

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, September 6, 2019 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** State Board Meeting Room State Office Building, Sixth Floor 301
Centennial Mall South Lincoln, Nebraska 68509-4987
PO Box 94987
Lincoln, NE 68509
- Web Streaming:** Live web streaming will be available through the State Board of Education website: www.education.ne.gov/StateBoard/
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/StateBoard/Agendas.html
- Lunch:** On Friday, September 6, 2019, 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 Witzel

1. Roll Call

President Witzel

2. Pledge of Allegiance

President Witzel

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

President Witzel

2. APPROVAL OF CONSENT AGENDA

President Witzel

1. Identify items for separate vote
Commissioner Blomstedt and President Witzel
2. Approve consent agenda
President Witzel
3. Minutes of the previous State Board of Education meeting as published
President Witzel
4. Personnel Report
5. Miscellaneous
President Witzel
 - 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. Grant the Commissioner the authority to continue to fund the Promoting Engagement and Knowledge Projects (PEaK)
Steve Milliken
 - C. Grant the Commissioner the authority to continue to fund the Para educator Self-Study Program-UNL (Project Para)
Steve Milliken and Rhea Hochstein
 - D. Grant the Commissioner the authority to continue to fund the Board of Regents, University of Nebraska, University of Nebraska-Lincoln: Nebraska Multi-Tiered System of Support (MTSS) Implementation Support Team (IST)
Steve Milliken and Amy Rhone
 - E. Grant the Commissioner the authority to continue to fund the University of Nebraska-VI Project specific to training teachers of the visually impaired and Orientation and Mobility Specialist, and the ESU #4 / Nebraska Center for the Education of Children who are Blind/Visually Impaired
Amy Rhone and Teresa Coonts
 - F. Grant the Commissioner the authority to continue to fund the Westat, Inc. - Nebraska Technical Assistance Project (NETA) Part B
Steve Milliken and Amy Rhone
 - G. Grant the Commissioner the authority to continue to fund Parent and Training Information - Nebraska (PTI-NE) to provide Secondary Transition Parent Support Services
Amy Rhone

- H. Authorize the Commissioner to approve the Veterans Education Cooperative Agreement for the fiscal year 2020
Marisol Birth and Brad Dirksen
- I. Grant the Commissioner the authority to sign a memorandum of understanding with the Nebraska Department of Health and Human Services for use of Child Care and Development funds for FFY 2019
Melody Hobson
- J. Grant the Commissioner the authority to obligate up to \$300,000 for purposes of purchasing licenses for the Microsoft Imagine Academy
Dean Folkers and Tibor Moldovan

6. Grants

President Witzel

- A. Approve submission of State Longitudinal Data System Grant to the U.S. Department of Education
Dean Folkers
- B. Grant the Commissioner the authority to approve a continuation grant to the Nebraska Association for the Education of Young Children to operate the T.E.A.C.H. Early Childhood Scholarship program
Melody Hobson
- C. Grant the Commissioner the authority to approve a continuation grant to the Board of Regents of the University of Nebraska to assist the School Security & Safety Director to build the capacity of Nebraska public schools in the area of emergency management
Beth Wooster and Jolene Palmer
- D. Grant the Commissioner the authority to approve a continuation grant to these projects/entities in the provision of federally required IDEA Part C duties
Steve Milliken and Amy Bunnell

7. Contracts

President Witzel

- A. Authorize the Commissioner to amend a contract with Zeece & Associates for completion of internal policies and procedures
Dean Folkers
- B. Grant the Commissioner the authority to amend the contract with the Office of the Chief Information Officer (OCIO) for staff augmentation services in support of the Office of Early Childhood
Matt Hastings

C. Grant the Commissioner the authority to renew the contract with Borgworks to conduct work in systems of support for Education for Systems Involved Students
Dean Folkers

D. Grant the Commissioner the authority to renew the contract with partners for the Project AWARE grant from the U.S. Department of Health and Human Services
Dean Folkers

8. Leases
President Witzel

9. Committees
President Witzel

A. Appoint members to the Nebraska Private Postsecondary Career Schools Advisory Council
Marisol Birth and Brad Dirksen

B. Appoint the recommended individuals to fill vacancies on the Special Education Advisory Council (SEAC)
Steve Milliken and Amy Rhone

3. APPROVAL OF AGENDA
President Witzel

1. Commissioner's recommendations and items to be removed from consent agenda
Commissioner Blomstedt and President Witzel

4. PUBLIC COMMENT PERIOD
President Witzel

1. Request for 10-Minute Special Appearance
President Witzel

2. Public Comment (5 Minutes)
President Witzel

5. HEARINGS (NONE)
President Witzel

1. POTENTIAL EXECUTIVE SESSION
President Witzel

6. ACTION ITEMS
President Witzel

1. Policy Committee
Patricia Timm
 - A. Adopt proposed revisions to State Board Bylaw B16, Board Member Expenses
Patricia Timm
 - B. Adopt proposed revisions to State Board Position Statement S1, Nondiscrimination and Equitable Educational Opportunities in Schools
Patricia Timm
 2. Legislative Committee
Vice President Nickels
 - A. 2019-2020 Legislative Priorities
Deputy Commissioner Halstead
 3. Commissioner's Appraisal Committee (NONE)
Patricia Timm
 4. AQuESTT - Teaching and Learning Domain Committee
Lisa Fricke
 - A. Approve the Nebraska World Language Standards
Cory Epler and Stephanie Call
 5. AQuESTT - Student Success and Access Domain Committee
Patsy Koch Johns
 - A. Resolution to recognize September as Attendance Awareness Month and commence the "Nebraska! Every Day Counts!" campaign
Shirley Vargas and Lane Carr
 - B. Accept the Nebraska Equity Lens
Patsy Koch Johns
 6. Budget and Finance Committee (NONE)
President Witzel
 7. Strategic Planning, Performance, and Improvement Committee
Rachel Wise
 - A. Approve Santee Elementary, Middle, and High School Priority School Progress Plans
Shirley Vargas
7. SPECIAL PRESENTATIONS AND DISCUSSIONS
Commissioner Blomstedt and President Witzel

1. Centering Equity in Standards Development
Cory Epler

8. BOARD REPORTS, DATES AND DISCUSSION ITEMS
Commissioner Blomstedt and President Witzel

1. Meetings that took place in the past and were not previously approved
Commissioner Blomstedt and President Witzel

A. Fricke
President Witzel

B. Koch Johns
President Witzel

C. Neary (NONE)
President Witzel

D. Nickels (NONE)
President Witzel

E. Stevens
President Witzel

F. Timm (NONE)
President Witzel

G. Wise
President Witzel

H. Witzel
President Witzel

2. Future Meeting participation
Commissioner Blomstedt and President Witzel

9. INFORMATION ITEMS/WRITTEN REPORTS
Commissioner Blomstedt and President Witzel

1. Contracts approved by Commissioner
Commissioner Blomstedt

2. Grants approved by Commissioner
Commissioner Blomstedt

3. Updated Contested Cases
Scott Summers

4. Report of grants and contracts of less than \$10,000 issued by the Department for the period July 1, 2018 through June 30, 2019
Bryce Wilson

10. ADJOURNMENT
President Witzel

11. The next regularly scheduled meeting of the State Board of Education will be held on Friday, October 4, 2019, 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 on Thursday, October 3, 2019 at 2:00 p.m. at the Nebraska State Office building, Nebraska Department of Education, Sixth Floor, 301 Centennial Mall South, Lincoln, NE 68509.
12. The agenda contains a list of subjects known at the time of its distribution on August 28, 2019. 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.
- 13.

