a proper invoice is paid. A copy of the balance sheet will be made available to the VA upon request.

2. SAA will obtain an audit of the accounts and records associated with the claims for reimbursement in accordance with the requirements of OMB Circular A-133 (revised June 26, 2007). A copy of the audit shall be made available to VACO upon request within 15 calendar days.

ARTICLE VII - PERSONNEL STANDARDS

1. The SAA will use fully qualified personnel in accordance with qualification and performance standards mandated by 38 U.S.C. § 3674A(a)(b), and the State's Civil Service or other existing State employment standards for the performance of the functions for which reimbursement is provided under this agreement. However, with the prior written approval of VACO, the SAA may use qualified subcontractors for performance of functions that have a direct relationship to the requirements of this agreement. The subcontractors must meet the same qualification and performance standards as those listed in subparagraphs 2(a) through 2(c) below. A copy of the resume for each newly-hired professional staff member must be submitted to VA within 10 business days of the date of hire. The Director, Education Service or delegated authority will evaluate the education and qualifications to determine whether the newly-hired staff meets the required qualification standards in order to be placed on the agreement.

2. The personnel qualification standards adopted by the State and incorporated as part of this agreement shall describe a level of qualification standards which shall equal or exceed the level of qualification standards listed in subparagraphs (a) through (c) below.

(a) Qualification standards for personnel approving and supervising courses offered by educational institutions are as follows: Bachelor's Degree with 5 years of related experience; Master's Degree with 3 years of related experience; or Doctoral Degree with 1 year of related experience.

(b) Qualification standards for personnel approving and supervising courses offered by job training establishments are as follows: Bachelor's Degree with 2 years of related experience or equivalent in education and/or related work experience totaling 6 years.

(c) Qualification standards for personnel performing compliance reviews of courses offered by educational institutions and job training establishments are as follows: Bachelor's Degree with 2 years of experience or equivalent in education and/or related work experience, totaling 6 years.

(d) Veterans' preference in hiring shall be given in accordance with State law.

3. The SAA will require all personnel to initiate a background investigation and receive a National Criminal History Check (NCHC) Clearance from Veterans Benefits Administration (VBA) Security prior

to being placed on the agreement, regardless of whether they will have access to VA systems. VA will reimburse a SAA for work completed by a newly hired staff member who receives a favorable State Criminal background check, prior to receiving a favorable NCHC clearance from VBA Security. Any personnel requiring access to VA systems must apply for and obtain the Personal Identity Verification (PIV) card. A minimum of two employees must have access to VA systems, except for SAAs with a single person staff. In addition, SAA staff with system access who no longer need access (i.e. change in duties or leave the agency) will immediately return the PIV card to the VA office that issued the card.

4. SAA will provide statements of the qualifications of all professional staff employees under the agreement, each fiscal year, as specified by 38 U.S.C. 3674A(b)(1), (2).
5. SAA shall ensure compliance with 38 U.S.C. 3683.

6. VA will continue providing support to SAAs who experience difficulties accessing VA systems during times when the VA systems are online and operating and when problems prevent the SAA from meeting requirements. SAAs are encouraged to follow the same process used by the VA staff when difficulties arise to include using the technical assistance telephone number and online system as applicable. SAAs are required to maintain access to VA systems, which includes accessing those systems to prevent deactivation. The evaluators may request additional information from relevant VA or SAA personnel in order to adequately assess performance. VA will issue a VA owned-government laptop to each SAA Director and SAA staff listed with the VA upon request.

ARTICLE VIII – AGREEMENT AND SUBCONTRACT COMPLIANCE

1. All reimbursements provided by this agreement are conditioned upon compliance by the SAA with the standards and provisions of this agreement, chapters 30, 32, 33, 34, 35, and 36 of title 38, United States Code, section 510 and chapters 1606 and 1607, title 10, United States Code, title 38 of the Code of Federal Regulations (CFR), case law applying that authority, VA's published interpretation of statute, regulation, and case law (e.g. in agency guidance or the Federal Register). VACO must approve all subcontracts in advance.

2. The SAA will obtain all necessary licenses and/or permits required to perform this work. SAA will take all reasonable precautions necessary to protect persons and property from injury or damage during the performance of this contract. SAA will be responsible for any injury to himself/herself or his/her employees, as well as for any damage to personal or public property that may occur during the performance of this contract that is caused by employees' fault or negligence and will maintain personal liability and property damage insurance having coverage for a limit as required by the laws of the State. Further, it is agreed that any negligence of the Government, its officers, agents, servants and employees, will not be the responsibility of the SAA hereunder with the regard to any claims, loss, damage, injury, and liability resulting therefrom.

ARTICLE IX - REQUIREMENTS FOR REIMBURSEMENT

1. Effective October 1, upon receipt and review of properly prepared and certified invoices, VA shall reimburse the SAA for the reimbursable cost of salaries and travel expenses incurred by employees of the SAA and/or approved subcontractors pursuant to the terms of this agreement. These costs are to be determined in accordance with the provisions of Appendix 6.

2. SAA will submit to VA each month or quarter, an invoice under this agreement showing only the total amount of salary and travel expenses incurred under this agreement for which reimbursement has not previously been requested and for which reimbursement is requested on the invoice submitted. Invoices must be received by the ELR no later than the following: February 18, May 18,

August 18 and November 18. The invoice shall have attached to it a detailed supporting schedule, in such form as may be prescribed by VA, showing separately for each individual: the name; position or title; salary rate; amount paid for salary; amount paid for travel expense; and periods covered by such expense or salaries. Travel expenses and allowances reimbursable pursuant to 38 C.F.R. § 21.4153 (c)(2)(ii) must be supported by a detailed copy of the SAA travel voucher, clearly delineating the travel for VA agreement purposes and indicating the cost, destination, and purpose of travel, will be included for all travel expenses claimed. All travel claimed for visits to educational institutions and training establishments must be supported by a copy of the report of the visit in a format prescribed by VA. Claims for salary and travel must include a statement of the hourly time distribution and supporting documentation for VA-related activities by employees who are performing both those and other activities.

3. A final invoice must be received not later than November 18.

4. Reimbursement payments under this agreement will be made by the Education Regional Processing Office of jurisdiction unless otherwise specified by VA in a notice to the SAA.

5. No reimbursement payment will be made under this agreement for the salary or travel expenses of any person other than an employee of the SAA, acting in his or her official capacity when performing SAA related duties, or of an approved subcontractor of the SAA.

6. No reimbursement payment will be made under this agreement for any salary payment to SAA personnel in excess of the established salary or wage rate paid other employees of the SAA for equivalent duties and responsibilities.

7. Reimbursement during the term of this agreement will be made for salaries of SAA or approved subcontractor employees during periods for which they are granted leave not in excess of the amount of leave to which the employee is entitled under State leave regulations applicable to all State employees. Where the State has no law or published regulations governing the accrual and granting of leave to State employees, the SAA will furnish to VA reasonable leave regulations to govern the granting of leave to employees whose salaries are reimbursable under this agreement. Such regulations shall be subject to the approval of VA and shall specifically provide for the accrual and use of leave. Reimbursement for salary paid to an employee on leave shall be made only if the leave has been taken in accordance with such policy. Reimbursement for such expense is authorized under this agreement only if leave is accrued by the employee while performing services under the terms of this agreement, or prior year agreements or contracts between VA and the SAA for services similar to those provided for in this agreement.

8. In accordance with OMB Circular A-87, Attachment B, payments for unused leave when an employee retires or terminates employment are allowable in the year of payment provided they are allocated as a general administrative expense to all activities of the governmental unit or component. See OMB Circular A-87, Attachment B, section 11 (Compensation for personal services), paragraph d. 3. (Fringe benefits)

9. A reimbursement payment for travel expenses under this agreement will be made on the basis of expenses allowable under the provisions of applicable State laws or regulations. Where the State has no published regulation governing payment of the travel expenses to State employees, VA and the State will agree upon reasonable and acceptable travel regulations, and reimbursement for travel expenses shall be made only in accordance with such regulations.

10. Subject to paragraph 11 of this Article, reimbursement will be made for the salary and travel expenses of individuals employed by the State or its approved subcontractors only while they are engaged in VA related approval and compliance functions or when the employee is assigned or sent to

a VA and NASAA (National Association of State Approving Agencies, Inc.) sponsored function for training or in furtherance of approval duties.

11. A reimbursement payment will be made for the out-of-State travel expenses of an individual(s) employed by the State or its approved subcontractor only while he or she is assigned or sent to a VA and NASAA sponsored or Regional School Certifying Official function for training. Reimbursement for any other out-of-State travel expenses for meetings and conferences is permitted only if the Director, Education Service, or his/her designee gives prior written authorization for the travel. (38 C.F.R. §21.4153(c)(2)(i)(B)).

12. Reimbursement will be made for the reasonable and necessary salary and travel expenses of individuals employed by the SAA and/or its approved subcontractors while they are engaged in providing outreach activities in their state. In conjunction with outreach services furnished by the Secretary of Veterans Affairs, for education and training benefits, each State approving agency will conduct outreach programs and provide outreach services to eligible persons and veterans in their state about education and training benefits available under applicable Federal and State law. All outreach events will be supported by copies of visit reports required under Article V paragraph 5, state travel vouchers, and receipts for materials purchased and/or rentals.

ARTICLE X - PAYMENTS

1. The principles and standards for determining salary, travel, and subcontract costs applicable to this agreement shall be governed by OMB Circular A-87, Cost Principles for State and Local Governments.

2. Subject to the Fiscal Year estimated cost, an administrative expense allowance for services performed under this agreement shall be paid to the SAA in an amount determined under 38 U.S.C. § 3674(b). The amount of such allowance shall be computed by the VA staff and included in the payment voucher based upon the reimbursement amount for salary expenses payable for each invoice. The provisions of OMB Circular A-87 are not applicable to the determination of this allowance. The SAA will use the allowance for expenses associated with discharge of its responsibilities under this agreement and shall maintain complete records of such expenses. Administrative expenses may include, but are not limited to, outreach events and supplies, rental, repair, fees, maintenance, utility, and insurance expenses for agency facilities; postage; costs of office equipment and supplies, educational supplies, freight and delivery services; in-state and out-of-state non-reimbursed travel expenses as defined in Article IX, numbers 9,10,11, and 12; and other miscellaneous operating expenses. These administrative expense funds will be maintained in a separate account, designated as the "Administrative Expense Allowance Account," for SAA purposes only. VA may audit the Administrative Expense Allowance Account to ensure that these funds have been utilized for agreement-related functions and not for other State programs that are not related to this SAA agreement.

3. It is understood and agreed that reimbursement for salaries and travel will be limited to salaries and travel for the positions and in the authorized amounts as set forth in paragraphs 2 and 3 of this Article. The SAA may allocate agreement funds at its discretion for what it determines to be the most effective utilization, provided that the services necessary for the approval and supervision of educational institutions and/or training establishments shall be carried out over the full 12-month term of this agreement.

4. The SAA will not be deemed to have breached its responsibility under this agreement if it is unable to provide the services and facilities agreed to under this agreement for a period not to exceed one month for reasons beyond its control (e.g., State furloughs of employees for budgetary reasons, strikes, fire damage to facilities), provided that the SAA in good faith otherwise provides the

services and meets the requirements of the agreement hereunder during the full term of this agreement. The SAA is required to provide prompt written notification to VA of the specific act or event that caused the SAA's inability to perform. The SAA is required to provide VA with an actual or projected date for restoration of the services agreed to under this agreement.

5. All reimbursement payments for salaries, travel, and administrative expenses under this agreement are subject to availability of appropriated funds. SAAs should notify VA as early as it is determined that they will not use all their allocated funding, but no later than September 1. VA will periodically assess the use of funds by the SAA and may reallocate funds determined to be in excess of needs as mutually agreed to through a modification to this agreement. It also is understood and agreed that the SAA will incur reasonable and necessary salary and travel expenses in connection with carrying out its responsibilities under this agreement. VA reserves the right to determine whether it will consider supplemental agreements to cover reasonable and necessary expenses incurred during the performance period that are above the original allocation amount. SAAs are advised that the availability of funds for supplemental agreements is not guaranteed, and that VA cannot be held responsible for reimbursement of expenses above the original allocation amount.

6. Reimbursement for salaries of part-time employees will be at a rate not in excess of the pro-rata portion of the full-time rate that the part-time employment bears to full-time employment. Amounts charged for salary or wages will be based on payrolls documented and approved in accordance with the generally accepted practice of the State. Payrolls must be supported by time and attendance, or equivalent, records for individual employees.

7. Reimbursement of salary and travel expenses will be for services actually performed under the terms of this agreement by employees in positions for which Appendix 6 authorizes such expenses. The amounts shown as salary (includes fringe benefits), travel expenses and subcontractor expense are average allowances which may be exceeded by authorized individuals monthly but the total amount reimbursable for the full agreement period may not exceed the total salary (includes fringe benefits), travel expense or subcontractor expense authorized for the year as shown in Appendix 6. Salaries and wages of part-time employees and salaries and wages of employees, who, provide services to both VA, under this agreement, and to the State, for other purposes, will be supported by appropriate time-distribution records. The method used must produce an equitable distribution of time and effort. Reimbursement will not exceed the pro rata part of the employee's salary, supported by such time distribution records, devoted to the performance of this agreement. Travel expenses in connection with services provided to both VA, under this agreement, and to the SAA, for other purposes, will be supported by appropriate mileage and time-distribution records.

8. Reimbursement for work done by subcontractors must have a direct relationship to the requirements of chapters 30, 32, 33, 34, 35, and 36 of title 38, United States Code, and section 510 and chapters 1606 and 1607 of title 10, United States Code, and may not exceed the authorized subcontract amount set forth in Appendix 6.

9. The Federal Government's obligation for performance of this agreement is contingent upon the availability of appropriated funds from which payment for agreement purposes can be made. No legal liability on the part of the Federal Government (hereinafter referred to as the "Government") for any payment may arise for performance under this agreement until funds are made available to the Director, Education Service for performance and until the Agency receives notice of availability, to be confirmed in writing by the Director, Education Service. Subject to the availability of upcoming fiscal year funding, VA will provide the funding level for the new fiscal year when the new agreement is offered.

10. Claims by the SAA for payment under this agreement submitted later than 12 months after the expiration of the agreement will not be honored unless the SAA demonstrates that failure to timely submit such claims was due to circumstances beyond the SAA's control.

11. Payment disputes must be directed to the Director, Education Service (223C), VACO, 810 Vermont Avenue, N.W., Washington, DC 20420.

ARTICLE XI - EVALUATIONS OF STATE APPROVING AGENCIES

1. VA shall conduct, in conjunction with SAAs, an annual evaluation of each SAA. The evaluation is based on the performance of this agreement, and the standards developed jointly by VA with the SAA, the application of the SAA's performance standard, and the SAAs required self-evaluation.

(a) The performance of each SAA during the immediate prior year will be evaluated by a VA representative and a representative identified by the NASAA President. The evaluators may request additional information from relevant VA or SAA personnel in order to adequately assess performance. A recommendation of a final rating for each SAA will be provided to the VA, Education Service, Deputy Director for final decision. VA shall provide each SAA with a rating letter for the fiscal year based on the evaluation, which will include a rating of Satisfactory, Minimally Satisfactory or Unsatisfactory. SAA will have an opportunity to comment on the rating. Each SAA has 30 calendar days from receipt of a rating in which to appeal in writing to the Director, Education Service via the VACO Education Service, 223C corporate mailbox. SAA has the option for an appeal by teleconference or in person, if SAA funding is available. Each appeal will be heard by the Director, Education Service, and the President of NASAA. The Director, Education Service will exercise authority per 38 USC Section 3674A on behalf of the Secretary to make the final determination. The SAA will provide all supporting information to the Director, Education Service no less than five (5) business days prior to the date of the appeal.

2. If the SAA materially breaches any of its representations, warranties, or obligations or is non-compliant with an article of this agreement, VA will determine whether termination may be warranted. Refusal by an SAA to take corrective action after notice of noncompliance by VA may be viewed as breach of the agreement regardless of whether the minimum targets are generally being met. The following steps will be applied prior to the VA exercising termination:

- a. VA may terminate this agreement after a 30-day notice to the SAA for cause
- b. Prior to termination,
 - i. The VA Agreements Officer will outline concerns in writing and send to the SAA Agreement Signatory.
 - ii. VACO will chair a virtual or in person meeting to discuss concerns.
 - iii. SAA will be provided 30 calendar days to resolve all outlined concerns for the fiscal year.
 - iv. The VA Agreements Officer will review the SAA actions and provide SAA with a written reply.
 - v. VA, Education Service Director will make the final decision.

3. VA will take into account the result of the annual evaluation of the SAA when negotiating the terms and conditions of an agreement for any subsequent agreement period.

ARTICLE XII – OPTION TO EXTEND

The base year for this agreement is from October 1, 2018 through September 30, 2019. The Government reserves the option to unilaterally extend the period of performance of this agreement under the same terms and conditions for the following periods:

October 1, 2019 through September 30, 2020
 October 1, 2020 through September 30, 2021
 October 1, 2021 through September 30, 2022
 October 1, 2022 through September 30, 2023

The Government will provide advance notice of its intent to exercise the option not less than 60 calendar days before the end of the current period of performance.

ARTICLE XIII - OTHER PROVISIONS

1. INFORMATION SYSTEM SECURITY

ACCESS TO VA INFORMATION AND VA INFORMATION SYSTEMS

- a. SAA will request and maintain logical (technical) or physical access to VA information and VA information systems for their employees, subcontractors, and affiliates only to the extent necessary to perform the services specified in the contract, agreement, or task order.
- b. SAA has access to VAs Education Knowledge Management Portal (KMP) to review Policy/Procedural and System Advisories, as well as the M22-4, within the VA Network.
- c. All SAAs, and subcontractors working with VA information are subject to the same investigative requirements as those of VA appointees or employees who have access to the same types of information. The level and process of background security investigations for SAAs must be in accordance with VA Directive and Handbook 0710, *Personnel Suitability and Security Program*. The Office for Operations, Security, and Preparedness is responsible for these policies and procedures. The SAA will initiate a background investigation for all employees. Such background check shall be required before access is permitted to VA IT for the purpose of conducting compliance surveys and meeting the requirements of 38 U.S.C. § 3675, as amended by Pub. L. 111-377, § 203. VBA will provide the agency with appropriate information and documents, including a "Background Investigation Request Worksheet" for purposes of this paragraph. The SAAs will defray the cost of any background investigation from the SAA's Administrative Expense allowance.
- d. SAAs or subcontractor must notify VACO and the Chief Education Liaison Officer (CELO) immediately when an employee working on a VA system or with access to VA information is reassigned or leaves the SAA or subcontractor's employment, including notice of an unfriendly termination.

2. SECURITY TRAINING

- a. All SAAs and subcontractor employees requiring access to VA information and VA information systems will complete the following before being granted access to VA information and its systems:
- (1) Sign and acknowledge (either manually or electronically) understanding of and responsibilities for compliance with the current *Contractor Rules of Behavior*, previously contained in VA Handbook 6500.6 Appendix D relating to access to VA information and information systems; (Copy Attached)
 - (2) Successfully complete the *VA Privacy and Information Security Awareness and Rules of Behavior* training and annually complete required security training;
 - (3) Successfully complete the appropriate VA privacy training and annually complete required privacy training; and
 - (4) Successfully complete any additional cyber security or privacy training, as required for VA personnel with equivalent information system access *[to be defined by the VA program official]*

and provided to the Director, Education Service for inclusion in the solicitation document – e.g., any role-based information security training required in accordance with NIST Special Publication 800-16, Information Technology Security Training Requirements.]

- b. SAA will provide VACO a copy of the training certificate for each applicable employee.
- c. Failure to complete the mandatory annual training and sign the Rules of Behavior annually, within the timeframe required, is grounds for suspension or termination of all physical or electronic access privileges and removal from work on the agreement until such time as the training and documents are complete.

3. PAYMENT DUE DATE

Payments for services provided or executed under this agreement shall be due no later than the 30th calendar day after the date of receipt of a proper invoice in the designated payment office or acceptance by the Government of the services required under the agreement, whichever is later. Payment shall be considered to be made on the date the electronic funds transfer is made.

4. PROPER INVOICE

Invoices submitted for payment for services provided under this agreement must contain, as a minimum, the following information:

- a. Name and address of the SAA entity;
- b. Invoice date;
- c. Agreement number or other authorization for delivery or services;
- d. Description cost, and nature of services actually provided or executed;
- e. Account number and routing number to which payment is to be sent; and
- f. Other substantiating documentation or information as required by this agreement or by law.

5. METHOD OF PAYMENT

a. Payments under this agreement will be made by electronic transfer through the Treasury Financial Communications Systems at the option of the Government.

b. The SAA will forward the following information in writing to the VA office of jurisdiction not later than 7 calendar days after receipt of notice of award of this agreement:

(1) Who may be contacted concerning the bank account information.

(2) If payment is to be accomplished by wire transfers:

(i) Name, address, and telegraphic abbreviation of the receiving financial institution.

(ii) Receiving financial institution's 9-digit American Bankers Association (ABA) identifying number for routing transfer of funds. (Provide this number only if the receiving financial institution has access to the Federal Reserve Communications System.)

(iii) Recipient's name and account number at the receiving financial institution to be credited with the funds.

(iv) If the receiving financial institution does not have access to the Federal Reserve Communications System, provide the name of the correspondent financial institution through which the receiving financial institution receives electronic funds transfer messages. If a correspondent financial institution is specified, also provide:

(a) Address and telegraphic abbreviation of the correspondent financial institution.

(b) The correspondent financial institution's 9-digit ABA identifying number for routing transfer of funds.

(c) Any changes to the information furnished under paragraph b(2) of this clause shall be furnished to the VA office of jurisdiction in writing at least 30 calendar days before the effective date of the change. It is the SAAs responsibility to furnish these changes promptly to avoid issuance of payments to erroneous addresses or bank accounts.

(d) The document furnishing the information required in paragraphs (b)(1) and (b)(2) must be dated and contain the signature, title, and telephone number of the SAA official authorized to provide it, as well as the SAA's name.

The immediate Supervisor and contact information of the person in charge of the agreement (SAA Director or Administrator):

Brad Dirksen (Name)

301 Centennial Mall South (Address)

Lincoln, NE 68509

(402) 471- 2405 (Telephone Number)

brad.dirksen@nebraska.gov (Email Address)

SAAs will notify the VACO Representative within 14 calendar days if there is a change to this Supervisory position or address during the fiscal year.

The provisions of this agreement shall become effective on the 1st day of October 2018 and extend to and include the 30th day of September 2019. The SAA must return the signed agreement, and appendices to VACO by the date determined and provided in the agreement cover letter. Failure to return the signed agreement by this date may render this agreement offer void.

IN WITNESS WHEREOF, the parties hereto have executed this agreement.

THE STATE OF Nebraska

By *Matthew L. Blomstedt*
Matthew L. Blomstedt (Jul 16, 2020 16:32 CDT)

Name Matthew L. Blomstedt, Ph.D.

Title _____

Date Jul 16, 2020

THE UNITED STATES OF AMERICA

By _____

Director, Education Service

Veterans Benefits Administration

Department of Veterans Affairs

Date _____

Attachment to Cooperative Agreement Modification Form – FY21

References in the base year agreement in Articles V, IX, X, and XVI to a year are replaced with the subsequent year as appropriate.

Article II – Applications: Approvals – Suspensions - Disapprovals

#7, line 3, add the following after the last sentence:

This provision does not require the SAA to perform periodic reauthorizations of programs at an Apprenticeship, On-the-Job Training (OJT), High Schools, Residency sites (that fulfilled the requirements for institutional courses under 38 CFR 21.4265 at the time of approval), or at Inactive Facilities.

Article III – Inspection, Technical, and Compliance Visits

#8, replaced with:

A joint discussion between the SAA and VA representatives will occur before September 1st in order to identify and prioritize risk factors of education and training institutions (ETI) by facility code for the following fiscal year. Each Risk Based Survey (RBS) will count toward the total annual compliance schedule. Twenty-five (25) percent of the RBS must be completed during the first quarter and the remaining shall be completed no later than May 31.

Article V – Reports - Records

#11 deleted

Re-number existing number 12 as number 11

Appendix No. 1

A.1., line 2 insert “section 3672,” before section 3675

**APPENDIX NO. 1
COOPERATIVE AGREEMENT**

ACCREDITED AND NON-ACCREDITED COURSES OF EDUCATION APPROVED UNDER CHAPTER 36 FOR THE PURPOSES OF THAT CHAPTER AND CHAPTERS 30, 32, 33, 34, and 35 OF TITLE 38, U.S.C., AND SECTION 510 AND CHAPTERS 1606 AND 1607 OF TITLE 10, U.S.C., TITLE 38, CODE OF FEDERAL REGULATIONS, CASE LAW APPLYING THAT AUTHORITY, AND VA'S PUBLISHED INTERPRETATION OF STATUTE, REGULATION, AND CASE LAW (E.G., IN AGENCY GUIDANCE OR THE FEDERAL REGISTER).

A. APPLICATIONS

1. Except to the extent otherwise provided by law, the State will require any educational institution within the jurisdiction of the State desiring to secure initial or revised approval under the provisions of section 3675 or section 3676 of title 38, United States Code, to submit to the State a written application, in form and content provided or prescribed by the State, setting forth the course or courses of education, together with the information specified in subparagraphs a. and b. below

2. SAAs, in conjunction with the approval process, under the provision of Section 3696 of title 38 USC, shall review institutional recruiting efforts to ensure the school's plan does not include deceptive practices or provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons.

A. Accredited Courses

(1) A notification of accredited courses shall be accompanied by not less than two copies of the institution's catalog or bulletin, which must be certified as true and correct in content and policy by an authorized representative of the school.

(2) The institution will furnish such other information necessary for the State to determine:

(a) Adequate records are kept by the institution to show the progress of each veteran or eligible person. The records must be sufficient to show continued pursuit at the rate for which enrolled and the progress being made. They must include the final grade in each subject or unit for each term, quarter, or semester; record of withdrawal from any subject or unit to include the last date of attendance for a resident course; and record of re-enrollment in subjects or units from which there was a withdrawal; and may include such records as attendance for resident courses, periodic grades and examination results.

(b) The institution maintains a written record of previous education and training of the veteran or eligible person which clearly indicates that appropriate credit has been given by the school for previous education and training, with the training period shortened proportionately, and the person and VA so notified. The record must be cumulative in that the results of each enrollment period (term, quarter or semester) must be included so that it shows each subject undertaken and the final result, i.e., passed, failed, incomplete or withdrawn.

(c) The institution enforces a policy relative to standards of conduct and progress required of the student. The school policy relative to standards of progress must be specific enough to determine the point in time when educational benefits should be discontinued when the veteran or eligible person ceases to make satisfactory progress. The policy must include the grade or grade point average that will be maintained if the student is to graduate. The policy may include academic probationary periods.

(3) A notification form from each high school seeking approval shall be required. However, a visit to accredited high schools shall not be required.

b. Non-accredited Courses

(1) The written application for approval for offering non-accredited courses shall be accompanied by not less than two copies of the current catalog or bulletin of the educational institution which is certified as true and correct in content and policy by an authorized owner or official of the institution and includes the following:

(a) Identifying data, such as volume number and date of publication;

- (b) Name of the institution and its governing body, officials, and faculty;
- (c) A calendar of the institution showing legal holidays, beginning and ending date of each quarter, term, or semester, and other important dates;
- (d) Institution policy and regulations on enrollment with respect to enrollment dates and specific entrance requirements for each course;
- (e) Institution policy and regulations relative to leave, absences, class cuts, make-up work, tardiness, and interruptions for unsatisfactory attendance;
- (f) Institution policy and regulations relative to standards of progress required of the student by the institution. This policy will define the grading system of the institution, the minimum grades considered satisfactory, conditions for interruption for unsatisfactory grades or progress and a description of the probationary period, if any, allowed by the institution, and conditions of re-entrance for those students dismissed for unsatisfactory progress. A statement will be made regarding progress records kept by the institution and furnished to the student;
- (g) Institution policy and regulations relating to student conduct and conditions for dismissal for unsatisfactory conduct;
- (h) Detailed schedule of fees, charges for tuition, books, supplies, tools, student activities, laboratory fees, service charges, rentals, deposits, and all other charges;
- (i) Policy and regulations of the institution relative to the refund of the unused portion of tuition, fees, and other charges in the event the student does not enter the course or withdraws or is discontinued therefrom;
- (j) A description of the available space, facilities, and equipment;
- (k) A course outline for each course for which approval is requested, showing subjects or units in the course, type of work or skill to be learned, and approximate calendar time and clock hours to be spent on each subject or unit; and
- (l) Policy and regulations of the institution relative to granting credit for previous educational training.

B. APPROVAL OF APPLICATIONS

1. The State may approve applications, revisions, and additions under chapter 36, title 38, U.S.C., (for the purposes of chapters 30, 32, 33, 34, 35, and 36 of that title and section 510 and chapters 1606 and 1607 of title 10, U.S.C.) for accredited and non-accredited courses offered in an educational institution when it is determined that the following conditions have been met.

A. Accredited Courses

(1) Courses offered by an educational institution may be approved as accredited under sections 3675 and 3678 of title 38, U.S.C., when the institution has filed an application meeting the requirements of Part A. and:

(a) Such courses have been accredited and approved by a nationally recognized accrediting agency or association; this includes courses above secondary level offered by the accredited departments or schools of a college, or the accredited department, schools, or colleges of a university for credit toward a collegiate certificate or degree. It also includes non-college degree courses offered in the field for which the accrediting agency is recognized and at a level for which it is recognized.

(b) Such courses are accepted by the State Department of Education for credit for a teacher's certificate or a teacher's degree; or

(c) Such courses are approved by the State as meeting the requirements of regulations prescribed by the Secretary of Health and Human Services under sections 1819(f)(2)(A)(i) and 1919 (f)(2)(A)(i).

(d) Requirements for Nurse Aide Training and Competency Evaluation Programs, and for Nurse

Aide Competency Evaluations Programs of the Social Security Act (42 U.S.C. 1395i-3(f)(2)(A)(i) and 1396r(f)(2)(A), and the educational institution meets such additional reasonable criteria as may be deemed necessary by the State approving agency.

(2) An accrediting agency or association to be considered as nationally recognized shall appear on the list of nationally recognized accrediting agencies or associations as published by the Secretary of Education. The accreditation indicated by the list of nationally recognized accrediting agencies and associations may be utilized by the State approving agency for approving courses specifically accredited and approved by such accrediting associations and agencies.

(3) The State shall not approve courses offered by an educational institution under Paragraph B.1.a hereof if it is found that the institution fails to maintain records and enforce policies described in paragraph A. 2. a.

(4) The State must find, as a condition of approval, that:

(a) The educational institution keeps adequate records, as prescribed by the State, to show the progress and grades of the eligible person or veteran and to show that satisfactory standards relating to progress and conduct are enforced;

(b) The educational institution maintains a written record of the previous education and training of the eligible person or veteran that clearly indicates that appropriate credit has been given by the educational institution for previous education and training, with the training period shortened accordingly; and

(c) The educational institution's approved courses meet the criteria of paragraphs (1), (2), and (3) of section 3676(c) of title 38, United States Code.

B. Non-accredited Courses.

(1) Courses offered in educational institutions may be approved as non-accredited under section 3676 of the title 38, U.S.C., when, upon investigation by the State, the following conditions have been determined to exist:

(a) The courses, curriculum, and instruction are consistent in quality, content, and length with similar courses in public schools and other private schools in the state, with recognized accepted standards;

(b) There are in the institution adequate space, equipment, instructional material, and instructor personnel to provide training of good quality;

(c) Educational and experience qualifications of directors, administrators, and instructors are adequate;

(d) The institution maintains a written record of the previous education and training of the eligible person and clearly indicates that appropriate credit has been given by the institution for previous education and training, with the training period shortened proportionately and the eligible person and VA so notified;

(e) A copy of the course outline, schedule of tuition, fees, and other charges, regulations pertaining to absences, grading policy, and rules of operations and conduct are furnished the eligible person upon enrollment;

(f) Upon completion of training, the eligible person is given a certificate by the institution indicating the approved course and indicating that training was satisfactorily completed;

(g) Adequate records as prescribed by the State approving agency are kept to show attendance and progress or grades, and satisfactory standards relating to attendance, progress, and conduct are enforced;

(h) The institution complies with all local, city, county, municipal, State, and Federal regulations, such as fire, building, and sanitation codes. The State approving agency may require such evidence of compliance as is deemed necessary;

(i) The institution is financially sound and capable of fulfilling its commitments for training;

(j) The institution does not utilize advertising of any type, which is erroneous or misleading either by actual statement, omission, or intimation. The institution shall not be deemed to have met this requirement until the State approving agency (1) has ascertained from the Federal Trade Commission whether the Commission has issued an order to the institution to cease and desist from any act or practice, and, (2) has, if such an order has been issued, given due weight to that fact;

(k) The institution does not exceed its enrollment limitations as established by the State approving agency;

(l) The institution's administrators, directors, owners, and instructors are of good reputation and character;

(m) The institution has and maintains a policy for the refund of the unused portion of tuition, fees, and other charges in the event the eligible person fails to enter the course, or withdraws, or is discontinued therefrom at any time prior to completion, and such policy must provide that the amount charged to the eligible person for tuition, fees, and other charges for a portion of the course shall not exceed the approximate pro rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course bears to its total length;

(n) Any other reasonable criteria imposed shall be in accordance with 38 U.S.C. 3676 (c)(16); and

(o) No non-accredited course of education to be pursued in whole or in part by independent study shall be approved.

2. The State shall not approve a course prohibited by Title 38 U.S.C.3680A.

3. Bar review courses and CPA review courses, and courses approved for the purposes of chapters 30, 32, 33, 34, and 35 of title 38 U.S.C., and chapters, 1606 and 1607 of title 10 U.S.C that prepare students to take tests required or used for admission to an institution of higher learning or graduate school must be approved as non-college degree programs and may not include training classified as independent study.

C. INSPECTION/COMPLIANCE/REIMBURSEMENT

1. The State will be reimbursed, in accordance with the terms of this contract, for salary and travel expenses incurred:

a. In the inspection of institutions, which have properly applied for approval to train veterans and eligible persons under title 38, United States Code.

b. In the conduct of outreach activities.

c. In the conduct of compliance, inspection, and technical assistance visits by the SAA to institutions, which have a veteran, or eligible person enrolled in an accredited or non-accredited course or program for the purpose of determining if the approved course or program continues to meet all the conditions for approval. Such visits should be coordinated to the extent possible with the schedule of compliance surveys of the institutions to be conducted by VA.

d. In the inspection of institutions and the conduct of visits to institutions at the request of the Director, Education Service, Veterans Benefits Administration, Department of Veterans Affairs, in the case of courses or programs subject to his or her approval, and at the request of another State, in the case of courses or programs subject to its approval.

2. Original approvals and revisions of existing approvals of institutions which include a new branch with separate administrative capability will require an onsite inspection of the new branch with separate administrative capability prior to approval.

3. The State will not be reimbursed for the expenses it incurs for visits to the extent that the visits are for State purposes, such as State licensing activities or additional State-related supervision.

D. REPORTS/RECORDS

1. The State shall furnish VA with a copy of the official notice of the original approval, and of revisions and additions, for accredited or non-accredited courses. A copy of the notice of approval will be accompanied by a copy of the application for approval, including a copy of the current catalog or bulletin of the institution and, in the case of non-accredited courses, a copy of the inspection report. The State shall furnish VA with subsequent catalogs or bulletins with a cover letter, which lists the degree program and type of instruction, approved by the State and includes the degree requirements for the degree or references the unit subjects accepted and required for the degree. (38 C.F.R. § 21.4250(b)(1)) The original approval notice shall contain the following items. The approval notice for revisions and additions shall contain the following items when they are applicable to the revision or addition:

- a. Date of letter and effective date of approval of the course;
- b. Signed copy of VA Form 20-8206, VA Statement of Assurance of Compliance with Equal Opportunity Laws for Proprietary vocational, trade, technical, or other institutions and such schools not a part of a public elementary or secondary school (VA Form 20-8206 must be secured at the time of the original approval only and does not have to be secured when there is a change of certifying official, ownership, or any other change. (38 CFR § 21.4258(c));
- c. Proper address and name of educational institution;
- d. Authority for approval and conditions of approval referring specifically to approved catalog or bulletin published by the educational institution;
- e. Name of each course approved and type of instruction offered;
- f. Address of the location where instruction will be offered;
- g. Where applicable, enrollment limitations, such as maximum number of students authorized and student-teacher ratio;
- h. Signature of responsible official of SAA;
- i. A finding by the State that the institution does not utilize advertising, sales, or enrollment practices of any type which are erroneous, deceptive, or misleading either by actual statement, omission, or intimation based on examination of such materials as any direct mail pieces, brochures, printed literature used by sales persons, films, video tapes, and audio tapes disseminated through broadcast media, material disseminated through print media, tear sheets, leaflets, handbills, fliers, and any sales or recruitment manuals used to instruct sales personnel, agents, or representatives of such institution;
- j. The date when all documentation necessary to support the approval package is received;
- k. For non-college degree courses, approved class schedules, excluding part-time schedules;
- l. One completed and signed copy of VA Form 22-8794, Designation of Certifying Official(s);
- m. One completed and signed copy of VA Form 22-1919, Conflicting Interests Certification Proprietary Schools Only (Secure for original approvals and changes in proprietary status or ownership);
- n. Such additional criteria as are deemed necessary by the SAA.

E. CONFLICT OF INTEREST -- 38 U.S.C. § 3683

The State, as provided in 38 U.S.C. § 3683(c) and (d), shall not approve a course offered by an educational institution operated for profit, and if any course has been approved, shall disapprove each such course, if it finds that any officer or employee of VA or the SAA owns an interest in or receives any wages, salary, dividends, profits, gratuities, or services from such institution unless the State is advised that the VA has waived in writing the application of this paragraph because it has found that no detriment will result to the United States or to veterans or eligible persons by reason of such interest or connection of such officer or employee.

F. COOPERATION -- 38 U.S.C. § 3673

VA and the SAA shall take into cognizance the fact that definite duties, functions, and responsibilities are conferred upon VA and each SAA under the educational programs established under chapters 30, 32, 33, 34, 35, and 36 of title 38, U.S.C., and section 510 and chapters 1606 and 1607 of title 10, U.S.C. To assure that such programs are effectively and efficiently administered, the cooperation of VA and the SAA is essential. It is necessary to establish an exchange of information pertaining to activities of educational institutions. Particular attention is to be given to the enforcement of approval standards, enforcement of enrollment restrictions, and fraudulent and other criminal activities on the part of persons connected with educational institutions in which eligible persons or veterans are enrolled.

G. TRAINING

VA and the SAA shall recognize the need for training of SAA staff. SAA Staff shall utilize the National Training Curriculum, and attend combined NASAA/VA sponsored training events.

APPENDIX NO. 2 COOPERATIVE AGREEMENT

PROGRAM OF APPRENTICESHIP OR OTHER ON-JOB TRAINING APPROVED UNDER CHAPTER 36 FOR THE PURPOSES OF THAT CHAPTER AND CHAPTERS 30, 32, 33, 34, and 35, OF TITLE 38, U.S.C. AND SECTION 510 AND CHAPTERS 1606 AND 1607 OF TITLE 10, U.S.C., TITLE 38, CODE OF FEDERAL REGULATIONS, CASE LAW APPLYING THAT AUTHORITY, AND VA'S PUBLISHED INTERPRETATION OF STATUTE, REGULATION, AND CASE LAW (E.G., IN AGENCY GUIDANCE OR THE FEDERAL REGISTER).

A. APPLICATIONS

Except with respect to programs that are, by law, "deemed" to be approved, the State will require any establishment within the jurisdiction of the State, desiring to secure approval to train veterans and eligible persons in a program of apprenticeship or other on-the-job training under chapters 30, 32, 33, 34, 35, and 36 of title 38, United States Code, and section 510 and chapters 1606 and 1607, title 10 United States Code, to submit a written application in form or content as provided or prescribed by the State, setting forth the following information relative to each course of training for which approval is requested. Although a program may be one that will be deemed approved, VA requests State assistance to obtain the necessary information from any new registered Apprenticeship facility. A VA-Form 8865 shall be utilized as the standard application for registered apprenticeship facilities. See 38 U.S.C §3675, as amended by Pub. L. No. 111-377, § 203.

The State will require establishments not deemed approved by law to provide notification to the State with the following information (including revisions of information previously provided):

a. Apprenticeship program:

(1) Title and description of the specific job objective for which the veteran or eligible person is to be trained;

(2) Length of the training period;

(3) Schedule listing various operations for major kinds of work or tasks to be learned and showing, for each, job operations or work tasks to be performed, and the approximate length of time to be spent on each operation or task;

(4) Number of hours of supplemental related instruction required;

(5) A certification that the veteran or eligible person will pursue the program on a full-time basis; and

(6) Any additional information required by the State Approving Agency (SAA).

b. Other On-Job Training courses:

(1) The information in a (1) through (6) above for Apprenticeship programs, plus:

(2) Entrance wage or salary paid by the establishment to employees already trained in the kind of work for which the veteran or eligible person is to be trained;

(3) A certification that wages to be paid the veteran or eligible person upon entrance into training are not less than wages paid non-veterans in the same training position and are at least 50 percent of the wages paid for the job for which he/she is to be trained, and will be increased in regular periodic increments until, not later than the last full month of the scheduled training period, they will be at least 85 percent of the wages paid for the job for which the veteran or eligible person is being trained; and

(4) A certification that there is reasonable certainty that the job for which the veteran or eligible person is to be trained will be available to him/her at the end of the training period.

B. APPROVAL OF APPLICATIONS

1. The State will only approve the application of an establishment to offer a program of apprenticeship or other on-job training when such establishment is found upon investigation and inspection to meet the criteria as set forth below.

a. Apprenticeship program.

(1) The standards of Apprenticeship published by the Secretary of Labor pursuant to section 2 of the Act of August 16, 1937 (Popularly known as the "National Apprenticeship Act") (29 U.S.C. 50a);

(2) A signed copy of the agreement for each veteran or eligible person, including the training program and wage schedule as approved by the SAA, is provided to the veteran and to VA and the SAA by the employer; and

(3) The program meets such other reasonable criteria as may be established by the SAA. Such additional criteria must not have the effect of denying to veterans and other eligible persons the benefits intended for them by law. The State shall not arbitrarily refuse to recognize an entity as a proper training establishment where the sponsoring employer, group of employers, association or organization, or joint apprenticeship committee is able to carry out all the functions of a training establishment and meet the basic published standards (as distinguished from regulatory requirements) of the Secretary of Labor (38 U.S.C. 3687, Apprenticeship or other on-the-job training). The State shall not apply as additional criteria any administrative rules of the State limiting the number of approved sponsors in the same area and serving the same trade or craft, requiring registration by the State or Department of Labor, requiring employers to be signatories to collective bargaining agreements, or be participating members of a Joint Apprenticeship Committee, or requiring that all training establishments must agree to pay prevailing wage rates to apprentices predicated on a journeyman scale established by agreement of some employers and unions. The provisions of title 29 Code of Federal Regulations, part 30 (Equal Employment Opportunity in Apprenticeship and Training), pertaining to affirmative action plans will not be applied since these relate to registration, de-registration, and re-registration of programs. The State must separate its function as administrative arm of the State Apprenticeship Council or other State agency for VA purposes. Courses will be approved when criteria of the Federal law governing veterans' benefits for education and training, and other reasonable criteria are met. When State laws, rules and regulations conflict with these Federal laws, Federal law will apply.

(4) Notice of approval or disapproval will be furnished to the establishment and VA. Notice of disapproval will include the reasons and an explanation of corrective action required for deficiencies.

b. Other On-Job Training Courses.

(1) The job which is the objective of the training is one in which progression and appointment to the next higher classification are based upon skills learned through organized and supervised training on the job and not on such factors as length of service and normal turnover;

(2) The training content of the course is adequate to qualify the veteran or eligible person for appointment to the job for which he/she is to be trained;

(3) The job customarily requires a period of training of not less than six months and not more than 2 years of full-time training;

(4) The length of the training period is no longer than that customarily required by the training establishment and other training establishments in the community to provide the veteran or eligible person with the required skills, arrange for the acquiring of job knowledge, technical information, and other facts which the veteran, or eligible person, will need to learn in order to become competent on the job for which he/she is being trained;

(5) Provision is made for related instruction for the individual veteran or eligible person who may need it;

(6) There is in the establishment adequate space, equipment, instructional material, and instructor personnel to provide satisfactory training on the job;

(7) Adequate records are kept to show the progress made by each veteran or eligible person toward his/her job objective, and a periodic report showing the conduct and progress made in the program of training on the job will be provided for VA;

(8) The veteran or eligible person is not already qualified by training and experience for the job;

(9) A certification that wages to be paid the veteran or eligible person upon entrance into training are not less than wages paid non-veterans in the same training position and are at least 50 percent of the wages paid for the job for which he/she is to be trained and will be increased in regular periodic increments until, not later than the last full month of the scheduled training period, they will be at least 85 percent of the wages paid for the job for which the veteran or eligible person is being trained;

(10) A certification that there is reasonable certainty that the job for which the veteran or eligible person is to be trained will be available to him/her at the end of the training period;

(11) A signed copy of the training agreement, including the training program and wage scale as approved by the State approving agency, is provided to the veteran or eligible person, to VA and to the State approving agency by the employer; and

(12) The program meets such other reasonable criteria as may be established by the State approving agency.

(13) For certain self-employment training programs consisting of on-the-job training of less than 6 months, approvable under 38 U.S.C. § 3452(e), existing provisions of 38 U.S.C. § 3677 must be met except for the requirement that the program be at least six months long.

(14) The State shall require establishments to notify the State of any revisions to items (1) to (13) above.

2. The SAA will approve training only in those fields that offer worthwhile knowledge and skills ordinarily obtained through the educational process leading to an accepted training objective and which will not have the attributes of a wage subsidy. No course will be recognized as apprentice or on-job training if it is a regularly established productive employment opportunity in which training, if any, is merely incidental to the operations required in performing the duties of the job. Training for occupations which require a relatively short period of experience in order for a trainee to obtain and hold employment at the market wage in the occupation, such as automobile service station attendant or manager, soda fountain attendant, food service worker, salesperson, window washer, building custodian, or other unskilled or common labor positions, as well as managerial, professional or clerical positions for which on-job training is not the normal method of procuring qualified personnel, shall not be approved.

C. INSPECTION AND SUPERVISION

1. The State will be reimbursed in accordance with the terms of this contract for salary and travel expenses incurred in the inspection of training establishments which have properly applied for approval to train veterans and eligible persons under title 38, U.S.C., and title 10, U.S.C.