Minutes of the State Board of Education Meetings
August 8-9, 2019
301 Centennial Mall South, Lincoln, Nebraska
[Link to Agenda and Attachments](#)
[Link to Video of Meeting](#)

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

STATE BOARD WORK SESSION, Thursday, August 8, 2019, 2:00 p.m.

1. CALL TO ORDER. President Witzel called the meeting to order at 2:00 p.m.

1.1. Roll Call

Members present: John Witzel, Maureen Nickels, Patricia Timm, Patsy Koch Johns, Rachel Wise, Robin Stevens, Lisa Fricke, and Deborah Neary

Commissioner Matthew L. Blomstedt was also present.

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

2. COMMISSIONER'S REPORT AND AGENDA OVERVIEW

Commissioner Blomstedt noted the efforts of the Department staff relating to the change of approach to Administrators' Days. The NDE Day was achieved by a virtual conference because of the flooding damage in Kearney, Nebraska.

Commissioner Blomstedt noted that Item 8.1. under Special Presentations And Discussions (Business Meeting Item) would be held during this Work Session due to travel restrictions of the speaker.

Commissioner Blomstedt also noted that Deputy Commissioner Mark Schultz accepted a position in Washington, D.C. He also noted that Steve Milliken will serve as interim Deputy Commissioner.

2.1. Commissioner Blomstedt reviewed the process for the Consent Agenda.

2.2. Commissioner Blomstedt reviewed the Report on Rules included in the Board materials.

2.3. Board Priorities and Policy Research

- 2.3.A. Presentation of the revised Strategic Vision and Direction topic, President Witzel moved to Item 8 on the Agenda. The presentation will take place at a later time.

8. SPECIAL PRESENTATIONS AND DISCUSSIONS (Business Meeting Item)

- 8.1. Presentation of State Leadership Playbook

Reg Leichty, Foresight Law + Policy, reviewed the Playbook with the Board. Following the review, continued discussions will be planned.

- 2.4. Presentation on Nebraska Instructional Materials Collaborative will be take place at a later time.

President Witzel called for a break at 3:00 p.m. The meeting resumed at 3:09 p.m.

3.0. STANDING COMMITTEE REPORTS

- 3.1. Policy Committee. Patricia Timm, Chair, provided the following information from the meeting of the Committee. The Policy Committee will start a scheduled review on State Board Position Statement S7, Anti-Bullying; State Board Bylaw B11, Legal Assistance; and State Board Policy P1, Political Activities/Use of Resources in September.

- 3.1.A. Adopt proposed revisions to State Board Policy P3, Delegation to Commissioner

The Policy Committee noted that proposed language to clarify when an action is committed by law or regulation to the Board, when it is committed to the Department as a whole and may be delegated to the Commissioner's decision. The Committee recommends that the State Board adopt the revisions at their business meeting on August 9, 2019.

- 3.1.B. Adopt the Resolution to Recognize the 75th Anniversary of the GI Bill and commend its importance in providing equity to Nebraskans

The Committee recommends that the Resolution be adopted at their business meeting on August 9, 2019.

- 3.1.C. Discuss proposed revisions to State Board Bylaw B16, Board Member Expenses

The Committee noted that this Bylaw has been monitored because of potential legislative action which did not end up being passed. The Committee discussed the Bylaw and proposed revisions will come to the full Board for action at the September meeting.

- 3.2. Legislative Committee. Maureen Nickels, Chair, provided the following information from the meeting.

3.2.A. 2019-2020 Legislative and Regulatory Priorities

Maureen Nickels thanked the Committee and staff for their efforts on this Committee. A draft of the legislative priorities is included in the board material and available for review by the Board. The Committee recommends approval of the document at the September meeting.

3.3. Commissioner's Appraisal Committee. Patricia Timm, Chair, informed the Board that the Committee will meet the morning of August 9, 2019. No report at this time.

3.4. AQuESTT – Teaching and Learning Domain Committee. Lisa Fricke provided information from the meeting.

3.4.A. Grant temporary approval to Bellevue University to implement their plan to phase in a Teacher Education Program.

Brad Dirksen and Kelly Heineke, Department of Education representatives, provided additional information on the program.

3.4.B. Approval of 2019-2020 Nebraska Council on Teacher Education (NCTE) Membership Roster.

Brad Dirksen, Department of Education representative, provided information relating to NCTE vacancy appointments by the Board, noting who the Board had selected to serve. The Department will provide additional information on the NCTE Board and the process for naming members to the Board at a future meeting.

3.4.C. Approve the Educator Preparation Program in Nebraska Colleges and Universities for 2019-2020.

Kelly Heineke, Department of Education representative, provided information on the preparation programs.

3.4.D. Repeal Rule 46 (92 NAC 46), Regulations and Procedures for Career Education Partnership Act Grants

The Committee recommends approval to repeal Rule 46, an inactive rule for many years.

3.4.E. Presentation of the Proposed Draft of the Nebraska World Language Standards

The committee discussed the draft of the new World Language Standards. Cory Epler and Stephanie Call provided a brief summary of the standard development process. The standards will be brought to the Board for action in September.

3.5. AQuESTT - Student Success and Access Domain Committee – Patsy Koch Johns shared information from the Committee meeting.

3.5.A. Approve Public School Districts and Educational Service Units that have established Early Childhood Education Programs in accordance with the provision of Rule 11. The Committee received information on the early childhood education program approval process under Rule 11. The Committee recommends approval of the programs.

3.5.B. Approve Morrill Public Schools Early Childhood Program

The Committee received information on this program. Department Staff have thoroughly reviewed the conditions of the program and recommend approval of this program for the 2019-2020 year. The Committee recommends approval of this program.

3.5.C. Approve Grand Island Public Schools' Early Childhood Program to offer fewer than 450 instructional hours due to severe weather during the 2018-2019 school year

The early childhood program was only able to offer 449 hours, or less than required. Considering the severe weather circumstances, the Committee recommends approval of the program.

3.5.D. Grant conditional approval under Rule 14 for the Applicant Nonpublic School to operate in the 2019-20 school year

Information was received by the Committee on the Omaha Catholic School Consortium Dual Language Academy for conditional approval per Rule 14 as a nonpublic school. The Committee recommends approval of this item.

3.5.E. Repeal Rule 53 (92 NAC 53), Regulations for Special Education Residential Care

Due to the repeal of the state statutes relating to this item, the Committee recommends repeal of this rule.

3.5.F. "Nebraska! Every Day Counts" Attendance Resolution

The Committee received information on a proposed resolution related to the importance of school attendance and efforts to address chronic absence. Shirley Vargas and Lane Carr, Department of Education representatives, shared more information with the Board.

The Committee recommends the Board consider adoption on this resolution at the September meeting.

3.5.G. Review Draft of Equity Lens report on committee meeting

The Committee has reviewed drafts of equity lens over the last several months. The purpose of the equity lens is for the Board members to consider each person we serve as equitable decisions are made. Following Board discussion, the Committee recommends that the Board take action on the equity lens at the September meeting.

3.5.H. State Board Position Statement S1, Nondiscrimination and Equal Educational Opportunity in Schools

The Committee reviewed Board Position Statement S1 at the request of the Policy Committee. Proposed language in the revised position statement comes from other NDE documents. The Committee returned the review back to the Policy Committee to bring before the Board at the September meeting.

3.6. Budget and Finance Committee – John Witzel, Chair, reported on the meeting noting the budget report.

3.7. Strategic Planning, Performance and Improvement Committee - Rachel Wise, Chair, provided a review of information from the Committee meeting.

3.7.A. Accept the Affidavit of School Closing, due to severe weather, filed by Cody- Kilgore Unified Schools, and grant permission to that district to offer fewer than the minimum instructional hours for school year 2018-2019 under the waiver provisions contained in State Statute 79-213 R.R.S. and NDE Rule 10

Cody Kilgore was the only Nebraska school to submit a waiver to offer fewer than minimum instructional hours. The Committee recommends approval of the action item.

3.7.B. Proposed changes to Board Policy S2, Accountability for Quality Education System, Today & Tomorrow (AQuESTT)

Rachel Wise summarized the July committee meetings as it related to AQuESTT accountability, position statement as it frames, accountability for accreditation, accountability, and assessment.

4.0 BOARD REPORTS, DATES AND DISCUSSIONS ITEMS

4.1. Meeting participation and joint meetings with policy partners

Board members were asked to review the information in Sparq for travel reports.

4.2. Meetings that took place in the past and were not previously approved will be addressed during the business meeting on Friday.

- 4.3. Board members were asked to provide requests for future meeting attendance.
- 4.4. Monthly Board Travel Expense Reports were provided.

5.0. ADJOURNMENT

President Witzel adjourned the work session at 4:27 p.m. The regularly scheduled meeting of the State Board of Education will reconvene at 9:00 a.m. on August 9, 2019, in the State Board Meeting Room, State Office Building, in Lincoln, Nebraska.

STATE BOARD WORK SESSION, Friday, August 9, 2019, 9:00 a.m.

1. CALL TO ORDER

- 1.1. Roll Call showed the following members present:

John Witzel	Maureen Nickels	Rachel Wise
Patricia Timm	Patsy Koch-Johns (left at 11:20 a.m.)	Lisa Fricke
Deborah Neary	Robin Stevens	

Commissioner Blomstedt was also present.

- 1.2. President Witzel led the Pledge of Allegiance.
- 1.3. President Witzel announced the placement of the Open Meetings Act information.

2. APPROVAL OF THE MINUTES

- 2.1. Approval of the June 6-7, 2019, as published passed with a motion by Lisa Fricke and a second by Patsy Koch Johns.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

3. APPROVAL OF AGENDA

- 3.1. Commissioner noted that 8. Special Presentations and Discussions, Item 8.1., Presentation of the State Leadership Playbook, was held during the Work Session of the Board on Thursday. He also noted that Item 8.2., Nebraska Teacher of the Year Report, could be taken immediately before Public Comment. Work Session Item 2.4. Presentation on Nebraska Instructional Materials Collaborative, will be added to the September Agenda.

Approval of the agenda as recommended passed with a motion by Patricia Timm and a second by Rachel Wise.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

4.0. PUBLIC COMMENT PERIOD

4.1. There were no requests for 10-Minute Special Appearance.

4.2. Public Comment

- Mary Lea Free, spoke in support of the foreign language standards. She also read into the record a letter of support from Jacqueline Moore.
- Rebecca Gill-Rose spoke in support of the foreign language standards.
- Randy Bertolas, Geographic Educators of Nebraska, spoke in support of the State Social Studies standards.

5. HEARINGS

5.1. At 10:00 a.m., a hearing was held in NDE Case No. 19-10, Commissioner v. Marcus Perry. Kellie Muthersbaugh, on behalf of the Professional Practices Commission, presented the Commission's recommendation to permanently revoke the teaching certificate of the Respondent. Sara Hulac, representing the Petitioner, Matthew L. Blomstedt, appeared in support of the recommendation. The Respondent was not present nor represented by counsel. The hearing closed at 10:02 a.m.

5.2. At 10:03 a.m., a hearing was held in NDE Case No. 19-11, Commissioner v. Amber Douthit (Jasa). Kellie Muthersbaugh, on behalf of the Professional Practices Commission, presented the Commission's recommendation to revoke the teaching certificate of the Respondent for a period of ten (10) years. Sara Hulac, representing the Petitioner, Matthew L. Blomstedt, appeared in support of the recommendation. The Respondent was not present nor represented by counsel. The hearing closed at 10:05 a.m.

5.3. At 10:05 a.m., a hearing was held in NDE Case No. 19-12, Commissioner v. Matthew Hoffman. Kellie Muthersbaugh, on behalf of the Professional Practices Commission, presented the Commission's recommendation to permanently revoke the teaching certificate of the Respondent. Sara Hulac, representing the Petitioner, Matthew L. Blomstedt, appeared in support of the recommendation. The Respondent was not present nor represented by counsel. The hearing closed at 10:06 a.m.

5.4. At 10:06 a.m., a hearing was held in NDE Case No. 19-13, Commissioner v. Jaimi Nicholson. Kellie Muthersbaugh, on behalf of the Professional Practices Commission, presented the Commission's recommendation to suspend the teaching certificate of the Respondent for a period of one (1) year. Sara Hulac, representing the Petitioner, Matthew L.

Blomstedt, appeared in support of the recommendation. The Respondent was not present nor represented by counsel. The hearing closed at 10:08 a.m.

- 5.5. At 10:08 a.m., a hearing was held in NDE Case No. 19-14, Commissioner v. NiCole Merchant. Kellie Muthersbaugh, on behalf of the Professional Practices Commission, presented the Commission's recommendation to suspend the teaching certificate of the Respondent for a period of one (1) year. Sara Hulac, representing the Petitioner, Matthew L. Blomstedt, appeared in support of the recommendation. The Respondent was not present nor represented by counsel. The hearing closed at 10.09 a.m.
- 5.6. At 10:10 a.m., a hearing was held in NDE Case No. 19-15, Commissioner v. Jennifer Pattee. Kellie Muthersbaugh, on behalf of the Professional Practices Commission, presented the Commission's recommendation to suspend the teaching certificate of the Respondent for a period of one (1) year. Sara Hulac, representing the Petitioner, Matthew L. Blomstedt, appeared in support of the recommendation. The Respondent was not present nor represented by counsel. The hearing closed at 10:11 a.m.
- 5.7. At 10:11 a.m., a hearing was held in NDE Case No. 19-16, Commissioner v. Sharon Kramer. Kellie Muthersbaugh, on behalf of the Professional Practices Commission, presented the Commission's recommendation to revoke the teaching certificate of the Respondent for a period of ten (10) years. Sara Hulac, representing the Petitioner, Matthew L. Blomstedt, appeared in support of the recommendation. The Respondent was not present nor represented by counsel. The hearing closed at 10:13 a.m.
- 5.8. At 10:14 a.m., a hearing was held in NDE Case No. 19-17, In the Matter of Reinstatement of Dwain Borchers. Kellie Muthersbaugh, on behalf of Professional Practices Commission, presented the Commission's recommendation to allow the Petitioner to apply for reinstatement of his teaching certificate. Sara Hulac, representing the Commissioner, Matthew L. Blomstedt, appeared in support of the recommendation. The Petitioner was present and represented himself. The hearing closed at 10:17 a.m.