2. The State will be reimbursed in accordance with the terms of this contract for salary and travel expenses incurred in the conduct of outreach activities and conduct of supervisory, inspection, investigation, and technical assistance visits by the SAA to training establishments which have a veteran or eligible person enrolled in an approved training program for the purpose of determining if the approved training program continues to meet all the conditions for approval. Such visits should be coordinated to the extent possible with the schedule of compliance surveys to be conducted by VA.

3. The State will not be reimbursed for the salary and travel expenses it incurs for visits to the extent that the visits are for State purposes, such as State licensing activities or additional State-related supervision.

D. NOTICE OF APPROVAL

1. The State will furnish VA with a copy of the official notice of the original approval and of the approval of revisions and additions of apprenticeship or other on-job training programs. The copy of the original notice of approval will be accompanied by a copy of the application including a copy of the standards of apprenticeship

and/or the schedule of work processes, and a copy of the inspection report. The original approval notice shall contain the following. The approval notice for revisions and additions shall contain the following items when they are applicable to the revision or addition:

- a. Date of letter and effective date of approval of the program;
- b. Proper address and name of training establishment;
- c. Authority for approval and conditions of approval;
- d. Name of each course approved, and type of instruction offered;
- e. Trainer/Trainee Ratios;
- f. Signature of responsible official of State approving agency;
- g. A copy of the training agreement;
- h. A copy of the wage schedule;
- i. One completed and signed copy of VA Form 22-8794, Designation of Certifying Official(s); and
- j. Such other fair and reasonable provisions as are considered necessary by the State.

E. COOPERATION -- 38 U.S.C. § 3673

VA and the SAA shall take into cognizance the fact that definite duties, functions, and responsibilities are conferred upon VA and each SAA under chapters 30, 32, 33, 34, 35 and 36 of title 38, U.S.C., and chapters 1606 and 1607 of title 10, U.S.C. To assure that such programs are effectively and efficiently administered, the cooperation of VA and the SAA is essential. It is necessary to establish an exchange of information pertaining to activities of training establishments. Particular attention is to be given to the enforcement of approval standards, enforcement of enrollment restrictions, and fraudulent and other criminal activities on the part of persons connected with training establishments in which eligible persons or veterans are enrolled.

F. TRAINING

VA and the SAA shall recognize the need for training of SAA staff. SAA staff shall utilize the National Training Curriculum and attend combined NASAA/VA sponsored training events.

APPENDIX NO. 3 COOPERATIVE AGREEMENT

APPROVAL OF TESTS FOR LICENSING AND CERTIFICATION NEEDED TO ENTER, MAINTAIN OR ADVANCE INTO EMPLOYMENT IN A CIVILIAN VOCATION OR PROFESSION UNDER CHAPTER 36 FOR THE PURPOSES OF THAT CHAPTER AND CHAPTERS 30, 32, 33, 34 and 35, OF TITLE 38, U.S.C., AND SECTION 510 and CHAPTERS 1606 AND 1607 OF TITLE 10, U.S.C., TITLE 38, CODE OF FEDERAL REGULATIONS, CASE LAW APPLYING THAT AUTHORITY, AND VA'S PUBLISHED INTERPRETATION OF STATUTE, REGULATION, AND CASE LAW (E.G., IN AGENCY GUIDANCE OR THE FEDERAL REGISTER).

A. APPLICATIONS

1. Except with respect to programs that are, by law, "deemed" to be approved, the State shall require, as stipulated in Public Law 106-419, any organization within the jurisdiction of the State, desiring to secure approval to offer licensing or certification tests under chapters 30, 32, 33, 34, 35, and 36 of title 38, United States Code, and section 510 and chapters 1606 and 1607 of title 10, United States Code, to submit a written application in form or content as provided or prescribed by the State, setting forth the following information relative to each test or certification for which approval is requested. Although a licensing test may be one that will be deemed approved, VA requests State assistance to obtain the necessary information from new Federal, State and local government organizations providing licensure. See 38 U.S.C. § 3672 and 38 U.S.C. § 3689(a)(2).

B. APPROVAL OF APPLICATIONS

The State shall only approve the application of an organization to provide each license test when such organization is found upon investigation and inspection to meet the criteria as set forth below.

1. The organization maintains appropriate records with respect to all candidates who take such a test for a period prescribed by VA, but in no case for a period less than 3 years.

2. (i) The organization promptly issues notice of the results of the test to the candidate for the license or certificate.

(ii) The organization has in place a process to review complaints submitted against the organization with respect to a test the organization offers or the process for obtaining a license or certificate required for vocations or professions.

3. The organization will furnish VA the details of individual tests upon request including personal identifying information, fee payment, and test results. Such information shall be furnished in the form prescribed by VA and may include submission by paper, email, or other electronic means.

4. Upon request the organization will make all appropriate records pertaining to the test data of veterans or other eligible persons under title 38, U.S.C., available for examination by VA or its representatives.

5. The State shall require organizations to notify the State of any revisions to items (1) to (4) above.

The State shall only approve the application of an organization to provide each certification test when such organization is found upon investigation and inspection to meet the criteria as set forth below.

1. The certification test is generally accepted in accordance with relevant government, business, or industry standards, employment policies, or hiring practices as attesting to a level of knowledge or skill required to enter into, maintain or advance in employment in a particular vocation or profession.

2. The organization is licensed, chartered, or incorporated in a State and has offered such tests for a minimum of two years before the date of the signature on the application.

3. The organization employs or consults with individuals with expertise or substantial experience with respect to all areas of knowledge or skill that are measured by the test and that are required for the license or certificate issued.

4. The organization has no direct financial interest in:

(i) the outcome of the test; or

(ii) organizations that provide the education or training of candidates for licenses or certificates required for vocations or professions.

5. The organization maintains appropriate records with respect to all candidates who take such a test for a period prescribed by VA, but in no case for a period of less than three years.

6. (i) The organization promptly issues notice of the results of the test to the candidate for the certificate.

(ii) The organization has in place a process to review complaints submitted against the organization with respect to a test the organization offers or to the process for obtaining a certificate required for a vocation or profession.

7. The organization will furnish VA with the details of individual tests upon request, including personal identification information, fee payment, and test results. Such information shall be furnished in the form prescribed by VA and may include submission by paper, email or other electronic means.

8. Upon request, the organization will make all appropriate records pertaining to the test data of veterans or other eligible persons under title 38, U.S.C., available for examination by VA or its representatives.

9. The State shall require organizations to notify the State of any revisions to items (1) to (8) above.

C. INSPECTION AND SUPERVISION

1. The State will be reimbursed in accordance with the terms of this contract for salary and travel expenses incurred in the inspection of organizations providing testing for license or certification which have properly applied for approval to offer such tests under title 38, U.S.C. and title 10, U.S.C.

2. The State will be reimbursed in accordance with the terms of this contract for salary and travel expenses incurred in the conduct of supervisory, inspection, investigation and technical assistance visits by the SAA to such organizations for the purpose of determining if the organization continues to meet all the conditions for approval.

3. The State will not be reimbursed for the salary and travel expenses it incurs for visits to the extent that the visits are for State purposes, such as State licensing activities or additional State-related supervision.

D. NOTICE OF APPROVAL

1. The State will notify the VA Education Liaison Representative, by e-mail or in writing, of completion of the original approval and of the approval of revisions and additions.

E. COOPERATION -- 38 U.S.C. § 3673

VA and the SAA shall take into cognizance the fact that definite duties, functions, and responsibilities are conferred upon VA and each SAA under the educational programs established under chapters 30, 32, 33, 34, 35 and 36 of title 38, U.S.C., and section 510 and chapters 1606 and 1607 of title 10 U.S.C. To assure that such programs are effectively and efficiently administered, the cooperation of VA and the SAA is essential. It is necessary to establish an exchange of information pertaining to activities of training organizations. Particular attention is to be given to the enforcement of approval standards, enforcement of enrollment restrictions, and fraudulent and other criminal activities on the part of persons connected with organizations in which eligible persons or veterans are enrolled.

F. TRAINING

VA and the SAA shall recognize the need for training of SAA staff. SAA staff shall utilize the National Training Curriculum and attend combined NASAA/VA sponsored training events.

APPENDIX NO. 4 COOPERATIVE AGREEMENT

A. SAA Agreement Personnel

Please provide the name, position title, annual salary (including fringe benefits), and percentage on agreement for all professional staff members

Professional Staff:

1. Marisol Birth, Program Director (Program Director IV)
2. Gary Hertel, Program Specialist II
3. Bradley Dirksen, Program Administrator
4. Click or tap here to enter text.
5. Click or tap here to enter text.
6. Click or tap here to enter text.
7. Click or tap here to enter text.
8. Click or tap here to enter text.
9. Click or tap here to enter text.
10. Click or tap here to enter text.

B. SAA Agreement Personnel

Please provide the name, position title, annual salary (including fringe benefits), and percentage on agreement for all support staff members

Support Staff:

1. Yvette Martin, Office Associate IV

2. Click or tap here to enter text.

3. Click or tap here to enter text.

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9. Click or tap here to enter text.

10. Click or tap here to enter text.

C. SAA Agreement Personnel

If any SAA staff member is currently employed, attending, or receiving monies from an educational institution within the State, please list the staff members' name, as well as institution

1.NONE

2.Click or tap here to enter text.

3.Click or tap here to enter text.

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**APPENDIX NO. 5
COOPERATIVE AGREEMENT**

A. Employee Qualification Statement

Attach statements of the qualifications of all professional staff employees under the contract as specified by 38 U.S.C. 3674(a)(b) and Article VII of the agreement. Example provided below.

Correct Submission (one for each professional staff) or provide a copy of the professional staff member's resume

John P. Public, Director

Education: BS in Business, University of XXX, 1982;
MA Education, XXX University, 1989 and
PhD, University of XXX, 2004.

Professional Experience: SAA, 2001 to present, Veterans Counselor 1998 to 2001, etc...

What not to Submit:

Do not quote directly from the agreement: "Qualification standards for personnel approving and supervising courses offered by educational institutions are as follows: Bachelor's Degree with five years of related experience; Master's Degree with three years of related experience; or Doctoral Degree with one year of related experience."

**APPENDIX NO. 6
COOPERATIVE AGREEMENT**

A. PAYMENTS

Payment under this agreement shall be made to (**insert proper payee**). Nebraska Department of Education

1. The maximum amount of the reimbursement payments, which may be authorized under this agreement, is as follows:

SALARY	\$122,098.00
ADMINISTRATIVE EXPENSE	\$22,817.00
TRAVEL	\$7,101.00
SUBCONTRACT	Click or tap here to enter text.
TOTAL ESTIMATED COST:	\$152,016.00

In no event shall the SAA exceed this estimated cost without expressed consent of the Director, Education Service.

Employees Qualification Statement**Marisol Birth, Program Director**

Education:

Bachelor's Degree, Education, Peruvian Union University, 1997

Master's Degree, Secondary Curriculum and Instruction Education – Science. University of Nebraska – Lincoln, 2002

PhD, Educational Studies, University of Nebraska – Lincoln, 2016

Professional Experience: NE SAA, Veteran Education Program Specialist 2017 to present; Adult education Programs Specialist, NDE. Programs Manager, University of Nebraska-Lincoln, NE 2003 to 2016.

Gary Hertel, VE Program Specialist

Education:

Bachelor's Degree, Political Science, University of Nebraska, Lincoln, NE 1978

Master's Degree, Education Administration, University of Nebraska, Lincoln, NE, 1982

E.D. Administration, Curriculum, Instruction, University of Nebraska, Lincoln, NE 1998

Professional Experience: SAA, Veteran Education Program Specialist 2018 to present. Academic Dean, Minnesota State Community and Technical College, Moorhead Campus, Moorhead, MN 56569, 2012-2014. Dean, Division of Technical, Trades and Apprenticeship Programs Saint Paul College, Saint Paul, Minnesota 55102, 2007-2012.

Bradley Dirksen, Program Administrator

Education:

Bachelor of Science in Education from Peru State College, NE 2004

Master of Public Administration from University of Nebraska – Omaha, NE 2010

Professional Experience: Postsecondary Assistant Director of Admissions (Community College 2005-2009). Nebraska SAA for over 9 years (2009-2018). Administrator of the Office of Accountability, Accreditation, & Program Approval, NDE 2018- Current.

Gary J. Hertel
1919 So 12th Street
Lincoln, NE 68502
(402) 904-4755
(402) 975-0524
DrGJHertel@aol.com

EDUCATION

Ed.D. Administration, Curriculum, Instruction, University of Nebraska, Lincoln, NE 1998

Areas of Concentration:

Postsecondary education administration with emphasis in community college leadership, administration, curriculum and instruction

M.Ed. Education Administration, University of Nebraska, Lincoln, NE, 1982

Areas of Concentration:

Student centered outcome based instruction and post- secondary education administration.

B.S. Political Science, University of Nebraska, Lincoln, NE 1978

Areas of Concentration:

Political Science, Speech Communication, Vocational Education with teaching endorsements.

Master Mechanic Certificate, Denver Automotive Institute, Denver, CO 1966

Areas of Concentration:

Power trains, Automatic Transmissions, Fuel Systems, Automotive Electronics, and Systems Diagnosis.

Gary J. Hertel**PROFESSIONAL EXPERIENCE**

Academic Dean, Minnesota State Community and Technical College, Moorhead Campus, Moorhead, MN 56569, 2012- 2014

Responsibilities:

Administer and manage all facets of instruction, curriculum development, delivery and assessment of the division, business, services, health, trades and transfer programs. Responsibilities include curriculum development and revision, development of a comprehensive recruiting and marketing plan and procedure for divisional programming, adjunct and non-probationary faculty recruitment, employment, assignment and evaluation, capital and operational budgeting, advisory committee leadership, management of interactive and distance instruction, economic development and workforce training, enrollment management, program articulation development and management, faculty union

Dean, Division of Technical, Trades and Apprenticeship Programs Saint Paul College, "A Community and Technical College" Saint Paul, Minnesota 55102, 2007-2012

Responsibilities:

Administer and manage all facets of instruction, curriculum development, delivery and assessment of fourteen programs. Responsibilities include curriculum development and revision of five programs, development of a comprehensive recruiting and marketing plan and procedure for divisional programming, adjunct and non-probationary faculty recruitment, employment, assignment and evaluation, capital and operational budgeting, comprehensive facilities renovation, advisory committee leadership, interactive and distance instruction, economic development and workforce training, enrollment management, partnership program development and management. Represent the college in local, union partnership, MnSCU, state and national, initiatives and action.

Dean, Division of Technology, Aims Community College, Greeley, CO, 2000-2003

Responsibilities:

Administer and direct all facets of development, delivery and assessment of instruction offered through nine departments. Responsibilities include curriculum development and revision, recruitment and evaluation of faculty; class scheduling, operational, capital and staffing budget development, advisory committee development and maintenance, program review and accreditation. Additional responsibilities include management of interactive and distance instruction, dual credit and articulated instruction, continuing education and workforce development coordination, recruiting, marketing and enrollment management and cost effective operation. Represent the division and college in local, state and national instructional initiatives and organizations.

Gary J. Hertel

Associate Dean/Department Chair, Department of Engineering Technology and
Department of Power Technology, Hawkeye Community College, Waterloo, IA.
1996-1998

Responsibilities:

Administer and direct all facets of instruction offered in the departments of Engineering Technology and Power Technology. Responsibilities include faculty recruitment and evaluation, class scheduling instructional facilities and equipment management. Preparation of operational, capital, and staffing budgets, enrollment management, recruiting and marketing initiatives, program advisory committee development and maintenance, accreditation, and secondary/postsecondary articulation, student advising and outcome assessment.

Assistant Dean for Regional Instruction, Highland Community College, Highland, KS
1994-1995

Responsibilities:

Lead and administrator all distance transfer, career, and technical instruction at thirty-three sites within a seven county area. Responsibilities include recruitment, selection and management of site coordinators and three hundred plus adjunct faculty, instructional materials, facilities and equipment, operational policies and procedures development and continuous revenue growth in excess of four million dollars annually. Additional responsibilities include outcome assessment, curriculum, instruction, accreditation committee leadership, regional program coordination and North Central Accreditation. Insure business, industry and community support and participation and represent the college in all local, state and national distance education organizations and initiatives.

Dean of Instruction, Arkansas College of Technology, Little Rock, AK, 1986-1988

Responsibilities:

Provide comprehensive leadership of the institutions instructional programs. Deliver and evaluate all aspects of instruction including faculty and staff recruiting, selection, development and evaluation. Develop and manage instructional curricula, budgeting, institutional policies and procedures, student advising, class scheduling, library services and registrar services. Manage new program development, faculty professional development, student advising, counseling, enrollment, and retention. Additional responsibilities include program and institutional accreditation, program articulation, and facilities utilization. Insure interdepartmental recruiting and marketing cooperation, represent the college in all local, state and national instructional committees and initiatives, while insuring revenue enhancement and cost effective operation.

Gary J. Hertel

Associate Dean of Instruction, Penn Valley Community College, Kansas City, MO.
1985-1986

Responsibilities:

Administer, support and evaluate all career and transfer instruction. Facilitate career and transfer curriculum development and revision, class scheduling, faculty assignments, instructional records and documentation. Coordinate and facilitate program evaluation, accreditation and articulation of career and transfer instruction. Coordinate instructional programming initiatives with continuing education, workforce development, and business and industry representatives. Facilitate cooperative interaction with library services, student services, registrar, and outcome assessment areas of the college and represent the college in state instructional committees. Insure cost effective operation while enhancing student-centered instruction in all areas of the instructional programs.

Division Chairman, Industrial Occupations Division, El Paso Community College, El Paso TX 1983-1985.

Responsibilities:

Administer and direct all facets of thirteen instructional programs to include, faculty recruitment, development and evaluation, curriculum management, class scheduling, facilities and equipment management, budgeting, new program development, and program articulation, accreditation, and evaluation. Facilitate and manage divisional student recruiting, advising, retention and evaluation. Coordinate and facilitate divisional/institutional interface to insure cost effective operation, student centered instruction and faculty and support. Represent the college in local and state instructional committees and initiatives.

Department Chair and Instructor, Great Basin Community College, University of Nevada System, Elko, NV 1980-1983

Responsibilities:

Lead and instruct in the Automotive and Welding Technology program. Develop and schedule all classes in each program. Assist in student recruiting, advising and counseling. Recruit, train and evaluate all part-time departmental faculty and manage all departmental facilities and equipment. Manage all curriculum revision and departmental budgets in a cost effective manner.

Instructor, Automotive Technology, Welding and Small Engines, Ashland-Greenwood Public Schools, Ashland, NE 1979-1980

Responsibilities:

Instruct all aspects of automotive, welding and small engines courses in the middle school and secondary school programs.

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Gary J. Hertel

ADDITIONAL WORK EXPERIENCE

Graduate Assistant, Department of Academic Telecommunications and Professional Development, Division of Continuing Education, University of Nebraska, Lincoln, NE. 1989-1990

Responsibilities:

Facilitate the presentation of the Management Development Certificate Program, on-site and over the Corp-Net interactive television system. Develop and compile annual program presentation evaluation data and make recommendations for future presentations.

Director of Education, Sequoia Institute, (WyoTech) Fremont CA 2004 -2006

Responsibilities:

Lead and direct all aspects of all instruction offered by and through the college including Student Services, Registrar, Student Support Services, LRC, Instructional Programs, facilities, equipment, staffing, and related services.

Director of Education, Lincoln School of Commerce, Lincoln NE 1998-1999

Responsibilities:

Lead and direct all aspects of the development delivery and evaluation of all for-profit instructional programs offered at Lincoln School of Commerce, a Junior College of Business. Duties include staff selection, training and evaluation, curriculum development, delivery and evaluation, facilities management and student support services. Development and implementation of instructional integration with recruiting, marketing and business operations to insure cost effective operation and revenue enhancement

Administrator, Staff Training Academy, Nebraska Department of Correctional Services, Lincoln, NE 1990-1993

Responsibilities:

Develop and deliver short-term entry level and in-service training to professional, custody, housing unit and support staff. Manage and direct all aspects of the Staff Training Academy to include budget development and management, staff selection, training and evaluation, training curricula development and revision, and facilities and equipment management.

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Gary J. Hertel

Owner-Operator, Construction Maintenance Company, Lincoln, NE 1978-1979

Business Description:

General maintenance and repair of light construction equipment specializing in pneumatic and hydraulic tools and equipment.

Owner- Cartel Rentals, Lincoln, NE, 68502, 1978-Present

Business Description:

A residential rental property company specialized in single family and multi-family duplex apartments for the academic community.

PROFESSIONAL ORGANIZATIONS

Member, Phi Sigma Alpha, Political Science (Honorary)
 National Council for Workforce Education
 Association for Career and Technical Education
 American Association of Community Colleges
 American Technical Education Association
 Nevada, Iowa, Kansas, Colorado Career and Technical Education Associations
 Nebraska Corrections Association

CERTIFICATION

Nebraska Pre-Standard Teaching Certification, Social Science, Speech Communication, Vocational Education (T&I)

REFERENCES

Dr. Donovan L. Schwichtenberg President Emeritus, Saint Paul College, 6621 Biscayne Blvd. Edina MN 55346 (952) 938-0227 dlschwich@comcast.net

Dr. Gary Henrickson Senior Academic Dean, Minnesota State College, Fergus Falls Campus, 1414 College Way Fergus Falls, MN (218) 736-1506
gary.henrickson@minnesota.edu

Dr. Cathie Peterson Past Dean of Business Programs, Saint Paul College, St. Paul MN, MidAmerica Nazarene University, 2030 E. College Way, Olathe, KS 66062
 (913) 971-3854 or (913) 721-7225 cathiepeterson@gmail.com

Dr. Consuelo Lopez Past President, Comanche Nation College, 1608 SW 9th Street Lawton, OK 73501, (970) 405-9678, (580) 919-2770 Cell, consuelo0102@msn.com

Minnesota State Community and Technical College
1900 28th Avenue South
Moorhead, MN 56560-6594
218-299-6500

Saint Paul College
245 Marshall Avenue
Saint Paul MN 55102
651-846-1600

Aims Community College,
5401 W 20th Street
Greeley, Colorado 80634
970-330-8008

Hawkeye Community College
1501 East Orange Road
Waterloo, Iowa 50704-8015
Richard Lake, Dean Applied Science and Technology
319-296-2320 Ext 1384

Highland Community College
606 West Main
Highland Kansas, 66035
Dr. Allen Nichols 785-442-6000

Arkansas College of Technology (Closed)
9720 Rodney Parham
Little Rock, Arkansas

Penn Valley Community College
3201 South West Trafficway
Kansas City MO, 64112
816-759-1114/1161

Sequoia Institute (Closed)
Corinthian Colleges Inc.
420 Whitney Place
Fremont, CA 94539
(510) 490-6900

El Paso Community College
9050 Viscount
El Paso TX 79925
915-831-6264

Great Basin College
1500 College Parkway
Elko, NV, 89801
775-738-8493

Marisol (Baquerizo) Birth

Marisol.birth@nebraska.gov

402-450-7456

Education Background

Ph.D. University of Nebraska-Lincoln (UNL). College of Education and Human Sciences Teaching, Learning, & Teacher Education – Educational Studies.	2016
M.S. University of Nebraska-Lincoln. College of Education and Human Sciences Curriculum and Instruction - Science Education, Research and Multicultural issues.	2002
Union College, Lincoln, Nebraska. English as a Second Language (ESL) certification; Computer Science-Design.	1999
Norbert Wiener University, Lima. Computer Systems Technician and Text Processor training.	1998
Licensure (Teacher Certification) Peruvian Union University, Peru. College of Science Education. Mathematics and Physics for the Secondary Level.	1998
B.S. Peruvian Union University, Lima. College of Education and Human Sciences Mathematics and Physics (Science) Education K-12.	1997
San Martin de Porres University, Lima. Communication Studies and Languages	1992
La Catolica Academy, Lima. English-Spanish Translator Certification	1992

Work Experience

Education Specialist II for the Adult Education and Veteran Education Sections, Nebraska Department of Education, NE 01/2017- 2018

- Review and evaluate applications for programs approval and modifications.
- Review schools' and training facilities' catalogs and policies to ensure compliance.
- Provide technical assistance to schools certifying officials, training facilities and veterans related to program approval and student certification processes.
- Conduct compliance surveys and audits at approved facilities to ensure compliance with federal and state regulations. Follow processes and procedures according to federal and state regulations.
- Help establish policies, procedures, practices for the Nebraska Adult Education program.
- Review, and recommend curriculum in areas of Adult Basic Education (ABE), English as a Second Language (ESL), General Education Development (GED), and transitions to employment and/or postsecondary education and training.

- Assist with local program monitoring and evaluation, reviews and recommends funding for AE programs.
- Represent the Nebraska Department of Education and AE at local, state, and national committees and organizations.
- Report on the distribution and use of Rule 82 "The Diploma of High School Equivalency Assistance Act" funds received by programs to ensure programs accountability.

Project Coordinator for Cosmic Ray Observatory Project (CROP), UNL Physics and Astronomy Department.
Lincoln, NE 08/13-present

- Manage day-to-day program activities participants, and personnel. Handle project recruitment, data collection, and outreach activities.
- Coordinate training sessions, workshops, and CROP educational related events. Organize agendas, resources, reports, and training materials.
- Communicate with schools administrators, high school teachers, and students, sponsors, and schools districts. Coordinate evaluation research related meetings.
- In charge of data collection procedures, database functioning, timelines, and budget. Provide overall technical assistance and prepare reports as required by federal grant regulations.

Project Manager for the Center for Trauma Mechanics Research Initiative, UNL College of Engineering.
Lincoln, NE 02/11-7/12

- Manage daily projects research activities, budgeting and operational procedures. Data collection procedures, database functioning, logistics, scope of project, and timelines.
- Planning and coordinating events and conferences. Communicate with sponsors, coordinate external evaluation research related meetings and events.
- Develop advising and recruiting materials for diverse groups.
- Selection of program personnel and supervision. Review programs for compliance. Provide technical assistance and prepare reports as required by federal grant regulations.

Project Manager and Coordinator for Project Fulcrum (PF), UNL Physics and Astronomy Department. Lincoln,
NE 07/06-02/11

- Manage and supervise daily program activities and project personnel.
- Handle recruitment and outreach activities. Coordinate training sessions, workshops, and PF related events. Organize resources, reports, and materials.
- Communicate with K-12 teachers, schools administrators, and sponsors. Coordinate external and evaluation research related meetings and events.
- In charge of data collection procedures, database functioning, logistics, timelines, and budget. Provide overall technical assistance and prepare reports as required by federal grant regulations.

Extension Programs Coordinator, UNL Cooperative Extension. Madison, NE 11/03-06/06

- Initiate, coordinate, and supervise educational projects for Madison, NE youth and adults with particular emphasis on ESL, General Educational Diploma (GED), and 4-H and Youth Science programs.
- Coordinate and conduct community focus groups to evaluate program effectiveness. Develop, direct, advice, and manage programs focus in Science and Mathematics for children, youth and families at risk based.
- Verify grant compliance. In charge of data collection procedures, database functioning, logistics, scope of projects, timelines and budgets.

Science Teacher, College View Academy. Lincoln, NE 05/02-06/03

- Develop curriculum and teach 5 high school science classes (114 students) and initiate the first Science Fair handbook and exhibition for the on-going annual event.

Project Coordinator. YWCA "SMART" Program. Lincoln, NE 06/01-05/02

- Create, coordinate and supervise after-school program for girls ages 7 - 13 empowering them to develop science, math, and related technologies.
- Coordinate groups' transportation, lunch, activities, and educational field trips.

Research Assistant/Lab Assistant. Science Department, Teachers College. UNL 09/00 -05/02

- Literature reviews for interactive technology.
- Design/create web site for teachers to exchange science information with other teachers and students; organize resources for student science methods labs.

Upward Bound Mathematics and Science. University of Nebraska - Lincoln 05/01-08/01

- Plan, teach and deliver summer science programs for limited income students - grades 9 - 12.

Teaching Assistant. Physics and Astronomy Department, Arts and Sciences College. UNL. 01/00-08/00

- Teach Physics 101, Physics 201 labs, lead student discussion groups, and graded papers.

Assistant Science Teacher/ESL Teacher. Union College, Lincoln. 01/99-12/99

- Assist teachers preparing labs, grading papers, and assisting international students by translating.

Community Coordinator and Teacher, Science and Mathematics (5 suburban high schools). Lima, Peru. 1994-1998

- Coordinate and promote implementation of community service projects for youth by recruiting business sponsorship.

- Develop and lead teacher training workshops and high school students under Union Peruvian University sponsorship.
- Manage community-wide library to serve all citizens. Mathematics teacher for the secondary level.

Publications, Workshops, Presentations, and Posters

Publications

- Physics Teachers as Physics Experts: Scientific Research Participation as Professional Development. Birth Baquerizo M., Claes D., Pedersen J. (2018). In press, targeted for The Science Educator.
- Exploring Teachers' Perspectives on the Impact of Out-of-School Science-Based Programs for Secondary Level Physics Classrooms in Nebraska. Birth Baquerizo, M. (2016). UNL Digital Commons <http://digitalcommons.unl.edu/dissertations/AAI10100530/>

Workshops, Presentations and Posters

- YouTube: Using the Scientific Method to determine if what you see is really true 2010.
- Incorporating Graduate Fellow Research Intro K-12 Classrooms 2008-2010.
- Project Fulcrum: YOU TUBE and the Scientific Method 2008.
- Women in Educational Leadership Conference (WELC) Leadership in Education 2007.
- Project Fulcrum Summer Institute –Training Session for LPS teachers and scientists 2006-2007.
- Project Fulcrum Summer Institute –Training Session for LPS teachers and scientists 2007-2008.
- Community and Family Information Service Night 2004 and 2005. Madison, Nebraska 2005.
- Health and Nutrition Series “The Many Colors of Food” Madison, Nebraska 2004-2006.
- Madison Diagnosis Community Meetings. Madison, Nebraska 2003 – 2006.
- “Parents School” and “Parents School II” government policy makers. Huancayo, Peru 1997.
- “Parents School” and “Parents School II” for teachers association. Huancayo, Peru 1996.
- “Parents School II” Teachers Association of Paraguay. Asuncion, Paraguay 1995.
- “Life and Health” 40 hour workshop for media professionals. Panamericana Television of Peru 1995.
- “Dynamic Groups” methods training for teachers. National Centro University. Lima, Peru 1995.
- “Knowledge and Psychology” for government workers. Department of Communication and Transportation 1995.
- “Home and Health” Navy of Paraguay. Asuncion, Paraguay 1994.

Conferences Attended

- NASAA Conference - National Association of State Approving Agencies. Providence, Rhode Island 2017
- COABE Spring Conference – Coalition of Adult Basic Education. Miami, Florida 2017
- National Science Foundation - GK12 PI Annual Meeting 2008 – 2010

- Women in Educational Leadership Conference (WELC) - Leadership in Education 2007
- Annual CYFAR Conference. Boston Massachusetts 2005
- Wait Seminars - Empowering Seminar for Adolescents - Norfolk and Lincoln, NE 2005
- American Heart Association, CPR Training. Lincoln, NE 2005
- Children, Youth, and Families at Risk (CYFAR) Conference. Seattle, WA 2004
- Latino Leadership Conference. Omaha, NE 2003
- Teachers Conference, Mid-America Union Seventh Day Adventists Schools. Kansas City, KS 2002
- National School of Science and Peru Department of Education Seminars 1994 - 1998
 - o The New Science Teaching Method. San Cristobal De Huamanga National University
 - o The Active Method. Peruvian Union University
 - o National Meeting of Mathematics and Science. Peruvian Union University
 - o Quality for the XXI Century Education I and II. Peruvian Union University
 - o New Active Methods; Recreated Games to Teach Math and Sciences. Peruvian Union University

Grant Funded Projects

- NSF Grant #1311782 07/01/2013-12/31/2016

NSF ITEST: Action-at-a-Distance CROP. UNL Award \$550,000

Action-at-a-Distance CROP program engages high school teachers and their students in a cosmic ray observatory experiment where students build, operate, and maintain cosmic ray detectors networked with other schools across the state. The overall goal is to provide intensive, content-rich training experience for teachers and students necessary for the challenges of the 21st century. Developed strategies for project guidance, student motivation, and teacher support according to the Next Generation Science Standards (NGSS Lead States, 2013).

Role: Project Coordinator

- W911NF-11-1-0033 11/22/2010 – 11/21/2012

DOD-Army Research Office Award \$2,500,000.00

Army-UNL Center for Trauma Mechanics

The overall goal of this research is to understand how blast waves affect the head and brain of a fully equipped soldier in the field by studying deformation and damage.

Role: Project manager

- NSF 0338202 06/01/2006-05/31/2011

NSF GK-12: Project Fulcrum: Phase II UNL Award \$2,000,000.00

Project Fulcrum is a teacher-scientist collaboration that teams science and mathematics graduate students from the University of Nebraska - Lincoln with elementary and middle-level teachers from Lincoln Public Schools in an effort to improve K-12 math and science education

Role: Project Manager/ Ed specialist.

Other Experience in Outreach Projects and Events

- All-Hands Training Meetings for UNL Scientist and LPS SD Science Educators 2006-2011
- Dino Week, Homeschoolers Science Fair, and Saturday Science 2008
- UNL Extension grant funded projects coordinator 2003 - 2006
 - o ELL (English Language Learners) Program Instructor
 - o GED (Grade Equivalent Diploma) Program Instructor
 - o "Science Rocks" Science Summer Program Instructor
 - o Nutrition and Health Programs facilitator
 - o After School Program for the Elementary Level Coordinator
 - o Life and Family Skills Enrichment Coordinator
 - o Literacy for Latino Immigrants Coordinator
- First College View Academy Science Fair; Project Manager and Coordinator – SDA (Seventh day Adventist) Schools of Lincoln, Nebraska 2003
- The Interactive Way Project; Science lesson plans website Designer – UNL 2002
- Science, Math and Related Technologies Program; SMART Program -YWCA, Lincoln 2002
- Science Education Reform Project- Peruvian Union University – Peru 1998
- "Building a school library" Project; Project Manager- Peruvian Union University, Peru 1997

Accomplished and results driven Program Director qualified for senior level management opportunities within a public or nonprofit organization. Strengths include planning, development and visionary leadership. Recognized for professionalism, commitment to excellence, and demonstrated ability to communicate and work with senior management, associates, and customers/stakeholders. Has excellent interpersonal skills, able to communicate and collaborate effectively with co-workers at all levels. Self-motivated and can work independently or in a team environment.

AREAS OF EXPERTISE

- **EXCELLENT STRATEGIST** - Provide solutions that boost productivity and efficiency across the organization. Quickly identify problem areas and implement effective solutions to meet goals.
 - **EXCEPTIONAL ORGANIZATIONAL SKILLS** - Consistently recognized by colleagues for exceptional talents in needs analysis and problem resolution in fast-paced environments.
 - **STRONG SENSE OF RESPONSIBILITY** - Solid professional standards; excellent track record of dependability. Maintain focus on achieving results while implementing solutions to meet a diversity of needs.
 - **ADMINISTRATION AND MANAGEMENT** - Knowledgeable of administrative and management principles involved in strategic planning, resource allocation, leadership technique, and coordination of people and resources.
 - **COLLABORATOR** – Proven record of achieving consensus amongst varied constituencies and form key partnerships in the education community. Demonstrated ability to inspire, motivate, and build consensus among stakeholders.
 - **COMPUTER SKILLS** – Excellent skills in Microsoft Word and Excel. Managed multiple databases. Knowledgeable of computer programs to include Operating Systems: Windows 95/98/00/ME/XP/Vista; DOS; Mac OS X, Software Applications: Microsoft Word; Excel; Access; Works; PowerPoint; Outlook; Visio; Adobe, Industry Specific: Datatel; Colleague/UI; VA-ONCE, VA computer system Other: Email (Microsoft Exchange and Outlook); Internet Explorer, Firefox, Safari, Google Chrome (access and navigation). Managed digitization of microfilm records to OnBase for Private Postsecondary Career Schools and Veterans Education section of the Nebraska Department of Education. Currently working on implementing a new online application/database system.
-

PROFESSIONAL EXPERIENCE

Administrator: Office of Accountability, Accreditation, and Program Approval

Nebraska Department of Education • Lincoln, NE

June 2018–Present

- Provides leadership, coordination, and implementation for sections and programs related to AQuESTT, Teacher Certification, Teacher Preparation Program Approval, Statewide Teacher and Principal Support, Veterans Education, Private/Postsecondary Career School Approval, and School Accreditation.
- Oversees the teacher certification system of issuing credentials to ensure a licensing system that is responsive to the educational community.
- Oversees the review and approval of educator preparation programs at higher education levels.
- Provides leadership and insight in order to strengthen educator leadership among district, school, and teacher leaders.
- Ensures that accountability, accreditation, and educator quality issues are accurately and appropriately represented in policy decisions and as they connect to programs within and outside of the Nebraska Department of Education (NDE).
- Establishes and fosters strategic partnerships among state agencies, nonprofit organizations, postsecondary education institutions, and/or business and industry partners. Coordinates program/policy development and implementation with other state agencies, Educational Service Units (ESUs), postsecondary education institutions, and business and industry partners.
- Collaborates with and advises agency leadership on significant issues, program developments, and operations of the Office of Accountability, Accreditation, and Program Approval. Maintains an understanding of the programs, services, and operational functions and appropriately implements policies, procedures, and guidelines.
- Serves as a liaison to collaborate and build positive partnerships with Nebraska Institutions of Higher Education, ESUs, and other professional groups statewide, nationally, and internationally.
- Provides leadership in the hiring, supervision, and potential discipline of staff. Conducts performance management activities including establishing annual goals related to the strategic plan, holding check-in meetings to discuss goal progress, and completing performance appraisals. Facilitates a continuous learning environment by promoting professional development to ensure all employees have the opportunity and skills to be efficient and effective in meeting the goals of the agency. Delegates work and projects appropriately among staff.
- Prepares and assists in the preparation of the budget and has the authority to commit funds.

Program Director:

Nebraska Department of Education • Lincoln, NE

October 2011-May 2018

- Planning, organizing, managing, and evaluating the day-to-day activities of the Private Postsecondary Career School (PPCS) and Veterans Education section of the Nebraska Department of Education.
- Reviews and evaluates applications and supporting documents for private postsecondary career schools to ensure compliance with 92NAC 41, 42, 43, and 44 and NE revised State Statute 85-1601 through 85-1658.
- Collaborate with PPCS advisory council and make recommendations to Nebraska Board of Education related to revising statutes and rules related to the PPCS Act.
- Conduct accreditation and compliance visits (audits), recommends accreditation status to Commissioner of

Education.

- Monitor the activities of approximately 80 private postsecondary career schools and 100+ veterans' education approved facilities.
- Provide vision and goals for PPCS and Veterans education section of NDE; create and implement strategic plan. 69200
- Collaborate with multiple state and federal agencies including NE Department of Health and Human Services, Department of Motor Vehicles, Department of Labor, NE and US Department of Veterans Affairs, US Department of Education; and various national and regional accreditation organizations.
- Complete, monitor, manage and evaluation of veterans' education contract with US Department of Veterans Affairs
- Conduct quarterly reviews and annual appraisals of staff members in the PPCS and Veterans Education sections of the NE Department of Education
- Prepare and monitor budgets for PPCS and Veterans Education sections; prepare and submit invoices for reimbursements in accordance with VA contract
- Conducted financial research and analysis of PPCS fee structure. Presented information to and problem solved with PPCS Advisory Council regarding restructuring PPCS fees.
- Duties of Veterans Education Specialist II as seen below.

Veterans Education Specialist II:

Nebraska Department of Education • Lincoln, NE

May 2009-October 2011

- Approve education, on the job training, and apprenticeship programs for veterans' education benefits.
- Conduct compliance visits and solve complex problems to ensure training organizations are in compliance with federal rules and regulations in efforts to protect federal funds.
- Discuss results of compliance visits with school officials and writes reports, documents findings, and recommends appropriate action. When discrepancies are found, follows up to assure corrective action has been taken.
- Request and process paperwork to continue, revise and withdraw approval of programs, modes of instruction and other training related information.
- Write approval letters based on appropriate policies, rules and regulations.
- Maintained cooperative relations with the Education Liaison Representative and with all educational institutions and training establishments in the state.
- Assist with the licensing and accreditation of private postsecondary career schools in the State of Nebraska.

Assistant Director of Admissions:

Iowa Western Community College • Council Bluffs, IA

January 2006–April 2009

- Coordinates all aspects of acceptance process and manages acceptance for competitive career and technical programs.
- Communicates regularly with deans, program chairs, and admissions staff regarding acceptance timeline and program enrollments.
- Manages all correspondence associated with the acceptance process including but not limited to accepted, pending, and reserved students.
- Coordinates the creation, maintenance, and inactivation of all admissions files.
- Manage campus visit and tour process including supervision and scheduling of student workers.
- Supervises and trains clerical admissions staff members and testing services.
- Leads Communications Management group to improve communication to prospective students including design and structure of automated communication.
- Advise students about Career and Technical Education opportunities in individual and group settings.
- Regularly gave presentations to deans, instructors, admissions advisors, staff, students, and prospective student in regards to a variety of topics including Career and Technical Education.
- Recruit traditional and non-traditional learners
- Work closely with college registrar to ensure appropriate transfer of credits and maintenance of student files.
- Register students and provide basic student services information including financial aid, international students, tutoring services, testing services, TRIO program, student housing cafeteria, placement services, disability services, and student athletics/activities.
- Participated on the student retention committee.