EXECUTIVE SESSION

Motion to go into Executive session at 10:18 a.m. to deliberate and receive legal advice from Legal Counsel on contested cases passed with a motion by Maureen Nickels and a second by Patricia Timm.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

At 10:18 a.m., the Board moved into Executive session to deliberate and receive legal advice from Legal Counsel on contested cases.

Motion to adjourn Executive Session and return to the meeting of the Board at 10:39 a.m. passed with a motion by Maureen Nickels and a second by Patricia Timm.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

At 10:39 a.m., the meeting of the Board resumed.

6. ACTION ITEMS

6.1 Policy Committee

- 6.1.A. Motion to adopt proposed revisions to State Board Policy P3, Delegation to Commissioner, passed with a motion by Patricia Timm and a second by Rachel Wise.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.1.B. Patricia Timm read the Resolution to Recognize the 75th Anniversary of the GI Bill into the record.

Motion to Adopt the Resolution to Recognize the 75th Anniversary of the GI Bill and Commend its Importance in Providing Equity to Nebraskans passed with a motion by Patricia Timm and a second by Rachel Wise.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.2. There were no actions to take from the Legislative Committee.

- 6.3. There were no actions to take from the Commissioner's Appraisal Committee.

6.4. AQUeSTT - Teaching and Learning Domain Committee

- 6.4.A. Motion to grant temporary approval to Bellevue University to implement their plan to phase in a teacher education program passed with a motion by Lisa Fricke and a second by Patricia Timm.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.4.B. Motion to approve of 2019-2020 Nebraska Council on Teacher Education (NCTE) membership roster passed with a motion by Lisa Fricke and a second by Rachel Wise.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.4.C. Motion to approve the educator preparation programs in Nebraska colleges and universities for 2019-20 passed with a motion by Lisa Fricke and a second by Rachel Wise.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.4.D. Motion to repeal Rule 46 (92 NAC 46), Regulations and Procedures for Career Education Partnership Act Grants passed with a motion by Lisa Fricke and a second by Patricia Timm.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.5. AQuESTT - Student Success and Access Domain Committee

- 6.5.A. Motion to approve Public School Districts and Educational Service Units that have established Early Childhood Education Programs in accordance with the provision of Rule 11 passed with a motion by Patsy Koch Johns and a second by Patricia Timm.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.5.B. Motion to approve Morrill Public Schools Early Childhood Program passed with a motion by Patsy Koch Johns and a second by Rachel Wise.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.5.C. Motion to approve Grand Island Public Schools' Early Childhood Program to offer fewer than 450 instructional hours due to severe weather during the 2018-2019 school year passed with a motion by Patsy Koch Johns and a second by Patricia Timm.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.5.D. Motion to grant conditional approval under Rule 14 for the Applicant Nonpublic School to operate in the 2019-20 school year passed with a motion by Patsy Koch Johns and a second by Patricia Timm.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.5.E. Motion to repeal Rule 53 (92 NAC 53), Regulations for Special Education Residential Care passed with a motion by Patsy Koch Johns and a second by Patricia Timm.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.6. There were no actions to take from the Budget and Finance Committee.

- 6.7. Strategic Planning, Performance, and Improvement Committee

- 6.7.A. Motion to accept the Affidavit of School Closing, due to severe weather, filed by Cody-Kilgore Unified Schools, and grant permission to that district to offer fewer than the minimum instructional hours for school year 2018-2019 under the waiver provisions contained in State Statute 79-213 R.R.S. and NDE Rule 10 passed with a motion by Rachel Wise and a second by Patsy Koch Johns.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.8. Motion by Rachel Wise, second by Patricia Timm in *Commissioner v. Marcus Perry*, NDE Case No. 19-10, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, permanently revoking Respondent's special services permit, and to adopt the Final Order proposed by Legal Counsel passed.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.9. Motion by Maureen Nickels, second by Robin Stevens: In *Commissioner v. Amber Douthit (Jasa)*, NDE Case No. 19-11, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, revoking Respondent's teaching certificate for a period of ten years, and to adopt the Final Order proposed by Legal Counsel passed.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.10. Motion by Patricia Timm, second by Lisa Fricke: In *Commissioner v. Matthew Hoffman*, NDE Case No. 19-12, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, permanently revoking Respondent's administrative certificate, and to adopt the Final Order proposed by Legal Counsel passed.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.11. Motion by Patsy Koch Johns, second by Deborah Near: In *Commissioner v. Jaimi Nicholson*, NDE Case No. 19-13, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, suspending Respondent's teaching certificate for one year, and to adopt the Final Order proposed by Legal Counsel passed.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.12. Motion by Patricia Timm, second by Rachel Wise: In *Commissioner v. NiCole Merchant*, NDE Case No. 19-14, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission,

suspending Respondent's teaching certificate for one year, and to adopt the Final Order proposed by Legal Counsel passed.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.13 Motion by Robin Stevens, second by Deborah Neary: In *Commissioner v. Jennifer Pattee*, NDE Case No. 19-15, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, suspending Respondent's teaching certificates for one year, and to adopt the Final Order proposed by Legal Counsel passed.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.14 Motion by Maureen Nickels, second by Patricia Timm: In *Commissioner v. Sharon Kramer*, NDE Case No. 19-16, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, revoking Respondent's teaching certificate for a period of ten years, and to adopt the Final Order proposed by Legal Counsel passed.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.15 Motion by Lisa Fricke, second by Patsy Koch Johns: *In the Matter of the Reinstatement of Dwain Borchers*, NDE Case No. 19-17, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, allowing Petitioner to apply for a teaching certificate, and to adopt the Final Order proposed by Legal Counsel passed.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

EXECUTIVE SESSION

Motion to go into Executive session at 10:51 a.m. to deliberate and receive legal advice from Legal Counsel on Enrollment Option contested cases passed with a motion by Maureen Nickels and a second by Patricia Timm.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

At 10:51 a.m., the Board moved into Executive session to deliberate and receive legal advice from Legal Counsel on Enrollment Option contested cases.

Motion to adjourn Executive Session and return to the meeting of the Board at 11:23 a.m. passed with a motion by Maureen Nickels and a second by Patricia Timm.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

At 11:23 a.m., the meeting of the Board resumed.

6.0. ACTION ITEMS (continued)

- 6.16 To adopt the Hearing Officer's Proposed Findings of Fact, Conclusions of Law and Recommended Decision affirming the Respondent School District's decision in NDE Enrollment Option Case No. 19-05, Reynolds v. Westside Community Schools passed with a motion by Maureen Nickels and a second by Patricia Timm.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

- 6.17. To adopt the Hearing Officer's Proposed Findings of Fact, Conclusions of Law and Recommended Decision affirming the Respondent School District's decision in NDE Enrollment Option Case No. 19-08, Avila v. Northwest Public Schools passed with a motion by Patricia Timm and a second by Maureen Nickels.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Witzel

Voting No: Wise

7. APPROVAL OF CONSENT AGENDA

- 7.2. Approval of the Consent Agenda as published passed with a motion by Patricia Timm and a second by Rachel Wise.

Voting Yes: Fricke, Koch Johns, Neary, Nickels, Stevens, Timm, Wise, Witzel

Patsy Koch Johns left the meeting at 11:20 a.m.

9.0. BOARD REPORTS, DATES AND DISCUSSION ITEMS

- 9.1.** Meetings that took place in the past and were not previously approved

- 9.1.A. Approval of Meetings that took place in the past and were not previously approved for Lisa Fricke passed with a motion by Patricia Timm and a second by Rachel Wise.