EDUCATION

Masters of Public Administration:

University of Nebraska-Omaha • Omaha, Nebraska

2010

Graduate Credit Hours: International and Transcultural Education

Columbia University • New York City, New York

2004

Bachelor of Science in Secondary Education and History

Peru State College • Peru, NE

2004

Undergraduate Credit Hours:

University of Nebraska • Lincoln, NE

2002

Associate of Arts and Associate of Science – Academic Transfer

Southeast Community College • Lincoln, NE

2001

HONORS

Member of History Honor Society

Phi Alpha Theta

2004

Member of Academic Honor Society

Phi Theta Kappa

2000

Certified Teacher in Nebraska (current)
AdvancED Qualified School Lead Evaluator (June 2012)

MEMBERSHIPS and ASSOCIATIONS

National Association of State Approving Agencies (NASAA) (2009-present)

- Central Region Vice President and Executive Board Member (02/2017-present)
- Central Region Alternate Vice President (08/2016-02/2017)
- Institution of Higher Learning/Non-College Degree Committee Vice Chair (08/2016-present)
- Joint Advisory Council (NASAA and VA Central Office council) (08/2016-08/2018)
- Conference Planning Committee (member and host of the 2019 NASAA Conference in Omaha, NE)

National Association of State Administrators and Supervisors of Private Schools (NASASPS) (member 2011-present)

N:\M\VETERANSED\2020-21\2020-07 contract estimate.xls														14-Jul-20	
PROJECTED VETERAN'S EDUCATION SALARY AND BENEFITS 10/2020-09/2021															
PAGE	EST	7/14/2020													
HERTEL	80026190	SALARY	RETIREMENT	FICA	LIFE	HEALTH	EAP	WORKERS' COMP	TOTAL BENEFITS	TOTAL SALARY & BENEFITS	TRAVEL	TOTAL	ESTIMATED SALARY	ESTIMATED BENEFITS	
OCT	2019	4,690.00	351.00	359.00	1.00	0.00		47.00	758.00	5,448.00			2,345.00	379.00	2,724.00
NOV	2019	4,690.00	351.00	359.00	1.00	0.00		47.00	758.00	5,448.00			2,345.00	379.00	2,724.00
DEC	2019	4,690.00	351.00	359.00	1.00	0.00		47.00	758.00	5,448.00			2,345.00	379.00	2,724.00
JAN	2020	4,690.00	351.00	359.00	1.00	0.00		47.00	758.00	5,448.00			2,345.00	379.00	2,724.00
FEB	2020	4,690.00	351.00	359.00	1.00	0.00		47.00	758.00	5,448.00			2,345.00	379.00	2,724.00
MAR	2020	4,690.00	351.00	359.00	1.00	0.00		47.00	758.00	5,448.00			2,345.00	379.00	2,724.00
APR	2020	4,690.00	351.00	359.00	1.00	0.00		47.00	758.00	5,448.00			2,345.00	379.00	2,724.00
MAY	2020	4,690.00	351.00	359.00	1.00	0.00		47.00	758.00	5,448.00			2,345.00	379.00	2,724.00
JUNE	2020	4,690.00	351.00	359.00	1.00	0.00		47.00	758.00	5,448.00			2,345.00	379.00	2,724.00
JULY	2020	4,798.00	359.00	367.00	1.00	0.00		48.00	775.00	5,573.00			2,399.00	388.00	2,787.00
AUG	2020	4,798.00	359.00	367.00	1.00	0.00		48.00	775.00	5,573.00			2,399.00	388.00	2,787.00
SEPT	2020	4,798.00	359.00	367.00	1.00	0.00	13.00	48.00	788.00	5,586.00			2,399.00	388.00	2,787.00
TOTAL JULY-SEPT		56,604.00							9,160.00	65,764.00					
	@50%	2,359.00							382.00	2,740.00	2,740.00	8,220.00	28,302.00	4,581.00	32,883.00
HERTEL CONTRACT TOTAL										2,740.00			28,302.00	4,581.00	32,883.00
BIRTH	80018390	SALARY	RETIREMENT	FICA	LIFE	HEALTH	EAP	WORKERS' COMP	TOTAL BENEFITS	TOTAL SALARY & BENEFITS	TRAVEL	TOTAL	ESTIMATED SALARY	ESTIMATED BENEFITS	
OCT	2019	6,203.00	464.00	475.00	1.00	0.00		62.00	1,002.00	7,205.00			3,722.00	601.00	4,323.00
NOV	2019	6,203.00	464.00	475.00	1.00	0.00		62.00	1,002.00	7,205.00			3,722.00	601.00	4,323.00
DEC	2019	6,203.00	464.00	475.00	1.00	0.00		62.00	1,002.00	7,205.00			3,722.00	601.00	4,323.00
JAN	2020	6,203.00	464.00	475.00	1.00	0.00		62.00	1,002.00	7,205.00			3,722.00	601.00	4,323.00
FEB	2020	6,203.00	464.00	475.00	1.00	0.00		62.00	1,002.00	7,205.00			3,722.00	601.00	4,323.00
MAR	2020	6,203.00	464.00	475.00	1.00	0.00		62.00	1,002.00	7,205.00			3,722.00	601.00	4,323.00
APR	2020	6,203.00	464.00	475.00	1.00	0.00		62.00	1,002.00	7,205.00			3,722.00	601.00	4,323.00
MAY	2020	6,203.00	464.00	475.00	1.00	0.00		62.00	1,002.00	7,205.00			3,722.00	601.00	4,323.00
JUNE	2020	6,203.00	464.00	475.00	1.00	0.00		62.00	1,002.00	7,205.00			3,722.00	601.00	4,323.00
JULY	2020	6,346.00	475.00	485.00	1.00	0.00		63.00	1,024.00	7,370.00			3,808.00	614.00	4,422.00
AUG	2020	6,346.00	475.00	485.00	1.00	0.00		63.00	1,024.00	7,370.00			3,808.00	614.00	4,422.00
SEPT	2020	6,346.00	475.00	485.00	1.00	0.00	13.00	63.00	1,037.00	7,383.00			3,808.00	622.00	4,430.00
TOTAL JULY-SEPT		74,865.00							12,103.00	86,968.00					
	@60%	3,743.00							605.00	4,348.00	4,348.00	13,044.00	44,922.00	7,259.00	52,181.00
BIRTH CONTRACT TOTAL										4,348.00			44,922.00	7,259.00	52,181.00
DIRKSEN	5117327	SALARY	RETIREMENT	FICA	LIFE	HEALTH	EAP	WORKERS' COMP	TOTAL BENEFITS	TOTAL SALARY & BENEFITS	TRAVEL	TOTAL	ESTIMATED SALARY	ESTIMATED BENEFITS	
OCT	2019	7,967.00	597.00	609.00	1.00	1,789.00		80.00	3,076.00	11,043.00			398.00	154.00	552.00
NOV	2019	7,967.00	597.00	609.00	1.00	1,789.00		80.00	3,076.00	11,043.00			398.00	154.00	552.00
DEC	2019	7,967.00	597.00	609.00	1.00	1,789.00		80.00	3,076.00	11,043.00			398.00	154.00	552.00
JAN	2020	7,967.00	597.00	609.00	1.00	1,789.00		80.00	3,076.00	11,043.00			398.00	154.00	552.00
FEB	2020	7,967.00	597.00	609.00	1.00	1,789.00		80.00	3,076.00	11,043.00			398.00	154.00	552.00
MAR	2020	7,967.00	597.00	609.00	1.00	1,789.00		80.00	3,076.00	11,043.00			398.00	154.00	552.00
APR	2020	7,967.00	597.00	609.00	1.00	1,789.00		80.00	3,076.00	11,043.00			398.00	154.00	552.00
MAY	2020	7,967.00	597.00	609.00	1.00	1,789.00		80.00	3,076.00	11,043.00			398.00	154.00	552.00
JUNE	2020	7,967.00	597.00	609.00	1.00	1,789.00		80.00	3,076.00	11,043.00			398.00	154.00	552.00
JULY	2020	8,150.00	610.00	623.00	1.00	1,843.00		82.00	3,159.00	11,309.00			408.00	158.00	566.00
AUG	2020	8,150.00	610.00	623.00	1.00	1,843.00		82.00	3,159.00	11,309.00			408.00	158.00	566.00
SEPT	2020	8,150.00	610.00	623.00	1.00	1,843.00	13.00	82.00	3,172.00	11,322.00			408.00	159.00	567.00
TOTAL JULY-SEPT		96,153.00							37,174.00	133,327.00					
	@5%	401.00							155.00	556.00	556.00	1,668.00	4,806.00	1,861.00	6,667.00
DIRKSEN CONTRACT TOTAL										556.00			4,806.00	1,861.00	6,667.00
MARTIN	120250	SALARY	RETIREMENT	FICA	LIFE	HEALTH	EAP	WORKERS' COMP	TOTAL BENEFITS	TOTAL SALARY & BENEFITS	TRAVEL	TOTAL	ESTIMATED SALARY	ESTIMATED BENEFITS	
OCT	2019	3,896.00	292.00	298.00	1.00	504.00		39.00	1,134.00	5,030.00			1,948.00	567.00	2,515.00
NOV	2019	3,896.00	292.00	298.00	1.00	504.00		39.00	1,134.00	5,030.00			1,948.00	567.00	2,515.00
DEC	2019	3,896.00	292.00	298.00	1.00	504.00		39.00	1,134.00	5,030.00			1,948.00	567.00	2,515.00
JAN	2020	3,896.00	292.00	298.00	1.00	504.00		39.00	1,134.00	5,030.00			1,948.00	567.00	2,515.00
FEB	2020	3,896.00	292.00	298.00	1.00	504.00		39.00	1,134.00	5,030.00			1,948.00	567.00	2,515.00
MAR	2020	3,896.00	292.00	298.00	1.00	504.00		39.00	1,134.00	5,030.00			1,948.00	567.00	2,515.00
APR	2020	3,896.00	292.00	298.00	1.00	504.00		39.00	1,134.00	5,030.00			1,948.00	567.00	2,515.00
MAY	2020	3,896.00	292.00	298.00	1.00	504.00		39.00	1,134.00	5,030.00			1,948.00	567.00	2,515.00
JUNE	2020	3,896.00	292.00	298.00	1.00	504.00		39.00	1,134.00	5,030.00			1,948.00	567.00	2,515.00
JULY	2020	3,986.00	298.00	305.00	1.00	520.00		40.00	1,164.00	5,150.00			1,993.00	582.00	2,575.00
AUG	2020	3,986.00	298.00	305.00	1.00	520.00		40.00	1,164.00	5,150.00			1,993.00	582.00	2,575.00
SEPT	2020	3,986.00	298.00	305.00	1.00	520.00	13.00	40.00	1,177.00	5,163.00			1,993.00	589.00	2,582.00
TOTAL JULY-SEPT		47,022.00							13,711.00	60,733.00					
	@50%	1,959.00							571.00	2,531.00	2,531.00	7,593.00	23,511.00	6,856.00	30,367.00

MARTIN CONTRACT TOTAL										2,531.00				23,511.00	6,856.00	30,367.00
TOTAL - ALL STAFF														101,541.00	20,557.00	122,098.00
					ADMINISTRATIVE ALLOWANCE					22,817.00						22,817.00
										22,817.00				101,541.00	20,557.00	144,915.00
CONTRACT TOTAL																152,016.00
TRAVEL																7,101.00
SALARY/BENEFITS														30528.75		122,098.00
ADMINISTRATIVE														30528.75		22,817.00
(Over) Contract																0.00

From: VAVBAWAS/CO/EDUCATION SERVICE SAA BOX <EDUSERVSAABOX.VBACO@va.gov>
Sent: Friday, July 10, 2020 8:01 AM
To: Birth, Marisol
Cc: Fisher, Janice, VBAVACO; WILKINS, REGINALD, VBAVACO; Beamon, Lakita, VBAVACO; Moss, Henry, VBASTL; Berck, Bernard, VBASTL; VAVBASTL/RO/NEELR
Subject: Nebraska FY21 Cooperative Agreement
Attachments: VA-SAA Agreement FY19-23_(2020).doc; NE FY21_Cover Letter_SAA Director.pdf; NE FY21 option year Coop Agreement Modification Form.docx; Attachment to Modification Form_FY21.pdf; VA-SAA_Appendix 1.doc; VA-SAA_Appendix 2.doc; VA-SAA_Appendix 3.doc; VA-SAA Appendices 4-6_FY21.docx

Dear Dr. Birth,

This email is the official notification from the U.S. Department of Veterans Affairs (VA), Education Service regarding the intent to exercise option year two under the 2019, base year agreement with your Agency. The period of performance is October 1, 2020 – September 30, 2021. The terms and conditions are outlined in the attachments.

Attached are the following FY21 documents:

- FY20 Cooperative Agreement (for reference only)
- FY21 Cover Letter
- Cooperative Agreement Modification Form
- Attachment to the Cooperative Agreement Modification Form
- Appendices 1-6 (Appendices 1-3 for reference only)

Please review the attached documents in detail and submit your signed documents by September 9, in order for the agreement to be implemented on October 1, 2020, the first day of fiscal year 2021. If you are unable to submit the information by September 9th, please contact your VA POC listed in the cover letter.

All questions should be directed to your VA POC listed for assistance.

Thank you,

Patrick A. Dworakowski, Ed.D.
Assistant Director, Oversight & Accountability
U.S. Department of Veterans Affairs












NE SAA-VA Cooperative Agreement FY 2021

Final Audit Report


2020-07-16

Created:	2020-07-15
By:	Denise Thege (denise.thege@nebraska.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAAYCJC7Ju6-UVA41epSJsxXiOhqIXwEpPu


"NE SAA-VA Cooperative Agreement FY 2021" History

-  Document created by Denise Thege (denise.thege@nebraska.gov)
2020-07-15 - 7:26:36 PM GMT- IP address: 164.119.5.154
-  Document emailed to Brad Dirksen (brad.dirksen@nebraska.gov) for signature
2020-07-15 - 7:31:04 PM GMT
-  Email viewed by Brad Dirksen (brad.dirksen@nebraska.gov)
2020-07-15 - 7:38:55 PM GMT- IP address: 104.47.65.254
-  Document e-signed by Brad Dirksen (brad.dirksen@nebraska.gov)
Signature Date: 2020-07-15 - 7:39:38 PM GMT - Time Source: server- IP address: 104.218.66.231
-  Document emailed to Philip Deevy (philip.deevy@nebraska.gov) for signature
2020-07-15 - 7:39:40 PM GMT
-  Email viewed by Philip Deevy (philip.deevy@nebraska.gov)
2020-07-16 - 2:49:47 PM GMT- IP address: 104.47.64.254
-  Document e-signed by Philip Deevy (philip.deevy@nebraska.gov)
Signature Date: 2020-07-16 - 2:55:15 PM GMT - Time Source: server- IP address: 76.84.246.39
-  Document emailed to Ron Theasmeyer (ron.theasmeyer@nebraska.gov) for signature
2020-07-16 - 2:55:18 PM GMT
-  Email viewed by Ron Theasmeyer (ron.theasmeyer@nebraska.gov)
2020-07-16 - 3:02:50 PM GMT- IP address: 104.47.64.254
-  Document e-signed by Ron Theasmeyer (ron.theasmeyer@nebraska.gov)
Signature Date: 2020-07-16 - 3:07:40 PM GMT - Time Source: server- IP address: 164.119.5.51
-  Document emailed to Matthew L. Blomstedt (matt.blomstedt@nebraska.gov) for signature
2020-07-16 - 3:07:42 PM GMT




 Email viewed by Matthew L. Blomstedt (matt.blomstedt@nebraska.gov)

2020-07-16 - 3:46:56 PM GMT- IP address: 104.47.64.254

 Document e-signed by Matthew L. Blomstedt (matt.blomstedt@nebraska.gov)

Signature Date: 2020-07-16 - 9:32:02 PM GMT - Time Source: server- IP address: 97.98.199.66

 Signed document emailed to Denise Thege (denise.thege@nebraska.gov), Matthew L. Blomstedt (matt.blomstedt@nebraska.gov), Brenda Wid (brenda.wid@nebraska.gov), marisol.birth@nebraska.gov, and 4 more

2020-07-16 - 9:32:02 PM GMT





NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 22, 2020

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

FROM: Amy Rhone and Teresa Coonts

PROPOSED AGENDA ITEM: Approve continuation of the Agreement between the Board of Regents (BOR), State of Iowa, on behalf of the Iowa School for the Deaf (ISD), and the Nebraska Department of Education

RATIONALE/BACKGROUND INFORMATION: Agreements with the Iowa Board of Regents have been processed annually beginning in 1998 following the State Board's approval of the plan for "Statewide Educational Programs and Support Services for Children who are Deaf or Hard of Hearing." The Plan was reviewed, revised and approved in 2004 and includes implementation through agreements with the Nebraska Regional Deaf/Hard of Hearing Network and the Iowa School for the Deaf.

Commencing with the 2020-21 school year, the Board of Regents, State of Iowa and NDE have entered into a Memorandum of Understanding (MOU) with the following understandings:

- a. Effective for the 2020-21 academic year:
 - Fees for educational services, regardless of whether the student is also receiving residential services, will be billed by ISD to the responsible school district on a semester basis.
 - Fees for residential services will be billed by ISD to NDE on a monthly basis
 - Fees for transportation will be billed by ISD to the responsible school district on a semester basis
- b. Effective for the summer term, fees for program services will be billed directly to a participating student's family or a third party agency who has agreed to be responsible for the fees, but will not be the responsibility of either NDE or the school district
- c. Prior to the renewal of the Agreements for the succeeding term, BOR and NDE shall evaluate the billing process agreed to in the MOU and determine whether the process should continue for the succeeding academic years and/or summer terms.

Additionally, districts must apply to NDE for residential services at ISD which NDE pays directly from a combination of earmarked state appropriations received for deaf/hard of hearing services (Program 401) and/or Special Education Aid (Program 158/48). The annual Agreement includes a per student rate for Education/Related Services and for Residential/Dormitory Services. The rates for the 2020-21 school year continue to be based on actual costs for operation of the ISD program and the audited per pupil cost for Iowa students. Additionally, ISD coordinates transportation for Nebraska students on week-ends and that cost is the responsibility of the school district. During the 2019-20 school year, of the 904 Nebraska children/youth reported with a hearing impairment as the primary disability, no students attended ISD for the entire school year or a portion of the school year. It is anticipated there may be one or less students that will start the 2020-21 school year at ISD.

PROPOSED BOARD MEETING (MONTH/YEAR): August/2020

ESTIMATED COST:

Cost per Student:	<u>2020-21</u>	<u>2019-20</u>	<u>2018-19</u>
Education/Related Services Rate	\$60,488	\$60,488	\$58,501
Residential/Dormitory Rate	\$42,082	\$42,082	\$39,671
Total Cost	\$102,570	\$102,570	\$98,172

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: General funds
- New or Renewal: Renewal
- If renewal, date of first approval: back in 1998 or 1999



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 22, 2020

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

FROM: Amy Bunnell, Office of Special Education

PROPOSED AGENDA ITEM: Approve continued funding for Pyramid Facilitators for ESU #3 and #6

RATIONALE/BACKGROUND INFORMATION: To meet requirements related to qualified early intervention personnel and comprehensive system of personnel development. The Pyramid Model is an evidence-based practice that supports the social-emotional and behavioral component within the MTSS framework for early childhood. The Pyramid Model provides a layered continuum of supports matched to the child need but in order to fully implement and sustain the practices learned personnel need training and coaching. Through NeMTSS, our state is organizationally structured into 5 regions to support Nebraska schools and programs in the development of their MTSS Framework and Systems. The Pyramid Model fits within the MTSS Framework as an evidence-based practice to support the social-emotional competence in young children and prevent and address challenging behaviors.

The Early Childhood Pyramid Implementation Facilitator will be aligned to the NeMTSS region with a teaming approach including the NeMTSS Regional Facilitator, Early Childhood Coach Consultant, and Early Learning Coordinator. The Early Childhood Pyramid Implementation Facilitator will provide coordination, technical assistance, training, and support around the implementation of the Pyramid Model to Nebraska Schools, ESUs, and Community-Based early childhood programs through a regional support

PROPOSED BOARD MEETING (MONTH/YEAR): August/2020

ESTIMATED COST: \$110,000 each

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B/619
- New or Renewal: Renewal
- If renewal, date of first approval: ESU #3 - 3/1/20 and ESU #6 – 4/1/20



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 22, 2020

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

FROM: Amy Rhone and Teresa Coonts, Office of Special Education

PROPOSED AGENDA ITEM: Approve continued funding of the Nebraska Center for the Education of Children who are Blind/Visually Impaired (NCECBVI) Project.

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Education approved the state plan for Statewide Vision Services in 2004. This plan offers the following supports and services: instructional materials and technology support, assessments and evaluation services, consultation services, professional development, center-based program and residential services, and student and family support services. Historically, this Project has helped fund parts of these programs outlined in the state plan. This project will fund the outreach services such as orientation/mobility services, teacher mentoring, family and student supports/ trainings, and statewide professional development for teachers, administrators, and families.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

ESTIMATED COST: \$200,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B
- New or Renewal: Renewal
- If renewal, date of first approval: 2004



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 22, 2020

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

FROM: Amy Rhone, Office of Special Education

PROPOSED AGENDA ITEM: Approve continued funding of NeMTSS Regional Facilitator for Educational Service Units #3, #10 and #13

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. As such, it will chart the course for school-wide implementation from Pre-Kindergarten through graduation. The supports are devoted to explaining the essential elements of MTSS and the systematic implementation in schools. It is intended to help Nebraska Districts increase understanding of the various aspects of the system and to identify areas that warrant future professional development within a school setting. NeMTSS has been working to provide supports to school systems for over 12 years now. What began as a small grant within the University of Nebraska - Lincoln from the Department of Education has begun to build out a tiered system of support that now includes the grant with the University of Nebraska-Lincoln as well as NDE Consultants, a State Team, and Stakeholders informing decisions to build out Nebraska MTSS Support for schools.

The NeMTSS Regional Facilitator will provide coordination, technical assistance, training, and support to Nebraska Schools and ESUs through a regional support, dividing the state into three sections. The Facilitator 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.

To lead and support the preparation of all Nebraskans for learning, earning, and living.

To lead and support the preparation of all Nebraskans for learning, earning, and living.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

ESTIMATED COST: \$162,000 each

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA-Part B
- New or Renewal: Renewal
- If renewal, date of first approval: December 2019



Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA

DEPARTMENT OF EDUCATION

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301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
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PROPOSED AGENDA ITEM RATIONALE

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

FROM: Brad Dirksen, and Kelly Heineke, Accountability, Accreditation and Program Approval

PROPOSED AGENDA ITEM:

Approve the educator preparation programs in Nebraska colleges and universities for 2020-21.

RATIONALE/BACKGROUND INFORMATION:

Nebraska statute 79-318(5)(g) requires the State Board of Education to approve teacher education programs conducted in Nebraska postsecondary educational institutions designed for the purpose of certificating teachers and administrators.

Each Nebraska educator preparation institution is required to submit an annual request for approval of the programs which will be offered in the upcoming academic year. The annual request includes an assurance statement that the institution is in compliance with the requirements of 92 NAC 20, Regulations for the Approval of Teacher Education Programs. In addition, a current matrix which identifies the required courses which meet the requirements for each certificate endorsement offered by the institution is filed with the Accountability, Accreditation and Program Approval office for review to determine compliance with 92 NAC 24, Regulations for Certificate Endorsements. The list of Nebraska institutions seeking program approval, along with the endorsements offered by each institution, are attached.

NDE staff, in conjunction with the Nebraska Council on Teacher Education (NCTE) and national accrediting bodies as applicable, conducts a comprehensive offsite (folio) and onsite review on a periodic basis for each educator preparation program. In the past year both Union College and Chadron State College engaged in this process and it is recommended that they receive approval of their teacher education programs for a period of seven years. Attached are the folio review summary reports and letters of findings from the review process.

All current information and data submitted for purposes of documenting compliance with Rule 20 and Rule 24 annual approval requirements, comprehensive state program review, national accreditation processes, and federal reporting requirements are reviewed by the Accountability, Accreditation and Program Approval section staff and is maintained in the section files.

ESTIMATED COST: N/A

To lead and support the preparation of all Nebraskans for learning, earning, and living.

Supporting Documentation Included:

2020-2021 Educator Preparation Programs Chart

Program approval reports: Chadron State College, Union College



Matthew L. Blomstedt, Ph.D., Commissioner

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September 13, 2019

Dr. Jim Powell
Chadron State College
1000 Main St.
Chadron, NE 69337

Dear Dr. Powell:

As you will see in the attached Folio Review Summary Chart, all Rule 24 Endorsement Folios and the Rule 20 Folio are now met, as a result of the documentation, plan and timeline for addressing the areas previously designated as “met with conditions” and/or “not met”, submitted to the NDE by Chadron State College on September 6, 2019.

Part two of the State Program Approval process will be the onsite visit, scheduled for April 19-21, 2020, held in conjunction with the national accreditation onsite visit. During the onsite visit the onsite team will be revisiting the above mentioned plan submitted by Chadron to ensure that Chadron has addressed, or is on track to address the issues noted in the offsite folio review. Once completed, the results of the State Program Approval Review will be presented for a recommendation to the Commissioner of Education and the Nebraska State Board of Education. Typically, the State Board approves programs at their August State Board Meeting.

Please contact me if you have any questions. Thank you for all the work you, your faculty and staff have done to prepare for the State Program Approval process, include the offsite folio review and the upcoming onsite visit.

Sincerely,

Kelly

2020-2021

**Teacher Preparation Programs
in
Nebraska
Colleges and Universities**



(Office of Educator Preparation Program Approval / May, 2020)

Degree Codes:

B – Bachelor’s

M – Master’s

S - Specialist

D - Doctorate

Endorsement Codes:

F - Field

S - Subject

G - Graduate

SP - Supplemental

	Chadron State College	College of Saint Mary	Concordia University	Creighton University	Doane University	Hastings College	Midland University	NE Wesleyan University	Peru State College	Union College	University of NE-Kearney	University of NE-Lincoln	University of NE-Omaha	Wayne State College	York College
Highest Certification Degree Granted	M	M	M	M	D	M	M	B	M	B	S	D	D	S	B
Level of Accreditation:															
NCATE/TEAC/CAEP	X		X	X	X	X		X	X	X	X	X	X	X	X
Higher Learning Commission (formerly NCA)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
State	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Administrative Endorsements															
Principal (G) (F) PK-12, PK-8, 7-12	X		X	X	X		X				PK-8 7-12	PK-8 7-12	X	X	
Special Education Supervisor (G) (F) B-12	X										X	X	X	X	
Superintendent (G) (F) PK-12					X						X	X	X	X	
Teaching Endorsements															
Adapted Physical Education (SP) PK-12											X		X		
Agricultural Education (F) 6-12												X			
American Sign Language (S) or (SP) K-8, 7-12, K-12			X (SP)												
Anthropology (S) 7-12															
Art (F) PK-12	X	X	X	X	X	X		X	X		X		X	X	X
Assessment Leadership (G) (SP) PK-12															
Bilingual Education (SP) K-6, 4-9, 7-12												K-6 7-12	X		
Biology (S) 7-12	X	X	X		X	X	X	X	X	X	X	X	X	X	X
BMIT (Business, Marketing & Info Tech) (F) 6-12	X	X	X	†X		X	X	X	X		X	X	X	X	X
Chemistry (S) 7-12	X	X	X		X	X		X	X	X	X	X	X	X	
Coaching (SP) 7-12	X		X		X		X	X	X		X	X	X	X	X
Driver Education (SP) 7-12															
Early Childhood Education (SP) PK-3	X	X	X	X	X	X	X		X			X	X	X	

X - Endorsement program offered for all levels. † - Indicates new program offering beginning in 2019-2020. Endorsements listed in BOLD were recently reviewed by NCTE.

*D – Indicates program is dropped effective 2019-2020; no new candidates accepted. Previously enrolled candidates are allowed to complete.

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Early Childhood Inclusive (F) <i>(formerly ECEU)</i>	B-3	X	X	X						X		X	X	X	X	
Earth and Space Science (S)	7-12	X											X			
Economics (S)	7-12															
Elementary Education (F)	K-6, K-8	K-8	K-6	K-8	K-8	K-6	K-8	K-8	K-6	K-8	K-8	K-6	K-6	K-6	K-8	K-8
English Language Arts (F)	7-12	X	X	X	X	X	X		X	X	X	X	X	X	X	
English As A Second Language (SP) PK-12, PK-6, 4-9, 7-12			PK-12	PK-12	PK-12 PK-6 7-12	PK-12 PK-6 7-12	PK-12	PK-12 PK-6 7-12		PK-12		PK-12	PK-6 7-12	PK-6 7-12	PK-12	
Family & Consumer Sciences Occupational (F) 6-12		X											X		X	
Geography (S)	7-12			X								X			X	
Health Education (S)	7-12	X										X		X		
Health & Physical Education (F)	PK-12	X				X	X	X	X	X		X			X	
Health Sciences (SP)	6-12	X											X		X	
High Ability Education (SP)	K-12							X				X				
History (S)	7-12	X		X	X	X	X	X	X	X	X	X			X	X
Information Technology (SP)	PK-12			X				X				X	X	X	X	
Instructional Technology Leadership (SP)	PK-12			X								X	X	X		
Journalism & Media Education (SP)	7-12			X									X		X	
Mathematics (F)	6-12	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Middle Level Education (S)	5-9	X	X	X		X				X		X		X	X	X
Middle Level Endorsement Academic Areas:																
<i>English Language Arts</i>		X	X	X		X				X		X		X	X	X
<i>Mathematics</i>		X	X	X		X				X		X		X	X	X
<i>Science</i>		X	X	X		X				X		X		X	X	X
<i>Social Science</i>		X	X	X		X				X		X		X	X	X
<i>Agricultural Education</i>																
<i>Business Education</i>		X								X						

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Family and Consumer Sciences Education		X													X	
Health and Physical Education		X		X						X					X	
Industrial Technology Education																
World Language (C=Chinese, F=French, G=German, S=Spanish)				X S												
Music (F)	PK-12	X		X		X	X	X	X	X	X	X	X	X	X	
Physical Education (S)	PK-12, PK-6, 7-12	PK-6 7-12		PK-12 7-12		PK-12		PK-12	PK-6 7-12		PK-12	PK-12 PK-6 7-12		PK-12 7-12	PK-6 7-12	PK-12
Physics (S)	7-12			X			X		X		*D	X	X	X		
Political Science (S)	7-12											X			X	
Psychology (S)	7-12			X								X			X	X
Reading and Writing (SP)	PK-6, 7-12		X			X									X	7-12
Reading Specialist (G) (S)	PK-12	X		X		X						X	X	X	X	
Religious Education (S)	K-12, PK-6, 7-12		K-12	X	X						K-12					X
ROTC (S)	9-12															
School Counselor (G)	(F) PK-12 (S) PK-8, 7-12	X		PK-12	X	PK-12						PK-8 7-12	PK-8 7-12	PK-12	PK-8 7-12	
School Librarian (F)	PK-12											X		X		
School Psychologist (F) (G)	PK-12											X	X	X		
Science (F)	7-12	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Secondary English (S)	7-12		*D	X		X	X	X	X	X	X	X	X	X	X	X
Secondary Transition Specialist (G) (SP)	7-12															
Skilled and Technical Sciences Education (F)	6-12												X		X	
Skilled & Technical Sciences-Skilled Specific (SP)	9-12												X		X	

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Endorsement Codes:
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		Chadron State College	College of Saint Mary	Concordia University	Creighton University	Doane University	Hastings College	Midland University	NE Wesleyan University	Peru State College	Union College	University of NE-Kearney	University of NE-Lincoln	University of NE-Omaha	Wayne State College	York College
Social Science (F)	7-12	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Sociology (S)	7-12											X			X	
Special Education Generalist (F) K-12 (S) K-6, 7-12		K-12	K-6 7-12	X		X	K-12	X	K-6 7-12	K-6 7-12 K-12		X	K-6 7-12 K-12	K-6 7-12	K-6 7-12 K-12	K-12
Special Education-Behavior Intervention Specialist (G) (SP) B-12, PK-6, 7-12												B-12	B-12	PK-6 7-12		
Special Education-Deaf or Hard of Hearing (S) B-12, PK-6, 7-12													B-12	PK-6 7-12		
Special Education-Early Childhood (G) (S) B-K		X		X									X			
Special Education-Early Intervention Specialist (SP) B-PK												X	X			
Special Education-Functional Academic Skills and Independent Living Specialist (G) (SP) B-12												X				
Special Education-Inclusion and Collaboration Specialist (G) (SP) PK-12												X		X		
Special Education-Visual Impairment (S) B-12													X			
Speech (SP) 7-12				X									X		X	X
Speech Language Pathologist (G) (S) B-21												X	X	X		
Theatre (SP) 7-12		X		X		X	X	X	X			X	X		X	X
Vocal Music (S) PK-12		X		X				X	X		X				X	X
Work-Based Learning (SP) 9-12 (formerly Cooperative Education/Distributive Occ)		X					X					X	X	X	X	
World Language (S) K-8, 7-12, K-12 (C=Chinese, F=French, G=German, L= Latin, R=Russian, S=Spanish)			S K-12, 7-12	C, S 7-12	F, S 7-12	S, G K-8, 7-12	S 7-12		F, G, S 7-12, K-12, S K-8			F, G, S 7-12	C, F, G, L, R, S 7-12	F, G, S 7-12	S 7-12	

X - Endorsement program offered for all levels. † - Indicates new program offering beginning in 2019-2020. Endorsements listed in BOLD were recently reviewed by NCTE.

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Inquiries regarding state approval of teacher education programs leading to certification may be addressed to:
Nebraska Department of Education, Teacher Education Program Approval

Kelly Heineke

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Lincoln, NE 68509-4987

402.471.4863

Specific program inquiries may be directed to the *Certification Official* listed for each institution of higher education:

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CHADRON STATE COLLEGE FOLIO REVIEW SUMMARY CHART

July 16, 2019

FOLIO NAME	REVIEW RECOMMENDATION	COMMENTS / NOTES
Rule 24 Endorsement Program Folios		
Art, K-12	Met	
Business, Marketing and Information Technology (BMIT)	Met	
Elementary Education	Met	
Early Childhood Education, Inclusive	Met	<p>1.C: The table and the narratives do not accurately or adequately describe the complete field experience requirements for ECI.</p> <p>Subsection 1c. did not provide clear definitions of ECI field experiences in the narrative that aligned with the table at Rule 20 Attachment N.</p> <p>Organization of materials could be improved. Perhaps adding more hot links to the narratives that take the reviewers directly to the data tables would be helpful. A clearer explanation of field experiences, especially terminology specific to CSC, and names of courses included with course # would be beneficial in both the narrative and the tables.</p>
English Language Arts	Met	<p>The overall initial endorsement program added a course on assessment and a preview of the Teacher Work Sample. The ELA endorsement program added two new courses and has determined they need to better reinforce the InTASC standards for teacher candidates through tying them to their assignments. However, it seems like they may want to consider more specific curriculum revisions based on the NCPE or TWS. The future plans are rather sketchy; it would be helpful to know how the faculty will tie the specific standards to the assignments in their courses.</p>
Mathematics	Met	
Middle Level Education, Subject (Initial)	Met	
Family and Consumer Sciences	Met	<p>2.1: Aggregated means combined and data on the folio (Excel spreadsheet and Table 1.1d) allows identification of candidates which may not be appropriate to share</p> <p>2.2: Again, individual scores are reported (Excel spreadsheet and Table 1.1d), allowing for identification of individual candidates. There is also an inconsistency</p>

		<p>between the number of candidates included on the Excel spreadsheet and Table 1.1c and Table 1.1d. The description for 1.1c mentions the 6 out of 7 and shows eight candidates above. A description for Table 1.1d may help clarify why this is structured the way it is.</p> <p>2.3: This data includes 4 full years with comparisons of all CSC candidates when only two are required here. The Excel spreadsheet again shows each individual FCS students and their scores which allows for identification and is not anonymous. This is information the department should know, but protecting the individuals' privacy and data is also at stake</p> <p>2.4-2.7: All of CSC students are grouped together and FCS individual students cannot be identified. Therefore, the evaluation of our program in regards to specific levels of achievement after graduation cannot be identified. NOTE: It is mentioned that the state gave them what was available, but the numbers were too low to report it separately (page 15).</p> <p>Additional comments: For future plans, possibly making the capstone experience completely consistent with InTASC Standards.</p>
<p>Health and Physical Education</p>	<p>Met</p>	<p>2.6: Data was provided from survey of post-graduate students not teaching in Nebraska and included a section on Professional Practice and Responsibility. Data was provided from 2015, 2016, 2017 but it was not consistent in 2016 (no supervisor reporting data). The mean scores were provided and indicated proficiency in professional practice. The candidate response was not indicative of all students in the program (candidates). Because of this, aggregated data was NOT provided on all candidates. If data can be provided or a narrative description of why or where data is located for students in state, it would be considered "met".</p> <p>Additional comments: While the overall information was provided and evidence was met with regard to all of the sections, we would highly recommend that we eliminate conversational tone/voice. In addition, we would recommend that the folio candidate organize data tables in section two so that evidence is much easier to follow. The links and reports were not good links in certain instances and the organizational flow of the folio was not aligned with the review form so it made it very difficult to continue jumping back and forth and digging through tables that were not linked (either narratively or literally) to the section that was in question or being reviewed.</p>
<p>Science</p>	<p>Met</p>	

Social Science	Met	
	Met	
Special Education Generalist	Met	<p>Additional Comments: Consider providing additional narrative analysis of data to support CAEP requirements and expectations. If possible link specific data from section 2 to specific decisions in Section 3.</p> <p>Data and narrative evaluated is reflective of both the undergraduate and graduate level programs for initial special education certification.</p>
Rule 24 Advanced Programs:		
Principal	Met	
Reading Specialist	Met	<p>1.C: There is a wide range of field experience hours (100-200) but no explanation why some candidates would have twice the field experience hours as other candidates. Explanation of field experience is limited. Reviewers were curious as to how candidates' experiences align with the new rubric and how candidates are supervised/provided feedback?</p> <p>2.2-2.4: Limited data support evidence CSC candidates have the knowledge of learners and learning environments required for the Reading Specialist endorsement. Reading Specialist candidates' oral examination scores (3.69 - Domain Grand Mean) related to knowledge of learners and learning environments across the reported cycles of data exceeded the 3.0 proficiency benchmark and have been trending upward.</p> <p>Clinical practices course grades provide limited evidence related to this element. A course grade conflates elements (attendance, timeliness of assignment submissions, extra credit, etc.) with learning outcomes and/or masks finite criteria that could be mapped to knowledge of learners and learning environments. The program will begin using a clinical practice evaluation in 2020 and this should improve the quality of data.</p> <p>In addition to the course grade issue outlined above, it interesting to note that according to Table A1.1b: Reading Specialist candidates had higher overall GPAs than advanced candidates in the Special Education, Early Childhood-Special Education, Elementary, and Secondary programs. However, Reading Specialist candidates had a lower Domain Grand Mean than all the aforementioned groups on the oral</p>

		<p>examination items related to learners and learning environments.</p> <p>The follow-up survey data included no candidates from the Reading Specialist program and as such, offer no additional evidence relative to this element.</p> <p>Conditions: Data from the clinical practices evaluation rubric is needed.</p> <p>2 Artifact 3: The very brief summary offered little interpretation of the data. For example, the long listing following Table A1.1b was difficult to follow and seemed to only be a restatement of the evidence in the table. However, within this information one item (Understands laws related to learners' rights and teacher responsibilities) was noted as falling below 3.5.</p> <p>The report implies a review of Praxis II subscales, but does not explicitly state this or provide and narrative about the subscale scores. Failing to provide adequate narrative about the subscale scores (or the scores themselves) in report weakens the analysis of evidence related content knowledge. The subscales may reveal patterns in those who have not met the State's set score as well as potential areas of strength in the program.</p> <p>It might be helpful to acknowledge the shortcomings of (or provide rationale for) using a cumulative GPA as a key assessment.</p> <p>Conditions: Offer more detailed interpretation of the data from each of the assessments.</p> <p>3: The program routinely collects and analyzes data and appears to involve a number of faculty in the unit and across campus in the review of data and assessment processes. Although Reading Specialist candidates tend to perform well on the key assessments, data should be further analyzed to identify highs, lows, and trends within the various elements and across assessment instruments. The narrative minimally outlined what the data indicated (via a listing of one lower area and numerous strengths) in the oral examination. Strengths and</p>
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		<p>weakness evidenced in the other assessments are not outlined in the report. This may be due to the very general nature of data drawn from these assessments. As mentioned previously, course grades and GPA do not provide adequate specificity to make decisions or take actions. Failure to report the Praxis II subscales prevents reviewers from substantiating the lower area and strengths noted in oral examination data.</p> <p>The program outlined two specific changes, but only one of these were associated to data and in that case, the specific data that led to the decision was not identified.</p> <p>Conditions: The program should use data across instruments to identify program strengths and possible areas for improvement and outline how its decisions are informed by specific data.</p>
<p>School Counselor</p>	<p>Met</p>	<p>1.B: The report does include course rotation documents and provides a place-holder for the advising sheet. The link was not live, so we could not verify the advising sheets.</p> <p>2.1: Chadron State College (CSC) utilizes the Praxis II scores as well as the cumulative GPA as evidence of Content Knowledge. According to submitted data, the institution has been quite successful in insuring students possess the appropriate knowledge for the professional position.</p> <p>We had some questions revolving around the Praxis I (for basic skills). The alternative certification candidates for initial certification must take the Praxis I, but we were unclear if the alternative candidates for advanced certification in school counseling were required to take the exam. If required, when should the institutions notify candidates of this requirement? It does not appear that CSC has the requirement. Please advise.</p> <p>2.4: CSC utilizes the Praxis II and the Follow-Up Survey of Program Graduates and Employer to determine responsibility and overall proficiency. Praxis II data illustrates the candidates are being well-prepared for their professional positions. However, CSC's School Counseling Program has not had a regular employer</p>

		<p>completer follow-up student survey to determine satisfaction with preparation. Therefore, CSC has developed a Phase-In Plan to regularly review this area. The phase-in plan began in the fall of 2018 and will begin surveying employers in the summer of 2020. Program completers and Site Supervisors will be added in 2021 and 2022.</p> <p>Additional Comments: We realize that the institution is focused on CACREP accreditation, but we would have liked to see stronger links to the NDE endorsement and the ASCA model.</p> <p>We would like to see more faculty members associated with school counseling. There was only one practicing school counselor on the review team for the Lawshe rating survey.</p>
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The following programs had five or fewer completers in the previous three years. In compliance with the Nebraska Department of Education requirements, a Mini Folio (similar format to the Regular Folios, but excluding candidate data) was submitted to NDE by Chadron State College.

Rule 24 Endorsement Area / Mini Folios

Biology, 7-12 (Subject)	Met	
Chemistry, 7-12 (Subject)	Met	
History, 7-12 (Subject)		
Earth Science 7-12	Met	
Work-Based Learning 9-12	Met	
Special Education Early Childhood	Met	
Coaching	Met	1.B: To the reviewers it seems that the advising sheets are actually associated with Appendix B not A.
Early Childhood Education (Supplemental) Initial	Met	
Health 7-12		
Health Sciences 6-12		
Physical Education K-6, 7-12		

The following programs have national professional association approval and were not subject to additional State Program Approval processes. National association approval letters were submitted and are on file.

Not applicable.		
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Rule 20 Folio

Met

004.03C: Not met: Two faculty members (Hunn and Buttiglieri) exceeded 24 hours in an academic year. According to a table provided, these individuals each have 25 hours.

004.-3C3: Not met: Load for faculty teaching a combination of undergraduate and graduate credits exceeds the 21 hours minimum allowed (Brierly, Buttiglieri, Hunn, McCallum, Moriasi, Entzminger).

Met

007.05: The EPP utilizes the resources of the ESU to assist them in support of their graduates. A staff member is on the EPP Committee for CSC and an EPP representative sits on the ESU #13 advisory board. No direct services to completers is evident.

007.06: This information was found in the narrative and in the folios for Rule 24. Information provided ways in which data are regularly collected and analyzed and changes made for improvement. No information could be found concerning engagement with education partners.

**On-Site Team
Follow-Up:**

It would be important for the on-site team to follow up with the Chadron faculty to answer these questions below specifically as well as address all comments/notes to ensure these have been addressed.

Math: Is CSC giving its candidates both middle school and high school opportunities within their practicums? What experience does CSC give to its candidates with



regards to
determining the
quality of
instructional
materials?



**NEBRASKA DEPARTMENT
OF EDUCATION**

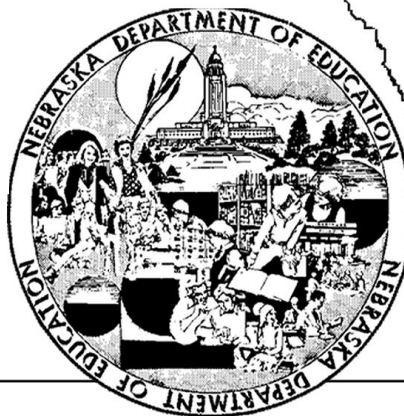
RULE 20

**REGULATIONS FOR THE APPROVAL OF TEACHER EDUCATION
PROGRAMS**

**TITLE 92, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 20**

**EFFECTIVE DATE
JULY 2, 2014
(REVISED)**

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



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CHAPTER 20 - APPROVAL OF TEACHER EDUCATION PROGRAMS

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001 General Information.

001.01 Statutory Authority. This chapter is adopted pursuant to Section 79-318 of the Revised Statutes of Nebraska (R.R.S.).

001.02 Scope and Application. This chapter provides procedures for the approval of teacher education programs conducted in Nebraska postsecondary educational institutions designed for the purpose of certificating teachers and administrators and other professional school personnel requiring certification.

001.03 Related Regulations. Throughout this chapter reference is made to other Department of Education regulations relating to teachers and administrators. Procedures for the issuance of certificates to teach, counsel, or supervise in Nebraska schools are contained in Title 92, Nebraska Administrative Code (NAC), Chapter 21. 92 NAC 23 contains regulations concerning the basic skills competence testing of teachers. 92 NAC 24 contains regulations regarding the issuance of endorsements on teaching, administrative, or special services certificates in Nebraska. 92 NAC 27 contains regulations and standards for professional practices criteria. Copies of these regulations are available from the Department at <http://www.education.ne.gov/LEGAL/index.html>.

001.04 Implementation Date. The implementation date of this chapter will be August 1, 2014, or the effective date of approval, whichever is later. Institutions must meet these requirements after this date. Prior to that implementation date, the provisions of this chapter, as approved with an effective date of January 19, 2008, shall remain in effect.

002 Definition of Terms. As used in this chapter:

002.01 Academic year shall mean the school year which consists of two (2) regular consecutive semesters that occur from fall through spring.

002.02 Advanced program shall mean a program at the postbaccalaureate level for (a) educators who have previously completed initial preparation or (b) the preparation of other school professionals.

002.03 Board shall mean the State Board of Education.

002.04 Candidate shall mean an individual admitted to, or enrolled in, a program for the initial or advanced preparation of educators, or educators continuing their professional development.

002.05 Certificate shall mean a teaching, administrative, or special services certificate issued by the Department pursuant to 92 NAC 21.

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002.06 Clinical practice shall mean 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.

002.07 Commissioner shall mean the State Commissioner of Education.

002.08 Content test shall mean a Praxis or School Leadership Series test published by the Educational Testing Service (ETS) of Princeton, NJ.

002.09 Cooperating educator shall mean an educator employed in a setting utilized for a clinical experience who has the appropriate certification and experiences to perform responsibilities for observation, coaching, mentoring, and/or evaluation of a candidate.

002.10 Coursework shall mean experiences required to complete the preparation program and may include class instruction, field experiences, or other required activities.

002.11 Credit hour shall mean the equivalent of fifteen (15) instructional class periods of fifty (50) minutes or more.

002.12 Department shall mean the State Department of Education, which is comprised of the Board and the Commissioner.

002.13 Diversity shall mean differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical areas.

002.14 Educator shall mean a holder of a teaching, administrative or special services certificate.

002.15 Educator certificate shall mean a certificate issued pursuant to standards comparable and equivalent to those in 92 NAC 21.

002.16 Endorsement shall mean an area of specialization indicated on a certificate issued pursuant to 92 NAC 21 signifying that the individual has met specific content preparation requirements contained in 92 NAC 24.

002.17 Faculty shall mean all professional education faculty, including adjunct faculty and graduate students, employed by a standard institution of higher education who teach one or more courses in professional education and/or supervise field experiences.

002.18 Field experience shall mean 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.

002.19 Initial program shall mean a program at the baccalaureate or postbaccalaureate level that prepares candidates for their first license to teach. They include five-year programs, master's programs, and other postbaccalaureate and alternate route programs that prepare individuals for their first license in teaching.

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002.20 Internship shall mean a clinical practice in which candidates practice and demonstrate the knowledge, skills, and professional dispositions required for advanced programs.

002.21 Practicum shall mean a field experience completed prior to a culminating supervised clinical practice.

002.22 Professional dispositions shall mean candidate attitudes, values, and beliefs demonstrated in interactions with students, families, educators, and communities consistent with ethical performance criteria contained in 92 NAC 27.

002.23 Professional Education coursework shall mean coursework, including field experience, designed to develop educator competencies including, but not limited to, student development, learning differences, learning environments, content knowledge and its application, assessment, planning for instruction, instructional strategies, collaboration, and ethical practice.

002.24 Professional teacher education program or unit shall mean the school, college, department or other administrative body within the institution that is primarily responsible for the preparation of teachers, administrators, and other school personnel.

002.25 Regional accreditation shall mean a voluntary process by which one (1) of several accrediting bodies, each serving one (1) of six (6) defined geographic areas of the country, accredits PK-12 schools, colleges, and universities. Nebraska institutions are served by the Higher Learning Commission.

002.26 School partner shall mean school systems and other education programs that collaborate with the teacher education program in designing, developing, and implementing field experiences, delivery of instruction, and research.

002.27 School system shall mean an institution that is accredited or approved by the Department to provide instruction at any level PK-Grade 12, including an educational service unit accredited by the Department.

002.28 Special authorization shall mean a process by which Department approval can be granted for a standard institution of higher education to offer a pilot endorsement program.

002.29 Standard institution of higher education or Institution shall mean any college or university whose teacher education programs are fully approved by the Board or by a comparable agency in any other state or country.

002.30 Student teaching shall mean a clinical practice in a school system which provides initial preparation candidates with a culminating supervised experience to demonstrate competence in the professional roles for which they are preparing.

002.31 Teacher education program shall mean the system of procedures, coursework and activities in a college, school, or department of an approved standard institution of higher education which result in the initial or advanced preparation of teachers, administrators, and other school professionals.

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002.32 Terminal degree shall mean the highest degree available in a specific field of preparation or recognized by the profession.

003 Requirements for Teacher Education Program Approval

003.01 Original Teacher Education Program Approval

003.01A Letter of Application and Institutional Planning Report. Any Nebraska institution of higher education may apply for approval of its teacher preparation program by submitting a letter of intent to seek approval and an Institutional Planning Report (IPR) signed by the chief academic officer of the institution on behalf of the governing board of the institution. These documents must be received by the Commissioner on or before January 15 of the calendar year in which the institution seeks to begin the approval process.

003.01B Governing Board Approval. The IPR shall include documentation that the governing board of the institution has approved the plans and a time table whereby the institution will meet each of the requirements to become a standard institution of higher education within four (4) years.

003.01C Chapter 20 Compliance. The IPR shall include the procedures and time table for compliance with the requirements in Sections 004 through 007 of this chapter.

003.01D Collaboration and Support of School Systems. The IPR shall contain statements of support from school systems documenting their collaboration and assistance in planning to provide field experiences which meet the requirements of 92 NAC 20 and 92 NAC 24.

003.01E The IPR shall contain documentation that the institution is regionally accredited.

003.02 Initial Provisional Approval

003.02A The Commissioner, after receiving the institution's request to begin the process of becoming a standard institution of higher education, shall appoint a team to visit the institution and report on the institution's ability to comply with the provisions of this chapter.

003.02A1 The team shall schedule a visit to the institution within sixty (60) days after receiving the IPR.

003.02A2 The team shall file a recommendation with the Commissioner within sixty (60) days after the scheduled visit to the institution.

003.02A3 Following a review of the institutional visit report, the Commissioner shall file a recommendation with the Board regarding the application and shall notify the institution of the recommendations. Notification shall be sent by certified mail to the chief academic officer of the institution. The institution shall have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing before the Board as provided in Section 008 of this chapter.

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003.02A4 Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board shall either approve or deny the institution's implementation of the plan under provisional approval. Provisional approval permits the institution to phase in a teacher education program, excluding clinical practice, over a period of time not to exceed three (3) years.

003.03 Continuing Provisional Approval

003.03A Provisional Approval Report. By March 1 of each year during provisional approval the institution shall file the Provisional Approval Report with the Commissioner which includes:

003.03A1 Documentation that written notification has been made to all candidates taking education courses that the institution has provisional approval, but is not yet approved for recommending certification.

003.03A2 Statements of continuing participation by the school systems in which the institution is placing candidates for field experiences.

003.03A3 Documentation of the degree to which the institution is in compliance with all applicable sections of 92 NAC 20, excluding clinical practice; 92 NAC 23; and 92 NAC 24. The Provisional Approval Report shall indicate how, in each succeeding year, the institution is progressing toward total compliance, excluding clinical practice.

003.03B The Commissioner may respond each year with a scheduled visit by a team or staff, to the institution within sixty (60) days after receiving the Provisional Approval Report.

003.03C The team or staff conducting such a visit shall file a recommendation with the Commissioner within thirty (30) days after a scheduled visit.

003.03D Following a review of the report, the Commissioner shall file a recommendation with the Board regarding the application and shall notify the institution of the recommendations. Notification shall be sent by certified mail to the chief academic officer of the institution. The institution shall have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing before the Board as provided in Section 008 of this chapter.

003.03E Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board shall either approve or deny continuation of provisional or recommend temporary approval.

003.04 Temporary Approval to Offer a Teacher Education Program. If the Commissioner recommends and the Board concurs, the institution may be granted a one (1) year temporary approval. Temporary approval allows the institution to place candidates and to recommend graduates of the program to the Department for certification. Temporary approval may be renewed on a yearly basis for a maximum of three (3) years, using the process found in Sections 003.04A through 003.04F of this chapter for each of these years.

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003.04A By March 1 of each year in which the institution is operating with temporary approval, the institution shall file a Temporary Approval Report with the Commissioner. The Temporary Approval Report shall document complete compliance with all applicable sections of 92 NAC 20, 92 NAC 23, and 92 NAC 24.

003.04B The Commissioner may respond with a scheduled visit by a team or staff, to the institution within sixty (60) days after receiving the Temporary Approval Report.

003.04C The team or staff conducting such a visit shall file a recommendation with the Commissioner within thirty (30) days after the scheduled visit.

003.04D Following a review of the report, the Commissioner shall file a recommendation with the Board regarding the application and shall notify the institution of the recommendations. Notification shall be sent by certified mail to the chief academic officer of the institution. The institution shall have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing before the Board as provided in Section 008 of this chapter.

003.04E Following a review of the Commissioner's recommendation, and after giving the institution an opportunity for a hearing, if requested, the Board shall exercise one of the following options: (a) approve the institution as a standard institution of higher education, (b) grant it temporary approval for another year, or (c) deny the institution further status as a teacher education program.

003.04F Once the Board has approved the institution as a standard institution of higher education, the institution is subject to the provisions in Section 003.05 of this chapter.

003.05 Continuing Approval of a Teacher Education Program. Continuing approval shall be for the period of August 1 through July 31 of the next year and shall be conditional upon the institution's compliance with the requirements in Sections 003 through 007 of this chapter. The institution's failure to meet a numbered regulation shall be considered a violation and will be subject to the provisions of Section 003.05C of this chapter.

003.05A Annual Board Approval. The institution shall submit the information requested in Sections 003.05A1 through 003.05A4 of this chapter by May 15 of each year. Recommended forms may be found on the NDE Teacher Education website.

003.05A1 Endorsements Offered. A written list of endorsements to be offered for the period of approval. For each endorsement, the institution must provide the Commissioner with a current list of required courses which also specifies alignment of the courses to the requirements in 92 NAC 24.

003.05A2 Program Outcomes. Information regarding program admission, program completion, graduate follow-up, and program changes made or planned in response to candidate or graduate performance, or changes made or planned in response to the needs of school systems.

003.05A3 Assurance of Compliance. The chief academic officer or designee for the institution shall indicate compliance or noncompliance status with the numbered provisions of 92 NAC 20.

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003.05A4 Correction of Areas of Noncompliance. For any area of noncompliance identified in Section 003.05A3 of this chapter, a plan for correction must be provided. In addition, the annual report shall contain documentation of resolution/status of any areas of noncompliance reported in the previous annual report to the Board.

003.05B State Program Review. At least once every seven (7) years, the Commissioner shall conduct a full review of the teacher education program to determine compliance with all applicable provisions of 92 NAC 20 and 92 NAC 24. The review includes both an offsite and an onsite component.

003.05B1 The state program review shall be conducted by a state team, appointed by the Commissioner, which includes representation from the Nebraska Council on Teacher Education (NCTE), persons with content knowledge in the endorsement areas offered by the teacher education program, and Department staff.

003.05B2 For institutions participating in a national accreditation review of education preparation programs, the state program review shall be conducted to coordinate with the national accreditation process.

003.05B3 Offsite Review

003.05B3a Institutional Report. Qualitative and quantitative information regarding compliance with the requirements of Sections 004 through 007 of this chapter shall be submitted on a schedule established by the Commissioner. Recommended forms may be found on the NDE Teacher Education website.

003.05B3b Endorsement Program Folios. Information regarding each endorsement program offered by the institution shall be submitted on a schedule established by the Commissioner. Recommended forms may be found on the NDE Teacher Education website. Folio information will include:

003.05B3b1 Documentation of compliance with the endorsement requirements in 92 NAC 24.

003.05B3b2 Quantitative and qualitative candidate assessment and performance information.

003.05B3b3 Changes made in response to data regarding candidate or graduate performance and/or in response to the needs of school systems.

003.05B4 Onsite Review. An onsite review shall be conducted to validate information submitted by the institution in response to Section 003.05B3 of this chapter or to acquire additional information to determine compliance with the provisions of 92 NAC 20 and 92 NAC 24.

003.05B5 Results of the state program review shall be reported to the Board during the annual approval meeting.

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003.05C Correction of Areas of Noncompliance. The institution shall have until May 1 of the year following the Board's annual approval decision to correct areas of noncompliance identified in Section 003.05 of this chapter.

003.05C1 Approval on Probation. The Commissioner may recommend to the Board approval on probation for an institution with uncorrected areas of noncompliance on May 1 of the first year following the Board's annual approval decision.

003.05C2 Denial of Approval. The Commissioner may recommend to the Board denial of approval for an institution with uncorrected areas of noncompliance on May 1 of the year following designation of approval on probation.

003.05C3 Notification and Appeal. The Commissioner shall notify the chief academic officer of the institution of a recommendation for probation or denial of approval in writing by certified mail. The institution shall have thirty (30) days after receipt of the recommendation to request an opportunity for a hearing as provided in Section 008 of this chapter.

003.06 Special Endorsement Authorization. A Nebraska standard institution of higher education may apply for approval of a special authorization to offer an endorsement program that is not included in 92 NAC 24.

003.06A Application for Approval. An application must be received by the Commissioner on or before January 15 of the calendar year in which the institution seeks to begin the new endorsement program.

003.06A1 The application must include justification of interest and need for the proposed new endorsement program, educator competencies appropriate for the proposed new endorsement program, a list of the required courses that will address the competencies and accompanying syllabi, and the timetable for candidates' completion of the proposed new endorsement program.

003.06A2 The application shall contain statements of support from school systems documenting their collaboration and assistance in planning to provide field experience placements which meet the requirements of 92 NAC 20 and 92 NAC 24.

003.06A3 Within thirty (30) days from receipt of the application, the Commissioner shall assign a team to assess the information provided in the application, which may include a visit to the institution. The team will include members representing the Nebraska Council on Teacher Education (NCTE) and persons with content knowledge in the proposed endorsement area.

003.06A4 The team shall file a recommendation with the Commissioner for denial of the application or provisional approval.

003.06A5 The Commissioner shall provide written notification by certified mail of the decision to the chief academic officer of the institution by May 1. The institution shall have thirty (30) days after receipt of the notification to request a meeting with the Commissioner if the decision is to deny approval. Following the meeting, the Commissioner shall inform the institution in writing if the decision to deny is upheld.

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003.06B Provisional Approval of a Special Endorsement Authorization.

003.06B1 Following provisional approval by the Commissioner, the institution may phase in the new endorsement program over a period of time not to exceed three (3) years, excluding clinical practice.

003.06B2 By March 1 of each year following provisional approval, the institution shall file a written progress report on the program with the Commissioner which shall include:

003.06B2a Enrollment data and documentation of written notification to the candidates that the institution has provisional approval, including candidate recourse if the program is eliminated;

003.06B2b Statements of continuing participation from school systems for placement of candidates for field experiences; and

003.06B2c Reaffirmation or updated information regarding elements in Sections 003.06A1 and 003.06A2 of this chapter.

003.06B3 The review team identified in Section 003.06A3 of this chapter shall review the progress report which may include an onsite visit, and file a recommendation of denial, continued provisional approval, or temporary approval with the Commissioner within thirty (30) days following the review.

003.06B4 The Commissioner shall provide written notification by certified mail of the decision to the chief academic officer of the institution by May 1. The institution shall have thirty (30) days after receipt of the notification to request a meeting with the Commissioner if the decision is to deny approval. Following the meeting, the Commissioner shall inform the institution in writing if the subsequent decision to deny is upheld.

003.06C Temporary Approval of a Special Endorsement Authorization.

003.06C1 Following temporary approval by the Commissioner, the endorsement program may place candidates and recommend graduates of the program for certification by the Department.

003.06C2 By March 1 of each year following temporary approval, the institution shall file a written progress report on the program with the Commissioner which shall include:

003.06C2a Enrollment data and documentation of written notification to the candidates that the institution has temporary approval, including candidate recourse if the program is eliminated;

003.06C2b Statements of continuing participation from school systems for placement of candidates for field experiences; and

003.06C2c Reaffirmation or updated information regarding elements in Sections 003.06A1 and 003.06A2 of this chapter.

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003.06C3 The review team identified in Section 003.06A3 of this chapter will review the progress report which may include an onsite visit, and file a recommendation with the Commissioner to (a) continue temporary approval until the endorsement is placed in 92 NAC 24, (b) return to provisional status, or (c) deny any further approval.

003.06C4 By May 1, the Commissioner shall consider the team's recommendation and provide written notification by certified mail to the chief academic officer of the institution of the decision to (a) renew temporary approval for a period not to exceed three (3) years, (b) return the endorsement to provisional status, (c) deny further approval and the reasons for the decision, or (d) recommend the special authorization be moved forward for inclusion in 92 NAC 24.

003.06C5 The institution shall have thirty (30) days after receipt of the notification to request a meeting with the Commissioner if the decision is to deny approval. Following the meeting, the Commissioner shall inform the institution in writing if the subsequent decision to deny is upheld.

004 Professional Teacher Education Program Requirements.

004.01 General Policy Statements. The institution shall have a written policy stating its philosophy and objectives and which delineates its goals and commitment to the preparation of educators. Not all of the programs for the preparation of school personnel need to be administratively located within the unit; however all professional education programs are organized and coordinated by the unit.

004.02 Personnel Requirements.

004.02A Unit Administrator. The institution shall designate an individual to administer the professional teacher education program or unit. This individual shall hold, qualify for, or have held an educator certificate.

004.02B Certification Officer. The institution shall designate a faculty or staff member to receive correspondence regarding this chapter and to oversee the submission of certified records, transcripts, reports, and/or recommendations to the Department for the purpose of certification and/or endorsement.

004.02C Field Experience Coordinator. The institution shall designate a faculty or staff member to coordinate field experience requirements contained in this chapter.

004.02D Cooperating Educators. The institution shall ensure that cooperating educators employed by school systems or other field-based settings shall have a minimum of three (3) years of education employment experience and hold an appropriate certificate with an endorsement in the area or level they are supervising.

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004.03 Professional Teacher Education Program Faculty Requirements.

004.03A Minimum Required Faculty

004.03A1 Undergraduate faculty. There shall be a minimum of three (3) full-time professional education faculty.

004.03A2 Graduate faculty. Each advanced degree program leading to the doctorate has at least three (3) full-time professional education faculty members who have earned the doctorate in the field of specialization for which the degree is offered.

004.03B Faculty Qualifications

004.03B1 All professional education faculty shall hold a master's degree.

004.03B2 The preparation, research, and experience of each faculty member shall be in the field in which he or she teaches.

004.03B3 All professional education faculty, hired after July 1, 1994, shall have two (2) years of PK-12 teaching experience in state approved or accredited elementary or secondary schools or similarly constituted and governed schools in a state where non-public schools are not recognized by the state.

Faculty who do not possess two (2) years of PK-12 teaching experience must meet the exceptional expertise requirement defined as documented scholarship, skill, or experience in the priorities of the teacher education program such as content specialization, diversity, assessment or technology.

004.03B4 At least one-third of the full-time undergraduate faculty shall hold a terminal degree.

004.03B5 At least one-half of full-time graduate faculty shall hold a terminal degree.

004.03B6 All faculty in programs which grant the sixth year specialist's certificate or doctorate degree shall hold the doctorate and have two (2) years of teaching or school administration experience.

004.03B7 Adjunct faculty utilized for clinical experience supervision must hold or have held appropriate certification for the area and/or level which they are supervising.

004.03C Faculty Load

004.03C1 For undergraduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed twenty-four (24) credit hours within the same academic year for a full-time equivalent undergraduate faculty member except as provided in Section 004.03C3 of this chapter.

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004.03C2 For graduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed eighteen (18) credit hours within the same academic year for a full-time equivalent graduate faculty member with the exception stated in Section 004.03C3 of this chapter.

004.03C3 For faculty teaching a combination of undergraduate and graduate assignments, the load may be a proration of nine (9) and twelve (12) credit hours, with total hours assigned within the same academic year not to exceed twenty-one (21) hours.

004.03C4 Supervision of clinical experiences shall not exceed a ratio of eighteen (18) full-time equivalent candidates to one (1) full-time equivalent faculty member within one (1) semester.

004.03C5 Advising for advanced program candidates shall be assigned to advanced program faculty.

004.04 Minimum Endorsement Offering Requirements. The institution shall offer courses for a minimum of eight (8) approved subject and/or field endorsements contained in 92 NAC 24 and have on file a plan of study which documents that required courses are offered on a schedule to enable candidates access to the coursework in a four (4) year period.

004.05 Library Requirements. Library holdings, curriculum materials, and related technology resources shall provide adequate scope, breadth, and currency to support education candidates and faculty. The institution shall employ staff to work collaboratively with the unit to acquire relevant and current resources and to provide support services for material utilization.

004.06 Policies for Program Admission, Progression, and Completion. The institution must have on file, and systematically communicate to all candidates, specific requirements regarding candidate admission, progression, and completion of the teacher education program, including:

004.06A Disclosure. The institution shall require the prospective candidate to disclose all criminal convictions, except traffic offenses.

004.06B Notice Regarding Convictions. The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 004.06D of this chapter, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in field experiences, with the approval of the Department. A person with a conviction as defined in Section 004.06D of this chapter may request approval by the Department using the procedures set forth in 92 NAC 21 Sections 009.02 through 009.04.

004.06C Criminal Background Check. The institution shall conduct or verify an official criminal background check on candidates prior to admission to an initial teacher education program and again prior to clinical practice.

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004.06D Convictions

004.06D1 For purposes of this chapter, a 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.

004.06D2 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):

<u>004.06D2a</u>	Assault (third degree) (28-310)
<u>004.06D2b</u>	Child Enticement (28-311)
<u>004.06D2c</u>	Stalking (28-311.03)
<u>004.06D2d</u>	Hazing (28-311.06)
<u>004.06D2e</u>	Unlawful Intrusion (28-311.08)
<u>004.06D2f</u>	Violating a Harassment Protection Order (28-311.09)
<u>004.06D2g</u>	False Imprisonment (28-315)
<u>004.06D2h</u>	Sexual Assault (third degree) (28-320)
<u>004.06D2i</u>	Domestic Assault (28-323)
<u>004.06D2j</u>	Child/Vulnerable Adult Contact with Methamphetamine (28-457)
<u>004.06D2k</u>	Abandonment of Spouse or Child (28-705)
<u>004.06D2l</u>	Child Abuse (28-707)
<u>004.06D2m</u>	Contributing to the Delinquency of a Child (28-709)
<u>004.06D2n</u>	Prostitution (28-801)
<u>004.06D2o</u>	Keeping a Place of Prostitution (28-804)
<u>004.06D2p</u>	Debauching a Minor (28-805)
<u>004.06D2q</u>	Public Indecency (28-806)
<u>004.06D2r</u>	Sale of Obscene Material to Minor (28-808)
<u>004.06D2s</u>	Obscene Motion Picture Show, Admitting Minor (28-809)
<u>004.06D2t</u>	Obscene Literature Distribution (28-813)
<u>004.06D2u</u>	Sexually Explicit Conduct (28-813.01)
<u>004.06D2v</u>	Resisting Arrest (28-904(1)(a)), when the conviction involves use or threat of physical force or violence against a police officer
<u>004.06D2w</u>	Indecency with an Animal (28-1010)
<u>004.06D2x</u>	Intimidation by Phone Call (28-1310)
<u>004.06D2y</u>	Violating a Protection Order (42-924(4))

004.06D3 For purposes of this chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct shall also include convictions related to such crimes, including: (with the applicable sections of the Revised Statutes of Nebraska in parentheses)

<u>004.06D3a</u>	Attempt to Commit A Crime (28-201)
<u>004.06D3b</u>	Criminal Conspiracy (28-202)
<u>004.06D3c</u>	Accessory to a Felony (28-204)
<u>004.06D3d</u>	Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

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004.06D4 Convictions which have been set aside, nullified, expunged, or pardoned shall not 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 permission to teach or participate in classroom or field experiences, or for denial of a certificate to teach, counsel, supervise, administer, or provide special services in schools. However, such convictions shall be listed by the candidate as required in Section 004.06A of this chapter.

004.06E Grade Point Average.

004.06E1 Candidates must hold a cumulative GPA of 2.5 on a 4.0 scale or its equivalent for admission to a teacher education program.

004.06E2 Candidates for admission to clinical practice must hold a cumulative GPA of at least 2.75 on a 4.0 scale or its equivalent.

004.06F Basic Skills Test. Prior to admission to a teacher education program, the candidate must have achieved a satisfactory score on an examination as specified in 92 NAC 23.

004.06G Application. Candidates for admission to a teacher education program shall complete an application process which includes consideration of components identified in Section 004.06 of this chapter and other institution-determined criteria for selection, such as recommendations from professional educators, interviews, or essays.

004.06H Performance Assessments. The institution must identify the performance standards and assessments for successful progression and completion of the education programs offered by the unit.

005 Initial Program Coursework Requirements.

005.01 General Education Coursework. The institution shall require that all undergraduate candidates meet the institution's general education course requirements. These courses may also be used to meet endorsement requirements. General education course requirements are established by the institution for all students.

005.02 Professional Education Coursework. At least one-sixth of the total credit hour requirement established by the institution for the completion of a degree shall be professional education coursework which may include practicum experiences, but shall not include clinical experiences.

The institution shall identify required coursework leading to candidate development and competency demonstration in the following areas:

005.02A Student Development. The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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005.02B Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards.

005.02C Learning Environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

005.02D Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content, including the ability to integrate the Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction.

005.02E Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

005.02F Assessment. The candidate understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the candidate's and student's decision making.

005.02G Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of the student and the community context.

005.02H Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.

005.02I Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning, models ethical professional practice, and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.

005.02J Leadership and Collaboration. The candidate seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.

005.02K Human Relations. The institution shall offer training integrated into a required course or combination of required courses which shall be designed to lead to the following skills as enumerated in Section 79-807(6) R.R.S.:

005.02K1 An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;

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005.02K2 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;

005.02K3 The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;

005.02K4 The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;

005.02K5 Respect for human dignity and individual rights; and

005.02K6 The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.

005.02L Special Education. The institution will require one (1) or more courses which provide candidates with systematic and continuing opportunities to develop knowledge, skills, and professional dispositions for teaching students with disabilities, including the areas enumerated by Section 79-807(7) R.R.S.:

005.02L1 Knowledge of the exceptional educational needs of the disabilities defined by Section 79-1118.01 R.R.S.;

005.02L2 Knowledge of the major characteristics of each disability defined by Section 79-1118.01 R.R.S. in order to recognize its existence in children;

005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities;

005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom; and

005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

005.03 Field Experience Coursework. The institution shall require practicum and clinical experiences that provide candidates opportunities to work with students and school partners to develop knowledge, skills, and professional dispositions. When viewed as a whole, field experiences are central to candidate preparation and shall provide opportunities to work with diverse students which may include, but is not limited to, differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, and language.

005.03A Initial Program Field Experience. These experiences shall range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.

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005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.

005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.

005.03A2a The institution shall have a clear statement of policies and procedures relating to clinical practice which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the clinical practice experience.

005.03A2b All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation's educational authority.

005.03A2c The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.

005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

005.03A2d The institution shall require a clinical practice experience equivalent to:

005.03A2d1 A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level;

005.03A2d2 A minimum of eighteen (18) full-day weeks for two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level;

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005.03A2d3 A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section 005.03A2d1 or Section 005.03A2d2 of this chapter.

005.03A2e The institution shall ensure that a minimum of five (5) formal observations by faculty shall be conducted during clinical practice for candidates preparing for initial level teaching certification. Three (3) observations must be onsite and two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.

005.03B Speech Language Pathology and School Psychologist Preparation Programs at the Initial Teacher Certification Level Field Experience. The institution shall ensure that a minimum of three (3) formal onsite observations by faculty shall be conducted.

006 Advanced Program Field Experience.

006.01 The institution shall have a clear statement of policies and procedures relating to field experiences which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the field experience.

006.02 Institutions shall require field experiences for advanced certification programs.

006.03 All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation's educational authority.

006.04 The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop the skills of faculty and school-based educators to work collaboratively to enhance candidate development.

007 Program Quality Indicators. The institution shall establish a systematic process to address and document program quality indicators.

007.01 Candidate Admission and Completion. The institution utilizes information related to candidate admission, progression, completion, and graduate employment to document the institution's continuing and purposeful expectations for candidate quality.

007.02 Content Knowledge. The institution utilizes candidate performance information from content tests, as set forth in 92 NAC 24, to determine potential areas for improvement in content knowledge preparation of candidates.

007.03 Graduate follow-up. The institution utilizes a graduate follow-up process to obtain program completer input regarding satisfaction, relevance and effectiveness of their preparation for professional roles and responsibilities.

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007.04 Employer follow-up. The institution utilizes a process for collecting information from employers regarding satisfaction with the program and program completers.

007.05 Graduate Support. The institution makes resources available to support its graduates who are new to the teaching profession.

007.06 Program Improvement. The institution initiates program improvement strategies based on regular analysis of data, current research, and/or as the result of engagement with PK-12 education partners regarding initiatives and challenges of PK-12 education.

008 Provisions for Notice and Hearing.

008.01 When the Commissioner makes a recommendation to the Board for an institution to be placed on probation or for the denial of continuing approval, notice of the recommendation and of the right to request a hearing within thirty (30) days after receipt shall be given to the institution by certified mail. Copies shall be sent to the certification officer and the chief executive officer, if known. This notice shall specify the basis for the recommendation and the tentative date that the Board will consider the recommendation unless a formal hearing is requested.

008.02 If the institution files a request for a formal hearing within thirty (30) days after receipt of the recommendation, the Board shall schedule a hearing date. If no formal hearing is requested, the recommendation shall be considered by the Board and adopted or modified by order of the Board.

008.03 All hearings arising under this chapter shall be conducted in accordance with the hearing procedures of Chapter 61 of Title 92 of the Nebraska Administrative Code.



UNION COLLEGE FOLIO REVIEW SUMMARY CHART

November 19, 2018 Addendum submitted 2.15.19 / Onsite visit: October 20-22, 2019

FOLIO NAME	REVIEW RECOMMENDATION	COMMENTS / NOTES
Rule 24 Endorsement Program Folios		
Elementary Education, K-6 (Field)	Met	
<i>The following programs had five or fewer completers in the previous three cycles. In compliance with the Nebraska Department of Education requirements, a Mini Folio (similar format to the Regular Folios, but excluding candidate data) was submitted to NDE by Union College.</i>		
Rule 24 Endorsement Area / Mini Folios		
Biology, 7-12 (subject)	Met	
Chemistry, 7-12 (subject)	Met	
History, 7-12 (subject)	Met	
English Language Arts, 7-12 (field)	Met	
Mathematics, 6-12 (field)	Met	
Music Education, PK-12 (field)	Met	
Physical Education, 7-12 (subject)	Met	
Physics, 7-12 (subject)	Met	
Secondary English, 7-12 (subject)	Met	
Science, 7-12 (field)	Met	
Social Science, 7-12 (field)	Met	
Religious Education, 7-12 (subject)	Met	
Vocal Music, PK-12 (subject)	Met	
<i>The following programs have national professional association approval and were not subject to additional State Program Approval processes. National association approval letters were submitted and are on file.</i>		
Not applicable.		
Rule 20 Folio		Section 1—Institution and Program Contextual Information- Met Section 2, 004.01, 004.02, 004.03B1, 004.03B2, 004.03B3, 004.03B5, 004.03B7, 004.03C4- Met Section 2, 004.03B4—At least 1/3 of FT UG faculty shall hold a terminal degree—Met with Conditions, as 28.57% hold terminal degree; one faculty member expected to complete terminal degree in December, 2020. NDE Form 20-004 on file indicates this, along with timeline for completion. Letter on file with an explanation of progress made toward removing this area of non-compliance. Section 2, 004.03C-Faculty Load – Met with Conditions, One faculty member shows 25 credit hours for 2016-2017. Miscalculation as per Addendum. 004.03-5 Table information included in 004.03-4 Table. MET

Section 2, 004.04, 004.05, 004.06, 004.06A, 004.06B, 004.06C, 004.06E1, 004.06E2, 004.06F, 004.06G, 004.06H – Met

Section 2, 005.01, 005.02, 005.02A, 005.02B, 005.02C, 005.02D, 005.02I, 005.02J – Met

Section 2, 005.02E—Met with Conditions; Two instruments assessed demonstrated application of content; micro-teaching rubric contained little to no description of proficiency levels. **Additional narrative and data provided in addendum indicates MET.**

Section 2, 005.02F – Met with Conditions; Some data not presented. **Additional narrative and data provided in addendum indicates MET.**

Section 2, 005.02G – Met with Conditions; Course grades do not assess the specific areas delineated in 005.02G. **Additional narrative and data provided in addendum indicates MET.**

Section 2, 005.02H – Met with Conditions; Course grades do not assess the specific areas delineated in 005.02H. **Additional narrative and data provided in addendum indicates MET.**

Section 2, 005.02K – Met with Conditions; Criteria unclear; assignments listed, data from NCPE Standard 2 does not specifically address all skills listed in 005.02K. **Additional narrative and data provided in addendum indicates MET.**

Section 2, 005.02L—Not Met; NCPE results do not address specifically the above knowledge, skills, and professional dispositions. Other information provided lack clear data. **Additional narrative and data provided in addendum indicates MET.**

Section 2, 005.03 – Met with Conditions; Practicum and Clinical Practice experiences are listed. Diverse placements mentioned in narrative, not communicated how they are required, i.e. number of hours placed in diverse settings. **Addendum included guidelines for selecting diverse placements and Field Experience Diversity record of diverse placements for each candidate at elementary and secondary levels. MET**

Section 2, 005.03A – Met with Conditions; Required table for this section only included the course names for practicum experiences, number of Carnegie credits, and contact hour requirements. **Addendum included narrative and documentation indicating MET.**

Section 2, 005.03A1, A2, A2a, A2b – Met

Section 2, 005.03A2c1 – Not Met; Teacher candidate contract exists. No evidence of agreement with school districts communicating the role of cooperating teachers and college supervisors. **Addendum submitted included written agreements between institution and Lincoln Public Schools, and CT contract. MET**

Section 2, 005.03A2d, A2e – Met

Section 2, 007 – Met with Conditions; Evidence that the review of data is continuing is limited. A description of the TPC is included, but agendas were not provided. (Minutes provided in other 007 standard areas are for 2015 and 2016 meetings.) Ways that the institution monitors individual progress were described and documentation provided. **TPC Agendas and Assessment Committee Minutes were provided in the Addendum. MET**

Section 2, 007.01 – Not Met; Candidate advisement processes were described and provide compelling evidence that standard is met as it relates to monitoring candidate progression. Employment information was limited to providing information on completers (#s) but not on quality. **Addendum included data related to candidate admission, progression, completion, and graduate employment to document the institution's continuing and purposeful expectations for candidate quality. MET**

Section 2, 007.02 – Met

Section 2, 007.03 – Met with Conditions; The information provided addressed candidates at the culmination of student teaching, but not in the

	<p>first years of teaching. No information regarding NE Follow Up to principals, which is a required follow-up. Addendum noted 84% of completers have taken jobs outside of Nebraska. NE Follow-Up Survey included only one principal and two teachers responding. Union has asked permission to use their own surveys to send to the out of state teachers and their principals to try to have a larger number of survey respondents. Additional data was provided. MET</p> <p>Section 2, 007.04 – Met with Conditions; Employer feedback information from survey was not provided or described. Addendum included First-Year Teacher Supervisors, CT, and sparse NE Follow-Up Survey data. A better plan for collecting and reviewing data might be warranted. MET</p> <p>Section 2, 007.05 – Met with Conditions; Institution support was alluded to in the narrative, but specific examples were not provided. Addendum included examples of ways the institution provides support to the education program graduates as they begin their professional practice, as well as strategies planned for the future. MET</p> <p>Section 2, 007.06 – Met with Conditions; Additional evidence information is needed to show engagement of PK-12 partners in regular analysis of data. Addendum provided additional evidence. MET</p>
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Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA

DEPARTMENT OF EDUCATION

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April 9, 2019

Mr. Peter Adams, Education Program Director
Union College
3800 South 48th Street
Lincoln, NE 68506

Dear Mr. Adams:

This letter is to confirm that the Rule 24 Folios submitted by Union College for Part One of the State Program Approval process are approved/met, as is the Rule 20 Folio. An updated summary chart of the results of the Union College Folio Review is also attached.

Part two of the State Program Approval process will be the State Program Approval onsite visit, which will be held at the same time as the national accreditation site visit scheduled for October 20-22, 2019. Once completed, the results of the State Program Approval Review will be presented for a recommendation to the Commissioner of Education and the Nebraska State Board of Education. Typically, the State Board approves programs at their August State Board meeting. Once approved by the State Board of Education, a final letter will be issued from our office to Union College.

Please contact me if you have any questions. Thank you for all the work you, your faculty and staff have done to prepare for the State Program Approval process, include the offsite folio review and the upcoming onsite visit.

Sincerely,

Kelly Heineke
Director Educator Preparation Program Approval
kelly.heineke@nebraska.gov



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 20, 2020

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

FROM: Brad Dirksen and Kelly Heineke
Accountability, Accreditation, & Program Approval

PROPOSED AGENDA ITEM: Grant temporary approval to Bellevue University to implement their plan to phase in a teacher education program.

RATIONALE/BACKGROUND INFORMATION: On January 13, 2016 Bellevue University (BU) submitted an application to become an approved Nebraska teacher preparation program. 92 NAC 20 Section 003 identifies the requirements for application and the approval process.

On March 8, 2016 a team of individuals representing the Nebraska Council on Teacher Education, including NDE staff, NSEA, Nebraska teacher preparation programs, and local district personnel, conducted an onsite visit to Bellevue University to validate information provided in the application and to gain additional information. Based on the team's findings, a recommendation was made to the Commissioner that Bellevue University's application be forwarded to the Board for provisional approval. Provisional approval allows Bellevue University to proceed with implementation of their plan to develop a teacher preparation program. Rule 20 provides for a development period of up to three years prior to temporary approval which will allow BU to place student teachers and recommend candidates for certification.

The Nebraska Department of Education (the NDE) received the Bellevue University (BU) Approval Report in March 2020. A team virtually (due to the COVID-19 pandemic) reviewed the report in April 2020. The purpose of this visit was to document findings to determine BU's next phase in developing a state-approved teacher preparation program. All team members recommend BU be granted a second year of temporary approval for their teacher preparation program, based on Rule 20 (*Regulations for the Approval of Teacher Education Programs*, 92 NAC 20), which will allow BU to place

candidates in clinical practice/student teaching and recommend candidates to the NDE for teacher certification.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:



Matthew L. Blomstedt, Ph.D., Commissioner

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Bellevue University

On-site Visit Report - 2020

Conducted March-April 2020 virtually due to the COVID-19 pandemic

Team Members: Sue Alford (formerly Doane University, now Bellevue University) Lyn Forester (Doane University, now retired), Donna Moss (Hastings Public Schools), Jay Sears (NSEA, now retired), Phyllis Spethman (Wayne State College, now retired), Sharra Smith (Bellevue Public Schools-absent). John Witzel, NOE State Board President, and Kelly Heineke, NDE Office of Accountability, Accreditation, and Program Approval participated

Bellevue University (BU) submitted a formal application to the Nebraska Department of Education on January 13, 2016 to become an approved Teacher Preparation Program. Rule 20 (Regulations for the Approval of Teacher Education Programs, 92 NAC 20) describes the process and associated timelines for initial and continuing approval to become an approved Teacher Preparation Program.

A State Team was designated to review the materials submitted by BU and conducted an On-site Visit in March, 2016. At that time, the team advanced their recommendation that Provisional Approval be granted to Bellevue University. Per Rule 20, BU is required to submit an annual progress report to the Nebraska Department of Education for approval to continue with program development leading to full state approval. On March 8, 2017, the State Team conducted the second annual On-site Visit to BU to validate the information and documentation provided in the 2017 Report and to further discuss progress through interviews with BU staff and administration. As a result of the 2017 review, the full consensus of the team was a recommendation to the Commissioner to recommend to the State Board that Continuing Provisional Approval be granted to BU, which permitted BU to phase in their teacher education program.

On March 22, 2018, the same designated State Team conducted an On-site Visit to BU and met with BU staff and administration, as well as content area program directors, enrolled candidates, and P-12 school partners to interview and verify teacher education program progress. As a result of team findings, the team advised the Commissioner to recommend to the State Board that Bellevue University be granted a third year of Provisional Approval as per Rule 20 (003.02A4), with a comprehensive list of items to be completed in order to be recommended for Temporary Approval after the On-site Visit in 2019. (On file in the NDE Office of Accountability, Accreditation, and Program Approval.). After the site visit in March of 2019, BU was determined to have satisfactorily met with the list of items recommended for completion and was recommended and approved for

Temporary Approval in August 2019, and subject to continuing site visits as Bellevue University continues on its path to Continuing Approval.

Due to the COVID-19 pandemic, the March 2020 On-site Visit was switched to a Virtual Visit with the site team providing feedback to BU regarding the list of items to be completed from the 2019 visit, via email as well as Zoom calls with Kelly Heineke to provide additional feedback and guidance. The NDE did not seek feedback from outside sources during this Virtual Visit due to the pandemic. As result of the findings from the 2020 Virtual Visit, the team advises the Commissioner to recommend to the State Board that Bellevue University be granted a second year of Temporary Approval as per Rule 20 (003.02A4), with a comprehensive list of items to be completed in order to be recommended for either a third year of Temporary Approval or Continuing Approval after the On-site Visit in 2021.

Team Findings from the March-April 2020 Virtual Visit:

Endorsement Programs:

Endorsement programs offered at BU include:

Endorsements	2019-2020 Current Student Enrollment	2020-2021 New Student Enrollment (to date)
PE	8	3
Health	2	-
Health and PE	2	-
Social Science	3	4
Math	4	1
BMIT	2	-
IT	1	-
Coaching	7	2
Biology	-	1
History	-	-
Science	-	-
Chemistry	-	-

This meets the NOE Rule 20, 004.04 Minimum Endorsement Offering Requirements. The institution shall offer courses for a minimum of eight (8) approved subject and/or field endorsements contained in 92 NAC 24 and to have on file a plan of study which documents that required courses are offered on a schedule to enable candidates access to the coursework in a four (4) year period. It was expressed by the Dean of the College of Business that BU wants to establish rigor and make sure all programs being offered initially are done the right way as they continue to add additional endorsement programs.

During the review it was noted that BU made a change from offering just grades 7-12 in Health and grades 7-12 in Physical Education to now offering grades PK-12 in Health and Physical Education. It was pointed out to BU that this is a rather significant change in regards to implementation, i.e. it will require their candidates to complete clinical practice at the elementary level – which means BU will need to broaden their PK-12 partnerships to include elementary sites. BU responded the change to offering the PK-12 in Health and Physical Education was intentionally planned for in 2019 and the reviewers were aware of this last year. This endorsement has two students and is promoted clearly on the BU website here:

<https://www.bellevue.edu/degrees/secondary-education/health-and-physical-education-endorsement>. The need for students with the Health & PE endorsement to have an elementary clinical practice is known. Furthermore, Bellevue University has extensive PK-12 partnerships already established which behooves the Teacher Education Program in their outreach to elementary sites.

BU also noted that they had hoped to add the ESL, ELA, Health Science supplemental, Health Science field, WBL, and Middle School endorsements this spring, however the COVID-19 pandemic has negatively impacted these plans. Bellevue University has faculty expertise in each of these endorsements. They will be fully developed and added in a near future timeframe as the University priorities are able to be realigned and resourced. As with all higher education institutions now, contingency planning is critical in navigating the impact of COVID-19 on their students.

It should also be noted that in previous site visits all syllabi and all of the course materials BU provided were reviewed, and found to be complete and appropriate as required by NDE Rule 24. The process of developing the endorsement programs was accomplished in collaboration with teacher education faculty and content faculty of each of the endorsement areas BU intends to offer, as related by content faculty members and the Dean of Arts and Sciences. The Deans have worked with the teacher education faculty and there seems to be a sense of excitement from them to have teacher education options in these areas.

Scholarship

The State Team asked for information on the scholarship that BU offers. BU Response: The requirements of the in-house scholarship are the following:

- a) Declared teaching secondary education as the intended area of study when first enrolling at Bellevue University (BU)

- b) Enrolled for the first time at BU
- c) Enrolled full-time
- d) Earned a C+ or higher in all course work

BU notes that the scholarship makes BU more enticing to candidates and is a part of their recruitment strategy.

General Education Requirements:

BU changed their general education requirements and addressed the State Team's questions regarding changes to their Integrative General Education goals and as to whether BU had changed the general education credit hour requirements.

The revised general education program went into effect July 1, 2020. The Gen Ed Core should be part of the University's overall degree framework incorporating the goals and philosophies of BU degrees. The general education requirements are reviewed regularly to ensure alignment with the University's strategic planning process and its Master Academic Plan. Beginning in October 2018, a committee composed of 15-members (12 faculty and 3 administrators) was charged to review the general education program requirements in light of a changing student population.

Recommendations were derived from a careful review process which was informed by retention and persistence data. Desired changes to discipline-specific courses within the General Education requirements was based, in part, upon the holistic developmental needs of today's students. The credit hour requirement number will be changed from 36 to 34.

Formal documentation of general education changes can be found in Appendix B of the Temporary Approval Report submitted by BU (on file at NDE) which refers to a performance metric annual program assessment review that is being developed.. NDE has requested that this be shared when it has been completed.

Faculty Responsibilities:

As noted in the 2019 review, the State Team noted concerns about the effective execution of three program roles (Unit Administrator, Certification Officer, and Field Experiences Coordinator) by one person--Dr. Debbie Galusha. Since the program has now matured and grown, it is time to realign these responsibilities per NDE expectations. Dr. Susan Alford has been hired to assume the role of unit administrator. Dr. Debbie Galusha will be focused on the roles of certification officer and field experiences coordinator. Additionally, Assistant Dean Dr. Jane Schaefer, will provide key leadership and support for the entire secondary teacher education team and program, particularly as the program continues to grow through enrollments, through the addition of new endorsements, and through collaboration with community and school partnerships and other academic program areas at Bellevue University.

Faculty Load:

In previous visits it has been noted that Rule 20 004.03C requirements state that faculty load is not to exceed 24 credit hours, full time for Bellevue University faculty is 27 credit hours. BU states that each full-time faculty member works directly with their respective dean to establish their teaching load for the academic year. While the University does have a base foundation for full-time faculty load, faculty who teach in programs that must comply with faculty load expectations specified by specialized accreditation and other approval bodies are assigned a teaching load in accordance with those standards. The secondary education faculty loads at Bellevue University have and will comply with Rule 20 004.03C requirements, which means the teaching loads for teacher education faculty have been and will continue to be set at 24 credit hours. The NDE has requested evidence of this.

Program Development:

BU is designing a schedule for adults who have bachelor's degrees and now want to become teachers as a "fast track" program. The NDE requested documentation that shows how BU will accomplish that and what it might look like. BU responded that the fast track program (Flash) is designed to be completed in one year's time so long as all content area course endorsement requirements have previously been met, and has included the schedule for this program is included in Appendix C of their Temporary Approval report to the NDE. This schedule option is intended to begin the spring term of 2021. All course requirements are identical to those required of all teacher education students.

Assessment of Students:

There has been no need for alternative assignments for observations and practicums yet. The Program's Advisory Council is aware that this may be a need in the future and is making note of possibilities. The NDE will be looking for more information regarding this during our next On-site Visit.

Support for Graduates:

As a means to provide continued support to our teachers, several options have been suggested; BU will do whatever it seems their graduates prefer:

- A Facebook group
- Holiday and/or summer check in
- Short surveys that bullet point activities done during the program to check their helpfulness
- Informal fireside conversations during school breaks
- Visit schools for sharing conversations
- Visit schools for feedback on performance

- Offer Zoom meetings in evenings

This continues to be an area of focus and the NDE will follow up during the next On-site Visit.

Enrollment:

- This winter BU added 2 students.
- This spring they anticipate adding 3 more students.
- This brings their current enrollment in February 2020 to 25.
- Next fall they have 11 new students already enrolled.

BU's enrollment in Teacher Education seems to be increasing, which is a good sign for the future of the program.

Other:

A prioritized list of concerns and steps to address them has been generated by the Program Director and program faculty and is as follows:

a) Enrollment

- Continue working with the marketing department
- Continue personal connections with metro area high schools and Lincoln area schools to accommodate our student from Lincoln
- Maintain connections with Educators Rising and high school teacher education classes
- Strengthen relationships with local school districts by our presence during field experiences and social media

b) Adding endorsements

- Follow the Long Range Plan

c) Stay current in best practices for instruction and in learning

- Continue to attend local and national conferences
- Subscribe to journals
- Participate in professional webinars

d) Offer diversified options for field experiences

- Meet individual students' needs with field experiences

e) Faculty

- Continue to hire the best people

f) Curriculum scheduling

- Add relevant classes as needed and based on research and trends

The focus of the Teacher Education Program going forward is encompassed within the University's Master Academic Plan which includes individual program plans for the next three to five years. Teacher Ed administrators and faculty have met multiple times beginning in 2019 to draft a plan for projected enrollment growth and program enhancements. BU will continue to monitor teacher shortages when identifying possible future endorsements that both meet unmet needs and compliment the strengths of both University faculty and discipline areas. BU has agreed upon a direction, informed by research, for the next 3 to 5 years. While this multi-year plan is aligned with the Master Academic Plan, it is also flexible enough to accommodate contingency plans should those become necessary.

Summary:

The data and support material indicates that BU has continued to make great strides in the development of their teacher education program through its organization, resources, and program supports since the last On-site Team Visit in 2019. The following changes have indicated that Bellevue University has moved their program to the next level:

Inclusion of a “fast track” program, meeting Rule 20 requirements regarding faculty load, addressing the concerns around faculty responsibilities by adding Sue Alford in the role of Unit Administrator, addressing the holistic needs of their students by revamping their general education requirements. Additionally BU continues to increase enrollment which shows movement towards a robust program of educator preparation.

Bellevue University's teacher education faculty, as well as content area faculty, the Deans, and many others should be commended on their work during the past year in continuing to develop their teacher education program. The State Team recommends to the Commissioner of Education that Bellevue University receive 'temporary approval' for the 2020-20201 term, which continues to allow BU to place candidates in clinical practice and graduates of the program may be recommended to the Department of Education for Teacher Certification in Nebraska, providing all requirements are met.

Areas needing additional work include expanding the assessment system and development of graduate follow-up and support. As BU plans to add new endorsements those courses will need to be reviewed and approved by NDE. Additionally, there is reference to a performance metric annual program assessment review that is being developed.. NDE has requested that this be shared when it has been completed. As BU gains more program completers, data on these students will need to be collected and analyzed to inform BU's programs moving forward. Additionally, BU will need to institute a program for follow up support for their graduates.

The State Team looks forward to BU's continuing progress during the upcoming academic year.



Matthew L. Blomstedt, Ph.D., Commissioner

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DEPARTMENT OF EDUCATION

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July 20, 2020

Dr. Mary Hawkins, President
Bellevue University
1000 Galvin Road South
Bellevue, NE 68005

Dear Dr. Hawkins,

The Nebraska Department of Education (the NDE) received the Bellevue University (BU) Approval Report in March 2020. A team of virtual site reviewers reviewed the report in April 2020. The purpose of the report was to document findings to determine BU's next phase in developing a state-approved teacher preparation program. The team report is attached. All team members recommend BU be granted temporary approval for their teacher preparation program, based on Rule 20 (*Regulations for the Approval of Teacher Education Programs*, 92 NAC 20), which will allow BU to place candidates in clinical practice/student teaching and recommend candidates to the NDE for teacher certification.

I plan to recommend to the State Board of Education that BU's teacher education program be granted temporary approval for the period August 1, 2020, through July 31, 2021, at the August 7, 2020, State Board meeting.

Upon receipt of this notification, per Rule 20, BU has thirty (30) days to request a hearing before the State Board of Education. Please communicate your decision regarding the hearing option to Kelly Heineke at kelly.heineke@nebraska.gov.

It is expected that BU will continue to work diligently to develop a high-quality teacher preparation program for Bellevue University students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Matthew L. Blomstedt".

Matthew L. Blomstedt
Commissioner of Education



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 22, 2020

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

FROM: Amy Rhone and Theresa Hayes, Office of Special Education

PROPOSED AGENDA ITEM: Approve continued funding of the “NDE Transition System Support Project” with ESU #10.

RATIONALE/BACKGROUND INFORMATION: ESU 10 has successfully provided these supports for the 2018-19 and 2019-20 school years. Dr. Jean Anderson, Special Education Director, provides oversight of the project activities and fiscal management of resources. Dr. Anderson also supervises Denise Neill, Administrative Assistant. NDE Office of Special Education currently does not have the capacity to provide these services without the cooperation of ESU 10.