Voting Yes: Neary, Nickels, Stevens, Timm, Wise, Witzel

Abstain: Fricke

Absent: Koch Johns

- 9.1.B. Approval of meetings that took place in the past and were not previously approved for Patsy Koch Johns passed with a motion by Maureen Nickels and a second by Lisa Fricke.

Voting Yes: Fricke, Neary, Nickels, Stevens, Timm, Wise, Witzel

Absent: Koch Johns

- 9.1.C. Approval of meetings that took place in the past and were not previously approved for Deborah Neary passed with a motion by Maureen Nickels and a second by Rachel Wise.

Voting Yes: Fricke, Nickels, Stevens, Timm, Wise, Witzel
Abstain: Neary
Absent: Koch Johns

- 9.1.D. Approval of meetings that took place in the past and were not previously approved for Maureen Nickels passed with a motion by Patricia Timm and a second by Rachel Wise.

Voting Yes: Fricke, Neary, Stevens, Timm, Wise, Witzel
Abstain: Nickels
Absent: Koch Johns

- 9.1.E. Approval of meetings that took place in the past and were not previously approved for Robin Stevens passed with a motion by Maureen Nickels and a second by Rachel Wise.

Voting Yes: Fricke, Neary, Nickels, Timm, Wise, Witzel
Abstain: Stevens
Absent: Koch Johns

- 9.1.F. Approval of meetings that took place in the past and were not previously approved for Patricia Timm passed with a motion by Lisa Fricke and a second by Rachel Wise.

Voting Yes: Fricke, Neary, Nickels, Stevens, Wise, Witzel
Abstain: Timm
Absent: Koch Johns

- 9.1.G. Approval of meetings that took place in the past and were not previously approved for Rachel Wise passed with a motion by Lisa Fricke and a second by Patricia Timm.

Voting Yes: Fricke, Neary, Nickels, Stevens, Timm, Witzel
Abstain: Wise
Absent: Koch Johns

- 9.1.H. Approval of meetings that took place in the past and were not previously approved for John Witzel passed with a motion by Rachel Wise and a second by Lisa Fricke.

Voting Yes: Fricke, Neary, Nickels, Stevens, Timm, Wise, Witzel
Abstain: Witzel
Absent: Koch Johns

9.2. Future Meeting participation

Approval for meeting participation passed with a motion by Maureen Nickels and a second by Patricia Timm.

Voting Yes: Witzel, Fricke, Neary, Nickels, Stevens, Timm, Wise, Witzel
Absent: Koch Johns

11.0 ADJOURNMENT

President Witzel adjourned the meeting at 11:33 a.m. The next regularly scheduled meeting of the State Board of Education will be held on Friday, September 6, 2019, at 9:00 a.m., in the Nebraska State Office Building, in Lincoln, Nebraska. A work session will be held on Thursday, September 5, 2019, at 2:00 p.m. at the Nebraska State Office Building, Lincoln, Nebraska.

DRAFT



PROPOSED AGENDA ITEM RATIONALE

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

FROM: Bryce Wilson, Administrator 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.

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 2019/20 school district budget.

Early Childhood Education Grants

Proposed Board Action 2: Approve the amount for the 2018/19 Early Childhood Education Grants Expenditure Exclusion for the district shown on the attachment.

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 2018/19 Early Childhood Education Grants if 2019/20 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 2019/20 school district budget.

Retirement Contribution Increase

Proposed Board Action 3: Approve the exclusion amount for a Retirement Contribution Increase for the district shown on the attachment.

Background Information 3: 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 2019/20 school district budget.

Special Supplementary Grant

Proposed Board Action 4: Approve the grant listed on the attachment as a Special Supplementary Grant.

Background Information 4: The State Board, pursuant to State Statute Section 79-1003(39), has designated 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. If approved, the school district may access additional budget authority. This request is applicable to the 2019/20 school district budget.

Voluntary Termination Agreements

Proposed Board Action 5: Approve the exclusion amount for Voluntary Termination Agreements for the district shown on the attachment.

Background Information 5: 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 2019/20 school district budget.

**Requests Relative to the Budgeting Provisions
of the Tax Equity & Educational Opportunities Support Act
For the 2019/20 School Year
September 6, 2019**

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 Schools	\$12,906

Recommendation 2

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

County-District Number	School District Name	Amount to be Approved
19-0039	Leigh Community Schools	\$51,000

Recommendation 3

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	\$698,485
01-0123	Silver Lake Public Schools	\$65,850
04-0001	Banner County Schools	\$50,273
09-0010	Ainsworth Community Schools	\$91,357
13-0022	Weeping Water Public Schools	\$63,178
13-0032	Louisville Public Schools	\$113,370
13-0056	Conestoga Public Schools	\$135,511
19-0039	Leigh Community Schools	\$47,284
27-0001	Fremont Public Schools	\$875,615
28-0001	Omaha Public Schools	\$8,354,418
28-0010	Elkhorn Public Schools	\$1,259,401
42-0239	West Holt Public Schools	\$141,827
45-0044	Stuart Public School	\$36,355
52-0100	Keya Paha County Schools	\$29,848
54-0576	Wausa Public Schools	\$46,838
54-0586	Bloomfield Community Schools	\$64,999
55-0148	Malcolm Public Schools	\$111,386
62-0021	Bayard Public Schools	\$81,727
69-0055	Loomis Public School	\$50,079
77-0027	Papillion La Vista Community Schools	\$2,063,537
87-0001	Pender Public Schools	\$78,492
90-0595	Winside Public Schools	\$47,794

Recommendation 4

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

County-District Number	School District Name	Amount to be Approved	Source
01-0018	Hastings Public Schools	\$110,000.00	Hastings Public School Foundation
04-0001	Banner County School	\$10,000.00	America's Farmers Grow Rural Education by Bayer Fund
28-0001	Omaha Public Schools	\$5,000.00	American Public Health Association
		\$124,424.00	Corporation for Public Broadcasting
		\$12,500.00	Douglas County Board of Commissioners
		\$6,250.00	First Nebraska Credit Union
		\$70,000.00	Metro Community College
		\$60,000.00	Urban League of Nebraska
		\$4,414.00	Various Nebraska School Districts - Visiting Teachers Orientation
		\$394,893.19	Buffet Early Childhood Fund
		\$1,000.00	Belz/Lynch/Krause
		\$320,000.00	Education Quest College Access
		\$1,031.80	Cornhusker Motor Club Foundation
		\$578.00	Jewish Federation
		\$916,877.00	KIOS FM Radio Station Donations
		\$1,175,001.00	Lozier Foundation
		\$8,000.00	Lozier Foundation
		\$7,200.00	Lozier Foundation
		\$155,000.00	Lozier Foundation
		\$874.90	NCJW
		\$245,347.10	Omaha Public Schools Foundation
		\$3,000.00	Pacific Life Foundation
\$950.00	Ritonya Buscher Poehling		
\$500.00	NE Medicine Health Care Academy		
\$100,000.00	Verizon Wireless		
\$14,076,126.11	Sherwood Foundation		

Recommendation 5

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

County-District Number	School District Name	Amount to be Approved
13-0056	Conestoga Public Schools	\$91,147.50
22-0011	South Sioux City Community Schools	\$23,961.00
27-0001	Fremont Public Schools	\$987,394.00
28-0001	Omaha Public Schools	\$2,422,659.95
55-0148	Malcolm Public Schools	\$14,671.50



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PROPOSED AGENDA ITEM RATIONALE

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

FROM: Steve Milliken, Office of Special Education

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to continue to fund the Promoting Engagement and Knowledge Projects (PEaK).

RATIONALE/BACKGROUND INFORMATION: The NDE Office of Special Education is committed to supporting districts in improving results for children with disabilities. To meet this purpose, funding is available annually beginning with the 2019-2020 school year to support implementation and evaluation of Targeted Improvement Plans (TIPs) through a PEaK (Promoting Engagement and Knowledge) project. The PEaK Project funding is supplemental to, and is not intended to supplant or duplicate, any other funding source(s). Districts or consortiums of districts supported by an ESU may apply for projects funded with IDEA discretionary dollars for the specific purpose of improving learning for children with disabilities.

As part of Nebraska's Results Driven Accountability (RDA) System, all school districts must participate in ongoing review of their special education program utilizing the Improving Learning for Children with Disabilities (ILCD) process. The process includes an analysis of district data to study Impact Area data, district infrastructure, and other pertinent district data to identify target areas for improvement. This is followed by identifying measurable results (goals) and coherent improvement strategies that will be the focus for improvement. Next, the district reviews the current infrastructure and capacity to implement, scale-up and sustain evidence-based practice. Finally, based upon strengths and challenges, a comprehensive, multi-year TIP detailing coherent improvement strategies focused on improving results for children with disabilities is created. The state plan directs districts to implement phases of the ILCD improvement process over several years. The PEaK projects for 2019-2020 support Phase III: Implementation and Evaluation.

ESTIMATED COSTS:

Recipient: ESU 10
Project Period: 9/10/2019 to 7/31/2020
Project Amount: \$80,698
Funding Source: Federal IDEA-Part B



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PROPOSED AGENDA ITEM RATIONALE

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

FROM: Steve Milliken and Rhea Hochstein

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to continue to fund the Para educator Self-Study Program-UNL (Project Para)

RATIONALE/BACKGROUND INFORMATION:

Project Para provides a locally controlled, web-based para educator training package to Nebraska school districts that meet the requirements of NDE Rule 11, Every Student Succeeds Act (ESSA), and Individuals with Disabilities Improvement Act (IDEA). Since 2004, UNL's para educator study program has assisted school districts in providing easily accessible training adapted for the particular needs of a school and/or paraeducator and augments introductory training provided by districts.

The project will continue to fund the maintenance of the management systems and on-line training materials, monitoring of the on-line training system, and collection of project evaluation information. Security and reliability of the training systems will still be monitored and updated as necessary, including updating of hardware, software and procedures.

ESTIMATED COST: \$64,935

Recipient: UNL-Department of Teaching/Learning and Teacher Education

Project Period: 10/1/2019 thru 9/30/2020

FUNDING SOURCE: Federal IDEA-Part B



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PROPOSED AGENDA ITEM RATIONALE

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

FROM: Steve Milliken and Amy Rhone

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to continue to fund the Board of Regents, University of Nebraska, 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 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 2019-2020 project period, the MTSS Implementation Support Team (MTSS IST) will be actively involved in activities pertaining to the following areas: regional professional development around key components of MTSS at core, intervention, and individual student problem solving (ISPS), individual district/school technical assistance as follow-up to professional learning events, partnering with several ESUs to support districts/schools, and creation/refinement of resources pertaining to MTSS. Additionally, the IST will engage in collaborative MTSS training and coaching model development work as a member of the NDE MTSS PLC and Nebraska MTSS Builders Group.

Additionally, new legislation in Nebraska calls for Nebraska schools to utilize valid and reliable screening assessments to identify students to receive reading intervention supports, utilize diagnostic assessments to match students to intervention, provide interventions (including intensified interventions) using systematic, explicit instruction, and monitor student progress. These are all key components of an effective MTSS framework and require professional learning and technical assistance to build district local capacity to achieve deep implementation. The MTSS IST has expertise and experience in assisting districts with successfully building systems of support for reading leading to success for students.

ESTIMATED COST: \$1,032,646

Project Period: 9/09/2019 to 8/31/2020

FUNDING SOURCE: Federal IDEA-Part B



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PROPOSED AGENDA ITEM RATIONALE

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

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

PROPOSED AGENDA ITEM:

Grant the Commissioner the authority to continue to fund the University of Nebraska (UNL)-VI Project specific to training teachers of the visually impaired and Orientation and Mobility (O&M) Specialist, and the ESU#4/Nebraska Center for the Education of Children who are Blind/Visually Impaired (NCECBVI).

RATIONALE/BACKGROUND INFORMATION:

UNL

This project provides the instructional infrastructure for a Visual Impairment Personnel Preparation program and the new Orientation and Mobility Specialist program at UNL. Since the 1990's the Nebraska Department of Education and UNL have implemented a program to train professionals to work with students with blindness and visual impairments. It has evolved from a summer-only workshop format to a complete 36 credit hour graduate program that is receiving national recognition. The Project assist in the funding of the Assistant Professor of Practice at UNL making sure NDE standards outlined in Rule 24 and ensuring courses and student teacher experiences infuse national standards and competencies from the Council of Exceptional Children. The project also funds some tuition assistance for Nebraska residents who pursue a graduate program of study leading to a Nebraska endorsement in visual impairments. It will also support a Project Coordinator to assist with training the new O&M Program, which will be implementing the requirements in Rule 24 with estimated implementation date of 2020-21.

This project is needed, as it is the only personnel preparation program in visual impairments and will be the only O&M program in the state of Nebraska. Collaboration between both UNL and NDE allows us to provide high quality, graduate education to future teachers of the visually impaired and O&M Specialists serving children birth to age 21. There continues to be a shortage of both of these areas supporting our students who are blind or visual impaired in the state.

Recipient: UNL-VI Program/Project
Project Period: 10-1-2019 to 09-30-2020
Project Amount: \$158,000
Funding Source: Federal IDEA-Part B

ESU#4/NCECBVI

The Nebraska Department of Education was awarded a five-year federal Deaf-Blind grant (\$83,096 per year starting in 2018-19) from the U.S Office of Special Education Programs. The NDE Federal Deaf-Blind grant provides funding for administering the grant, which includes a .20 FTE NDE staff member along with funding ESU#4/NCECBVI statewide activities specific to deaf-blindness. This is year 2 of 5.

These activities will focus on five goals throughout 2019-20 and the three years following:

- 1) Conduct training and technical assistance, which includes an annual deaf-blind summer institute;
- 2) implement high –quality practices specific to transition planning which includes collaboration with 9 core states for the Midwest Transition Institute focusing on youth with combined vision and hearing losses;
- 3) provide training and supports for families in partnership with PTI-Nebraska, a part-time family engagement coordinator, and other parent organizations;
- 4) develop a seamless system of early identification and referral to the project in collaboration with Nebraska’s Early Development Network; and
- 5) increase identification of all children who are deaf-blind through collaboration with the National Center on Deaf-Blindness.

Recipient: ESU#4/NCECBVI
Project Period: 10-1-2019 to 09-30-2020
Project Amount: \$58,000
Funding Source: Federal IDEA-Part D



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PROPOSED AGENDA ITEM RATIONALE

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

FROM: Steve Milliken and Amy Rhone

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to continue to fund the Westat, Inc. - Nebraska Technical Assistance Project (NETA) Part B.