Dr. Anderson’s credentials and experience with special education administration provides NDE with the expertise needed to meet the grant goal and objectives. Dr. Anderson has previously provided this service and has served in an advisory capacity in building state capacity for Secondary Transition.

The overall budget is reasonable for the nature of the work and volume of activities. The administrative assistant’s salary and benefits are aligned with ESU 10 policy. The indirect cost has been reviewed by NDE accounting staff.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

ESTIMATED COST: \$252,402

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B
- New or Renewal: Renewal
- If renewal, date of first approval: 2018



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 30, 2020

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

FROM: Amy Rhone, Office of Special Education

PROPOSED AGENDA ITEM: Approve continued funding of the Board of Regents, University of Nebraska – Lincoln, Nebraska Multi-Tiered System of Support (MTSS) Implementation Support Team (IST).

RATIONALE/BACKGROUND INFORMATION: This cooperative agreement is to continue to fund ongoing professional learning and research needed to assist Nebraska schools in effective implementation of a Multi-Tiered System of Support (MTSS), high quality instruction and interventions, and data-based decision making to advance academic outcomes for all students, including those at risk. Data for students in Nebraska, current levels of implementation of MTSS for academics, and research on the importance of schools receiving professional development support when building and implementing MTSS, and new Nebraska legislation point to a need for continued support for districts/buildings.

During the 2020-2021 project period, the University of Nebraska – Lincoln, Center for Research on Children, Youth, Families, and Schools will provide support to the NeMTSS State Team in direct regional MTSS and SEL Supports, Research Expertise, Program Monitoring, Consultant Support, and Communication and Materials Development Support.

The CYFS team will continue to provide research service to support the overall efforts of the NeMTSS team. They will provide research briefs upon request, will continue to update the program comparison chart, and will continue the development of the social emotional screeners chart. The team will also provide statistical and methodological advice as needed.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

ESTIMATED COST: \$875,413

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B
- New or Renewal: Renewal
- If renewal, date of first approval: 2018



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: August 7, 2020

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

FROM: Don Loseke

PROPOSED AGENDA ITEM: Accept the list of submissions of *Affidavit of Closure of Attendance Centers for 2019-2020* School Closing filed by each school under the waiver provisions contained in State Statute 79-213 R.R.S.

RATIONALE/BACKGROUND INFORMATION: Due to the COVID-19 Pandemic and Directed Health Measure 2020-008, per Neb. Rev. Stat. 79-213, the school board or governing body of each district or system moved students served by the district or system to remote learning and closed the attendance centers within the district or system beginning in March of 2020. School systems were unable to meet instructional hour requirements as outlined in State Statute 79-211 R.R.S. due to the pandemic. School systems are submitting the affidavit due to not meeting the instructional hour requirement, as allowed for in State Statute 79-213 R.R.S.

PROPOSED BOARD MEETING (MONTH/YEAR): August

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

PUBLIC SCHOOLS

Adams Central Public Schools
Ainsworth Community Schools
Allen Consolidated Schools
Alliance Public Schools
Alma Public Schools
Amherst Public Schools
Anselmo-Merna Public Schools
Ansley Public Schools
Arapahoe Public Schools
Arcadia Public Schools
Arlington Public Schools
Arnold Public Schools
Arthur County Schools
Ashland Greenwood Schools
Auburn Public Schools
Aurora Public Schools
Axtell Community Schools
Bancroft-Rosalie
Banner County Public Schools
Battle Creek Public Schools
Bayard Public Schools
Beatrice Public Schools
Bellevue Public Schools
Bennington Public Schools
Bertrand Public Schools
Blair Community Schools
Bloomfield Community Schools
Blue Hill Community Schools
Boone Central Schools
Boyd County Schools
Brady Public Schools
Bridgeport Public Schools
Broken Bow Public Schools
Bruning-Davenport Unified
Burwell Public Schools
Callaway Public Schools
Cambridge Public Schools
Cedar Bluffs Public Schools
Centennial Public Schools
Central City Public Schools
Central Valley Public Schools
Centura Public School
Chadron Public Schools
Chambers Public Schools
Chase County Schools
Clarkson Public Schools
Cody-Kilgore Public School
Columbus Public Schools
Conestoga Public Schools
Cozad Community Schools
Crawford Public Schools
Creek Valley Schools
Creighton Community Public
Crete Public Schools
Crofton Community Schools
Cross County Community Schools
David City Public Schools
Deshler Public Schools
Diller-Odell Public Schools
Doniphan-Trumbull Public Schools
Dorchester Public Schools
Douglas County West
Dundy County-Stratton Public
East Butler Public Schools
Elba Public Schools
Elgin Public Schools
Elkhorn Public Schools
Elkhorn Valley Schools
Elm Creek Public Schools
Elmwood-Murdock Public Schools
Elwood Public Schools
Emerson-Hubbard Public School
Eustis-Farnam Public Schools
Ewing Public Schools
Exeter-Milligan Public Schools
Fairbury Public Schools
Falls City Public Schools
Fillmore Central Public Schools
Fort Calhoun Community Schools
Franklin Public Schools
Freeman Public Schools
Fremont Public Schools
Friend Public Schools
Fullerton Public Schools
Garden County Schools
Gering Public Schools
Gibbon Public Schools
Giltner Public Schools
Gordon-Rushville Schools
Gothenburg Public Schools
Grand Island Public Schools
Gretna Public Schools
Hampton Public School
Hartington-Newcastle Public Schools
Harvard Public Schools
Hastings Public Schools
Hay Springs Public Schools
Hayes Center Public Schools
Heartland Community Schools
Hemingford Public Schools
Hershey Public Schools
High Plains Community Schools
Hitchcock County School System
Holdrege Public Schools
Homer Community Schools
Howells-Dodge Consolidated Schools
Humboldt Table Rock Steinauer
Humphrey Public Schools
Hyannis Area Schools
Johnson County Central Public Schools
Johnson-Brock Public Schools
Kearney Public Schools
Kenesaw Public Schools
Keya Paha County Schools
Kimball Public Schools
Lakeview Community Schools
Laurel-Concord-Coleridge Public
Leigh Community Schools
Lewiston Consolidated Schools
Lexington Public Schools
Leyton Public Schools
Lincoln Public Schools
Litchfield Public Schools
Logan View Public Schools
Loomis Public Schools
Louisville Public Schools
Loup City Public Schools
Loup County Public Schools
Lyons-Decatur Northeast
Madison Public Schools
Malcolm Public Schools
Maxwell Public Schools
Maywood Public Schools
McCook Public Schools
McCool Junction Public Schools
McPherson County Schools
Mead Public Schools
Medicine Valley Public Schools
Meridian Public Schools
Milford Public Schools
Millard Public Schools

Minatare Public Schools
Minden Public Schools
Mitchell Public Schools
Morrill Public Schools
Mullen Public Schools
Nebraska City Public Schools
Nebraska Unified District #1
Neligh-Oakdale Public Schools
Newman Grove Public Schools
Niobrara Public Schools
Norfolk Public Schools
Norris School District 160
North Bend Central School District
North Platte Public Schools
Northwest Public Schools
Oakland Craig Public Schools
Ogallala Public Schools
Omaha Public Schools
O'Neill Public Schools
Ord Public Schools
Osceola Public Schools
Osmond Community Schools
Overton Public Schools
Palmer Public Schools
Palmyra District OR-1
Papillion-LaVista Public Schools
Pawnee City Public Schools
Paxton Consolidated Schools
Pender Public Schools
Perkins County Schools
Pierce Public Schools
Plainview Public Schools
Plattsmouth Community Schools
Pleasanton Public Schools
Ponca Public Schools

Potter-Dix Public Schools
Ralston Public Schools
Randolph Public Schools
Ravenna Public Schools
Raymond Central School
Red Cloud Community Schools
Riverside Public Schools
Rock County Schools
Sandhills Public Schools
Santee Community School
Sargent Public Schools
Schuyler Community Schools
Scottsbluff Public Schools
Scribner-Snyder
Seward Public Schools
Shelby-Rising City Public Schools
Shelton Public Schools
Shickley Public Schools
Sidney Public Schools
Silver Lake Public Schools
Sioux County Public Schools
South Central Unified
South Platte Public School
South Sioux City
Southern School District 1
Southern Valley Schools
Southwest Public Schools
Springfield Platteview
St Edward Public Schools
St Paul Public School
Stanton Community Schools
Stapleton Public Schools
Sterling Public Schools
Stuart Public Schools
Sumner-Eddyville-Miller Schools

Superior Public Schools
Sutherland Public Schools
Sutton Public Schools
Syracuse-Dunbar-Avoca Public Schools
Tekamah-Herman Schools
Thayer Central Community Schools
Theadford Public Schools
Tri County Public Schools
Twin Rivers Public Schools
Umo Ho Nation Public School
Valentine Community Schools
Wahoo Public Schools
Wakefield Public Schools
Wallace Public School District 65R
Walthill Public Schools
Wauneta-Palisade Public Schools
Wausa Public Schools
Waverly School District 145
Wayne Community Schools
Weeping Water Public Schools
West Holt Public Schools
West Point Public School
Westside Community Schools
Wheeler Central Schools
Wilber-Clatonia Public Schools
Wilcox-Hildreth Public Schools
Winnebago Public Schools
Winside Public Schools
Wisner-Pilger Public Schools
Wood River Rural Schools
Wynot Public Schools
York Public Schools
Yutan Public Schools

NONPUBLIC ACCREDITED SCHOOLS

All Saints Catholic Schools	Mercy High School	St James-Seton Elementary School
Aquinas-St Mary Catholic	Mt Michael Benedictine	St Joan of Arc Elementary School
Archbishop Bergan Elementary	Nebraska Christian Schools	St John Neumann Elementary
Archbishop Bergan School	Nebraska City Lourdes Central	St Joseph's School
Bishop Neumann High School	Nelson Mandela School	St Leonard's Elementary School
Brownell Talbot Schools	Norfolk Catholic Schools	St Ludger Elementary School
Cedar Catholic High School	North Platte Catholic Schools	St Margaret Mary Elementary
Central Catholic Schools	Omaha Christian Academy	St Mary Elementary School
Christ the King Catholic School	Our Lady of Lourdes Elementary	St Mary Elementary School
Creighton Preparatory School	Parkview Christian	St Mary Elementary School
Daniel J Gross High School	Pius X High School	St Mary's Schools
Duchesne Academy	Pope John XXIII High School	St Matthew the Evangelist School
East Catholic Elementary School	Roncalli Catholic High School	St Michael Elementary School
Guardian Angels Central Catholic	Sacred Heart Elementary School	St Michael's Elementary School
Hastings Catholic Schools	Sacred Heart Schools	St Patrick's Catholic School
Holy Cross Catholic School	Scotus Central Catholic	St Philip Neri Elementary School
Holy Family School	Skutt Catholic High School	St Pius X/St Leo Elementary
Holy Name School	St Anthony School	St Robert Bellarmine Elementary
Holy Trinity Elementary School	St Augustine Elementary School	St Rose of Lima Elementary School
Howells Community Catholic School	St Bernadette Catholic School	St Stephen the Martyr
Jesuit Academy	St Bernard Elementary School	St Thomas More Elementary
Kearney Catholic Schools	St Bonaventure School	St Vincent dePaul Elementary School
Lincoln Christian Schools	St Boniface Elementary School	St Wenceslaus Elementary School
Lincoln Lutheran Middle/High	St Cecilia Cathedral School	St Wenceslaus School
Lutheran High Northeast	St Columbkille Catholic School	Sts Peter & Paul Elementary School
Madonna School	St Francis Schools	West Catholic Elementary School
Marian High School	St Gerald Elementary School	
Mary Our Queen Elementary	St Isidore Elementary School	

SPECIAL PURPOSE SCHOOL

Pine Ridge Job Corps

NONPUBLIC APPROVED SCHOOLS

All Saints Catholic
 Alleluia! Kindergarten
 Berniklau Education Solutions
 Blessed Sacrament Catholic
 Cathedral of Risen Christ
 Child's View Montessori
 Christ Lincoln Schools
 Christ Lutheran Elementary
 Christ Lutheran School
 Christ Lutheran School
 College View Academy
 Columbus Christian School
 Community Christian School
 Concordia Lutheran Schools
 Cornerstone Christian School
 Deshler Lutheran Elementary
 Dual Language Academy
 Emmanuel-Faith Lutheran
 Faith Christian School
 Faith Lutheran School
 Friedel Jewish Academy
 George Stone School
 Gethsemane Lutheran
 Good Shepherd Elementary
 Good Shepherd Lutheran
 Great Foundations Christian
 Hampton Lutheran Elementary
 Heartland Lutheran High
 Immanuel Evangelical Lutheran
 Immanuel Lutheran Elementary
 Immanuel Lutheran School
 Immanuel Lutheran School

Legacy School
 Messiah Lutheran Elementary
 Montessori Children's Room
 Montessori Parents' Co-op
 Nebraska Evangelical Lutheran
 Schools
 New Hope Christian
 Elementary
 North American Martyrs
 Omaha Memorial School SDA
 Omaha Street School
 Our Redeemer Lutheran
 Our Redeemer Lutheran School
 Phoenix Academy Day School
 Platte Valley Elementary
 Prairie Hill Learning Center
 Prairie View SDA School
 Quest Forward Academy
 Spalding Academy
 St Agnes Academy
 St Agnes Elementary School
 St Andrew Elementary School
 St James Elementary School
 St John Lutheran School
 St John Lutheran School
 St John Nepomucene
 Elementary School
 St John the Baptist Elementary
 St John's Elementary School
 St John's Lutheran School
 St Joseph Catholic School
 St Joseph Catholic School
 St Joseph Elementary School

St Luke Elementary School
 St Mark Elementary School
 St Mary's Elementary School
 St Michael School
 St Patrick Catholic School
 St Patrick School
 St Paul Lutheran Elementary
 St Paul Lutheran School
 St Paul's Lutheran Elementary
 St Paul's Lutheran Elementary
 St Paul's Lutheran School
 St Paul's Lutheran School
 St Paul's Lutheran School
 St Paul's Lutheran School
 St Peter School
 St Teresa Elementary School
 St Vincent de Paul Catholic
 St Wenceslaus Elementary
 Sutton Christian School
 Trinity Lutheran Elementary
 Trinity Lutheran Elementary
 Trinity Lutheran School
 Trinity Lutheran School
 Trinity Lutheran School
 Trinity Lutheran Schools
 Trunk Butte Christian School
 Valley View SDA School
 Villa Marie School
 Zion Lutheran Elementary
 Zion Lutheran Elementary
 Zion Lutheran School
 Zion Lutheran School
 Zion Lutheran School



Matthew L. Blomstedt, Ph.D., Commissioner

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STATE BOARD OF EDUCATION POLICY COMMITTEE REPORT

Date: August 7, 2020

The Committee on POLICY met on July 28, 2020 and reports that it reviewed and discussed State Board Policy P4, Personnel Policies/State School Policies/Administrative Memos. The Committee recommends these be reaffirmed at the September Board business meeting.

The Committee reviewed and discussed State Board Bylaw B5, Board Meeting Notification for Regular Meetings. After discussion the Committee will propose revisions to be adopted at the September Board business meeting.


The Committee reaffirmed their commitment to pursue the formation of a position/belief statement that supports human dignity, equity and equality. The Committee will invite Zainub Rida, NDE Equity Officer, to join their September Committee meeting for a conversation regarding same.

The Committee recommends that revisions to State Board Bylaw B14, combining both Bylaws B14 and B11, into B14, Staff Research and Assistance/Legal Assistance be approved at their August business meeting.

The Committee will start a four year review at their **next meeting** (SEPTEMBER) on State Board Bylaw B2, Board Committees; State Board Internal Policy Directive P10, Audits of the Nebraska Department of Education; and, State Board Internal Policy Directive P8, Trust Funds.

This concludes the POLICY COMMITTEE report.

PATRICIA TIMM, Chair

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Internal Policy Directive Number</p> <p>P4 (formerly D4)</p>	<p>Page Number</p> <p>1 of 3</p>
<p>State Board Internal Policy P4 (formerly D4)</p> <p>Personnel Policies/State School Policies/Administrative Memos</p>	<p>Created: 1977</p> <p>Reviewed: 1978, 1979, 1984, 1995, 2006, 2009, 2012, 2016, <u>2020</u></p> <p>Approved: 10/08/2009</p>	

Personnel Policies and Administrative Memoranda

Pursuant to Section 79-306 of the Revised Statutes of Nebraska, the Commissioner of Education is the administrative head of the State Department of Education and has the authority to establish and maintain an appropriate system of personnel administration and such administrative rules and regulations as are necessary for the proper execution of duties and responsibilities placed upon him or her. Accordingly, the State Board authorizes the Commissioner to promulgate personnel policies and procedures at his or her discretion without subsequent approval by this Board.

The State Board also authorizes the Commissioner to promulgate a series of Administrative Memoranda detailing internal operating procedures for the Department at his or her discretion and to issue, revise, and update such Administrative Memoranda without subsequent approval by this Board.

The Board reserves the right, at any time, to direct the Commissioner to revise, reverse, or amend any personnel policy or Administrative Memorandum that he or she has promulgated or to include additional provisions as directed by the Board.

Labor Negotiations

The Commissioner shall act as representative of the State Board in all labor negotiations and shall appoint the bargaining team and chief negotiator. He or she shall advise the Board prior to, and on a regular basis, during negotiations. Bargaining Unit agreements shall be approved by the Board.


Equal Opportunity Employment and Nondiscrimination

As a matter of policy, the State Board of Education prohibits the following employment practices by the Department, which are unlawful under Section 48-1104 and 48-1004 of the Revised Statutes of Nebraska:

48-1104 R.R.S.

It shall be an unlawful employment practice for an employer:

- (1) To fail or refuse to hire, to discharge, or to harass any individual, or otherwise to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, disability, marital status, or national origin; or

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Internal Policy Directive Number</p> <p>P4 (formerly D4)</p>	<p>Page Number</p> <p>2 of 3</p>
<p>State Board Internal Policy P4 (formerly D4)</p> <p>Personnel Policies/State School Policies/Administrative Memos</p>	<p>Created: 1977</p> <p>Reviewed: 1978, 1979, 1984, 1995, 2006, 2009, 2012, 2016, <u>2020</u></p> <p>Approved: 10/08/2009</p>	

(2) To limit, advertise, solicit, segregate, or classify employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect such individual's status as an employee, because of such individual's race, color, religion, sex, disability, marital status, or national origin.

48-1004 R.R.S.

(1) It shall be an unlawful employment practice for an employer:


(a) To refuse to hire, to discharge, or otherwise to discriminate against any individual with respect to the employee's terms, conditions, or privileges of employment, otherwise lawful, because of such individual's age, when the reasonable demands of the position do not require such an age distinction; or

(b) To willfully utilize in the hiring or recruitment of individuals for employment otherwise lawful, any employment agency, placement service, training school or center, labor organization, or any other source which so discriminates against individuals because of their age.

(4) It shall be an unlawful employment practice for any employer, employment agency, or labor organization to discharge, expel, or otherwise discriminate against any person because he or she opposed any unlawful employment practice specified in the Age Discrimination in Employment Act or has filed a charge or suit, testified, participated, or assisted in any proceeding under the act.

Board Action History

- 3/11/77 – Prior BIB
(Mentioned statute authorizing system of personnel administration in list of Commissioner's duties)
- 7/7/78 – Prior HAE
(Board appoints negotiating team and chief spokesman)
- 7/2/79 – Prior GAAA
(Equal Opportunity Employment)
- 12/7/84 – Prior 2231 DO
(Referenced personnel statute as in former BIB, and covered personnel policies, administrative memorandums, and State school policy manual)
- 12/7/84 – Prior 4135.3 DO
(Same as former HAE)


 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Internal Policy Directive Number</p> <p>P4 (formerly D4)</p>	<p>Page Number</p> <p>3 of 3</p>
<p>State Board Internal Policy P4 (formerly D4)</p> <p>Personnel Policies/State School Policies/Administrative Memos</p>	<p>Created: 1977 Reviewed: 1978, 1979, 1984, 1995, 2006, 2009, 2012, 2016, <u>2020</u> Approved: 10/08/2009</p>	

Board Action History (cont'd)

- 12/7/84 – Prior 4118.11 DO
(Same as GAAA, without statute references)
- 12/8/95 – Prior D4
(Combined 3 prior policies, but designated Commissioner to act as labor representative and to appoint bargaining team. Revised non-discrimination statement to cite statute.)
- 11/3/06 – D4
(Deleted reference to State school policy manual and Personnel manual and added 48-004 R.R.S. reference.)
- 10/08/09 – D4
(Amended to include Subsection (4) of 48-1004 R.R.S., which prohibits retaliation.)
- 03/03/2017 – D3(P3)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. D4 is now P4)

Cross-References

- 79-306 R.R.S.
- 48-1004 R.R.S.
- 48-1104 R.R.S.
- 93 NAC 1-16

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B5 (formerly B11)</p>	<p>Page Number 1 of 2</p>
<p>State Board Bylaw B5 (formerly B11) Board Meeting Notification for Regular Meetings</p>	<p>Created: 1976 Last Revised: 2016 Reviewed: 1977, 1978, 1984, 1995, 2002, 2003, 2006, 2009, 2014, 2016, <u>2020</u> Approved: 9/2/2016</p>	

By statute, the State Board shall meet regularly and periodically in the office of the State Department of Education at least four times annually. The State Board will hold regular meetings on the first Thursday and Friday of each month except January or as otherwise determined by the Board. In January the State Board will meet on the first Thursday and Friday following the first Monday of the month. The time of meetings will be set by the Board President.


The State Board shall give reasonable advance publicized notice of the time and place of each meeting at least five days in advance of the meeting by the following methods:

1. A copy of the notice shall be published on the Department’s website on the Internet.
2. The Commissioner shall e-mail a copy of the notice to each member of the news media requesting notification.
3. Each agenda shall contain not only the time and place of the next meeting, but also the anticipated time and place of the next following scheduled meeting.
4. Each set of minutes will reflect the next scheduled meeting date.

In addition to regular meetings, special and emergency meetings may be held as provided in B7.

Board Action History

- 12/10/76 – Prior BCBA
(Cited statutes)
- 12/10/76 – Prior BCBJ
(Notice distribution)
- 3/11/77 – Prior BCAB
(Cited statutes)
- 3/1/78 – Prior BCBB
(Notice distribution)
- 12/7/84 – 9321 BOP
(Cited statute requirement; rescinded earlier policies.)
- 12/8/95 – Prior B11
(Added methods of notice)
- 6/7/02 – Prior B11
(Added 5-day advance notice for regular meetings, changed newspaper to website notice, and referenced B10 for emergency and special meetings.)
- 10/3/03 – Prior B11
(Changed time of year for setting meeting. Added additional notice distribution provision.)


 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B5 (formerly B11)</p>	<p>Page Number 2 of 2</p>
<p>State Board Bylaw B5 (formerly B11) Board Meeting Notification for Regular Meetings</p>	<p>Created: 1976 Last Revised: 2016 Reviewed: 1977, 1978, 1984, 1995, 2002, 2003, 2006, 2009, 2014, 2016, <u>2020</u> Approved: 9/2/2016</p>	

Board Action History (cont'd)

- 9/7/06 – B11
(Added November meeting requirement)
- 10/8/09 – B11
(Removed requirement that the State Board meet the first week of June and December each year, consistent with LB 549 [Laws, 2009].)
- 4/8/14 – B11
(Specific regular meeting schedule established.)
- 9/2/16 – B11
(Removed language regarding the month of July.)
- 03/03/2017 – B11(B5)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B11 is now B5)

Cross-References

- 79-1336(4) and (5) R.R.S. – At its November meeting the State Board must hear appeals relating to school district and ESU reimbursements and repayments for distance education equipment.
- 79-317 R.R.S – State Board Meetings.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B14 (formerly B19)</p>	<p>Page Number 1 of 12</p>
<p>State Board Bylaw B14 (formerly B19) Staff Research and Assistance/<u>Legal Assistance</u></p>	<p>Created: 1995 Last Revised: 2015 Reviewed: 1998, 2006, 2016, <u>2020</u> Approved: 04/08/2016</p>	

A. STAFF RESEARCH AND ASSISTANCE

All requests by Board members for research or other assistance by staff should be routed through the Commissioner's Office.


In cases where the individual Board member requires assistance from staff for research, creation of information or documents, or other preparation to assist the Board member in his or her official duties, those requests should be handled as follows:

- Requests requiring less than four hours of staff time, and minimal other costs, should be completed by the staff as directed by the Commissioner, including the preparation of a brief report of the staff time and costs involved.
- For requests requiring more than four hours of staff time and/or more than minimal other costs, such requests shall be submitted by the Board member in writing and routed through the Commissioner's office or through the Board President. The requesting Board member will be provided with a written response identifying the specific request and the activities required to complete it, the estimated staff time required, the estimated total cost of staff time and related expenses, and the estimated timeline for completion. The requesting Board member may authorize the initiation of the activity for up to four hours of time and minimal related cost. The total project will require approval of the Board for completion of the balance of the project.

In consultation with the Board President, the Commissioner shall determine the appropriateness of providing the same request for the benefit of other Board members. Board members may request copies of the projects/activities completed for other Board members.

B. LEGAL ASSISTANCE

The State Board may request legal opinions from the Attorney General and/or the Legal Services Office by forwarding their request to the Commissioner. The Commissioner is responsible for preparing the question and necessary background information and forwarding the question to the Attorney General and/or Legal Services Office. The Commissioner shall provide all State Board Members with copies of the request. Any written opinion provided by the Attorney General or Legal Services Office as a result of a question by the State Board shall be provided by the Commissioner to all of the members of the State Board.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B14 (formerly B19)</p>	<p>Page Number ± 2 of 2 ±</p>
<p>State Board Bylaw B14 (formerly B19) Staff Research and Assistance/<u>Legal Assistance</u></p>	<p>Created: 1995 Last Revised: 2015 Reviewed: 1998, 2006, 2016, <u>2020</u> Approved: 04/08/2016</p>	

The Legal Services Office represents the Department and not individual State Board members or NDE staff members. The General Counsel or one of his or her assistant attorneys shall serve as legal advisor to the State Board and Commissioner at State Board meetings. When the Legal Services Office will be representing the Commissioner of Education in a contested case in which the State Board is the decision maker, the Commissioner will notify the State Board President and Attorney General, so that the State Board may secure alternate legal representation from the Attorney General's Office or another source approved by the Attorney General.

The primary role of the Legal Services Office shall be to provide day-to-day legal assistance to the Department, including the State Board, Commissioner and NDE staff. The Commissioner and General Counsel are responsible for making certain that the State Board is fully informed of all pending legal matters and legal issues affecting the Department.

Board Action History

- 12/8/95 – Prior B19
(Requests for research go through Commissioner with copies of research provided to all members.)
- 4/10/98 – Prior B19
(Completely revised)
- 9/7/06 – B19
(Same Bylaw text)
- 4/3/16 – B19
(Removed sentence saying Commissioner shall provide reports to the full Board of the requests made of staff.)
- 03/03/2017 – B19(B14)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B19 is now B14)

Cross-References

- State Board Policies P2 and-B3



NEBRASKA

DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION LEGISLATIVE COMMITTEE REPORT

Date: August 7, 2020

“The Legislative Committee reports that it met on July 27, 2020, reviewed and discussed the status of bills for which NDE appeared as a proponent or opponent at hearings held by the Legislature which list is attached in SPARQ for your review. The Legislative Committee had a lengthy discussion on an amendment to LB 147 (Sen. Groene -Change Student Discipline Act to provide for teacher and administrator necessary physical contact) and reached no consensus on a recommendation to the Commissioner or State Board at that time. LB 147 later failed to advance from General File.

The Legislature has only 3 legislative days left in this session which are next Tuesday, Wednesday, and Thursday. Any bills not advanced from Select File and reported as being filed on Final Reading at the close of Tuesday’s Legislative Day will end up being indefinitely postponed for this Legislature.

This concludes the Legislative Committee report.”

Robin Stevens, Chair

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

STATE BOARD OF EDUCATION
August 7, 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 and on Final Reading**
- 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 Select File**
- LB 950** (Senator Murman) -- Change eligibility requirements for the Access College Early Scholarship Program - **Proponent at hearing; Amended into LB 1131 and 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 Final Reading**
- 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; Presented to Governor**
- 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; Amended into LB 1140; Signed by Governor.**
- 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; On Final Reading**
- 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 and on Select 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; Signed by Governor**
- LB 1202 (Senator Linehan) -- Senator Linehan Priority Bill** Adopt the Opportunity Scholarships Act and provide for tax credits - **Opponent at hearing; In Revenue Committee;**

The State Board of Education is a proponent of legislation in the 106th Legislature 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.

Matthew L. Blomstedt, Ph.D., Commissioner

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NEBRASKA

DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

AQuESTT Teaching, Learning and Serving Domain COMMITTEE REPORT

Date: July 28, 2020

The Committee on AQuESTT Teaching, Learning and Serving met July 28, 2020. The Committee reviewed three consent agenda items, items including the Instruction Partners contract, the NCTE appointments, and the ESU 13 contract. These items were approved earlier in this meeting under the consent agenda.

The Committee had two discussion items on the agenda. The first item was an update on the status of the Health Education standards. The Committee has asked staff members Cory Epler and Lacey Peters to present information to the Board following the committee report.

The second discussion item is on diversity in the teacher workforce. Chair Lisa Fricke brought this to the Committee and will have further discussion with the Board.

Finally, the Committee reviewed one action item, on the ACT contract for the 2020-2021 school year. The Committee recommends approval of this contract. Staff member Jeremy Heneger is available to answer questions when we reach this item on the agenda.

This concludes the Committee report.

Lisa Fricke, Chair

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



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 9, 2020

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

FROM: Cory Epler, Ph.D.
Academic Officer

Lacey Peters
Physical Education & Health Education Specialist

PROPOSED AGENDA ITEM: Nebraska Health Education Standards (Discussion Item)

RATIONALE/BACKGROUND INFORMATION: A group of educators (teachers, administrators, ESU staff, postsecondary representatives, etc.), led by the Nebraska Department of Education, began the work of developing the Nebraska Health Education Standards earlier this year. The standards, “Nebraska Health Education Standards,” create the framework for K-12 health education in Nebraska. The anticipated approval date by the State Board of Education is Fall 2021.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

ESTIMATED COST: Approximately \$40,000 (General Funds – Teaching, Learning, and Assessment)

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

Nebraska Health Education Standards

*State Board of Education Update
August 2020*



Nebraska Revised Statute 79-760.01

- Requires the State Board of Education to:
 - Adopt measurable academic content standards for at least the grade levels required for statewide assessment.
 - Cover the subject areas of reading, writing, mathematics, science, and social studies.
 - Develop a plan to review and update standards for each subject area every seven years.



Moving beyond the minimums...



Content Area Standards

- The Nebraska Department of Education has developed content area standards beyond those required by law.
 - Fine Arts, Physical Education, World Languages, Health Education, Career and Technical Education.
- School districts are encouraged to adopt those state-approved content standards within one year of being approved by the State Board of Education.





Content Areas (Assessed by NSCAS-Summative)

Content Area	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
English Language Arts			🎬 November	🎯 Aug/Sept	🏠 1 September		🏠 NSA Spring			🔄 Spring	🎯 7 Fall							
Mathematics				🎬 November	🎯 Aug/Sept	🏠 1 September		🏠 NSA Spring			🔄 Spring	🎯 7 Fall						
Science						🎬 September	🎯 Aug/Sept	🏠 1 September			🏠 NSA Spring		🔄 Spring	🎯 7 Fall				

Content Areas (Not Assessed by NSCAS-Summative)

Fine Arts			🎬 June	🎯 Feb/Mar	🏠 1 March					🔄 Spring	🎯 7 Fall							
Health Education										🎬 Spring	🎯 Fall	🏠 1 September					🔄 Spring	🎯 7 Fall
Physical Education						🎬 Jan Aug/Sept	🎯 September					🔄 Spring	🎯 7 Fall					
Social Studies	🎬 September	🎯 December		🏠 September				🔄 Fall	🎯 December			🏠 1 September					🔄 Spring	🎯 7 December
World Languages								🎬 September	🎯 September	🏠 1 September						🔄 Spring	🎯 7 Fall	

Career Education Content Areas *Effective 2020 CTE Standards revision moving to same cycle timeline.

Ag, Food & Natural Resources						🎬 December	🎯 Fall	🏠 1 August		🎬 December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Arts, A/V Tech & Communication					🎬 December	🎯 Fall	🏠 1 August			🎬 December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Business, Mktg & Management							🎬 December	🎯 Fall	🏠 1 August	🎬 December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Education & Training					🎬 December	🎯 Fall	🏠 1 August			🎬 December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Govt & Public Administration										🎬 December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Health Science										🎬 December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Human Sciences/FCS					🎬 December	🎯 Fall	🏠 1 August			🎬 December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Information Technology					🎬 December	🎯 Fall	🏠 1 August			🎬 December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Law & Public Safety										🎬 December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Skilled & Technical Sciences						🎬 December	🎯 Fall	🏠 1 August		🎬 December	🎯 Fall	🏠 1 August					🎯 5 Fall	

Start Date for Revision
 Targeted Completion/Approval by State Board
 Implemented in Schools
 NSA NSCAS-Summative Assessment
 Next Revision Begins
 1 Year One
 5 Year Five
 7 Year Seven

Once standards are approved by the State Board of Education, school districts have one year to adopt the standards or standards deemed equal to or more rigorous than the state-approved standards.

Updated on 05/08/2018



Nebraska's Process

- Utilize Nebraska educators:
 - K-16 Expertise
 - Geographically diverse
 - Writing team
 - Editing team
- Designation from Nebraska's postsecondary institutions that the standards reflect postsecondary expectations.
- Review and utilize nationally recognized resources and best practices research (when appropriate).
- Engage employers to ensure standards reflect the skills needed for the workplace.
- Maintain on-going communication with State Board of Education and State Board subcommittee.
- Incorporate public input.





Nebraska's Health Education Standards

Nebraska Health Education Standards...

- Create the framework for students to learn basic health information, resources, and services needed to maintain and promote lifelong health.
- Support comprehensive health education programs designed to motivate students to maintain and improve their health; advocate for self and others; prevent disease; form healthy relationships; and avoid or reduce health-related risk behaviors.



Writing Team:

- MS & HS Health Education Teachers
- Health & PE (HPE) Professors
- Elementary HPE Teachers
- MS & HS HPE Teachers
- District HPE Curriculum Coordinators
- MS & HS Family & Consumer Science Teachers
- Retired School Nurse Consultant
- School Administrators
- ESU Board Member
- Private School K-8 HPE Teachers

Advisory Team:

- State School Nurse Consultants
- School Safety and Security Experts
- Medical Professionals
- Community Health Educators
- Nebraska Educators
- Local Health Departments
- Professors & Researchers
- School Psychologists
- Registered Dietitians & Nurses
- HIV/Sexual Health Education Specialists
- Out Nebraska
- Native Traditional Games Specialist
- Parents



Our Process...

- Review research and best practices in health education
- Review other state health education standards
- Examine statewide data and trends in health education
- Based on feedback from advisory, determine critical topics/ concepts
- Consider the role of equity in health education





Where are we now?



Strands

Foundations of Personal Health

Consumer & Environmental Health

Disease Prevention

Social, Mental & Emotional Health

Nutrition & Physical Activity Promotion

Injury Prevention & Safety

Substance Abuse Prevention

Human Growth & Development

An Example...

Kindergarten

Strand 4: Disease Prevention

Standard 2: Students will identify ways to protect from and reduce the risk of diseases and conditions.

Indicator A: Explain the importance of and demonstrate ways to prevent the spread of germs (for example: hand washing, coughing and sneezing etiquette)



Timeline and Process

Summer 2020	Writing Team Meeting
Summer 2020	Bias Training
Fall 2020	Advisory Council Review/Feedback
Fall 2020	Editing Team Meeting and Review
Fall 2020	External Review and Feedback
Spring 2021	Public Input
Spring 2021	Editing Team Meetings and Review
Summer 2021	Bias Review
Fall 2021	Anticipated State Board Approval





Thank you!



Health Education Content Strand Descriptions

Foundations of Personal Health: will assist students with acquiring basic health concepts and functional health knowledge and skills providing a foundation for promoting health-enhancing behaviors. This strand includes essential concepts that are based on established health behavior theories and models.

Nutrition & Physical Activity: The nutrition and physical activity strand promotes healthy lifestyle choices through knowledge and skills development to properly fuel the body.

Substance Abuse Prevention: The substance abuse prevention strand provides students with knowledge and skills to make healthy choices to avoid or reduce their risk of substance abuse (e.g. alcohol, tobacco, nicotine-delivery devices, and other drugs both legal and illegal).

Disease Prevention: The disease prevention strand promotes hygiene and safety practices to prevent and reduce the risk of diseases and conditions.

Injury Prevention & Safety: The injury prevention and safety strand will assist students in understanding their role in protecting themselves and others from unintentional danger, risk, or injury.

Social, Emotional & Mental Health: The social, emotional, and mental health strand will help students understand diverse cultural experiences that impact mental, emotional, and social health.

Human Growth & Development: The human growth & development strand teaches students the structures and functions of the body systems and how to recognize and manage the physical and psychological changes that occur during development and maturation experienced throughout the lifespan.

Consumer & Environmental Health: The consumer & environmental health strand will teach students how to identify and access valid consumer products, services and resources for a healthy lifestyle and recognize how the environment plays a major factor in one's overall well-being.

How Districts Can Show They Are Committed to Building a More Racially Diverse Workforce

By [Elizabeth Heubeck](#)

July 16, 2020



The glaring racial disconnect in our nation's K-12 schools can no longer be ignored as the larger reckoning over systemic racism in policing, health, and education continues to play out.

While the majority of K-12 teachers are white, they preside over classrooms that contain an increasing number of students of color and, simultaneously, a declining number of white students, [research shows](#). This racial divide is harmful on several fronts.

Having too few teachers of color places both students and teachers at a disadvantage. [Data reveal](#) that racially diverse role models in the classroom benefit all children, regardless of race. Having few teachers of color (or only one, which can often be the case) in a school building can spur feelings of isolation and, subsequently, contribute to teachers of color [leaving the profession](#) at a disproportionately higher rate than white teachers. The solution seems obvious enough: Hire and retain more teachers of color.

The reality isn't quite so simple. To attract a diverse pool of strong teaching candidates, it helps to show that your school or district already has established itself as a welcoming place of employment for teachers of color. But if you don't have the numbers to prove it, don't despair. There are several ways to grow a diverse and equitable teaching workforce, say education experts. Here are some actionable steps.

Build a pipeline of educators of color.

Sometimes, solutions can be found right in front of us. That's the idea behind [Grow Your Own Educator Programs](#) (GYO), which recruit individuals within local school communities. These programs focus on developing future teachers, from students of color in middle and high school to racially and ethnically diverse paraprofessionals and college graduates with non-teaching degrees already working in the K-12 school system.

Other times, it pays to stretch recruiting efforts beyond your own backyard. Stacey MacAdoo, a veteran teacher at Little Rock Central High School in Little Rock, Ark., says she's heard recruiters say, in defense of few teachers of color on their staff: There weren't any minority candidates out there.

MacAdoo's response? "Where did you look and who did you ask?" Often, recruiters look for staff recommendations only within their existing networks, says MacAdoo, 2019 Arkansas Teacher of the Year. She suggests that recruiters who aren't successful in

attracting teachers of color within their own district or network expand their search in a targeted manner—for instance, partnering with and recruiting from colleges of education at Historically Black Colleges and Universities and Hispanic-serving institutions.

Create and share public examples of your district’s support for diversity and equity.

Job candidates who value diversity and equity will want to see tangible evidence that a prospective employer does, too. This evidence can take many forms, starting with explicit public statements regarding a district’s stand on equity. Examples include official policies, comprehensive statements, and reports, notes Daman Harris, a principal at Wheaton Woods Elementary School in Montgomery County, Md.

The presence of an employee or department dedicated to equity and inclusion also sends a signal that the district is making a commitment, says Harris, co-founder of the BOND Project (Building Our Network of Diversity), an initiative of Montgomery County Public Schools that aims to recruit, develop, empower, and retain male educators of color. Including in a district’s strategic plan an initiative to increase diversity and equity—with stated goals to measure progress against—demonstrates a serious commitment, both to prospective job candidates and the current workforce. “A public document positions us to make progress,” said Tim Wagner, the principal of Upper St. Clair High School in Upper St. Clair, Penn.

Partner with external organizations that promote diversity and equity.

Not every school district has the resources internally to develop meaningful strides toward a more equitable workplace for all teachers and students. In these instances, it can help to obtain external support. That’s what the Upper St. Clair High School, along with the five other schools in their Upper St. Clair school district, did.

They aligned themselves with the Anti-Defamation League (ADL), participating in its [No Place for Hate program](#). The program provided a pathway for the school district to establish norms around how to address the topics of equity and inclusion, explains Wagner. He says it also helped establish a framework for strategic and active involvement that extended to the student body—from a panel discussion led by a rabbi to small-group, peer-facilitated student programming around the teaching of Black history.

Encourage and support initiatives led by current teachers of color.

Peer networks specifically for teachers of color can combat feelings of isolation. Before Desmond Mackall became active in the BOND Project, the assistant principal of Glen Haven Elementary School in Montgomery County strongly considered finding a job elsewhere. Now he is thriving in that same district, where male teachers of color actively support one another through this formal initiative.

Mackall credits the initiative's success in large part to the fact that it's run by the employees it targets; not by administrators. "A lot of times, when initiatives are started with good intentions for specific groups, we don't always create the space for the voices for whom the group is formed," he said.

Demonstrate equitable practices in the treatment of students.

How a school's administration treats its students can provide a window into its stance on equity, explains Little Rock Central High School teacher MacAdoo. She points to discipline policies as one area where inequities can easily be spotted. For example, banning a style of dress popular only among a particular group of students, such as do-rags, can throw up a red flag. "Black males are pretty much the only group of students who wear them," MacAdoo said.

As this example indicates, job candidates seeking an equitable workplace are likely to notice a school leadership's personal biases, even when the administrators themselves may not.



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To Attract Racially Diverse Teachers, Reduce Student Loan Debt

Bayliss Fiddiman

Outstanding student loan debt in the United States surpassed \$1.6 trillion this year, and research indicates that people across various industries are struggling to pay it off. Student loans can be particularly burdensome for teachers, who experience a pay penalty because they are not paid the same compared to other similarly educated professionals. The troubling statistics on the state of racial and ethnic diversity in the nation's teaching profession are well researched. However, it is less commonly understood that student loan debt could be a barrier to increasing racial diversity in the profession.

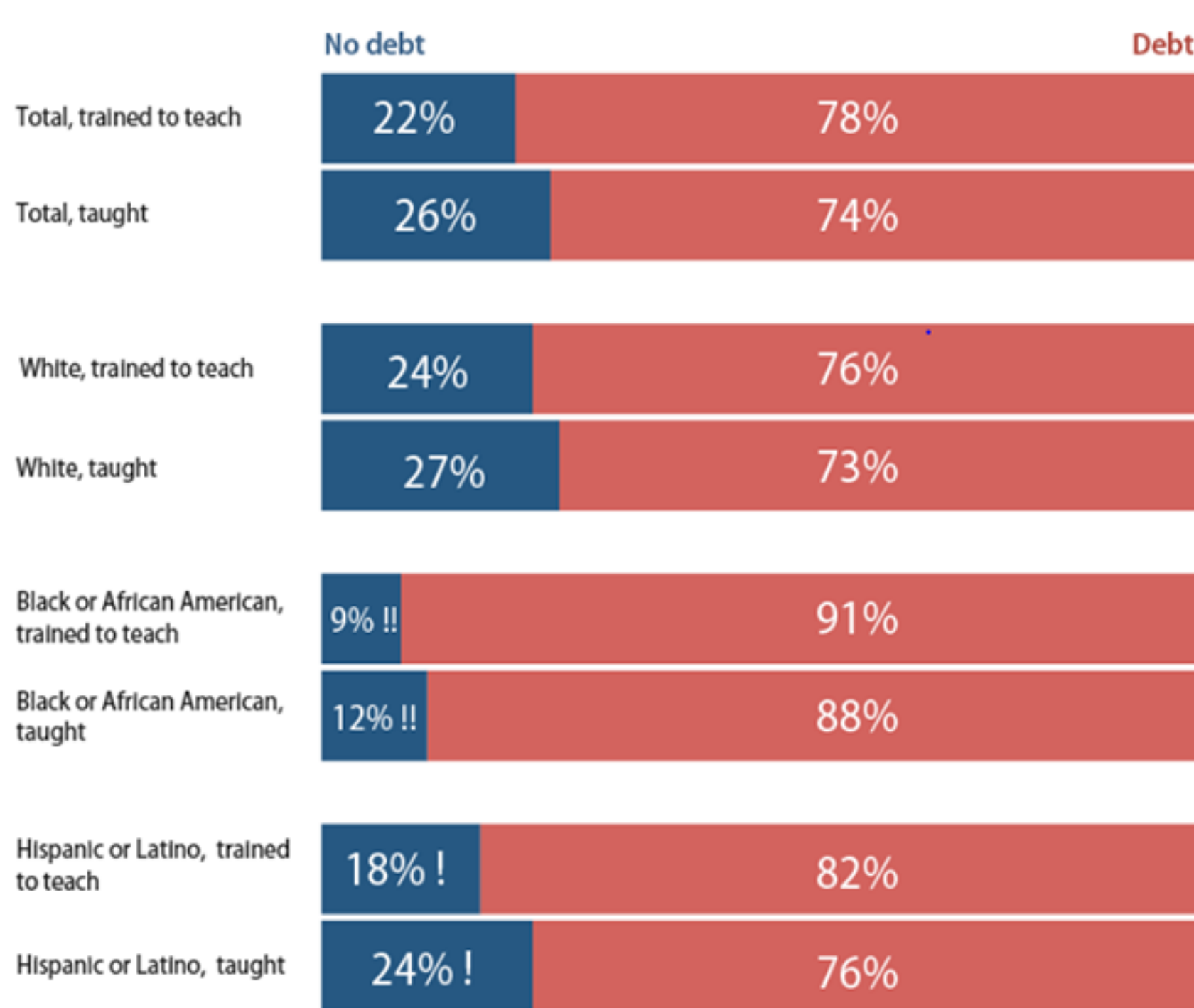
A Financial Barrier

All students benefit from a racially diverse teaching workforce that reflects the rich diversity of the U.S. population. Research shows that access to a same-race teacher is associated with positive achievement outcomes in reading and math for nonwhite students (Egalite, Kisidab, and Winters, 2015). However, research also shows that Black and Latinx teachers are more likely to not only borrow federal student loans for their undergraduate and graduate education, but also may have difficulty paying these loans off.

My research with colleagues at the Center for American Progress (CAP) indicates that student loan debt may be a barrier to recruiting and retaining racially diverse educators in the teaching profession. Our analysis found that Black and Latinx teachers are more likely to take out federal student loans for their graduate and undergraduate education and borrow more federal student loan money than their white peers. The chart below shows that 88 percent of Black teachers and 76 percent of Latinx teachers used federal student loans to pay for college, compared with 73 percent of white teachers.

Figure 1. Black or African Americans who taught or were trained to teach were more likely to borrow federal student loans for their undergraduate education

Percent of cohort who borrowed federal student loans for undergraduate school, by race and ethnicity



Source: National Center for Education Statistics, "Baccalaureate and Beyond Longitudinal Study," last accessed June 2019.

Note: "!" indicates data that should be interpreted with caution: The estimate is unstable because the standard error represents more than 30 percent of the estimate. "!!" indicates data that should be interpreted with caution: The estimate is unstable because the standard error represents more than 50 percent of the estimate. The names of the variables used in this table are: B1FDOWE1, B1TEACHR, B1PIPLN, AND RACE2. The weight variable used in this table is WTE000. Figures are rounded to the nearest whole number. Precise numbers are available through the author upon request.

Research indicates that undergraduate students were less likely to choose public interest jobs with lower pay, particularly in education, when they had student loan debt. With higher student loan debt, students are more likely to pursue careers with higher pay. This means that to increase the racial diversity of the U.S. teaching workforce, interventions focused on reducing debt, particularly for students of color, may be effective.

Strategies for Reducing Student Loan Debt

There are a number of strategies that states and school districts can implement to reduce student loan debt for racially diverse teachers.

- Establish a teacher diversity taskforce:** Teachers and school leaders can advocate for a taskforce of local experts who conduct a landscape analysis of teacher diversity within the state, highlight some of the key barriers to recruitment and retention of teachers of color, and provide a set of recommendations. These recommendations should include programs that address student loan debt.
- Offer district- or state-based student grants and loan forgiveness programs:** Student grants and loan forgiveness programs can be a recruitment tool to attract and retain a more diverse teacher candidate pool. For a profession that pays less than others upon entry, these programs may be an incentive for candidates who are concerned about student loan debt to enter and stay in the profession.
- Support minority-serving institutions:** Historically Black colleges and universities (HBCUs) graduate approximately 50 percent of the nation's African American teachers with bachelor's degrees. Collectively, minority-serving institutions (MSIs) award only 11 percent of the nation's bachelor's degrees in education, yet they produce more than 50 percent of the bachelor's degrees earned in education by Hispanic, Native Hawaiian, and Pacific Islander students. Educator preparation programs at these institutions of higher education are already disproportionately educating the nation's teachers of color. These programs deserve better funding so they can continue producing the teachers of color needed in our nation's classrooms. Students attending these programs also need financial support so that they don't enter teaching with a lot of debt.
- Create or expand high-quality alternative certification programs:** High-quality alternative certification programs focusing on increasing teacher diversity can be an effective tool for attracting and retaining teachers of color. Research shows that teachers of color are more likely to enter the teaching profession through alternative certification programs. Participants in these programs often incur less debt. These programs can also improve retention rates if they are high-quality and adequately prepare candidates for the reality of teaching and teach them to be successful in the classroom.

Student loan debt is a concern for many working professionals but can be particularly burdensome for teachers entering a profession that pays less than other careers requiring similar education. Due to the racial wealth gap, lower pay can deter Black and Latinx graduates who are more likely to have student loan debt. Programs that ease student loan debt could remove a key barrier to increasing racial diversity in the teaching profession.

References

Egalite, A. J., Kisidab, B., & Winters, M. A. (2015, April). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45,44–52.

Bayliss Fiddiman (@civcengageJD) is a senior policy analyst for K–12 education at the Center for American Progress. Her experience includes advocating for policies that increase educational opportunity and access to a high-quality education for all students.

➔ **More on This Topic:** [Teacher Diversity Starts with Belonging](#)

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NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 23, 2020

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

FROM: Jeremy Heneger

Director of Statewide Assessment

PROPOSED AGENDA ITEM: Action Item: Grant the Commissioner the authority to contract with ACT to provide statewide general assessments for grade 11 for 2020-2021.

RATIONALE/BACKGROUND INFORMATION: Contract will allow the NDE to meet federal and state requirements for assessment.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

ESTIMATED COST: No more than \$1,650,072.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Lottery
- New or Renewal: Renewal
- If renewal, date of first approval: 2016-2017



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 14, 2020

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

FROM: Brad Dirksen, Administrator, Kelly Heineke, Director

PROPOSED AGENDA ITEM: Approval of 2020-2021 Nebraska Council on Teacher Education (NCTE) membership roster.

RATIONALE/BACKGROUND INFORMATION: The Nebraska Council on Teacher Education is an advisory body to the State Board of Education. They develop and recommend standards related to the following: approval of Nebraska teacher education programs, teaching endorsements, and issuance of educator's certificates. The nominations, which are shaded on the attachment, were provided by various organizations and institutions that are specified in the Organizational Policies of the Nebraska Council on Teacher Education. The new or reappointed nominations complete the roster of individuals plus alternates who vote on the recommendations which come before the Council.

Current terms expire on July 31, 2020 and new terms begin on August 1, 2021. The length of terms varies according to Section 4.0 of the Organizational Policies.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

ESTIMATED COST: The cost of operating the Council is approximately \$30,000 per year. This includes travel expenses and meeting costs for three membership meetings each year and expenses for ad hoc committee members to develop recommendations for endorsement revisions.

ORGANIZATIONAL POLICIES
OF THE
NEBRASKA COUNCIL ON TEACHER EDUCATION

1.00 THE NEBRASKA COUNCIL ON TEACHER EDUCATION.

The Nebraska Council on Teacher Education (NCTE) is an advisory body to the Nebraska State Board of Education. Its membership is appointed by the State Board from representatives of state-wide organizations which have a direct involvement or interest in teacher and administrative preparation, and from higher education institutions in Nebraska which are approved by the State Board of Education to prepare and recommend for certification teachers, administrators, and counselors; and those people recommended for special services endorsements. The State Board of Education reserves unto itself sole authority over college program approval and certification.

2.00 PURPOSE.

As an advisory body to the State Board of Education (Board), NCTE will develop and recommend for State Board approval and adoption:

2.01 Standards relating to state approval of higher education institutions providing teacher, counselor, and/or administrative preparatory programs; and programs leading to a special services certificate.

2.02 Standards relating to admission into and retention in an approved professional education program leading to teacher, counselor, administrative, or special services certification.

2.03 Standards relating to the issuance of teacher counselor, administrative, and special services certificates.

2.04 Standards relating to certificate endorsements.

2.05 Standards relating to the relationships of Nebraska teacher, counselor, administrator, and special services certification with other states and national bodies.

Further, NCTE will, at the request of the Nebraska Department of Education (NDE), and pursuant to NDE regulations, participate in educator program approval reviews and associated campus visits to those institutions seeking approval for their programs leading to teacher, counselor, administrative, and/or special services certification and endorsements, and may recommend approval or non-approval of those programs in compliance with regulations adopted by the State for such purposes.

Additionally, NCTE, through its regular meetings, shall provide a forum where representatives of educator preparation, practicing educators, the Nebraska Department of Education, and other educator preparation and certification stakeholders can meet and discuss those issues affecting professional preparation, and seek solutions to problems impacting on the quality of preparation of certified professionals in school settings. The goal of the college approval and professional certification process is to ensure the citizens of Nebraska, in particular, and citizens of the United States, in general, that the teachers and administrators in this state are well qualified and meet all state laws governing certification. The ultimate goal is to provide children and youth with the best educational opportunities possible.

3.00 STATUTORY AUTHORITY

Appointments to the NCTE are made by the Board pursuant to its authorization. Sections 79-318(9), R.R.S., 1943, and 79-808, R.R.S., 1943.

4.00 MEMBERSHIP

The State Board of Education shall appoint all members of the NCTE. Membership shall include equal representation of Higher Education, School Governance, and Teachers as specified in Sections 4.01, 4.02, and 4.03. Terms shall begin August 1 in the year in which the members are appointed and shall continue until July 31 in the year in which their terms expire.

Members are expected to act as liaisons between the Council and the groups they represent.

Organizations submitting nominations for members and alternates shall give consideration to balancing the representation with regard to geographic location and state board district, gender, ethnicity, grade level, academic subject area, and school enrollment size. Selection of members shall be in accordance with the following provisions:

4.01 Higher Education.

One (1) representative shall be nominated from each Board approved teacher preparation college or university. The representatives shall be nominated by the university or college chancellor or president.

4.02 School Governance.

The number of persons representing School Governance shall equal the number of Board approved teacher preparation institutions, and nominated as follows:

4.02A NCAPE Representative. One (1) administrator shall be nominated by the Nebraska Council of American Private Education (NCAPE) to represent private schools

4.02B School Board Membership. Two (2) School Governance members shall be nominated by the Nebraska Association of School Boards (NASB).

4.02C Administrative/Supervisory Membership. Ten (10) members shall be nominated by the Nebraska Council on School Administrators (NCSA). Those nominated shall include individuals who perform in administrative or supervisory roles in public school or agency settings and include School Administrators, Curriculum Directors, Human Resources and ESU personnel.

4.02D Community College Representative. One (1) individual representing Community Colleges shall be nominated by the Nebraska Community College Association.

4.02E Nebraska Department of Education (NDE). Two (2) representatives of the Nebraska Department of Education shall be nominated by the Nebraska Commissioner of Education.

4.03 Teachers.

The number of persons representing practicing teachers shall equal the number of Board approved teacher preparation institutions, and shall be nominated as follows:

4.03A Two (2) shall be nominated by the State Board of Education, and

4.03B The remaining shall be nominated by the Nebraska State Education Association (NSEA).

5.00 ALTERNATES.

Each category of membership shall nominate alternates to the Council. The alternates may serve as voting members when members of the official delegation are unable to attend. Names of alternates shall be submitted at the same time as proposed NCTE nominations.

5.01 The NCSA may nominate six (6) alternates; NASB, one (1); NSEA, six (6); NDE, one (1); NCAPE, one (1); State Board of Education, one (1); and Educator Preparation institutions, one (1) each.

5.02 Alternates may attend meetings of NCTE at times other than when serving as an official delegate but under such circumstances shall not have voting privileges. When not replacing an official delegate, expenses of alternates in attendance are eligible for state reimbursement since they provide input to the business of NCTE.

6.00 METHOD OF SELECTING MEMBERS AND ALTERNATES.

Nominations for members and alternates shall be submitted to the Executive Committee of NCTE, which shall review the nominees to determine if a reasonably balanced representation has been achieved as described in Section 4.00. If necessary the Executive Committee will ask a nominating group to modify its list so that the balance can be created. The Executive Committee shall submit the final list of nominees to the Commissioner of Education for State Board action prior to the first meeting of the membership year.

When NCTE members are no longer in the position which qualified them for appointment to NCTE, they shall immediately resign from the NCTE. If an approved alternate cannot be utilized for the remaining membership year, the Executive Committee will ask the nominating group or institution for an immediate replacement. Interim replacements made after the annual State Board of Education approval will be approved by NDE staff and formally approved by the State Board if they continue to serve as an NCTE member in the next membership year.

7.00 LENGTH OF TERM.

Representatives from the School Governance and the Teachers categories shall serve a term of four years. Representatives of Higher Education and the Department of Education serve as a function of office or position and shall be appointed annually.

8.00 NCTE OFFICERS.

NCTE officers shall consist of President and President-Elect, who shall serve for a term of two years. Nominations for President-Elect shall be presented at the spring meeting of odd numbered years, and elected by the membership of NCTE at the summer meeting. The President-Elect shall serve two years as President-Elect and two years as President. The President and President-Elect shall assume office August 1 of the odd numbered years. A representative of the Nebraska Department of Education or his/her designee shall serve as the recording secretary in a non-voting capacity.

The President and President-Elect shall be representative of different membership groups, i.e., Governance, Higher Education, Teachers.

The President and/or President-Elect, or the President's designee, shall serve as the presiding officer of NCTE and liaison to the Board.

9.00 EXECUTIVE COMMITTEE.

The President, President-Elect, Chairpersons of the Standing Committees, and the two NDE representatives shall constitute the Executive Committee. In the event that any of the following groups: Governance, Higher Education, or Teachers are not represented on the Executive Committee by virtue of office or serving on a Standing Committee, the Executive Committee shall appoint a representative of that unrepresented group to serve for a one-year term.

9.01 Duties. The duties of the Executive Committee shall include the following:

9.01A Meet at least thirty (30) days prior to each regular meeting of the NCTE to prepare an agenda.

9.01B Provide guidance and leadership in conducting the business of NCTE.

9.01C Coordinate the work of the Standing Committees and *ad hoc* committees.

9.01D Review the list of nominees and alternates for appointment to NCTE as provided under the provisions governing membership (Section 6.00) and transmit a final list of nominees to the Commissioner of Education for Board action. The Executive Committee is responsible for determining reasonable balance in the NCTE as described in Section 4.00

9.01E Appoint a nominating committee of three members: one each from school governance, higher education, and teacher delegates who shall seek candidates for the office of President-Elect. This committee will prepare a slate of nominees to be presented at the March meeting of the odd numbered years and voted on at the June meeting. Nominations may also be made from the floor.

9.01F Appoint the President-Elect as President if the President fails to complete his/her term. The Executive Committee shall then appoint, from the membership of NCTE, an individual to fill the office of President-Elect until the office can be filled by election at the next June meeting.

9.01G Appoint the President and President-Elect if both offices should simultaneously become vacant, until the offices can be filled by election at the next June meeting

9.01H Assign members of NCTE to Standing Committees of NCTE and make reassignments to fill vacancies as they occur.

9.01I Annually approve a calendar of anticipated endorsement reviews.

9.01J Review proposed endorsements as presented by the *ad hoc* committee chair. The Executive Committee may return the proposed endorsement to the *ad hoc* committee with recommendations for modification, make minor changes in

the proposed endorsement with the approval of the *ad hoc* committee chair, and/or forward it to the appropriate Standing Committee

9.01K Review every proposed endorsement as presented by the *ad hoc* committee chair for requests to change the number of semester credit hours, grade levels, and undergraduate or graduate status. Any changes in these three areas must be approved by the Executive Committee.

9.01L Initiate, receive, and/or evaluate proposals for new endorsements. The Executive Committee will refer any proposed new endorsement to the full Council. The full Council will decide whether such a proposed endorsement shall be recommended for addition to Rule 24. If the Council decides favorably, an *ad hoc* committee will be set up under the normal procedures.

9.01M The Executive Committee may initiate, receive and/or evaluate proposals for endorsement revisions and will refer those proposals to the appropriate *ad hoc* or Standing Committee for action under the normal procedures.

9.01N Act on behalf of the full Council when there is a need for a decision which cannot be postponed to a subsequent regular meeting of the full Council. When such action is taken, a report will be made to the membership at the next regular meeting. The Executive Committee may make a decision on any topic except to reverse a recent decision of the Council.

10.00 STANDING COMMITTEE OFFICERS.

During the spring meeting of each even numbered year, each Standing Committee, from its membership, shall elect a Chairperson, Vice Chairperson, and Secretary who shall serve for a term of two years. The officers may be re-elected once. Succeeding officers for each position must be elected from a different representational group. The term shall begin August 1st of the same year. In the event of a resignation or vacancy, the Standing Committee shall elect a successor at the next regularly scheduled meeting

The Secretary shall provide a copy of the minutes to NDE within 14 days of the meeting for inclusion in the published minutes of the Council.

11.00 STANDING COMMITTEES.

There shall be three Standing Committees with membership drawn from the members of NCTE. Membership on each Standing Committee shall consist of one-third of the NCTE membership, and each committee shall include a balanced number of representatives from Higher Education, Governance, and Teachers. The Executive Committee will determine, to the extent possible, the priority agenda items for the membership year for each Standing Committee at their meeting preceding the first annual NCTE meeting. Additional agenda items may be identified throughout the membership year.

11.01 Responsibilities of the Standing Committees shall be to:

Conduct periodic review of educator certification requirements and recommend changes to NCTE for consideration and adoption. Such recommendations, when approved, shall constitute recommendations to the Board for revision in applicable educator preparation and certification Rules.

Deliberate and make recommendations to the full Council on such special issues as assigned.

Review the requirements for endorsements on a schedule determined by the Executive Committee in collaboration with NDE staff and shall recommend revisions in such requirements to the full Council. Action taken by the full Council shall constitute a recommendation to the Board. The committee, in conducting such reviews, shall utilize the expertise of *ad hoc* committees which shall meet the requirements set forth under Section 17.00. Recommend the names and addresses of appropriate persons to serve on the *ad hoc* committees according to the categories stipulated in the *Ad Hoc* Committee Guidelines. Such names will be submitted to the Nebraska Department of Education who will create a balanced *ad hoc* committee according to the guidelines in Section 17.00.

If, in the opinion of the Executive Committee, extra meetings of a Standing Committee need to occur in order to process the endorsements in an expeditious manner, special meetings may be called. In such cases, the State of Nebraska will cover the usual expenses as described in Section 16.00.

12.00 COLLEGE APPROVAL.

The full Council shall act as a committee of the whole to recommend college approval. Using the standards adopted by the Board for approval of educator preparation programs, the Department of Education shall schedule and provide for folio review teams and college visits. The visitation teams will include NCTE representatives who have participated in NDE-sponsored college approval process training.

- A. The number of persons serving on State folio review and visitation teams will be determined by the size of the institution.
- B. Areas of expertise for persons nominated to serve on state approval teams will be reviewed by NDE prior to appointment to a review team.
- C. Persons selected to serve on visitation teams must verify that they do not have a conflict of interest with that institution.
- D. College program approval training for the Council membership shall be provided on a schedule recommended by the Executive Committee.
- E. NDE staff will report the results of the state program approval to NCTE. The unit head, or his/her designee, shall be afforded an opportunity to respond to a visitation report before a recommendation is made by the full Council to the Department of Education. The rejoinder will be made to the Executive Committee prior to the commencement of the morning business meeting. A recommendation for action by the NCTE will be made by the Executive Committee during the afternoon business meeting.
- F. The President of the NCTE shall forward NCTE recommendations to the Commissioner of Education for State Board of Education action

13.00 MEETINGS OF NCTE

There shall be three regular meetings of NCTE – one during the fall, one during the spring, and one during the summer. Meetings of the NCTE shall be subject to the open meetings law and public notice of said meetings shall be made by NDE.

The meeting agenda and associated materials for Council action will be posted to the website thirty (30) days prior to the meeting date.

Special meetings of the Council may be called by the President when authorized by the Executive Committee and approved by the Commissioner of Education.

14.00 VISITORS COMMENT PERIOD

In conjunction with each meeting of NCTE, there shall be a visitors' comment period at which time those members of the public wishing to address NCTE shall have an opportunity to do so, subject to procedures adopted by NCTE. The presiding officer shall have the right to limit discussion in order to facilitate the work of NCTE.

In conjunction with debate on specific recommendations being considered by NCTE, the Chairperson of a Standing Committee or the President may request that a non-member be allowed to address the membership regarding that issue. The request shall be granted unless there is an objection. In such event, the non-member shall be granted speaking privileges only by an affirmative vote of a majority of the membership present.

15.00 AMENDMENTS TO THESE ORGANIZATIONAL POLICIES.

These Organizational Policies may be recommended for changes by majority vote of the membership present provided that such recommended changes shall have been provided to the membership at least 30 days prior to the date of the business meeting at which a vote to amend is taken. The NCTE President, or his/her designee, shall present the recommendations to the State Board of Education. Such recommended changes shall become effective when approved by the State Board of Education.

16.00 EXPENSES.

Expenses for Program Reviews, Approval Visits; NCTE, Executive Committee, Task Force, and *ad hoc* committee meetings; and NCTE member and alternate expenses for such meetings shall be borne by the State of Nebraska in accordance with state approved expense guidelines.

Members of *ad hoc* committees will be reimbursed for expenses by the State of Nebraska in accordance with state approved expense guidelines. School districts may be reimbursed for the cost of a substitute for teachers serving on *ad hoc* committees.

17.00 PROCEDURES FOR ENDORSEMENT REVISION.

17.01 Ad Hoc Committee Overview. The *ad hoc* committee membership is selected to give representation to professional teacher educators; scholars in the field; PK-12 educators; the general public; administrators; and the Nebraska Department of Education. Members are selected to reflect balanced representation with regard to geographic location and state board district, gender, ethnicity, grade level, academic subject area, and school enrollment size. It is the responsibility of the *ad hoc* committee to review and update the criteria for endorsement in the specified area, such that teacher, administrator, and special services educator requirements reflect the best of current knowledge and are responsive to special needs in Nebraska.

17.02 Ad Hoc Chairs. Chairs of the *ad hoc* committees shall be collaboratively determined by the NDE Team Leader responsible for the endorsement area, and the NDE designee with responsibilities for NCTE coordination.

17.03 Ad Hoc Membership. The membership of an *ad hoc* committee shall include representation from the categories below. *Ad hoc* committees will generally include 10-12 members. Members may fulfill more than one of the categories listed below:

17.03A practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.

17.03B faculty members from a college or department of education who are teaching professional education courses or serve as the certification official at an approved educator preparation institution.

17.03C specialists in the content area which might include Arts and Science college faculty or persons drawn from professional practice in the endorsement area.

17.03D administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership or personnel functions at the grade levels and/or in the content area.

17.03E representation from the NCTE Standing Committee to which the endorsement has been assigned.

17.03F a Nebraska Department of Education representative who has responsibilities related to the endorsement area and who may also serve as the *Ad Hoc Committee* chair.

17.03G representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content areas.

17.03H additional PK-12 school practitioners or higher education faculty members to equalize the representation between these two groups.

17.03I a Nebraska Department of Education designee, who will be a non-voting member and serve as a consultant for the *ad hoc* committee.

17.04 Ad Hoc Procedures.

17.04A Review Nebraska endorsement requirements for the specific area.

17.04B Review guidelines from other regulating bodies such as learned societies/specialty professional associations, national accrediting bodies, Nebraska K-12 Content Standards/Frameworks and the National Board for Professional Teaching Standards.

17.04C Review Nebraska and national supply and demand data.

17.04D Review current trends and research for educator preparation in the specified areas.

17.04E Determine if there is a need to continue the endorsement area.

17.04F Act as liaison persons between *ad hoc* committee deliberations and the groups they represent.

17.04G At the request of the Executive Committee or after the proposed endorsement is completed to the satisfaction of the *ad hoc* committee members, the chair of the *ad hoc* committee or appropriate representative will present the proposed endorsement to the NCTE membership and appropriate Standing Committee for review and subsequent approval.

17.05 NCTE Endorsement Approval. The chair of the *ad hoc* committee or the individual(s) requesting consideration of an endorsement revision will present the endorsement (Rule 24 and Guidelines) to the Executive Committee for review. Upon approval by the Executive Committee, the revised endorsement will move through NCTE utilizing the following process.

17.05A First Hearing. The proposed endorsement (Rule 24 and Guidelines) is presented to the full Council at the morning general session. The *ad hoc* committee chair (or the individual(s) proposing a revision) presents the proposed endorsement and also leads discussion from the NCTE membership regarding questions and concerns identified by the membership, including those submitted prior to the meeting.

17.05B Second Hearing. The Standing Committee assigned to the endorsement continues discussion of the endorsement immediately following the 1st general session of the NCTE meeting. The Standing Committee may:

1. recommend changes before the next regularly scheduled NCTE meeting. If major changes are needed before the Standing Committees will approve the endorsement, it is usually sent back to the *ad hoc* committee. However, the appropriate Standing Committee reserves the right to make any and all final changes before presentation to the full Council. If substantive changes or further clarification or discussion is needed prior to a final vote, the proposed endorsement will be moved to consideration at the next NCTE full Council meeting;
2. accept the proposed endorsement at this second reading, and if no changes are needed, recommend a final vote at the 2nd General Session; or
3. recommend the endorsement be held for final vote until the next full Council meeting.

17.05C Presentation to the Full Council. The proposed endorsement with the approval of the Standing Committee is presented to the full Council by the Chair

of the Standing Committee for a roll call vote. If a majority vote to accept the endorsement is not achieved, the endorsement will remain in Second Hearing and return to the Standing Committee for additional discussion and revision. Upon approval by the full Council, the recommendations are forwarded to the State Board.

17.06 State Board and Governor Approval

17.06A Proposed endorsement(s) to be included in Rule 24 and the associated Guidelines will be presented to the State Board of Education by the Commissioner or his/her designee. The State Board, after appropriate Hearings, will take action on the revised Rule 24 and Guidelines. They may amend any portion or approve it as presented. Upon approval of the Guidelines, they become effective when the accompanying version of the rule has been filed with the Secretary of State. Upon Board approval of Rule 24, it is forwarded to the Attorney General's office.

17.06B Attorney General Review. The Attorney General's office will review the Rule for constitutionality, and then forward his/her comments to the Governor.

17.06C Signed by the Governor. The proposed revisions to Rule 24, upon the signature of the Governor, become effective five days after filing with the Secretary of State and are implemented by August 1 following the effective date.

DRAFT NEBRASKA COUNCIL ON TEACHER EDUCATION 2020-2021 MEMBERSHIP

08/__/20 – State Board Approved

❖ Indicates members with NCATE Training

⌘ Indicates members with CAEP training

D1 - D8 Indicates State Board District

*New NCTE Members

Shaded members have new terms – includes both returning and new members

HIGHER EDUCATION

Chadron State College

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Peru State College

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Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA

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STATE BOARD OF EDUCATION

AQuESTT STUDENT SUCCESS, ACCESS AND SUPPORT COMMITTEE REPORT

Date: July 27, 2020

The Committee on AQuESTT Student Success, Access and Support domain met on July 27, 2020 and reviewed the contract for Step Up to Quality for the Approval of public engagement campaign, which was approved under the consent agenda.

The Committee had one discussion item on Leading for Equity and Excellence Program (LEEP) State Policy Network. The committee shared the progress of the work plan that NE submitted to LEEP last fall. NE LEEP group will continue working on creating a tool to guide leaders to consider, collaborate, and commit to advancing educational equity in Nebraska.

Information was presented to the committee in regards public school districts and ESUs that have established Early Childhood Education programs in accordance with the provision of Rule 11(92 NAC11), Regulations for the approval of Prekindergarten programs established by School Bards or ESUs and for the Issuance approval of school district Early Childhood programs grants. Additionally, information was presented in regards to Rule 11 waiver requests, and annual operation of Early Childhood programs of Ainsworth, Dundy County, and Morrill Public schools. The committee recommends approval of the motions above.

This concludes the AQuESTT Student Success, Access and Support committee report.

Patsy Koch Johns, Chair



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 22, 2020

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

FROM: Melody Hobson, Administrator, Office of Early Childhood Education

PROPOSED AGENDA ITEM: Approve public school districts and Educational Service Units that have established early childhood education programs in accordance with the provision of Rule 11 (92 NAC11), Regulations for the Approval of Prekindergarten Programs established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants.

RATIONALE/BACKGROUND INFORMATION: The public school districts and Educational Service Units (ESUs) included for approval submitted the required reports and Statement of Assurance indicating compliance with Rule 11 for the school year 2019-20. The Nebraska Department of Education Office of Early Childhood Education staff verified compliance based on a review of information and follow-up with programs, as needed. Included in the attachment for this item are two lists. One list is for approval of all requirements, the other is for districts that submitted affidavits for not meeting the required number of hours due to the pandemic.

PROPOSED BOARD MEETING: August, 2020

ESTIMATED COST: N/A

Prekindergarten Program Approval

Districts/Programs Meeting 450 Instructional Hours/Not needing Waiver

Allen Consolidated Schools	Fillmore Central Public Schools (ESU 6)
Amherst Public Schools	Freeman Public Schools
Anselmo-Merna Public Schools	Friend Public Schools
Ansley Public Schools	Garden County
Arapahoe Public Schools	Gibbon Public Schools
Arlington Public Schools	Giltner Public Schools
Aurora Public Schools	Gordon-Rushville Public Schools
Axtell Community Schools	Gothenburg Public Schools
Bancroft-Rosalie Community Schools	Hampton Public Schools
Banner County Public Schools	Hartington-Newcastle Public Schools
Battle Creek Public Schools	Harvard Public Schools
Bellevue Public School	Hayes Center Public Schools
Boone Central Schools	Heartland Community Schools
Boyd County School District #51	Hemingford Public Schools
Bruning-Davenport Unified System	Hershey Public Schools
Callaway Public Schools	Hitchcock Co School System
Cedar Bluffs Public Schools	Holdrege Public Schools
Central City Public Schools	Homer Community Schools
Central Valley Public Schools	Howells-Dodge Consolidated Schools
Centura Public Schools	Humboldt Table Rock Steinauer Schools
Chadron Public Schools	Humphrey Public Schools
Clarkson Public Schools	Johnson County Central Public Schools
Cody-Kilgore Public Schools	Johnson-Brock Public Schools
Conestoga Public Schools	Kimball Public Schools
Cozad Community Schools	Lakeview Community School
Creighton Public Schools	Laurel-Concord-Coleridge Public Schools
Cross County Community Schools	Leigh Community Schools
David City Public Schools	Lewiston Consolidated Schools
Diller-Odell Public Schools	Litchfield Public Schools
Doniphan-Trumbull Public Schools	Loomis Public Schools
Douglas County West Community Schools	Loup City Public Schools
East Butler Public Schools	Loup County Public Schools
Educational Service Unit 3	Madison Public Schools
Educational Service Unit 13	Malcolm Public Schools
Elgin Public Schools	Maywood Public Schools
Elkhorn Valley Schools	Mc Cool Junction Public Schools (ESU 6)
Elwood Public Schools	Mead Public Schools
Emerson-Hubbard Public Schools	Meridian Public Schools
Ewing Public Schools	Minatare Public Schools
Exeter-Milligan Public Schools (ESU 6)	Minden Public Schools
Fairbury Public Schools	Nebraska Unified District 1
Falls City Public Schools	Neligh-Oakdale Schools

Prekindergarten Program Approval

Newman Grove Public Schools	Southern Valley Schools
Niobrara Public Schools	Southwest Public Schools
Norfolk Public Schools	Springfield Platteview Community Schools
North Bend Central Public Schools	St Edward Public Schools
Ogallala Public Schools	Stanton Community Schools
O'Neill Public Schools	Stapleton Public Schools
Ord Public Schools	Sterling Public Schools
Osceola Public Schools	Stuart Public Schools
Overton Public Schools	Sumner-Eddyville-Miller Schools
Pawnee City Public Schools	Sutton Public Schools
Paxton Consolidated Schools	Syracuse-Dunbar-Avoca Schools
Pender Public Schools	Tekamah-Herman Community Schools
Perkins County Schools	Theford Public Schools
Pierce Public Schools	Twin River Public Schools
Plainview Public Schools	Umo ho Nation Public Schools
Plattsmouth Community Schools	Valentine Community Schools
Pleasanton Public Schools	Wahoo Public Schools
Ralston Public Schools	Wallace Public Schools
Randolph Public Schools	Walthill Public Schools
Ravenna Public Schools	Wauneta-Palisade Public Schools
Red Cloud Community Schools	Wausa Public Schools
Riverside Public Schools	West Holt Public Schools
Rock County Public Schools	West Point Public Schools
Santee Community Schools	Westside Community Schools
Sargent Public Schools	Wheeler Central Schools
Scribner-Snyder Community Schools	Wilcox-Hildreth Public Schools
Seward Public Schools	Winnebago Public Schools
Shelby - Rising City Public Schools	Winside Public Schools
Shickley Public Schools	Wisner-Pilger Public Schools
Sidney Public Schools	Wood River Rural Schools
Silver Lake Public Schools	Wynot Public Schools
South Central NE Unified System 5	

Prekindergarten Program Approval

Districts/Programs that did not meet the 450, submitted a waiver

Adams Central Public Schools	Millard Public Schools
Alliance Public Schools	Mitchell Public Schools
Arcadia Public Schools	Nebraska City Public Schools
Ashland-Greenwood Public Schools	Norris School District 160
Auburn Public Schools	North Platte Public Schools
Bayard Public Schools	Northwest Public Schools
Beatrice Public Schools	Oakland Craig Public Schools
Bennington Public Schools	Omaha Public Schools
Bertrand Public Schools	Palmer Public Schools
Blair Community Schools	Palmyra District O R 1
Blue Hill Public Schools	Papillion-La Vista Public Schools
Broken Bow Public Schools	Ponca Public Schools
Burwell Public Schools	Raymond Central Public Schools
Cambridge Public Schools	Schuyler Community Schools
Centennial Public Schools	Scottsbluff Public Schools
Columbus Public Schools	Shelton Public Schools
Crawford Public Schools	South Sioux City Community Schools
Crete Public Schools	Southern School Dist 1
Deshler Public Schools	St Paul Public Schools
Dorchester Public Schools	Superior Public Schools
Elba Public Schools	Sutherland Public Schools
Elkhorn Public Schools	Thayer Central Community Schools
Elm Creek Public Schools	Tri County Public Schools
Elmwood-Murdock Public Schools	Wakefield Community Schools
Fort Calhoun Community Schools	Waverly School District 145
Franklin Public Schools	Wayne Community Schools
Fremont Public Schools	Weeping Water Public Schools
Gering Public Schools	Wilber-Clatonia Public Schools
Grand Island Public Schools	York Public Schools
Gretna Public Schools	Yutan Public Schools
Hastings Public Schools	
Hay Springs Public Schools	
High Plains Community Schools	
Kearney Public Schools	
Kenesaw Public Schools	
Lexington Public Schools	
Lincoln Public Schools	
Louisville Public Schools	
Lyons-Decatur Northeast Schools	
Mc Cook Public Schools	
Medicine Valley Public Schools	
Milford Public Schools	



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 27, 2020

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve Rule 11 waiver requests, and annual operation of early childhood programs of Ainsworth, Dundy County, and Morrill Public Schools.

RATIONALE/BACKGROUND INFORMATION: The three named public school districts have had difficulty hiring one, or more teachers for their early childhood programs who have a valid teaching certificate, and endorsement in one of the approved early childhood endorsements. Each of these school districts have advertised for the appropriately credentialed teacher and have not found suitable candidate with those credentials. Rule 11 Section 005.05A allows districts seek a waiver for the teacher(s) if the teachers meet the following minimum requirements:

003.02A4a Twelve graduate hours in early childhood education; or

003.024b Bachelor's degree or higher including 12 undergraduate hours in early childhood education, or

003.02A4c Associate degree in early childhood education.

A checklist summary of the evidence of meeting the requirements for a waiver are attached for each of the school districts.

PROPOSED BOARD MEETING: August, 2020

ESTIMATED COST: N/A

**Nebraska Department of Education,
Office of Early Childhood Education
Rule 11 Waiver Request – Internal Document Checklist**

School District/ESU: Ainsworth

Request Date: 2020

11.003.02 Approval Requirements. Prekindergarten programs established by school boards or educational service units will be approved by the Board pursuant to this chapter upon the recommendation of the Commissioner. Approval requires compliance with the requirements identified in this Chapter.

11.003.02 A school systems may submit a request for a waiver for subsections 004.07 and 005.05A of this Chapter listing each staff member that does not meet those requirements. To be eligible for a waiver the following minimum information is required and must be submitted within 30 days of the hire date of each staff.

		Notes
Number of positions requiring waiver	1	
003.02A1 Job posting/Salary	Yes	Advertised on NDE Teach in Nebraska site March 2020
003.02A2 List of all other applicants for the position along with their resume and/or application	Yes	Resume's of other applicants were included in documentation sent to NDE
003.02A3 Resume of person(s) hired,	Yes	
003.02A4 Copy of an approved course of study from a cooperating college or university showing the staff member will be able to achieve a teaching certification with an early childhood endorsement within four years. Such course of study should also include a copy of the Staff member's current Transcripts that shows qualifications	Yes	Transcripts as well as course of study for applicant were included in documentation package.

**Nebraska Department of Education,
Office of Early Childhood Education
Rule 11 Waiver Request – Internal Document Checklist**

School District/ESU: Dundy County

Request Date: 2020

11.003.02 Approval Requirements. Prekindergarten programs established by school boards or educational service units will be approved by the Board pursuant to this chapter upon the recommendation of the Commissioner. Approval requires compliance with the requirements identified in this Chapter.

11.003.02 A school systems may submit a request for a waiver for subsections 004.07 and 005.05A of this Chapter listing each staff member that does not meet those requirements. To be eligible for a waiver the following minimum information is required and must be submitted within 30 days of the hire date of each staff.

		Notes
Number of positions requiring waiver	1	
003.02A1 Job posting/Salary	yes	Documentation of posting on NDE Teach in Nebraska site
003.02A2 List of all other applicants for the position along with their resume and/or application	Yes	
003.02A3 Resume of person(s) hired,	Yes	Resume and application included
003.02A4 Copy of an approved course of study from a cooperating college or university showing the staff member will be able to achieve a teaching certification with an early childhood endorsement within four years. Such course of study should also include a copy of the Staff member's current Transcripts that shows qualifications	Yes	Included in documentation. Selected applicant is on track to complete student teaching in spring of 2021

**Nebraska Department of Education,
Office of Early Childhood Education
Rule 11 Waiver Request – Internal Document Checklist**

School District/ESU: Morrill Public School

Request Date: July 6, 2020

11.003.02 Approval Requirements. Prekindergarten programs established by school boards or educational service units will be approved by the Board pursuant to this chapter upon the recommendation of the Commissioner. Approval requires compliance with the requirements identified in this Chapter.

11.003.02 A school systems may submit a request for a waiver for subsections 004.07 and 005.05A of this Chapter listing each staff member that does not meet those requirements. To be eligible for a waiver the following minimum information is required and must be submitted within 30 days of the hire date of each staff.

		Notes
Number of positions requiring waiver	2	Morrill has 8 teaching positions for classes in the birth to kindergarten program. District provided the names of the 6 certificated staff. The two additional staff needed meet the qualifications for a waiver.
003.02A1 Job posting/Salary	Yes	Advertised on NDE Teach in Nebraska site (documentation from June 2020 included) and in local newspaper (January 2019 and October 2019 documentation included) and on Facebook
003.02A2 List of all other applicants for the position along with their resume and/or application	Yes	Included in documentation. District sent documentation of all certificated staff for their birth to 5 program, as well as the resumes of applicants.
003.02A3 Resume of person(s) hired,	Yes	
003.02A4 Copy of an approved course of study from a cooperating college or university showing the staff member will be able to achieve a teaching certification with an early childhood endorsement within four years.	Yes	

Such course of study should also include a copy of the Staff member's current Transcripts that shows qualifications		
---	--	--



Matthew L. Blomstedt, Ph.D., Commissioner

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STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: July 27, 2020

“The Committee on Budget and Finance reports that...

1.2.B. Biennium Budget Information

Speaker(s): Jen Utemark

NDE covered the budget process and the timing of the bi-ennial budget request that must be submitted in October 2020 for fiscal year 2022 and 2023. NDE shared that salaries make up about 80% of our operation funding and that there are four different sources of funds; general, cash, federal, revolving.

NDE’s current total budget is made up of 70% of General fund, 22% Federal, 1% Cash funds with 94% of that budget being flow through aid. NDE’s operating budget is 64% funded by Federal funds.

1.3.A. Monthly Board Travel Expense Report

Speaker(s): Jen Utemark

Summary:

The Committee reviewed the monthly board travel expense report and had no concerns.

1.3.B. In-State Travel Authorization Reports

Summary:

The Committee had no concerns.

Other

This concludes the Budget and Finance Committee report.”

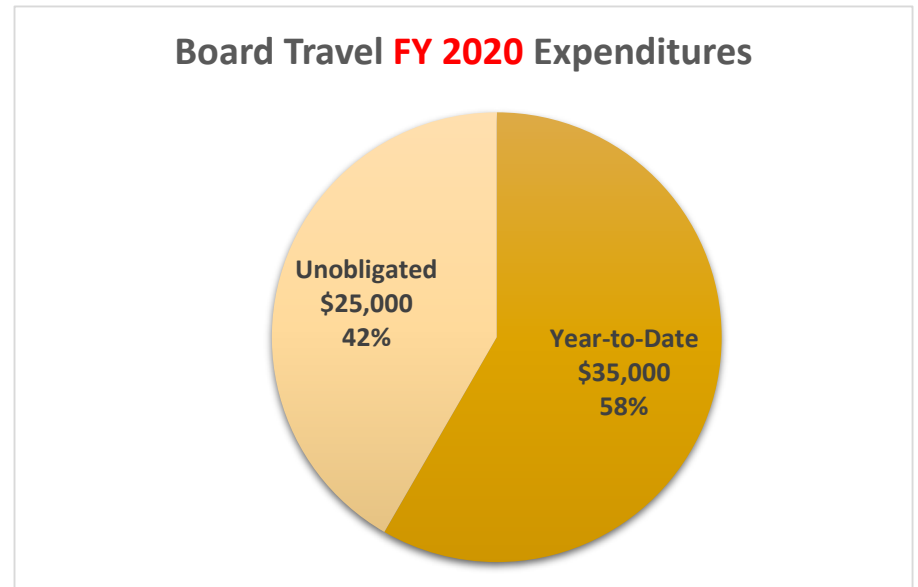
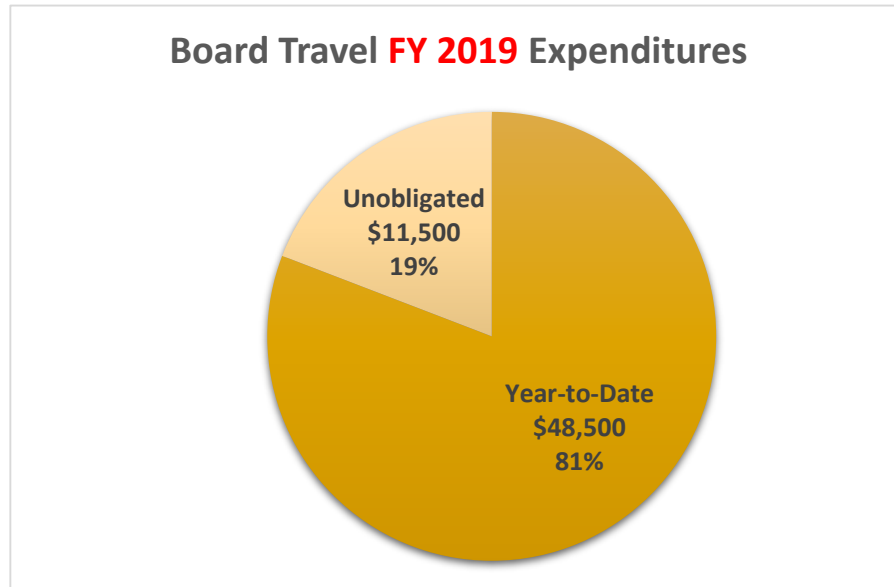
To lead and support the preparation of all Nebraskans for learning, earning, and living.

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
 June 1, 2020 to June 30, 2020

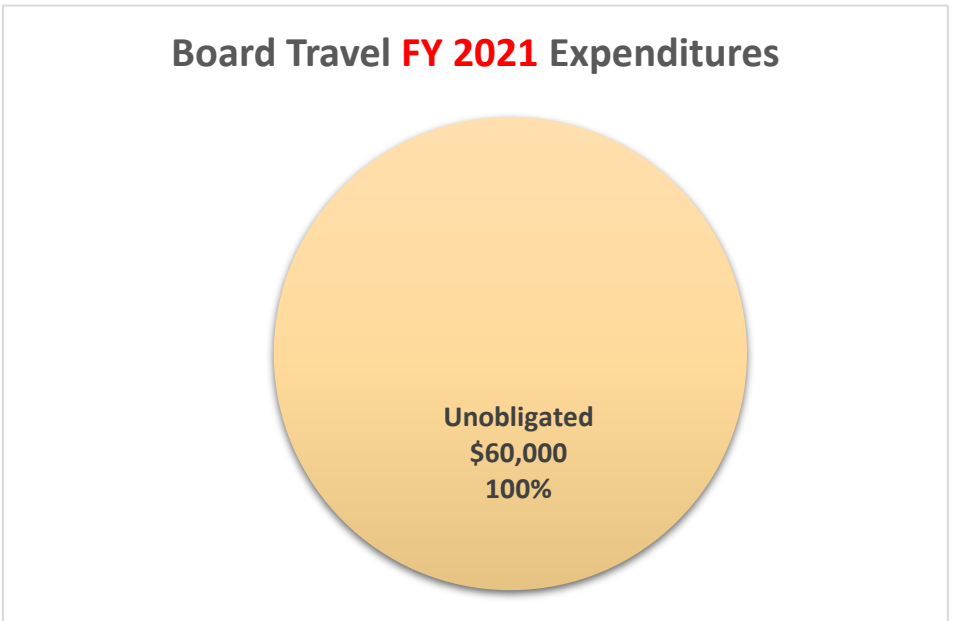
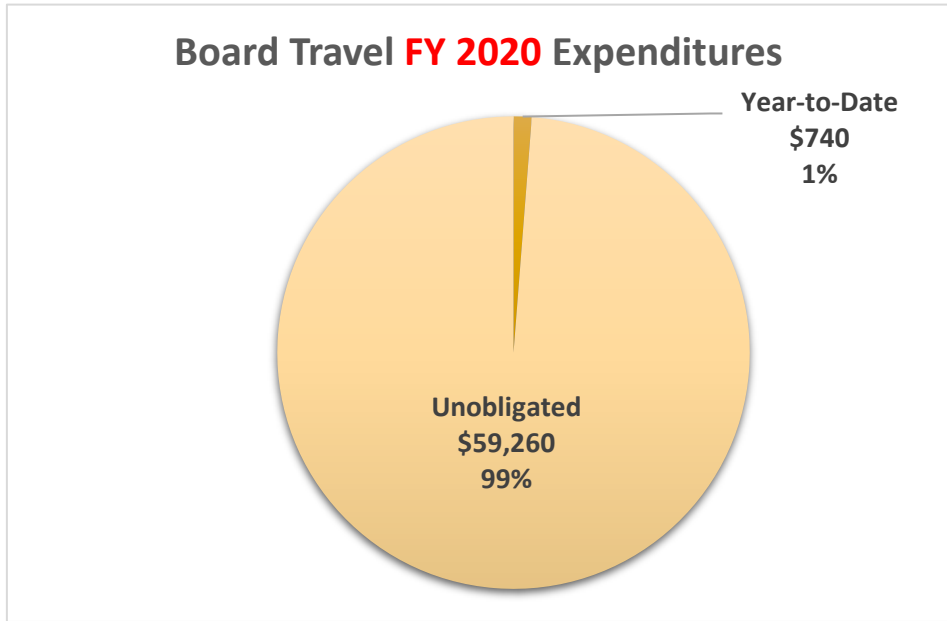
Board Member	CURRENT YEAR 2019-2020		PRIOR YEAR 2018-2019		VARIANCE	
	Current Month	Year-To-Date	Current Month	Year-To-Date	Current Month	Year-To-Date
Fricke, Lisa	-	4,682	634	6,669	(634)	(1,986)
Koch Johns, Patsy	-	2,674	577	3,300	(577)	(626)
McPhearson, Patrick*	-	-	-	1,347	-	(1,347)
Neary, Deborah	-	2,745	313	1,667	(313)	1,078
Nickels, Maureen	-	5,601	619	6,228	(619)	(626)
O'Holleran, Molly*	-	-	-	5,641	-	(5,641)
Stevens, Robin	-	7,200	1,624	5,374	(1,624)	1,826
Timm, Patricia	-	3,054	789	5,009	(789)	(1,956)
Wise, Rachel	-	4,647	1,182	8,300	(1,182)	(3,653)
Witzel, John	-	4,398	791	4,890	(791)	(492)
	\$0	\$35,001	\$6,530	\$48,424	(\$6,530)	(\$13,423)
Annual Budget		\$60,000		\$60,000		
Over/(Under) Budget		<u><u>(\$24,999)</u></u>		<u><u>(\$11,576)</u></u>		



*NOTE: Prior year Board Members - Included to compare total month and year-to-date expenditures

Nebraska Department of Education
State Board Members' Travel Expenses
 July 1, 2020 to July 31, 2020

Board Member	CURRENT YEAR 2019-2020		PRIOR YEAR 2018-2019		VARIANCE	
	Current Month	Year-To-Date	Current Month	Year-To-Date	Current Month	Year-To-Date
Fricke, Lisa	-	-	216	216	(216)	(216)
Koch Johns, Patsy	-	-	-	-	-	-
Neary, Deborah	-	-	-	-	-	-
Nickels, Maureen	-	-	-	-	-	-
Stevens, Robin	-	-	-	-	-	-
Timm, Patricia	-	-	-	-	-	-
Wise, Rachel	-	-	524	524	(524)	(524)
Witzel, John	-	-	-	-	-	-
	\$0	\$0	\$740	\$740	(\$740)	(\$740)
Annual Budget	<u>\$60,000</u>		<u>\$60,000</u>			
Over/(Under) Budget	<u><u>(\$60,000)</u></u>		<u><u>(\$59,260)</u></u>			



*NOTE: Prior year Board Members - Included to compare total month and year-to-date expenditures

In-State Travel Authorization Reports - August

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Lisa Fricke	Administrators' Days NDE & NCSA	July 29 - July 31	Virtual	E
Deborah Neary	Administrators' Days NDE & NCSA	July 29 - July 31	Virtual	E
Patricia Timm	Administrators' Days NDE & NCSA	July 29 - July 31	Virtual	E
John Witzel	Administrators' Days NDE & NCSA	July 29 - July 31	Virtual	E

In-State Travel Authorization Reports - August

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Board Bylaw B16 Code A-F</u>
Patsy Koch Johns	Administrators' Days NDE & NCSA	July 29 - July 31	Virtual	E
	Administrators' Days NDE & NCSA	July 29 - July 31	Virtual	E
Maureen Nickels	2020 Thriving Children, Families & Communities Conference	September 14, 2020	Virtual	E
Robin Stevens	Administrators' Days NDE & NCSA	July 29 - July 31	Virtual	E
Rachel Wise	Administrators' Days NDE & NCSA	July 29 - July 31	Virtual	E

Matthew L. Blomstedt, Ph.D., Commissioner

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NEBRASKA

DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

Strategic Planning, Performance and Improvement COMMITTEE REPORT

Date: July 28, 2020


The Committee on Strategic Planning, Performance and Improvement met on July 28, 2020, with one discussion item on the agenda, related to the Rule 10 revision timeline.