RATIONALE/BACKGROUND INFORMATION: Westat has provided consultation and other project services during the past year. If awarded, they will enter the second year of providing Technical Assistance to the Part B Program. Additionally, Westat has provided Technical Assistance to the Part C Program for the past 10 years creating continuity within Nebraska's federal reporting.

In consultation with Amy Rhone, Westat is proposing to provide technical assistance in 6 major task categories for the upcoming year: (1) Data Analysis and coordinated National/Federal reviews – working closely with the Office of Special Education Programs (OSEP), (2) Results Driven Accountability (RDA), (3) SSIP Year III – Phase II work, (4) Preparation of a variety of publications, (5) Contracts with RDA consultants in Nebraska, (6) Ad hoc technical assistance, and (7) Significant Disproportionality Technical Assistance.

The cooperative agreement projects will provide individualized support to the Special Education Department of the Nebraska Department of Education. One of the main goals of the project is to assist Nebraska in meeting all of the Federal SPP/APR requirements. Westat is committed to providing technical assistance that will produce high quality data and strong analytics which are key objectives of RDA. This will lead to a greater understanding of the needs of the students served.

ESTIMATED COST: \$515,161

FUNDING SOURCE: Federal IDEA-Part B

Project Period: 10/1/2019 thru 9/30/2020



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PROPOSED AGENDA ITEM RATIONALE

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

FROM: Amy Rhone

PROPOSED AGENDA ITEM: Grant the Commissioner authority to continue to fund Parent and Training Information – Nebraska (PTI-NE) to provide Secondary Transition Parent Support Services

RATIONALE/BACKGROUND INFORMATION: This Agreement will primarily facilitate the collaboration of the Nebraska Department of Education and PTI Nebraska to work with other agencies in Nebraska that offer resources and support to young adults transitioning from high school to post-high school to adult living. PTI-NE will support Nebraska families of young adults with a disability or special health care need, to help them advocate, collaborate and assist in their child's transition into adult living.

Beyond the work supporting transition, PTI Nebraska provides advocacy and support to Nebraska families through webinars, trainings, and information sessions around disability supports for students. This additional work is also supported through this cooperative agreement.

As Project Director, Sandra Peterson is well qualified as a previous special education administrator for 30 plus years in Nebraska, and a previous early childhood educator, elementary educator and secondary educator. Her credentials and experience will help meet the project's goals. She currently serves on the state transition advisory group and transition practitioners group, so is knowledgeable of practices and in providing leadership.

ESTIMATED COST: \$76,000

PROJECT PERIOD: 10/1/2019 to 9/30/2020

FUNDING SOURCE: IDEA Part B funds



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

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

FROM: Marisol Birth and Brad Dirksen

PROPOSED AGENDA ITEM: Authorize the Commissioner to approve the Veterans Education Cooperative Agreement for the fiscal year 2020.

RATIONALE/BACKGROUND INFORMATION: The Veterans Education Cooperative Agreement with the United States Department of Veterans Affairs provides \$149,772.00 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, 2019 through September 30, 2020. This is an annual agreement between the Nebraska Department of Education and The United States Department of Veterans Affairs.

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE Federal



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DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to sign a memorandum of understanding with the Nebraska Department of Health and Human Services for use of Child Care and Development funds for FFY 2019

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Health and Human Services Division (DHHS) of Children and Family Services has been designated by the Governor of Nebraska as the State Lead Agency for the Child Care and Development Block Grant (CCDBG) (45 C.F.R. 98.01 et seq). The Nebraska Department of Education (NDE) enters into a Memorandum of Understanding with DHHS to carry out training, technical assistance, and other activities to support early childhood education and care providers across Nebraska. DHHS is making \$3,473,296.00 available to NDE from the Federal Fiscal Year 2019 Child Care and Development Block Grant. The funds include support for grants for the Early Learning Connection system, TEACH Early Childhood® scholarships, staffing within the Early Childhood Education Office, and support for Step Up to Quality. The period of the 2017MOU will be from date of signatures through September 30, 2020.

ESTIMATED COST: N/A

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



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PROPOSED AGENDA ITEM RATIONALE

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

FROM: Tibor Moldovan, Technology Services Administrator
Dean R. Folkers, D.M., Information Systems Officer

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to obligate up to \$300,000 for purposes of purchasing licenses for the Microsoft Imagine Academy.

RATIONALE/BACKGROUND INFORMATION:

The State Board of Educations' Strategic Vision and Direction specifically outlines strategies under Leadership including "Provide leadership and high quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska." A specific measure of progress, Measure 1.A.1 provides for "Organize the NDE through personnel and processes to provide leadership in school support systems, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that will enhance the success of educational systems in Nebraska, by 2020."

As part of the leadership efforts, the implementation of LB292 (amended to LB294) to reinstate the Information Technology Academy work for Nebraska schools and postsecondary institutions through the support of the Nebraska Department of Education.

ESTIMATED COST: Up to \$300,000 in software licensing and support for Nebraska schools to access the Imagine Academy. The general funds were earmarked for this purpose as a part of the biennium budget.



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PROPOSED AGENDA ITEM RATIONALE

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

FROM: Dean R. Folkers, D.M.
Information Systems Officer

PROPOSED AGENDA ITEM: Grant the Commissioner Authority to submit a grant application for the Statewide Longitudinal Data Systems (SLDS) competitive program.

RATIONALE/BACKGROUND INFORMATION:

The State Board of Education's Strategic Vision and Direction specifically outlines strategies under Leadership including "Provide leadership and high quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska." A specific measure of progress, Measure 1.A.1 provides for "Organize the NDE through personnel and processes to provide leadership in school support systems, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that will enhance the success of educational systems in Nebraska, by 2020."

To facilitate the completion of a portion of the critical work in addition to the significant number of priorities that depend upon data to inform policy and practice a grant application process is available for State Education Agencies. The grant competition is provided through the Institute for Education Sciences (IES) within the US Department of Education's National Center for Education Statistics (NCES).

ESTIMATED COST: No costs, but rather the maximum grant application amount is up to \$3,250,000 over a 48-month period.



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to approve a continuation grant to the Nebraska Association for the Education of Young Children to operate the T.E.A.C.H. Early Childhood Scholarship program.

RATIONALE/BACKGROUND INFORMATION: T.E.A.C.H. Early Childhood Nebraska is a scholarship program for low-income professionals working in early childhood education and care programs who want to continue their education. T.E.A.C.H. is an acronym that stands for Teacher Education and Compensation Helps. T.E.A.C.H. programs operate in 21 states and assist early childhood educators complete associate's degrees in early childhood education and eventually complete a bachelor's degree and obtain a Nebraska teaching certificate with an Early Childhood Inclusive endorsement. T.E.A.C.H. pays tuition, books, and release time for students who work at least 30 hours per week in an early childhood program. The Nebraska Association for the Education of Young Children is the T.E.A.C.H. license holder for Nebraska.

ESTIMATED COST: \$270,000

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE: Federal Child Care and Development Funds

Previous Grants: \$360,000 from Federal Child Care and Development Funds (approved in September of 2018). \$96,000 from Nebraska State General Funds (approved in June of 2019)



NEBRASKA

DEPARTMENT OF EDUCATION

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

PROPOSED AGENDA ITEM RATIONALE

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

FROM: Beth Wooster and Dr. Jolene Palmer, Student and Client Success and Services Division

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to approve a continuation grant to the Board of Regents of the University of Nebraska to assist the School Security & Safety Director to build the capacity of Nebraska public schools in the area of emergency management.