The Committee recommends postponing the timeline around revising rules related to Rule 10 and Rule 14, for at least one year, considering the circumstances around the COVID-19 pandemic. The Committee invites discussion among the full board on this topic following the committee report.

This concludes the Committee report.

Rachel Wise, Chair

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




2020 Nebraska Teacher of the Year

Megan McNeil Helberg

Facebook: Nebraska Teacher of the Year

Twitter: @meghelberg

Instagram: meg.helberg



May Chapter 5

The Plot Thickens!

Zoom session with 12th grade students and a Holocaust scholar from Phoenix.

I Love Public Schools Facebook Live Event--super fun!

First Twitter Event! Oh my... :)

Preston Love Jr. & Jeff Yost:
strengthening Nebraska communities.
Race and Equity.

Former player signed to play college VB!

Nebraska International
Organizations--exciting possibilities!

June Chapter 6

Even the best writers
take a break.

Various meetings with
organizations across the world:
Rwanda MindLeaps, UNO and India,
Nebraska World Affairs Council,
U.S. Holocaust Memorial and
Museum.

NE Community Foundation:
Homework Gap Grant

Torch Run for Cornhusker State
Games! Positive publicity.

July

Chapter 7

Heating Back Up!

Guest of Midland Univ. students via Zoom--invigorating and renewing.

2020 TOY Cohort starting the TEdEd experience

Celebrated my 36th birthday

Belfer Conference, USHMM

Reading to continue to learn and then ACT

Administrator Days Presentation!

NSEA promotional video/article

Received my "return to learn" plan.

Anxious, nervous, worried. No options?

Summary

January-April, 2020

Full range of emotions. Thankful for a comfortable home and peaceful prairie surroundings. My family is healthy and safe. I look for the good.

Incredibly tough pill to swallow regarding my TOY experience. I am hoping to work with the NDE on a reasonable compromise/outcome so I can fully embrace the opportunities. Your support is appreciated.

The link below is a 30 minute Q+A video I did with “Nebraska Loves Public Schools” to kickstart Teacher Appreciation Week. I feel as though this video gives a glimpse into who I am as a teacher and person. It has been well-received.

<https://www.facebook.com/NElovesPS/videos/129042944116690>



Summary, May-July 2020

May seems like ages ago. I have grown and shifted as a person since then in many aspects. It was a sigh of relief to successfully complete the school year with my students participating and “showing up” virtually. At that point in time, I didn’t think I would be planning on doing remote learning again anytime soon.

It quickly became clear that COVID19 wasn’t going away. Our country is facing many tough situations: the pandemic, politics, and racial inequality. My former students give me hope. Many protested, posted, supported the BLM movement.

It is a battle: bitter and angry vs. encouraged and hopeful. Intimate conversations happened off of social media. Much good will come from this moment in time.

When I tried to voice my return to learn plan occurring at my school I started crying. This is bothering me much more than I want to admit. Feel as though my hands are tied. Focus on teaching and learning, but the “other things” cannot be ignored.



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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 compiled in the electronic meeting software for Board member and public review.

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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: Lisa Fricke

MONTH and YEAR of REPORT: June-July, 2020

Updated: August 30, 2019

EVENT #1

Event #1 Name: Commissioners Weekly Updates with the Governor

Event #1 Date (first day): June- July, 2020

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):

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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:

June 8, 2020 The commissioner’s weekly updates kept Nebraskans abreast of the Corona Virus crisis. Lane Carr provided information about learning in different districts, elements that should be understood, and challenges posed by guidance and other conditions. Band and choir concerns were shared. The commissioner shared information about local health risk levels to public and non-public schools. Dean Folkers shared the results from the stakeholder priorities survey. Concerns about students without internet access was also discussed.

June 10, 2020 Nation Live Broadcast with Patty Murray, Penny Schwinn, Susan Cordova, and Josh King. These National leaders shared numerous concerns: Mental Health, inequity of people of color during the pandemic, liability for teachers and students, Profession Development, fall opening of school, funding, and long-term solutions for challenges.

June 11, 2020 Principal/Teacher Leadership Zoom. Over 100 participates are a part of this program. The facilitators shared that participants are learning about the following: Equity, data-informed design thinking, growth mindset, teacher recruitment & retention, shift from compliance, evaluation support and development, teacher prep standards, and the idea of a belief system that includes all disciplines, foundational knowledge embedded throughout new learning, and instructional models.

EVENT #2

Event #2 Name: NASBE Weekly Zooms

Event #2 Date June 11 through July 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):

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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:

This week the focus was on Equity including a discussion about racism. The panelists were from N. Carolina, D.C., and Virginia. Topics included Racial Equity that would include looking at the history and what is currently happening in our country: Participants agreed that schools need to address reducing opportunity gaps and creating an awareness of the challenges, and what needs to be accomplished. It will take more than money and meaningless rhetoric to meet the challenges head-on if we truly want to make a difference. Planners for change must become vulnerable in order to be empathetic as they navigate this equity journey.

EVENT #3

Event #3 Name: **Facebook Live: International Literary Association-How to Raise and Teach Antiracist kids**

Event #3 Date (first day): 6/18/2020

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):

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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:

Panelists: Cornelius Minor, Pam Allyn, Karyn Parsons, Noni Lopez, Tiffany Jewell, and Kwane Alexander

Panelist shared that Black parents have the “talk” about racism, but white parents don’t. They all shared that now is the time for action. Topics included the following: acquiring more library books that include people of color, schools must be inclusive and welcoming, creating opportunities that represent all children, listen to children’s voices, kids need to relate to learning so they feel like they belong, history must reflect all people, must go beyond “color blindness”, model appropriate behavior, when reading literature find ways to include students’ culture, let them teach us- students bring richness to the classroom, conduct antiracism training to groups (PTA, Teachers, Paras etc.), and remove standardized tests.

EVENT #4

Event #4 Name: Suicide Prevention Zoom

Event #4 Date (first day): 6/23/2020

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):

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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 Zoom meeting was very informative. Experts gave examples of suicides and shared that loved ones missed subtle signs that led up to a suicide in their family. They explained that suicide is a silent killer and that our society must bring a constructive voice to that silence. Information must be shared especially in our school districts.

EVENT #5

Event #5 Name: World Language Zoom

Event #5 Date (first day): 6/22/2020

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):

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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:

Stephanie Call and Jan Coone shared information about language programs in Nebraska. They shared that they use special features to engage students electronically. They start with an objective, and students set learning goals. Teachers also personalize lessons, and that keeps students interested and on track as they are engaged in learning a language.

EVENT #6

Event #6 Name: Zoom- Equity Starts with Education

Event #6 Date (first day): 6/22/2020

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):

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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:

Dr. Collette Leyva Nero led this meeting. She began with an equity statement, “Some do the work; some live the struggle; Some do both.” She reminded us that students are still children so restorative practices should be utilized. She recommended that educators should be curious before furious, and calmly ask question to be solution focused.

EVENT #7

Event #7 Name: Navigating Tough Conversations- Zoom

Event #7 Date (first day): 6/25/2020

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):

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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:

The panel shared that disagreements about tough issues is often all about relationships, not necessarily the issues. The speakers shared the following recommendations: First set up an environment where conversations can flourish in a safe environment without fear of judgment. Set boundaries and expectations upfront so everyone is on the same page: “No, ‘weaponized’ mouth to avoid unnecessary chaos.” People often want to avoid conflict, but some emotional conversations must be had, but move forward without destroying the relationships. Conflict and tough decisions are hard for people to listen to so a person could state that “I’m not prepared to talk about that right now, but let’s pick a time to discuss this later.” Always approach conversations with a listening ear—be the curious listener not the know it all. Build trust by listening and not interjecting. Sometimes, starting a conversation with your own “inner” story that shows how deeply feel. These reminders were a good review for all the participants.

EVENT #8

Event #8 Name: Zoom-Black Youth Town Hall

Event #8 Date (first day): 6/30/2020

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):

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #8 Description; describe this event in relation to the scope of work of the State Board of Education:

Panelists were a group of young black high school students. This was a community dialogue aimed at supporting the young people as they process recent events. Each of the students shared their thoughts and experiences. Here are just a few of their comments that stayed with me:

“Sometimes adults just preach at us. I want them to just take time to talk to me so that I understand what they want.”

“We don’t have enough teachers of color”

“I don’t need to be rescued, but I need to be supported”

“Listen to us; our stories are important too.”

“Don’t just take our picture to have a face of diversity. I want to be involved to give consent for how my picture will be used.”

EVENT #9

Event #9 Name: Virtual Administrator Days

Event #9 Date (first day): 7/29/1930

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):

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
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Event #9 Description; describe this event in relation to the scope of work of the State Board of Education:

I attended several of the sessions at this event. The Keynote speaker's topic was "Monitoring and Addressing Student Absenteeism. She addressed the following concerns: What to do with a student who is chronically absent, Rural and Urban problem is an equity issue, address the problem at an early age, make sure the school is a welcoming place, build relationships, have an engaging school climate, utilize restorative practices, identify and eliminate barriers, keep parents informed of the absences, have a mentor for students who are chronically absent, and use data to improve policies. Absenteeism must be addressed so that students receive the education they need in order to be successful.

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):

<input type="checkbox"/>	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.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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.



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STATE BOARD OF EDUCATION MONTHLY BOARD MEMBER MEETING REPORT

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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: Maureen Nickels

MONTH and YEAR of REPORT: July 2020

Updated: August 30, 2019

STATE BOARD OF EDUCATION
MONTHLY BOARD MEMBER MEETING RFEPORT

EVENT #1

Event #1 Name: Commissioner's Weekly Zoom Mtg with Administrators

Event #1 Date (first day): 7/6/2020

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):

<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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:

Logged on to the bi-weekly Monday afternoon ZOOMS with the Commissioner's updated information to administrators across the state. Various guests were always part of the hour long conversation and always included an update by Gov. Ricketts.

EVENT #2

Event #2 Name: NASBE Office Hours

Event #2 Date (first day): 7/9/2020

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):

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input checked="" type="checkbox"/>	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:

NASBE has held bi-weekly meetings this past month. Always informative and includes guests on various topics. There are not many that tune in to the meetings. While I was not always able to get in on the live ZOOM, I did watch the archived meetings.

EVENT #3

Event #3 Name: NDE Day with Administrator Days

Event #3 Date (first day): 7/29/2020

Last day of event (if applicable): 7/30/2020

Event #3 Type (from Policy B16): Choose an item.

Event #3 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	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.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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:

Virtual Event. 'Disruption & Innovation'. I led the Opening & Welcome that was recorded. I tuned in the entire day to the Commissioner's Opening and the Keynote. I especially enjoyed listening to the panelists from OPS & Waunita-Palisades. I sat in on a sessions throughout the day. I especially enjoyed Debbie DeFrain's talk on The Fine Arts & Mindfulness as she embraced mindfulness throughout her presentation. Was most impressed with all the sessions I sat in on. The staff was outstanding and well prepared for their presentations.

I tried to log on first thing Thursday morning but for some reason was unable to connect. I was able to get in on the 1:15 p.m. Awards Presentation. So very proud of NDE's Steve Milliken for his prestigious award.

EVENT #4

Event #4 Name:

Event #4 Date (first day): Click or tap to enter a date.

Last day of event (if applicable)

Event #4 Type (from Policy B16): Choose an item.

Event #4 Goal alignment (select all that apply):

<input type="checkbox"/>	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.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

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):

<input type="checkbox"/>	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.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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):

<input type="checkbox"/>	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.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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):

<input type="checkbox"/>	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.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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):

<input type="checkbox"/>	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.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

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):

<input type="checkbox"/>	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.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

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):

<input type="checkbox"/>	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.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	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

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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 compiled 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: Robin Stevens

MONTH and YEAR of REPORT: May, June and July, 2020

Updated: August 30, 2019

EVENT #1

Event #1 Name: **Electronic Communications – ZOOM, Text, Email, TV...**

Event #1 Date (**May 1st, 2020** first day): Click or tap to enter a date.

Last day of event (**July 31, 2020** if applicable): Click or tap to enter a date.

Event #1 Type (from Policy B16): **Meeting or conference that was held by an organization that serves and supports children and schools (in-state)**

Event #1 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input checked="" type="checkbox"/>	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 following is a list of **ZOOM** meetings, phone calls, email messages, text messages, and **TV** programing of which I was a participant or observer in May, June and July - 2020

Governor Ricketts Television News conferences

- May 11, 2020
- July 17, 2020
- Numerous others

Commissioner Blomstedt Weekly (Bi-Weekly) ZOOMs

- 5/4/2020
- 5/11/2020
- 5/18/2020
- 6/1/2020
- 6/8/2020
- 6/22/2020
- 7/6/2020
- 7/20/2020

NDE Committee ZOOM Meetings

- 5/20/2020
- 6/?/2020
- 7/27/2020

NRCSA In Person Work session

- 7/6/2020
- 7/7/2020

ESU ZOOM Meetings

- ESU 17 – 5/28/2020

STATE BOARD OF EDUCATION
MONTHLY BOARD MEMBER MEETING REPORT

- ESU 17 – 6/4/2020
- ESU 16 – 7/14/2020
- ESU 11 – 7/21/2020

NDE/NCSA Virtual Administrator Days

- 7/29/2020
- 7/30/2020
- 7/31/2020

OpenSky Electronic Webinars

- 7/7/2020
- 7/23/2020

Rule 62 ZOOM Meeting

- 5/?/2020

Numerous Phone Calls, Text Messages and E-mails on topic related to NDE – May, June and July

Many hours of watching TV of the Nebraska Legislature on NET – July

TO: MATTHEW L. BLOMSTEDT, PH.D.
FROM: BRYCE WILSON, DENISE THEGE
DATE: AUGUST 7, 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): Saffron Buettner
Contract Amount: \$35,000
Funding Source: Federal
Scope of Services: Coaching, observing and training services.
Date of Contract: 7/1/20-6/30/21
Contact Person: Melody Hobson
2. Contractor(s): Joyce Kinney
Contract Amount: \$20,000
Funding Source: Federal
Scope of Services: Coaching and training services.
Date of Contract: 7/1/20-6/30/21
Contact Person: Melody Hobson
3. Contractor(s): Education Northwest
Contract Amount: \$35,555
Funding Source: Federal
Scope of Services: Design teacher professional development learning modules for the Beginning Teacher Institute.
Date of Contract: 6/3/20-9/30/20
Contact Person: Katie Graham
4. Contractor(s): HHS
Contract Amount: \$18,612
Funding Source: Federal
Scope of Services: Provide monthly TBI registry list.
Date of Contract: 6/1/20-5/31/21
Contact Person: Lindy Foley
5. Contractor(s): Schmeeckle Research
Contract Amount: \$28,650.07
Funding Source: Federal
Scope of Services: Provide program performance evaluation services for NE VR's Traumatic Brain Injury State Partnership Program.
Date of Contract: 7/1/20-6/30/21
Contact Person: Lindy Foley
6. Contractor(s): Cesar Torres
Contract Amount: \$23,904
Funding Source: General
Scope of Services: Conduct research on bullying and cyber-bulling.
Date of Contract: 7/1/20-6/30/21
Contact Person: Beth Wooster

7. Contractor(s): Teaching Strategies
Contract Amount: \$35,700
Funding Source: Federal
Scope of Services: Training services.
Date of Contract: 7/1/20-6/30/21
Contact Person: Melody Hobson
8. Contractor(s): Gina DeFreece
Contract Amount: \$16,600
Funding Source: Federal
Scope of Services: Coaching, training services and completion of program quality observations.
Date of Contract: 7/1/20-6/30/21
Contact Person: Melody Hobson
9. Contractor(s): UNMC
Contract Amount: \$40,000
Funding Source: Federal
Scope of Services: Provide staff to consult regarding infectious disease and public health.
Date of Contract: 5/18/20-12/31/20
Contact Person: Zainab Rida
10. Contractor(s): Donelle Wolters
Contract Amount: \$33,800
Funding Source: Federal
Scope of Services: Provide consultative services, information and technical assistance to Ag, Food & Natural Resource teachers and FFA chapter advisors.
Date of Contract: 6/22/20-1/22/21
Contact Person: Katie Graham
11. Contractor(s): Literacy Pro
Contract Amount: \$37,665
Funding Source: Federal
Scope of Services: Serve as National reporting system online student data management system for NE Adult Education.
Date of Contract: 7/1/20-6/30/21
Contact Person: Tate Lauer
12. Contractor(s): Kary Pfeil
Contract Amount: \$19,800
Funding Source: Federal
Scope of Services: Support teachers in the deep implementation of the Pyramid Model practices, internal coaching in the coaching abilities to sustain practice, and providing guidance to program leadership teams in how to use their data to drive program improvement.
Date of Contract: 10/1/20-9/30/21
Contact Person: Amy Rhone

13. Contractor(s): Rachel Buss
Contract Amount: \$33,249
Funding Source: Federal
Scope of Services: Serve as Nebraska HOSA State Advisor.
Date of Contract: 7/6/20-6/30/21
Contact Person: Katie Graham
14. Contractor(s): Marty Peregoy
Contract Amount: \$33,249
Funding Source: Federal
Scope of Services: Serve as Nebraska Educators Rising State Advisor.
Date of Contract: 7/6/20-6/30/21
Contact Person: Katie Graham
15. Contractor(s): Aimee Muehling
Contract Amount: \$13,000
Funding Source: Federal
Scope of Services: Provide Helpdesk support.
Date of Contract: 7/26/20-7/25/21
Contact Person: Matt Hastings
16. Contractor(s): Lynette Tannis
Contract Amount: \$49,999
Funding Source: Cash
Scope of Services: Provide services to DHHS facility-based schools.
Date of Contract: 7/15/20-8/31/20
Contact Person: Ryan Foor
17. Contractor(s): ESU #3
Contract Amount: \$15,000
Funding Source: Cash
Scope of Services: Provide services to DHHS facility-based schools.
Date of Contract: 7/15/20-6/30/21
Contact Person: Ryan Foor
18. Contractor(s): Krueger Holdings
Contract Amount: \$10,861.14
Funding Source: Federal
Scope of Services: Remodeling work.
Date of Contract: 7/22/20-9/30/20
Contact Person: Krysti Michl
19. Contractor(s): George Toman
Contract Amount: \$49,500
Funding Source: Federal
Scope of Services: Provide consultation to NDE Office of Special Education, State Personnel Development grant in the provision of support and coordination to the Nebraska PBIS team.
Date of Contract: 7/8/20-12/31/20
Contact Person: Amy Rhone

20. Contractor(s): The John Hopkins University
Contract Amount: \$23,595
Funding Source: General
Scope of Services: Gather data to examine the characteristics and outcomes of teacher preparation programs in Nebraska.
Date of Contract: 7/1/20-5/31/21
Contact Person: Brad Dirksen
21. Contractor(s): Caputo Consulting LLC
Contract Amount: \$27,500
Funding Source: General
Scope of Services: Serve as the Microsoft IT Initiative Project Manager.
Date of Contract: 8/1/20-6/30/21
Contact Person: Katie Graham
22. Contractor(s): Max Larsen & Associates
Contract Amount: \$21,600
Funding Source: General
Scope of Services: Provide coaching and consultation.
Date of Contract: 8/1/20-7/31/21
Contact Person: Ryan Foor
23. Contractor(s): Shawn Gu
Contract Amount: \$36,580
Funding Source: Federal
Scope of Services: Research services related to the first-year and third-year teacher surveys.
Date of Contract: 8/3/20-5/31/21
Contact Person: Matt Hastings
24. Contractor(s): ESU #7
Contract Amount: \$41,710
Funding Source: Federal
Get Connected Statewide Afterschool Virtual conference.
Date of Contract: 8/1/20-1/31/21
Contact Person: Beth Wooster
25. Contractor(s): Schmeeckle Research
Contract Amount: \$22,500
Funding Source: Federal
Assist to execute Nebraska Health Schools program work plan.
Date of Contract: 8/7/20-8/5/21
Contact Person: Zainab Rida
26. Contractor(s): Panhandle Public Health Department
Contract Amount: \$18,200
Funding Source: Federal
Assist to execute Nebraska Health Schools program work plan.
Date of Contract: 8/7/20-8/31/21
Contact Person: Zainab Rida

27. Contractor(s): Children's Hospital & Medical Center
Contract Amount: \$49,850
Funding Source: Federal
Assist to execute Nebraska Health Schools
program work plan.
Date of Contract: 8/7/20-7/31/21
Contact Person: Zainab Rida



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

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

FROM: Amy Rhone, Office of Special Education

PROPOSED AGENDA ITEM: Monthly List – Grants Under \$50,000

RATIONALE/BACKGROUND INFORMATION:

PEaK – Renewals, Period: 8/1/2020 through 7/31/2021, Funding: Federal IDEA Part B

Recipient: ESU 15
Project Amount: \$49,592

Recipient: ESU 17
Project Amount: \$37,364

Recipient: Hastings
Project Amount: \$28,050

Recipient: Seward
Project Amount: \$10,845

Recipient: ESU 9
Project Amount: \$48,352

Recipient: Lexington
Project Amount: \$22,883

Recipient: Columbus
Project Amount: \$29,460

Recipient: ESU 16
Project Amount: \$46,658

Recipient: Ralston
Project Amount: \$25,553

Recipient: Northwest Public
Project Amount: \$11,378

Recipient: Westside
Project Amount: \$45,495

Recipient: Kearney
Project Amount: \$43,613

Recipient: North Platte
Project Amount: \$31,628

Secondary Transition – Renewal, Period: 8/1/2020 through 7/31/2021, Funding: Federal IDEA Part B

Recipient: ESU 11
Project Amount: \$25,787

Deaf Education Personnel Preparation – Renewal, Period: 8/1/2020 through 7/31/2021, Funding: State General Funds

Recipient: UNL
Project Amount: \$28,821

CONTESTED CASES ACTIVE DURING 2020
(EXCLUDING SPECIAL EDUCATION)

AUGUST 7, 2020

<u>CASE NO.</u>	<u>TYPE</u>	<u>DATE FILED</u>	<u>PETITIONER</u>	<u>RESPONDENT</u>	<u>ATTORNEYS FOR PARTIES</u>	<u>STATE BOARD ATTORNEY</u>	<u>HEARING OFFICER</u>	<u>STATUS</u>
19-23VR	Rule 71	9/27/19	Stainbrook	NDE/VR	/Summers	NA		Dismissed 6/2/2020
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	Order Entered 4/3/2020
20-03	Option	3/30/2020	Nath/McCauley	Arlington Public Schools	/Truhe	Summers	Titus	Order Entered 5/8/2020
20-04	Option	4/15/2020	Boubin	Norfolk Public Schools	/Knight	Summers	Titus	Order Entered 6/5/2020
20-05	Option	4/23/2020	Fuhrman	Palmer Public Schools	Fedde/	Summers	Titus	Order Entered 6/5/2020
20-06	See Litigation Chart for details							
20-07	Option	4/20/2020	Chesley	Adam Central Public Schools	/Perry	Summers	Titus	Order Entered 6/5/2020
20-08	ESU6/18 Boundary Change	5/18/2020	(Not a Contested APA Case)					Order Entered 6/5/2020
20-09	PPC	6/8/2020	Commissioner	Sedlacek	Hulac	Donley	PPC	PENDING
20-10	PPC	6/8/2020	Commissioner	Keobel	Hulac	Donley	PPC	PENDING
20-11	PPC	6/8/2020	Commissioner	Witte	Hulac	Donley	PPC	PENDING



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: July 8, 2020

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

FROM: Marisol Birth, Ph.D., and Brad Dirksen

PROPOSED AGENDA ITEM: Notification of vacancy on the Nebraska Private Postsecondary Career Schools Advisory Council. If board members would like to recommend individuals to serve on the council, please forward the attached application.

RATIONALE/BACKGROUND INFORMATION: The vacancy is due to term expiration. Larry Marsh, JTL Truck Driver Training, term expired on May 9, 2020. Mr. Marsh is eligible for reappointment to the Nebraska Private Postsecondary Career Schools Advisory Council.

The board will be requested to appoint a new member to fill the vacant Advisory Council position during the September 2020 Board meeting.

The council was established under the provisions of Nebraska Revised Statute 85-1607. Members of the council shall include representatives from a business school, a trade or technical school, a better business bureau, and three other distinct areas of education.

Functions of the council are:

1. To advise the department in its administration of the Private Postsecondary Career School Act; and
2. To review the rules and regulations adopted or proposed for adoption by the department and make recommendations with respect thereto.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2020

85-1607 Advisory council; members; appointment; term; duties. The board shall appoint an advisory council of six representatives of private postsecondary career schools. Members of the council shall include representatives from a business school, a trade or technical school, a better business bureau, and three other distinct areas of education. Members of the council shall serve staggered terms of three years each as established by the board at the time of initial appointment. If a vacancy occurs on the council, the board shall appoint a successor in the same category as the predecessor. The advisory council shall have the following responsibilities:

(1) To advise the department in its administration of the Private Postsecondary Career School Act; and

(2) To review the rules and regulations adopted or proposed for adoption by the department and make recommendations with respect thereto.



NEBRASKA

DEPARTMENT OF EDUCATION

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NEBRASKA PRIVATE POSTSECONDARY CAREER SCHOOLS ADVISORY COUNCIL September 2019

Tami Barrett
Cornhusker Better Business Bureau, Inc.
Lincoln Branch Manager
(Better Business Bureau representative)
3-year term beginning January 11, 2019 and ending January 10, 2022

Dr. Karim Gharzai, Ph.D.
Nebraska Institute of Technology
(Trade/Technical school representative)
3-year term beginning September 6, 2019 and ending September 5, 2022

Mr. Jarrod Peters
New Horizons Computer Learning Center
(Business school representative)
3-year term beginning October 6, 2018 and ending October 5, 2021

Ms. Jackie Hornig
Xenon International Academy
(Trade/Technical school representative)
3-year term beginning September 6, 2019 and ending September 5, 2022

Mr. Mark Wehner
Reesults Coaching School of Real Estate
(Real Estate school)
3-year term beginning September 6, 2019 and ending September 5, 2022

Mr. Larry Marsh
JTL Truck Driver Training
(School Licensed by Other State Agency representative)
3-year term beginning May 10, 2017 and ending May 9, 2020

**APPLICATION FOR MEMBERSHIP ON
THE NEBRASKA PRIVATE POSTSECONDARY
CAREER SCHOOLS ADVISORY COUNCIL**

The purpose of this form is to obtain general information for use in appointing members of committees, councils, and consortiums approved by the Nebraska State Board of Education. If you have recently prepared a biography or resume, please attach it to this form.

PERSONAL INFORMATION

NAME	(first)	(middle initial)	(last)
RESIDENCE	(street)	(city)	(zip) (county)
WORK ADDRESS	(street)	(city)	(zip)
TELEPHONE	(residence)		(work)
OCCUPATION			

In which Nebraska State Board of Education district do you live? _____

Please provide the following information, check all categories which you represent, and complete pages 2 and 3 of this form. Information provided in this section will assist our staff and the State Board in making selections.

Check category(ies) which you represent:

- Cosmetology/Barbering
- Better Business Bureau
- Business
- Massage Therapy
- Nail Technology
- Real Estate
- Trade or Technical
- Truck Driving
- Other Sector of Private Postsecondary Career School

ADDITIONAL INFORMATION

Please provide additional supportive information about yourself and your experiences. Include membership of organizations related to this position, membership of any board, commission, council, or committee you have served in the past, honors or awards received, and other volunteer activities.

Please explain your interest in serving on the Nebraska Private Postsecondary Career Schools Advisory Council:

EMPLOYMENT

List employment history, beginning with current experience; include volunteer activities. A resume or additional information is optional.

EDUCATION

List schools attended (including high school), location, dates, major field of study or degree received.

REFERENCES

List names, addresses, and telephone numbers of at least three persons who may be contacted for references.

Name Address Phone Number

Name Address Phone Number

Name Address Phone Number

Signature of applicant Date

Please return completed form to:

Marisol Birth, Ph.D, Program Director
Private Postsecondary Career Schools
and Veterans Education
Nebraska Department of Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509-4987 **OR E-MAIL TO: marisol.birth@nebraska.gov**

Questions concerning this form should be directed to Marisol Birth at 402-471-4825.

STATE STAFF USE ONLY STATE BOARD OF EDUCATION REPRESENTATIVE AND DISTRICT RECOMMENDING STAFF PERSON
Appointment <i>approved</i> at _____ State Board of Education meeting. meeting
Appointment <i>not approved</i> at _____ State Board of Education meeting. meeting

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:



Annual Report 2019-2020

NCECBVI

In collaboration with the Nebraska Department of Education and Educational Service Unit 4

**Sally Schreiner,
Administrator**

**824 10th Avenue
P.O. Box 129
Nebraska City, NE 68410
402-873-5513**

 **Nebraska Center** for the
Education of Children who are
Blind or Visually Impaired

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Background Information

Founded in 1875, the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI) serves children from birth to age 21. NCECBVI's program offers the expertise and specialized skills of the Center's staff to students who are blind, visually impaired, and/or have multiple disabilities in residential, day, and outreach settings. Services are provided to local school districts, Educational Service Units, students, families, teachers, and other support staff.

Since 1999, the Nebraska Department of Education (NDE) contracts with Educational Service Unit 4 (ESU 4) to implement the state plan for vision services. NCECBVI provides statewide services under the leadership of ESU4 and partners with NDE to serve students statewide with programs and services as prescribed in the state plan.

ESU 4/NCECBVI Vision Statement

Courageously leading a dynamic revolution in education.

NCECBVI Mission Statement

To improve the learning of children who are blind or visually impaired through a commitment to communication, accountability, and leadership.


NCECBVI Belief Statements (May 2007)

We believe, as advocates for children who are blind or visually impaired, that:

- Communication is the key to effectiveness.
- Honest, accurate, and accessible communication enables quality statewide services.
- Effective partnerships between families and professionals ensure accountability.
- All children must have meaningful experiences and appropriate services.
- Local, state, and national leadership is essential in developing and providing educational best practices.

ESU 4 Mission Statement (January 2014)

Impacting student learning through communication, accountability, and leadership.



In 1997, the Nebraska Department of Education/NSVH conducted a study of vision services in Nebraska. A committee, made up of stakeholders, was selected to review current services and develop a new state plan for statewide vision services. This state plan was approved the Nebraska State Board of Education in December 1998, which created the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI). In 2004, the original stakeholders were invited back to NCECBVI to review the state plan and make any revisions needed to meet current needs. The revised state plan was approved by the Nebraska State Board of Education in September 2004.

Nebraska State Plan for Vision Services

The Nebraska Center for the Education of Children who are Blind or Visually Impaired provides a variety of services for students with blindness, visual impairments, and multiple disabilities on the campus in Nebraska City as well as statewide in students' local school districts, homes, and communities. The chart below identifies the service components of the state plan for vision services.



Instructional Materials and Technology Support

The Nebraska Instructional Resource Center (NIRC), housed at the Nebraska Center for the Education of Children who are Blind or Visually Impaired, supports local education agencies in providing students statewide with instructional materials and technology support needed for their education.

The Center:

- Acts as a liaison to the American Printing House for the Blind, Inc. (APH) Federal Quota program
- Serves as a resource for materials in braille, large print, recorded items, and tactile representations
- Maintains a statewide inventory of large print and braille materials available for loan from local school districts and educational service units
- Collaborates with the Nebraska Educational Assistive Technology (NEAT) Project regarding technology loan programs and technology support



School districts are required to register both their Legally Blind and Partially Sighted students annually with the Nebraska Instructional Resource Center.

As noted on Federal Quota registration paperwork, the top etiologies for students in Nebraska are as follows: Cortical Visual Impairment, Optic Nerve Hypoplasia, Retinopathy of Prematurity, Optic Atrophy, Nystagmus, and Albinism.

Federal Quota funding from the American Printing House for the Blind is provided to each state annually for students registered as Legally Blind. In Nebraska, NCECBVI also monitors the number of students who qualify as partially sighted.

Year	Blind/Legally Blind	Partially Sighted	Total
2020	405	423	828
2019	401	461	862
2018	406	464	870
2017	405	415	820
2016	404	400	804
2015	389	431	820
2014	397	480	877
2013	382	479	861
2012	380	466	846
2011	388	437	825
2010	406	405	811
2009	419	381	800
2008	414	380	794
2007	441	287	728
2006	439		
2005	442		
2004	430		
2003	423		
2002	409		

2001	406		
2000	409		
1999	391		
1998	389		
1997	384		

Categorization by age:

- Students ages birth-age 3: 24
- Students ages 3-5: 78
- Students ages 5-21: 726

Students were identified from 142 school districts and programs:

Allen Consolidated	Crete	Hemingford	Ogallala	St. Paul
Alliance	David City	Holdrege	Oakland-Craig	St. Wenceslaus
Alma	Deshler	Humphrey	Omaha	Sterling
Anselmo-Merna	District OR 1	Immanuel Lutheran	O'Neill	Superior
Ashland-Greenwood	Doniphan-Trumbull	Kearney	Ord	Sutton
Aurora	East Butler	Kimball	Osceola	Syracuse-Dunbar-Avoca
Axtell	Elgin	Lakeview	Papillion-LaVista	Tekamah-Herman
Banner County	Elkhorn	Laurel-Concord	Pawnee City	Thayer Central
Battle Creek	Elkhorn Valley	Lewiston	Plainview	Umo "Ho" Nation
Beatrice	Emerson-Hubbard	Lexington	Plattsmouth	Valentine
Bellevue	Exeter-Milligan	Lincoln	Pleasanton	Wahoo
Bennington	Fairbury	Malcolm	Ponca	Wakefield
Blair	Falls City	McCook	Potter-Dix	Wausa
Blue Hill	Fillmore Central	McCool Junction	Ralston	Waverly
Boone Central	Fort Calhoun	Meridian	Randolph	Wayne
Boyd County	Franklin	Millard	Ravenna	West Holt
Bridgeport	Freeman	Minden	Raymond Central	Westside
Broken Bow	Fremont	Mitchell	Red Cloud	Wilbur-Clatonia
Bruning-Davenport	Friend	Morrill	Riverside	Winnebago
Callaway	Fullerton	Mullen	Schuyler	Wood River
Centennial	Gering	NCECBVI	Scottsbluff	York
Central City	Gibbon	Nebraska City	Seward	Yutan
Central Valley	Giltner	NE Unified District 1	Sidney	
Chadron	Gothenburg	Neligh-Oakdale	Silver Lake	
Chase County	Grand Island	Niobrara	So. Central NE Unified	
Columbus	GI Central Catholic	Norfolk	South Sioux City	
Conestoga	Gretna	Norris	Southern	
Crawford	Hartington-Newcastle	North Bend	Southwest	
Creek Valley	Hastings	North Platte	Springfield-Platteview	
Creighton	Heartland	Northwest	St. Edward	

Center-Based Programs and Residential Services

Students have the option of attending the Nebraska Center for the Education of Children who are Blind or Visually Impaired for specialized services based upon the student’s educational needs as indicated by the individual education plan. Full or part-time educational placement for varying durations is available. Residential services may be provided in addition to the center-based educational program. Residential services may include independent living training, social skill training, community participation, and recreation and leisure activities.

The Center provides:

- Academic programming
- Continuation of local school district academics
- Intense training in specific skills
- Assessments and evaluations
- Collaboration with educators and parents for the student’s return to local education agency
- Transition programming for adult life
- Partnerships with local public schools to provide educational opportunities
- Specialized services for students with blindness, visual impairments, and multiple disabilities



Enrollment

The Nebraska Center for the Education of Children who are Blind or Visually Impaired provides educational programs within the center-based school setting for students with visual impairments, including those with multiple disabilities. Residential services are also offered at NCECBVI which provides a comprehensive program for students with extended training opportunities in the area of independent living skills.

16 center-based students ***Indicates new student(s) to NCECBVI in the 2019-2020 school year.*
 11 of the center-based students received residential services.

13 school districts received these services:

Boone Central	Hemingford	Syracuse-Dunbar-Avoca**	Westside
Crete	Nebraska City	Thayer-Central	
East Butler	Plattsmouth	Wakefield	
Falls City	Sterling	Waverly-Eagle	

Number of Students Enrolled in NCECBVI Center-Based Program by School Year

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
18	18	20	22	22	19	16	16	18	20	16

Co-Enrollment with Local School District

Placement at NCECBVI is always an IEP team decision and in some situations, students may attend their local school district classes on a part-time basis and attend NCECBVI the other part of the time. NCECBVI works closely with school districts to ensure consistency between the programs.

1 student attended both NCECBVI and their local district:
 Plattsmouth

Partnership with Nebraska City Public Schools

NCECBVI serves students statewide and when they attend the center-based program and live in the residential setting, it may be a long distance between Nebraska City and their local community and school. When the IEP team determines it is appropriate for the student to attend classes at a public school, Nebraska City Public Schools has provided that opportunity for students who attend NCECBVI.

**1 student participated in classes at Nebraska City Public Schools from:
Boone Central**

Expanded Core Curriculum (ECC)

The ECC is a framework for educational planning for students with visual impairments. It consists of nine areas: Compensatory Academics, Orientation and Mobility, Sensory Efficiency, Career Education, Independent Living Skills, Recreation and Leisure, Assistive Technology, Self Determination, and Social Interaction. The ECC is emphasized in all areas of a student's education and services and is one of the unique and specialized features of a student attending school at NCECBVI.

NCECBVI Events/Programs

Parent-Teacher conferences were held for parents/guardians of students at NCECBVI in November. During this time, conversations about student progress and upcoming lesson plans/activities were held between teachers, related service providers, adult service agencies, and parents. Parent-Teacher conferences were also scheduled for March but had to be cancelled due to the COVID-19 pandemic.

Certified Orientation and Mobility Specialists at NCECBVI coordinated trips to a shopping mall in Lincoln for all students in December. Prior to the shopping days, staff worked with parents to get lists of items the students could buy for family members for the holidays and carefully planned out routes in the mall for the students to be able to purchase those items. Once they returned from the mall, staff assisted students in wrapping their presents so they could go home to the families for the holidays.

On December 20, all NCECBVI students and several staff members participated in the annual Winter Program. During this program, students showcased their talents by singing, speaking, playing instruments for an audience full of family members, special guests, and staff. Following the program, everyone was invited to the dining room for a special meal prepared for the holiday celebration.

A "snow day" picnic was held in the lunchroom for residential students.

Staff and students celebrated the 100th day of school by dressing up like they were 100 years old!

A "Shamrock Dance" was held in the gym on March 12. Complete with decorations, a DJ, snacks, and photos, students and staff danced away their afternoon. Several area schools were invited to participate and planning to attend, however, as a safety precaution for coronavirus, the decision was made to have this be an NCECBVI-only event.

From the Kitchen

During the first month of the 2019-2020 school year, new ideas and items were introduced from the kitchen staff. The “Ramen Bar” was a hit in September, which included a choice of pre-measured veggies, a meat selection, and soy sauce and/or Chinese noodles for the finishing touch. One student gave it a ‘two thumbs up’ review. There were also guests in the building who provided rave reviews.

The kitchen staff also introduced the “NCEC Bowl” which was their take on the KFC Bowl. This was a big hit and had everyone asking if they could have it again the next day. The street tacos on Friday were also popular. The first time they were served they were still the talk on Monday, Tuesday, and Wednesday of the following week.

“The Produce Man” sent some fabulous fresh produce to school for students to enjoy. While his presentation had to be postponed, the kitchen staff bagged it up and sent it home with students to enjoy with their families.

Remote Instruction During 4th Quarter

On March 16-17, the decision was made to send students home due to the COVID-19 pandemic. Instructional packets were compiled by staff and sent home for students to continue their learning for the remainder of the school year.

NCECBVI teachers created remote learning plans to provide educational enrichment activities for students enrolled in the center-based and residential programs. Educational materials, along with assistive technology devices, were mailed to students’ homes on a minimum of three separate occasions during the quarter. Teachers were in frequent contact with students, parents/guardians, and family members during this time to answer questions, support instruction, and collaboratively monitor student progress on IEP goals and objectives. Contact was made with students and families through phone calls, emails, and Zoom meetings.

For detailed information about how the COVID-19 pandemic effected 4th quarter, please refer to the ‘NCECBVI Continuity of Learning’ plan.

Transition Planning

NCECBVI has been working closely with center-based students, their families, and adult service agency providers to coordinate transition services to the location where students will attend once they graduate. The Transition Specialist, Principal, and teachers have worked hard on transition plans for graduates from the communities of Hebron, Nebraska City, and Wakefield.

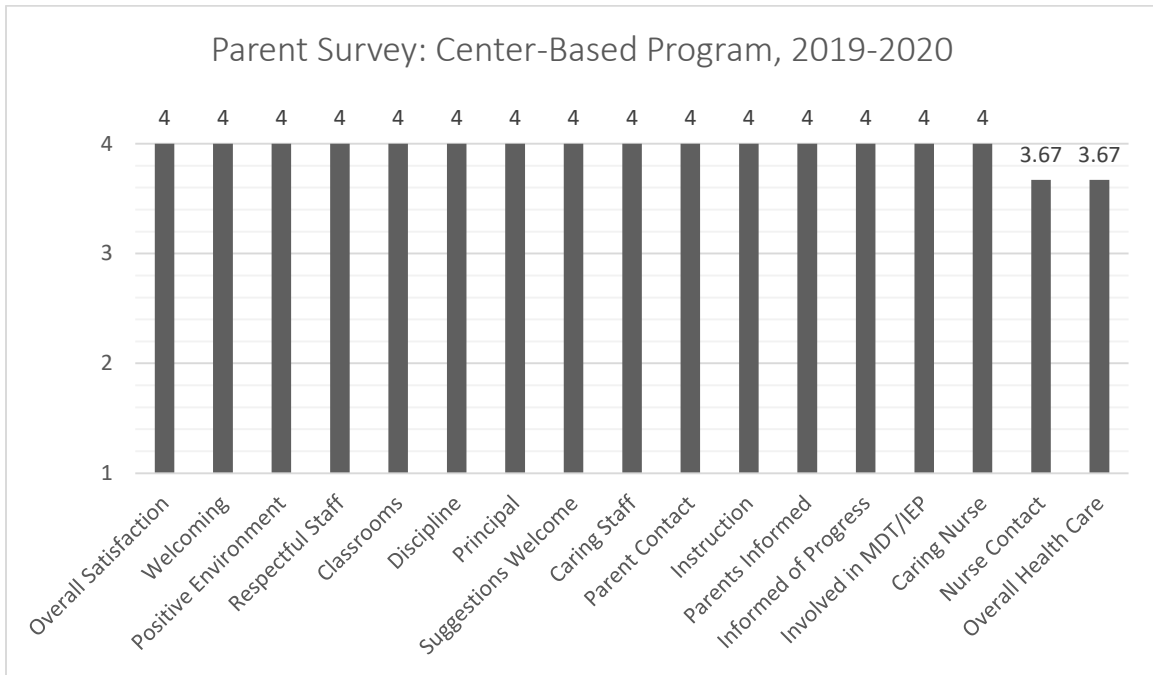
Graduation Ceremony

NCECBVI’s graduation ceremony was held via Zoom on May 8. This event was held in collaboration with students’ home schools with representatives from local school districts and NCECBVI sharing stories about each graduate, viewing a slide show of photos taken during the students’ time at NCECBVI, and awarding them with certificates of participation and diplomas. Caps and gowns were mailed to students’ homes so they could wear the traditional graduation apparel during the ceremony.

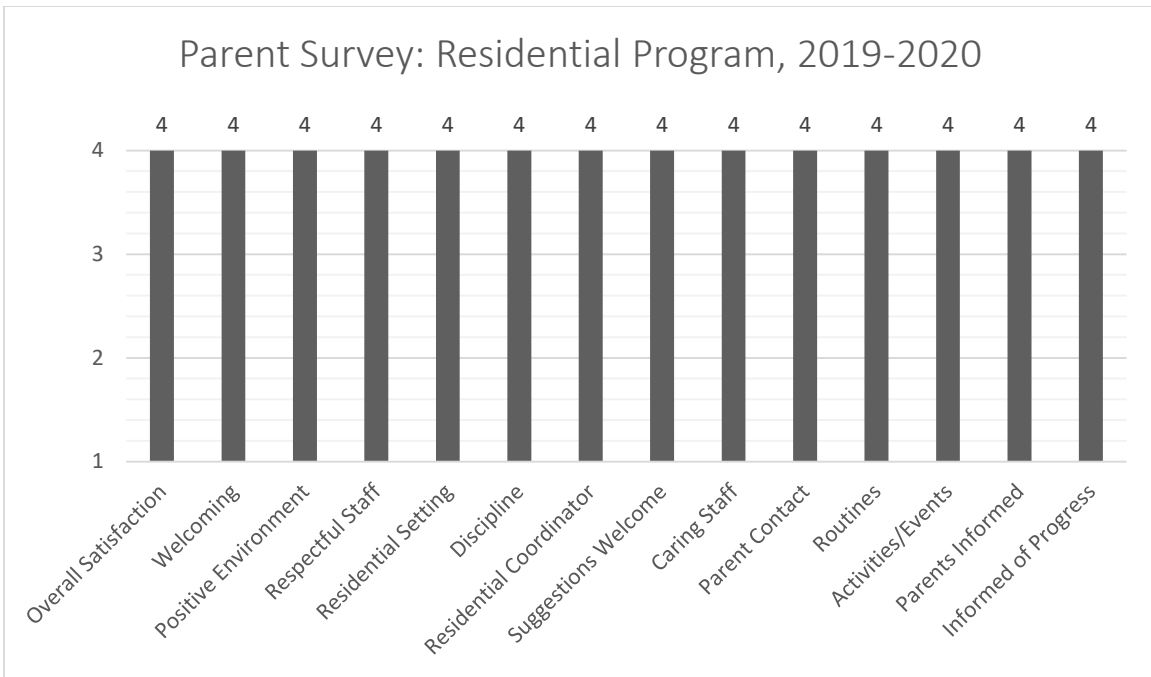
Class of 2020 Graduates

NCECBVI staff aim to ensure a comfortable transition between public school and adult life. Parents, teachers, and adult service agency providers worked together to develop and implement students' transition plans. Post-graduation plans for the class of 2020 graduates included:

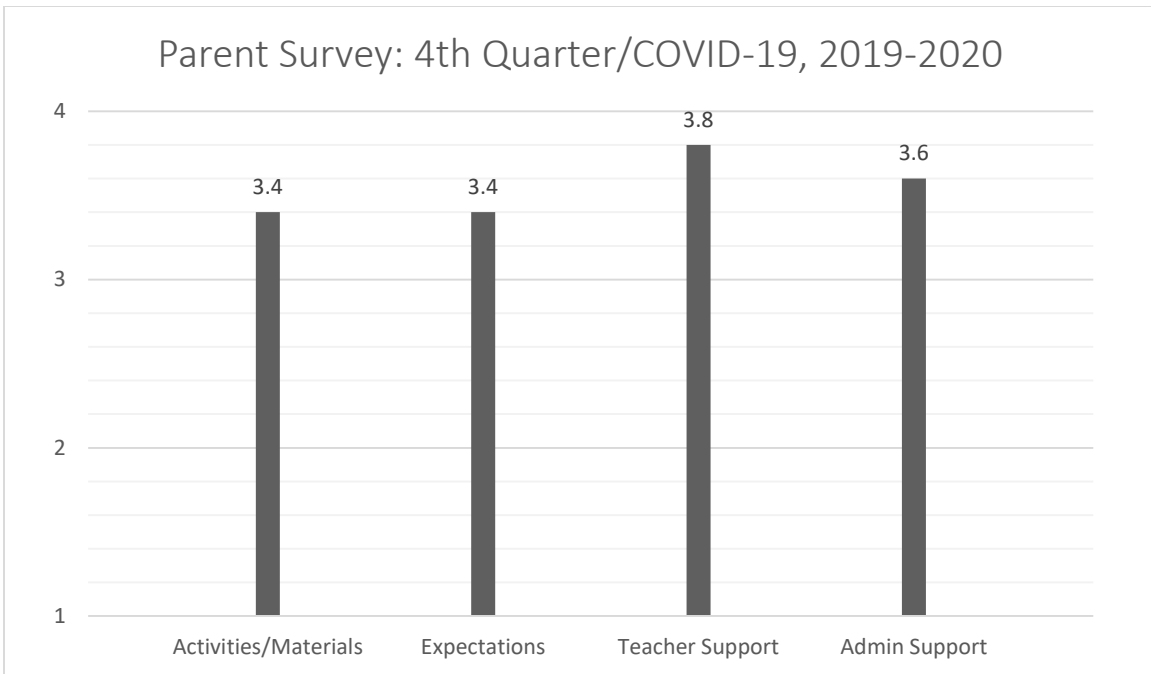
Region V in Nebraska City
Integrated Life Choices, Lincoln
Integrated Life Choices, Wayne



4=Excellent 3=Good 2=Fair 1=Poor



4=Excellent 3=Good 2=Fair 1=Poor



4=Excellent 3=Good 2=Fair 1=Poor

Student and Family Support Programs

The Nebraska Center for the Education of Children who are Blind or Visually Impaired offers a variety of support programs for students and families throughout the year.

The Center provides:

- Skill Training—Braille, Orientation and Mobility, Independent Living, Vocational Training, Assistive Technology, Social Skills, Transitional Living
- Enrichment Activities—Outdoor Education, Arts and Crafts, Music, Sports, Recreation and Leisure
- Family Activities—Parent Training, Sibling Training, Family Networking

Alumni Banquet

There was a great turnout for the annual **Alumni Banquet/Reunion** in July. The guests arrived Friday afternoon and got all settled into their rooms in the dorm. Friday evening was spent socializing and reminiscing about their times at NCECBVI. Saturday started with breakfast and coffee then a dedication ceremony for those that could not be with us this year. The guests had lunch and played BINGO in the afternoon. Saturday evening was a delicious meal with an auction following. Sunday, they had a brunch with lots of pictures and new memories being made. In all, 30 guests enjoyed the weekend festivities.

Eastern Nebraska Transition Conference

This fall, 6 students, 3 staff, and one parent from NCECBVI attended the Eastern Nebraska Transition Conference at Southeast Community College in Lincoln. The students spent their day attending 6 different sessions on topics to prepare them for working and living in the community. These topics included Coping Well: Skills for Work, Safety in the Community, Self-Advocacy & Self Esteem, Tech & Tips for Work, and Safe use of Social Media. They finished their day listening to speakers from the Nebraska Commission for the Blind and the Nebraska Youth Leadership Council, including an NCECBVI student who is part of NYLC. All of the students had a great day and enjoyed seeing other students and teachers from their local districts.

ACT Testing

NCECBVI serves as an approved proctor for the ACT test. NCECBVI staff partnered with students' local school districts, parents, and students to complete the required paperwork for approved accommodations.

1 student participated from:
Syracuse-Dunbar-Avoca

Person-Centered Planning

In the person-centered planning process, students with disabilities focus on themselves to build a personal profile using maps, plan for their future, and create an action plan to define next steps in the planning process. NCECBVI staff members from both the outreach department and center-based program have been trained in this process.

1 team participated from:
Fremont-Mills, Iowa

APH ArtInsights

The American Printing House for the Blind coordinates the Art InSights contest annually. This fall, 7 students from Nebraska placed and/or were recognized in this nation-wide competition. Four of the students, along with their parents, traveled to Louisville, Kentucky, to receive their honors and participate in the national art show.

4 students and their families traveled to Louisville, KY, from:

NCECBVI
South Sioux City

Cane Quest

Nebraska's first-ever Cane Quest competition, a national event sponsored by the Braille Institute of America, was held on December 5. On this day, students from around the state participated in this orientation and mobility contest on the NCECBVI campus, with nearly all of the Certified Orientation and Mobility Specialists in the state participating as well. During the contest, parents participated in an all-day workshop focusing on adapting games and activities for students who are blind or visually impaired. There were a total of 88 participants in the event including 18 students, 14 grandparents/parents, 37 staff/volunteers, 5 student helpers.

Students and parents from the following districts were in attendance:

District 145—Eagle
Fullerton
Gretna
Lincoln
NCECBVI
Norris
Wood River

Community Service Agency Tours

The NCECBVI Transition Specialist arranged tours in various areas in the state throughout the year, including Omaha, Lincoln, and Wayne. These tours were designed for parents and family members, and gave them the opportunity to learn more about what each program had to offer after graduation, as well as a chance to ask questions. Spending the day together also provided a beneficial networking opportunity for parents.

Nebraska Youth Leadership Council

The Nebraska Department of Education, Office of Special Education, along with Nebraska Vocational Rehabilitation, sponsor the Nebraska Youth Leadership Council. The NYLC was created by youth, promoting leadership and advocacy for students with disabilities. They work with youth statewide to promote disability awareness and educate others about transition services.

1 student participated from:

NCECBVI

Nebraska Braille Challenge

NCECBVI sponsored the 13th annual Braille Challenge on campus. Nebraska students were invited to participate and celebrate literacy, reward academic competition, and to encourage them to excel and believe in their vision for the future. This national event was sponsored by the Braille Institute of America. Students competed in various contests including spelling, reading comprehension, proofreading, and speed and accuracy. During the afternoon, students participated in interactive sessions focusing on coding and robotics, led by two teachers of the visually impaired, one from NCECBVI and one from Lincoln Public Schools.

A parent workshop titled, “Let’s Talk about Employment: Family Employment Awareness Training” was provided by Holly Schweitz, FEAT Coordinator, from the Nebraska Parent Training and Information Center. In total, there were 93 participants on campus for this year’s competition; 67 visitors, in addition to 26 individuals from NCECBVI. Not included in this number are the Nebraska City Public Schools band members who were present as the Braille Challenge contestants entered the auditorium during the opening ceremony. Prizes were given to the 1st, 2nd, and 3rd place winners in each category and all students received a certificate of participation, pictures of the contestants, and a t-shirt.

25 students participated from 13 schools

Ashland-Greenwood	Omaha
Aurora	Syracuse-Dunbar-Avoca
Blair	South Sioux City
Fullerton	Southwest
Lincoln	Waverly/Eagle District #145
Millard	Wood River
NCECBVI	

Number of Students who have Participated in the Nebraska Regional Braille Challenge by School Year

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020
28	36	24	28	26	25	24	19	25	22	25

National Braille Challenge

Two Nebraska students qualified for, and participated in, the Braille Challenge National Competition which is typically held in Los Angeles, California, in June. They were from the South Sioux City and Syracuse-Dunbar-Avoca school districts. Due to the COVID-19 pandemic, this year the contest was held remotely. Each student’s TVI made arrangements to proctor the contest in July, in each student’s hometown.

Prom

Prom was not held this school year due to the COVID-19 pandemic.

Sizzlin’ Summer Camp

Sizzlin’ Summer Camp was not held this year due to the COVID-19 pandemic.

Assessment and Evaluation Services

Educational assessments and evaluations are provided to assist local education agencies in order to provide educational services for students who are blind or visually impaired. These assessments may be provided in a variety of locations: in the local school district, in the student's home and community, and/or at the Nebraska Center for the Education of Children who are Blind or Visually Impaired. The assessment team also coordinates with other professionals to provide a comprehensive evaluation.

The Center may provide:

- Low Vision Clinics
- Orientation and Mobility Assessments
- Functional Vision Assessments
- Learning Media Assessments
- Transitional Living Assessments
- Daily Living Assessments
- Vocational Assessments
- Assistive Technology Assessments
- Motor Assessments
- Psychological Evaluations
- Physical Therapy Evaluations
- Occupational Therapy Evaluations
- Speech-Language Evaluations



Psychological Evaluations and Functional Vision/Learning Media Assessments

Psychological evaluations are offered on-campus at NCECBVI. Functional Vision/Learning Media Assessments and Orientation and Mobility Assessments are provided as an outreach service, completed at the student's local district.

13 students completed a Psychological Evaluation from:

Central Valley
Columbus
Hartington-Newcastle
Ogallala
Randolph
Scottsbluff
Wayne
West Holt

9 students completed an Orientation and Mobility Assessment from:

Central Valley
Crete
Falls City
North Platte
Oakland-Craig
Ravenna
Raymond Central
Wahoo-Bishop Neumann

16 students completed a Functional Vision/Learning Media Assessment from:

Auburn
Bridgeport
Chadron
Crawford
Gretna
Kimball
Mitchell
North Platte
Pawnee City
Potter-Dix
Scottsbluff
Sidney

Categorization by age:

- Students ages birth-age 3: 0
- Students ages 3-5: 0
- Students ages 5-21: 34

Consultation Services

The Nebraska Center for the Education of Children who are Blind or Visually Impaired provides consultation, advisory, and technical assistance for students, families, educators, local education agencies, and educational service units on a statewide basis.

The Center:

- Assists local education agencies in assessing a child's needs and makes appropriate educational recommendations
- Facilitates student-family networking
- Provides classroom, community, and/or home observations
- Provides ongoing support and information for students, parents, and educators
- Works cooperatively with parents, local school district personnel, and others to implement appropriate educational programs and services
- Participates in multi-disciplinary team, individual education planning, individual family service planning, and individual program planning meetings
- Assists with statewide initiatives



Mentoring Program

NCECBVI offers a mentoring program for teachers of the visually impaired. Mentoring can be of particular benefit to a new TVI, and/or individuals who have returned to a TVI position after recently working in another capacity, or a TVI who is in need of assistance in a particular area(s). The NCECBVI Outreach Consultant/Mentor provides support, encouragement, and assistance to the TVI to help the individual gain confidence and learn skills to effectively provide services to students with visual impairments.

3 individuals participated from:

ESU 13
Gering
Scottsbluff

Transition Consultation

NCECBVI's Transition Specialist offers consultation to students, teachers of the visually impaired, school district staff, and families. These consultations are individualized to meet the specific transition needs of the students and parents as well as the needs of the school districts and ESUs.

1 district/ESU participated from:

Gretna

Direct Service

During the 2019-2020 school year, NCECBVI provided direct services from a teacher of the visually impaired and certified orientation and mobility specialists to several schools within the ESU 4 area. NCECBVI also contracts with two school districts in the ESU 3 area, one district in the ESU 6 area, and three school districts in the ESU 2 area to provide direct services. NCECBVI also provided direct service to students in the ESU 13 area. During the COVID-19 pandemic in 4th quarter, enrichment activities were provided to many students in these districts.

45 students received services from 22 districts:

ESU 2

Ashland-Greenwood
Oakland-Craig
Wahoo/Bishop Neumann

ESU 6

Crete
Norris
Raymond Central

ESU 3

Gretna
Papillion-LaVista

ESU 13

Alliance
Banner County
Bayard
Bridgeport
Chadron
Chappell
Crawford
Creek Valley
Harrisburg
Hay Springs
Kimball
Mitchell
Potter-Dix
Scottsbluff
Sidney

ESU 4

Auburn
District OR 1: Palmyra/Bennet
Falls City
Lewiston
Pawnee City
Sterling
Syracuse-Dunbar-Avoca

ESU 16

North Platte

Categorization by age:

- Students ages birth-age 3: 1
- Students ages 3-5: 3
- Students ages 5-21: 48

NCECBVI staff participated in MDT and/or IEP/IFSP meetings in 25 districts:

Alliance	Norris
Ashland-Greenwood	North Platte
Bridgeport	Oakland-Craig
Chadron	Papillion-LaVista
Crawford	Pawnee City
Crete	Potter-Dix
District OR-1	Raymond Central
Falls City	Scottsbluff
Gretna	Sidney
Kimball	Sterling
Lewiston	Syracuse-Dunbar-Avoca
Mitchell	Wahoo/Bishop-Neumann
Nebraska City	

Professional Development and Training

The Nebraska Center for the Education of Children who are Blind or Visually Impaired provides and coordinates staff development opportunities statewide for educators, related service providers, parents, and agency personnel as needs are identified. In addition, the University of Nebraska-Lincoln, in cooperation with the Nebraska Department of Education, the Kansas State School for the Blind, and the Nebraska Center for the Education of Children who are Blind or Visually Impaired, offers an endorsement program for teaching the blind and visually impaired.

The Center:

- Supports the UNL Vision Endorsement Program
- Provides training for regular and special educators, related service providers, and agency personnel
- Provides training opportunities for parents, families, and caregivers
- Provides statewide staff development opportunities for teachers of the visually impaired
- Seeks funding for teachers to receive certification in orientation and mobility

The **Deaf-Blind Summer Institute** was held in July in Lincoln. The three-day training titled “Laying the Foundation for Communication Exchange: Critical Points of Understanding and Practical Strategies,” was presented by Dr. Susan Bashinski from Missouri Western State University. This professional development opportunity is sponsored by the Nebraska Deaf-Blind Project.

73 individuals participated from

Boys Town National Research Hospital	Nebraska Dept. of Education
ESU 1	Norfolk
ESU 6	NE Reg. Prgm for Deaf/HoH
ESU 9	PTI
ESU 10	Ralston
Falls City	Scottsbluff
Kearney	SE NE Reg. Prgm-Deaf/HoH
Lincoln	Waverly-Eagle
Metro Regional Program-Deaf/Hard of Hearing	West Holt
Munroe-Meyer	UNL
Nebraska Commission for the Deaf/Hard of Hearing	Yutan
Greenwood, Delaware	Junction City, Kansas
Milford, Delaware	St. Paul, Minnesota
Council Bluffs, Iowa	Aberdeen, South Dakota
Hiawatha, Kansas	

In July, the NCECBVI Campus Administrator and Director of Programs were asked to meet with the team of 8 occupational therapists and a teacher liaison at **Madonna Rehabilitation Hospital** in Lincoln, to give an overview of programs and services. Discussions were held regarding the increased number of students with a diagnosis of cortical visual impairment (CVI), how services are provided to both school-age and early childhood students, educational vs. medical services, and providing resources to students with vision loss. A brief tour of the Madonna vision rehabilitation therapy room was also provided.

Thirty-five **UNL** students descended on NCECBVI the week of July 8 to participate in hands-on experiences associated with their **graduate coursework**. Students completing their first year took an assistive technology course with Robert Taylor, an assistive technology specialist from the Kansas State School for the Blind, and a Nemeth and adapted materials course with Diane Ditmars, a retired TVI from Lincoln Public Schools. Students nearing the end of their programs took an orientation and mobility course with Faye Miller, a TVI/COMS from the Oklahoma School for the Blind. Students in the program represented eight states: Colorado, Delaware, Iowa, Kansas, Minnesota, Nebraska, Utah, and Wisconsin.

The **CVI (Cortical Visual Impairment) Work Group** supports TVIs statewide. This school year, team members participated in a CVI training offered by the Perkins School for the Blind. This led to each team member earning an ‘endorsement’ in CVI through Perkins but more importantly, for the purpose of them sharing information with colleagues statewide in spring, as they lead training in CVI assessments. Unfortunately, due to COVID-19, Spring Fling 2020 was canceled.

8 individuals participated from

ESU 9
ESU 10
Lincoln
NCECBVI
Norfolk

The **TOAST (Technology Outreach and Support Team) Work Group** met in September and learned updates about the Assistive Technology Partnership from their new director. They also continued their discussion about an assistive technology lab and they held a discussion about the use of personal devices that are utilized at school. The team made plans to update their website and also reviewed the use of ‘smart devices’ for students. Throughout the year, their conversations concentrated on how to integrate assistive technology with the restructuring of Low Vision Clinics for the upcoming school year.

5 individuals participated from

Assistive Technology Partnership
ESU 4
ESU 10
Lincoln
NCECBVI

In October, the NCECBVI Transition Specialist provided an **in-service** for teachers of the visually impaired in Lincoln Public Schools. Topics discussed included Indicator 13 transition requirements and how they connect their services to post-secondary and annual goals. They also discussed how the ECC screening and assessment can be used for a transition assessment, work experience, how so many O&M activities relate to transition, they discussed the possibility of summer work experiences for students, especially in regard to support from the Nebraska Commission for the Blind and Visually Impaired.

Regional Conversations to Discuss Best Practices for Students with Vision Impairments are held to provide an opportunity for professional development, for all TVIs across Nebraska, through conversation guided by an agenda as well as the needs of the group. Teachers of the visually impaired come together from the region to share ideas and resources for best practices for teaching students with visual impairments, problem-solve, discuss pertinent topics in the area of visual impairments, and learn about upcoming professional development opportunities. Meetings are held typically held two times each school year; once in the fall and again in the spring and facilitated by the NCECBVI Outreach Department staff members. This school year, Regional Conversations were held in the fall via Zoom and were unable to be held in the spring, due to the COVID-19 pandemic:

Lincoln area	5 Participants
Northeast area	6 Participants
Western Nebraska	6 Participants
Central Nebraska	6 Participants
Omaha area	8 Participants

The NCECBVI Director of Programs and Principal attended the **annual American Printing House (APH) for the Blind conference** in Louisville, Kentucky, in October. As part of their roles as Ex-Officio Trustees, both attended required sessions focusing on the Federal Quota program. They attended several other sessions regarding APH products and networked with other professionals in the field of blindness and visual impairments. Dr. Tanya Armstrong received the Council of Schools for the Blind Leadership Award at their annual banquet.

The American Printing House for the Blind (APH) annually selects a small number of educators in the field to serve as an **APH Scholar** and attend the annual meeting in Louisville, Kentucky. Barbara Johnson, Teacher of the Visually Impaired for Lincoln Public Schools, received this honor and attended the annual meeting and training sessions in October.

This year’s annual **Fall Foliage** statewide conference focused on early childhood. Megan Mogan from the Arizona Deaf-Blind Project presented “Tactile Strategies for Early Communicators: Practical Ideas for Interactive Daily Routines.” Following the workshop, 100% of participants reported they had gained either moderate or high knowledge/skills in the area of early communication. Dorinda Rife, an independent consultant, gave a presentation about Babies Count, a national registry of infants and toddlers who are blind or visually impaired; Nebraska will be implementing this program during the 2019-2020 school year. Finally, Teresa Coonts from the Nebraska Department of Education provided an update of various happenings throughout the state. One participant stated, “It’s always helpful to have updates directly from an NDE representative.”

29 individuals participated from:

Bellevue	NCBVI
ESU 3	NCECBVI
ESU 5	Nebraska Department of Education
ESU 8	Ogallala
ESU 9	Private Provider
ESU 10	University of Nebraska-Lincoln
Hastings	Wood River
Lincoln	

In October, NCECBVI staff spent an entire day focusing on individual needs of students who attend the center-based and residential programs. They looked at information specific to communication, occupational and physical therapy needs, IEP goals, behavior plans, and more. Teachers, paraeducators, residential staff, and administrators participated.

Also in October, the center-based and residential staff participated in a workshop learning how to use **Verbal Behavior** strategies to teach language and basic learning skills to students. This was led by Deb Rauner, Behavior Specialist and her assistant, Paula Daharsh. The verbal behavior strategies staff worked on included learning about verbal operants, prompting/shaping, pairing, and reinforcement. NCECBVI staff also learned how to use errorless teaching to work on target skills and how to do an error correction when students make a mistake. Following the workshop, 79% of participants said they had moderate knowledge/skill in the area of verbal behavior strategies and 21% felt they had high knowledge.

The NCECBVI Transition Specialist is an active participant in the **ESU 4 Transition Coalition Self-Study**. There are several opportunities for professionals to partner each month, to meet as a group either in person or via Zoom to discuss topics pertinent to transition. Members of the group put together presentations for the ESU 4 area Engaging Educators Conference in February.

Now in its fourth year, the **Midwest Outreach Forum** was held at NCECBVI in November, with representatives from Iowa and Nebraska in attendance. Topics discussed at this year's meeting included: Braille Challenge, Low Vision Clinics, Cortical Visual Impairment, Early Childhood, Technology, Transition and more.

In November, the NCECBVI Director of Programs and Principal attended the **Tri-State Law conference** held in Omaha. In addition to learning about legal decisions/court cases over the last year, they attended sessions focusing on transition, IEP compliance, and mental health.

The NCECBVI Transition Specialist participated in the **Transition Practitioners** meeting on November 20. This group is made up of transition specialists and special education teachers statewide, sponsored by the Nebraska Department of Education. This meeting focused on the upcoming statewide Transition Conference which will be held in Kearney in February.

In November, Donna Hultman, NCECBVI Outreach Consultant, presented a "**CVI 101**" **workshop** to JP Lord teaching staff in Omaha Public Schools. Twelve teachers were in attendance. Donna shared many materials, including those that were teacher-made and those available from the Nebraska Instructional Resource Center. She was able to present them with a list of students in their school registered as legally blind through the Federal Quota Census and hence, eligible to receive materials from NIRC.

One of the NCECBVI Outreach Consultants attended the **Getting in Touch with Literacy conference** in Seattle this fall. This national, biennial conference is for professionals in the field of blindness and visual impairment and is one of the largest gatherings for professional development for teachers serving this population.

In November, a Brailist workshop was held at NCECBVI focusing on the braille math code, **Nemeth 101**. Kyle DeJute from the National Braille Association was the presenter. In addition to Nebraska, participants from the neighboring states of Iowa and Kansas were also in attendance. Following the workshop, 92% of participants said they had moderate or high knowledge and skills in the area of Nemeth.

28 individuals participated from:

Ashland-Greenwood	Ankeny, IA
Bellevue	Heartland AEA 11
ESU 7	IA Educational Services for the B/VI
ESU 10	Greenbush SE KS Service Center
Fremont	Sumner Co. Educ. Services, KS
Fullerton	USD 260
Lincoln	USD 457
Millard	USD 465
Omaha	Private Provider
Wood River	

Nebraska Orientation and Mobility Specialists met in early November to finalize plans for the state's first-ever Cane Quest competition. On this day, O&M specialists learned about the individual stations for the competition, practiced scoring students according to provided rubrics, and walked the route for contest. Cane Quest is an O&M competition coordinated by the Braille Institute of America.

The **NIRC Advisory** committee met in December and addressed a number of topics including: Federal Quota, getting more materials into the hands of students, providing more catalogs for general education teachers to support their instruction, data collection, new APH products, packaging of items, ways to support new TVIs, and reviewing the process of sourcing books.

10 individuals participated from

ESU 2
ESU 3
Falls City
Hastings
NCECBVI
South Sioux City
University of Nebraska-Lincoln/Private Provider

One of the NCECBVI Orientation and Mobility Specialists participated in an online workshop, "**Creative O&M Strategies to Increase your Students' Independence in Rural Areas.**"

One of the NCECBVI center-based teachers attended the **ATIA (Assistive Technology Industry Association)** conference in January. Sessions he attended focused on a robot system for students with autism, 3D support for students with disabilities, the American Printing House for the blind new devices, playground experiences for students with complex communication needs, music-centered AT, coding, switches, literacy, and more. This teacher also presented a poster session which had more than 500 viewers and 49 scans, in addition to in-person conversations and numerous handouts disseminated.

NCECBVI supported their Certified Orientation and Mobility Specialists to participate in the online **International O&M Symposium**. They viewed several sessions, including those focused on O&M instructional strategies, fall prevention, a comparison between apps, and more.

The NCECBVI administrative team met for a full day of planning in mid-January. Program data was reviewed and discussions were held about the current State Plan, future goals, and service delivery models.

NCECBVI continues a **positive partnership with the Nebraska Commission for the Blind** by meeting quarterly during the school year. In February, NCECBVI administrators and the Transition Specialist met with NCBVI staff to discuss several ways to continue to partner in supporting transition-age students and their families.

In February, the NCECBVI Transition Specialist presented a session at the **Nebraska Transition Conference** in Kearney, in partnership with the Transition Coordinator at the Nebraska Commission for the Blind.

All of the staff from ESU 4 area schools were invited to participate in the **Engaging Educators Conference** at Peru State College in mid-February. There were a variety of sessions for individuals to attend throughout the day. This is an annual professional development conference coordinated by the Teaching and Learning Team at ESU 4.

Several NCECBVI staff members participated in **ObjectivED** Zoom training during the year. ObjectivED supports distance learning to help students practice their skills in the Expanded Core Curriculum including games for orientation and mobility, braille, and assistive technology.

In February, the NCECBVI Campus Administrator and Director of Programs met with the **Millard Public Schools** teachers of the visually impaired, orientation and mobility specialist, and administrator. The group discussed upcoming opportunities for students, families, and staff, in addition to answering questions about the Federal Quota program, assessments, and transition activities.

NCECBVI staff and administrators participated in **SRS (IEP) training** in February. The ESUCC Communications Specialist led the training for teachers and related service providers.

In early March, the NCECBVI Campus Administrator and Director of Programs met with the University of Nebraska-Lincoln professors in both the TVI and O&M programs. They discussed current students, professional development opportunities, and ways to partner in the upcoming 2020-2021 school year.

One of the NCECBVI Orientation and Mobility Specialists co-presented a Zoom session with the Orientation and Mobility professor from UNL in early March, to interested staff from North Platte Public Schools and the ESU 16 area. The purpose of the session was to provide information about this related service and hopefully spark an interest in others to earn their certification in O&M.

NCECBVI's Go-To Crew, along with the ESU 4 Administrative Team, have spent time preparing for the **Cognia accreditation review** scheduled for this fall. Data has been collected and analyzed, program priorities have been identified, and the overall continuous improvement process has been reviewed.

NCECBVI paraeducators and residential assistants participated in the **Nebraska Statewide Autism Conference** held via Zoom on April 2-3.

NCECBVI's paraeducators, residential assistants, Food Service Coordinator, and Residential Services Coordinator were provided "homework packets" to engage them in professional learning while working from home during the COVID-19 pandemic beginning in March. Materials were individualized based on staff needs and interests. Completed work was submitted each week and detailed feedback was provided from the administrative team.

The NCECBVI Physical Therapist provided a training to staff via Zoom focusing on the needs of NCECBVI students. In preparation for the training, she encouraged staff to view the webinar, "Ready Bodies Learning Minds." The training also reviewed tips on transfers, body mechanics, orthotics, getting in and out of vehicles, sensory breaks, and the importance of documentation of all therapy activities.

The Principal and NCECBVI School Nurse presented a Zoom session to all staff about the specialized needs of NCECBVI students. Medical information was shared about individual students in addition to their learning needs. This session provided an in-depth look at each student's background and allowed staff to learn more about every student's unique circumstances.

The Campus Administrator held frequent Zoom meetings with the entire NCECBVI staff. During 4th quarter. Information was shared that was learned at other meetings and trainings regarding COVID-19, work schedules and expectations of staff, communication with districts, students, and families, IEP compliance, providing educational materials/activities for students, and more. Topics/agenda items were shared about information that was pertinent at that time.

Statewide Zoom meetings were held for teachers of the visually impaired on a regular basis during 4th quarter. Conversations were held regarding instruction in this time of remote learning, strategies for working with students and families using technology, ideas were shared for progress monitoring, and more. These sessions were well attended and provided TVIs opportunities for networking.

O&M Instructors met regularly via Zoom during 4th quarter. While similar to the statewide Zoom meetings for TVIs, their conversations focused specifically on strategies for orientation and mobility. Creative ideas were shared and O&M instructors actively engaged in discussions about how to serve students remotely.

NCECBVI's administrators participated in numerous trainings and meetings regarding the COVID-19 pandemic. The specific trainings are noted in the "Positive Partnerships" section at the end of this report.

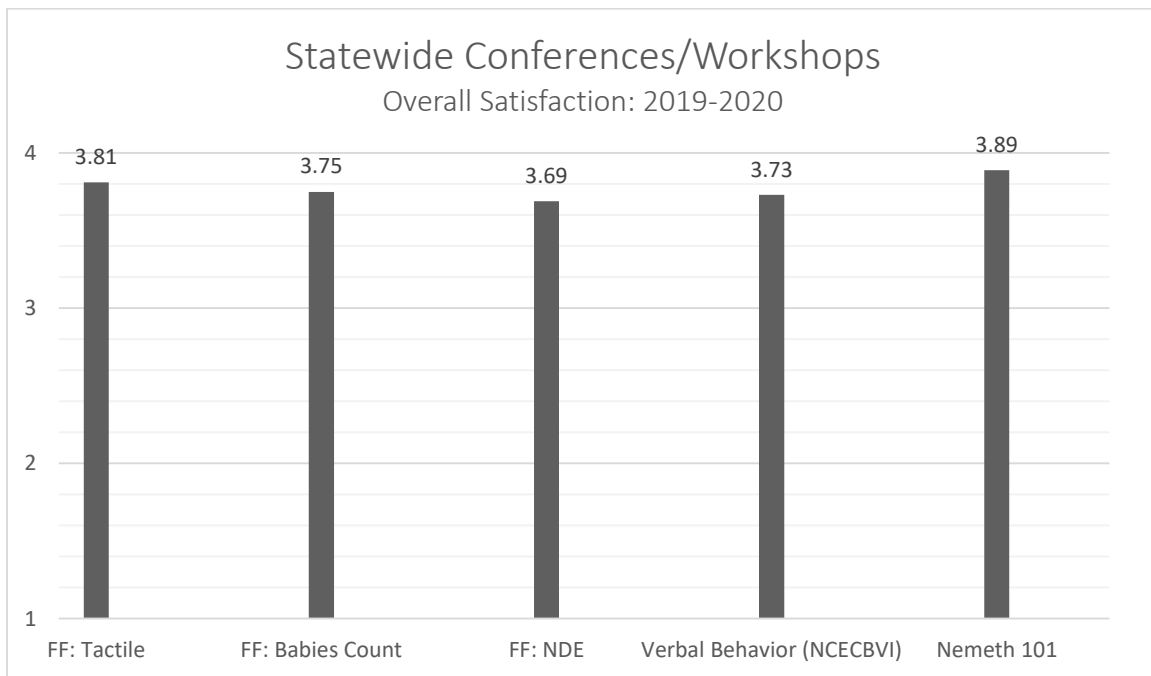
NCECBVI outreach staff participated in trainings during 4th quarter including the following: O&M for Wheelchair Users with Visual Impairments and Blindness, Maximizing Engagement with Students with Visual Impairments, ObjectivED, and a session focused on driving with low vision.

On May 4, the Campus Administrator and Director of Programs participated in a meeting with **Creighton ophthalmology** students and their professor via Zoom. The purpose of the meeting was to discuss their involvement in future low vision clinics.

NCECBVI's Go-To Crew, along with the ESU 4 Leadership Team, participated in a 2-day **Data Retreat** via Zoom in May. On day one, teams reviewed and analyzed data from the current school year. On the second day, teams created action plans and identified priority programs for the upcoming school year. Time was also spent preparing for the Cognia accreditation review scheduled for this fall.

NCECBVI's annual Spring Fling conference was not held due to the COVID-19 pandemic.

The annual all-ESU 4 professional development day was not held this year due to the COVID-19 pandemic.



4=Excellent 3=Good 2=Fair 1=Poor

During the 2019-2020 school year, NCECBVI collected data about how many teachers of the visually impaired and braillists are currently in Nebraska and of those, how many participated in an NCECBVI-sponsored activity, whether on-campus or off-campus.

- Of the 70 active TVIs, 65 participated in at least one activity with NCECBVI, equaling 93%.
- Of the 21 active braillists, 12 participated in at least one activity with NCECBVI, equaling 57%.

NCECBVI serves as the fiscal agent for the **Nebraska Deaf Blind Grant**. In addition to the annual Deaf-Blind Summer Institute held in July 2019, the Family Engagement Coordinator participated in online meetings and trainings, the CHARGE liaison attended the national CHARGE conference, and the Project Director and Project Coordinator met regularly to discuss grant year activities.

Throughout the year, the Project Director and Project Coordinator participated in monthly planning meetings with several other states to prepare for the Midwest Transition Institute which was scheduled to be held in Michigan in the summer of 2020. In preparation for hosting the Midwest Transition Institute in Nebraska/Iowa in the summer of 2021, Nebraska Project staff have met with Iowa Project staff at the Iowa School for the Deaf, where the conference will be held, and via Zoom. Additionally, Deaf-Blind Project staff have participated in Deaf-Blind Interagency meetings with the Nebraska Commission for the Blind and Visually Impaired, the Nebraska Commission for the Deaf and Hard of Hearing, Helen Keller National Center, and the Assistive Technology Partnership.

During the school year, the Project Director and Project Coordinator joined Zoom consultation sessions with teams from Lincoln Public Schools and Kearney Public Schools as they have been supported by Dr. Susan Bashinski from Missouri Western University, as follow-up from last summer's Deaf-Blind Institute. The decision was made in March to cancel this year's MTI in lieu of the COVID-19 pandemic. Project Staff planned for the annual Deaf-Blind Institute to be held via Zoom this July, rather than in-person as originally planned, due to the COVID-19 pandemic.

Other Notes of Interest

Positive Partnerships with Schools Locally, Statewide, and Nationwide

NCECBVI has strong relationships with school districts. Examples of partnerships during 2019-2020 include:

- One of the NCECBVI O&M Specialists helped to teach a UNL O&M class in the summer of 2019.
- NCECBVI partnered with Nebraska City Public Schools and Nebraska City Lourdes Catholic Schools to implement a city-wide safety communication plan.
- The NCECBVI News is shared with local school districts, families, and staff twice each month. Included in this newsletter is a 'student spotlight,' updates from each class, and information from the residential program.
- In Papillion-LaVista, one of the O&M Specialists provided 1:1 training for an elementary teacher about the Expanded Core Curriculum.
- As part of a combined transition service and orientation and mobility lesson, the O&M specialists at NCECBVI have taken outreach students on lessons at local colleges, to prepare them for their experiences in post-secondary education.
- In Papillion-LaVista, one of the O&M specialists at NCECBVI consulted a teacher about ECC topics that were a priority in one student's classroom, in addition to orientation and mobility, including use of utensils when eating in the lunchroom using just one hand.
- In Falls City, one of NCECBVI's O&M specialists gave a presentation about White Cane Day to a group of 6th graders.
- One of the O&M specialists helped staff in Oakland-Craig to create a tactile schedule for a student.
- NCECBVI is a member of the Council of Schools for the Blind (COSB), supporting schools for the blind throughout the U.S. The annual COSB meeting was held in Louisville, Kentucky, in October.
- NCECBVI joined other educators and students from around the state in late January, for Nebraska's annual "I Love Public Schools" day.
- T4:12 was held with students from Nebraska City Lourdes Catholic Schools when they joined NCECBVI students and staff to participate in bowling and student technology activities. In February, students came together to play BINGO.
- NCECBVI residential students began bowling in 3rd quarter. Four students from Nebraska City Public Schools helped with the bowling league for 6 weeks, by assisting students and setting up pins.
- Following his participation in Cane Quest (held in December), a Gretna Public Schools student chose to write a story about his experience and shared it with his teacher of the visually impaired from NCECBVI.
- Two 8th grade students from Nebraska City Middle School chose to do their history project about the evolution of schools for the blind. These students toured the school, talked with students, and borrowed items for their presentations including canes, a vision simulator kit, braille items, braille cards, and braille books.
- In support of one NCECBVI student's measurable post-secondary goal to be a radio announcer or DJ, Nebraska City High School and Blair Community Schools partnered to provide him the experience of announcing the rosters for the boys and girls' basketball games.
- One Nebraska City High School student chose to write a speech for his communications class. He used materials from NCECBVI to write his presentation. His focus was on the importance of braille despite all of the technology options now available.

- In collaboration with Nebraska City Public Schools and Nebraska City Lourdes Catholic Schools, NCECBVI students and staff participated in “One Book, One Community” by reading the book Wishtree by Katherine Applegate. The book was read aloud to students, they answered questions, and were entered into weekly drawings.
- NCECBVI students and staff participated in “The Lied’s Night of Broadway” at Nebraska City High School in January. The matinee performance featured undergraduate and graduate students from the University of Nebraska-Lincoln. In addition, the UNL group shared information about musical talents, auditions, and what performing in front of an audience was like.
- One of the NCECBVI orientation and mobility specialists worked closely with teachers of the visually impaired at Papillion-LaVista Community Schools to provide opportunities for students in the community to further their skills in the Expanded Core Curriculum (ECC). They participated in lessons at the bank, laundromat, and the mall. They have also practiced using GPS skills to go to lunch and read the menu using assistive technology.
- The NCECBVI orientation and mobility specialist who works with Papillion-LaVista Community Schools coordinated a student meeting with one of their physical therapists as part of a transition activity for a student who is interested in being a PT for their career.
- One of the NCECBVI orientation and mobility specialists prepared lessons for students who are interested in attending the University of Nebraska-Lincoln. These transition activities were planned for students in Falls City Public Schools and Syracuse-Dunbar-Avoca Public Schools.
- The Principal was in frequent communication with all local school districts of students served by NCECBVI throughout the COVID-19 pandemic in 4th quarter, to ensure appropriate support for instruction, special education compliance including progress monitoring, and to make initial plans for students to return to school in the upcoming school year.
- NCECBVI’s Campus Administrator participated in weekly Zoom meetings with ESU 4 area superintendents during the COVID-19 pandemic in 4th quarter.
- The Campus Administrator participated in weekly Zoom meetings with the ESU 4 Leadership Team during 4th quarter.
- The Campus Administrator joined “Here4U” Zoom meetings for staff in the ESU 4 area during 4th quarter, facilitated by the Teaching and Learning Team at ESU 4.
- The Campus Administrator, Director of Programs, and Principal participated in regular meetings regarding the COVID-19 pandemic and its impact on schools. Those included various Zoom meetings with the Nebraska Department of Education (including Launch Nebraska), NCSA, NASES regions statewide, NDE/Governor joint meetings, webinars from KSB Law, CASE webinars, and ESPD Zoom meetings, EOT Trainings arranged by the American Printing House for the Blind, and Zoom meetings presented by the ESU 4 Special Education Director.
- The NCECBVI Campus Administrator and Director of Programs participated in the Future Ready Conference in June, presented by the Nebraska Department of Education, Nebraska ESUs, NSEA, Nebraska Digital Learning Association, and the Nebraska School Librarians Association.

Positive Partnerships with Community

- NCECBVI is proud of the collaboration with businesses in the community, to provide hands-on experiences to practice job skills. During the 2020-2021 school year, Nebraska City businesses who provided job sites for students included: Valentino’s, Cellular One, Ace Hardware, Ambassador Care Center, First Class Flowers, and B-103 Big Apple Radio.

- In October, a group of Girl Scouts from Lincoln visited the NCECBVI campus for a tour and to learn about adapting camps for students with disabilities. Following the tour, the students and troop leader joined NCECBVI students and staff for lunch.
- In October, some NCECBVI staff members participated in a goal ball tournament in Lincoln. They provided giveaways to other participants as a way to educate others about programs and services offered at NCECBVI.
- The annual NCECBVI Walk-a-thon was held in November, where several parents/guardians and special visitors were in attendance. This year's event was very special to the NCECBVI family as it also served as a Celebration of Life for teacher Liz Schomerus, who lost her battle with cancer in August.
- The Nebraska City Eagles hosted NCECBVI students for the annual Christmas party. Students had a visit from Santa Claus and each received a gift for the holidays.
- A group of NCECBVI students took part in the Nebraska Commission for the Blind and Visually Impaired event they called the "Center Safari." On this day, students and staff toured NCBVI and learned about the programs and services they offer.
- The Campus Administrator is a member of the Nebraska City Rotary Club.
- NCECBVI hosted an open house to thank the Wirth Foundation for funding emergency radios for all three school systems in the Nebraska City community (NCECBVI, Nebraska City Public Schools, and Lourdes Central Catholic Schools). Information was shared regarding how they are used and how they have already assisted in emergency situations. The Nebraska City Community Schools Safety Committee meets regularly and includes school administrators, first responders, law enforcement, county emergency management and hospital representatives.
- An NCECBVI student did a presentation at a PEO Meeting (Philanthropic Educational Organization) in February. This is an international women's organization. The Nebraska City chapter learned more about the programs and services offered at NCECBVI from this student's perspective.
- Students who participate in the residential program at NCECBVI attended a production at the Brownville Theater. The format for the performance educated students about old time radio shows.
- The ARC of Nebraska City hosted a dance for the residential students at NCECBVI.
- NCECBVI's Campus Administrator actively participated in meetings with the area Health Department, to keep up-to-date with the number of cases of individuals in the region testing positive with coronavirus. Additionally, the Health Department provided guidance for planning to re-open school in the 2020-2021 school year.
- The Nebraska City Board of Public Health met weekly during 4th quarter and the Campus Administrator participated in those Zoom meetings.

Other

- One of the O&M Specialists earned her Certified Low Vision Therapist certification in the summer of 2019.
- NCECBVI's school psychologist is in the process of developing/writing an assessment for students with multiple disabilities including those with sensory impairments. This will be available to use with students of all ages. Completion is expected in another 2-3 years.

Vision Stakeholder Team

The Nebraska Center for the Education of Children who are Blind or Visually Impaired and the Nebraska Department of Education gather input on a regular basis regarding the programs and services for children with visual impairments in Nebraska through the Vision Stakeholder Team. This team is comprised of parents, consumers, school administrators, teachers, and other interested agencies and organization representatives in Nebraska. The Vision Stakeholder Team meets at NCECBVI one time per school year.

This year, the Vision Stakeholder Team met in January. This advisory group discussed what was new at NCECBVI then analyzed data from the annual report, which is based on the Nebraska State Plan for Vision Services. Input was given on all NCECBVI programs and services.

24 individuals participated from
Assistive Technology Partnership
Boys Town National Research Hospital
Centennial Public Schools
Crete Public Schools
ESU 4
ESU 7
McCook Public Schools
Millard Public Schools
Nebraska Federation of the Blind
NCECBVI
Nebraska City Public Schools
Nebraska Commission for the Blind and Visually Impaired
Nebraska Department of Education
Omaha Public Schools
Outlook Nebraska
Papillion-LaVista Community Schools
Region V Services
Syracuse-Dunbar-Avoca Public Schools
University of Nebraska-Lincoln

2019-2020 NCECBVI Theme

“You are a Star: Isn’t it amazing how a blanket of stars can light up a night sky? Side-by-side they twinkle together to create a beautiful work of art. When we shine together we light up the world to make an unforgettable difference. *Thank you for shining with us.*”

Ideas related to this theme were implemented into staff meetings, building decorations, and various activities with students.