RATIONALE/BACKGROUND INFORMATION: Dr. Jolene Palmer, School Security & Safety Director applied for and received a grant from the US Department of Education to assist with School Emergency Management. With this grant, she plans to expand the capacity of the Nebraska Department of Education (NDE) to provide training and technical assistance to local educational agencies so they may produce and maintain high-quality emergency operations plans (EOPs). Once NDE's capacity is improved, the two areas of local capacity we wish to impact: 1) increase the number of high quality EOPs in LEA, and 2) increase the capacity for schools to participate in collaborative planning with community partners.

The University of Nebraska Public Policy Center is the best source for staff to help carry forth the vision for school safety in Nebraska. They have been partners in visioning and writing the School Emergency Management Grant, have assisted in Threat Assessment training, and are experts in collecting and analyzing data. The NDE staff worked with the UNPPC on a National Institute of Justice grant to conduct a study of rural school safety. This resulted in a self-assessment for school officials to complete an on-site physical vulnerability assessment. The results showed gaps in local capacity that will require additional training and technical assistance from the state to remedy. This grant from the US Department of Education will help us close the emergency management gap in Nebraska schools.

The UNPPC staff are researchers who team with others by bringing expertise in strategic consulting and planning, communications, data collection and analysis, evaluation, events and seminars, facilitations, and research. They collaborate with the NDE School Security & Safety Director on a daily basis.

ESTIMATED COST: Year 2 cost for the UNPPC is \$180,193.00.

FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE: The funding source is a US Department of Education grant received by Dr. Jolene Palmer. The second year grant funds are \$586,507.00. This contract with the UNPPC is for year two of the grant.



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

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

FROM: Steve Milliken and Amy Bunnell, Office of Special Education

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to approve a continuation grant to these projects/entities 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.

ESTIMATED COST:

Project:	University of Nebraska Medical Center – Munroe-Meyer Institute
Project Period:	October 1, 2019 – September 30, 2020
Project Amount:	\$318,070
Funding Source:	Federal IDEA Part-C
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 Period: October 1, 2019 – September 30, 2020
Project Amount: \$287,159
Funding Source: Federal IDEA Part-C
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.

Total awarded: \$605,229



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PROPOSED AGENDA ITEM RATIONALE

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

FROM: Dean R. Folkers, D.M.
Information Systems Officer

PROPOSED AGENDA ITEM: Authorize the Commissioner to amend a contract with Zeece & Associates for completion of internal policies and procedures

RATIONALE/BACKGROUND INFORMATION:

The State Board of Educations' Strategic Vision and Direction specifically outlines strategies under Leadership including "Provide leadership and high quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska." A specific measure of progress, Measure 1.A.1 provides for "Organize the NDE through personnel and processes to provide leadership in school support systems, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that will enhance the success of educational systems in Nebraska, by 2020."

To facilitate the completion of a portion of the critical work focused on internal processes and procedures, a contract for services by Zeece and Associates was created. The purpose of this motion is provide the authority for the Commissioner to amend the existing contract extend the duration and subsequent amount of the contract.

ESTIMATED COST: Not to exceed \$60,000.



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

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

FROM: Matt Hastings, Ph.D.

PROPOSED AGENDA ITEM:

Grant the Commissioner the authority to amend the contract with the Office of the Chief Information Officer (OCIO) for staff augmentation services in support of the Office of Early Childhood.

RATIONALE/BACKGROUND INFORMATION:

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

The services would provide temporary staff for the continued support of the Office of Early Childhood. The authorization is to extend the time and dollar amount of the contract. The amendment addition is \$140,320 for staff augmentation, and will run through September 2020. The total payment to OCIO for the contract life will be \$388,705.

ESTIMATED AMENDMENT COST:

\$140,320

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

The source of funding is to be paid out of Federal Early Childhood Funds.



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

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

FROM: Dean Folkers, D.M.

PROPOSED AGENDA ITEM:

Grant the Commissioner the authority to renew the contract with Borgworks to conduct work in systems of support for Education for Systems Involved Students.

RATIONALE/BACKGROUND INFORMATION:

A recent estimate that nearly 1/3rd of Nebraska students are involved with some system directly or indirectly connected with the formal educational process. The systems range from Special Education Juvenile Justice and Detention Centers, Probation, Ward of the State, Behavioral and Mental Health, Foster Care, alternative learning centers, leadership for the AWARE-SEA grant, and others. To support the integration opportunities that allows for a focus on student success and transitions.

The work of AQuESTT provides a unique opportunity to build and integrate systems that support every student, every day. The work of the contract provides a critical integration opportunity among multiple agencies, programs and services. The formation of advisory and coordination boards in addition to supporting professional development among a variety of educators are a part of the outcomes associated with the contract.

ESTIMATED COST: Up to \$90,000

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

The estimated contract expense for this work would be up to \$90,000 provided through indirect cost and federal funds.



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

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

FROM: Dean Folkers, D.M.

PROPOSED AGENDA ITEM:

Grant the Commissioner the authority to renew the contract with partners for the Project AWARE grant from the U.S. Department of Health and Human Services.

RATIONALE/BACKGROUND INFORMATION:

The Nebraska Department of Education was awarded a Project AWARE (Advancing Wellness and Resiliency in Education) State Education Agency Grant through the Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS) within the U.S. Department of Health and Human Services. The State Board of Education authorized the Commissioner to accept the grant at the October 5, 2018 Board Meeting.

As documented and approved in the grant application, the Department intends to contract with the following partners through September 30, 2020:

- Nebraska Department of Health and Human Services for staff to assist with project coordination;
- University of Nebraska—Lincoln Public Policy Center for project evaluation, including data collection, performance measurement, and written reports;
- Chadron Public Schools for local project development, implementation, operation, and data collection;
- Hastings Public Schools for local project development, implementation, operation, and data collection, and;
- South Sioux City Community Schools Public Schools for local project development, implementation, operation, and data collection.

ESTIMATED COST:

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

Federal SAMHSA Project AWARE Grant



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

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

FROM: Marisol Birth and Brad Dirksen

PROPOSED AGENDA ITEM: Appoint members to the Nebraska Private Postsecondary Career Schools Advisory Council.

RATIONALE/BACKGROUND INFORMATION: Recommend appointment of Dr. Karim Gharzai, Ph.D., Nebraska Institute of Technology; Mark Wehner, Reesults Coaching School of Real Estate; and Jackie Hornig, Xenon International Academy for the period beginning September 6, 2019 through September 5, 2022.

The applications for Dr. Karim Gharzai, Ph.D., Mark Wehner, and Jackie Hornig are attached, along with a list of current Advisory Council Members.

The council was established under the provisions of Nebraska Statute, 85-1607. Members of the council shall include representatives from a business school, a trade or technical school, 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.

ESTIMATED COST: None

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

**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	Jacqueline	J	Hornig	
RESIDENCE	6241 South 118 th Plaza	Omaha	68137	Douglas
WORK ADDRESS	8456 Park Drive	Omaha	68127	
TELEPHONE	402-679-0090	402-697-2398		

OCCUPATION

In which Nebraska State Board of Education district do you live? 2

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.

Serve as State Captain for The Professional Beauty Industry- ProBeauty.org. State Captains serve as Advocates for the beauty professionals in our respective states.

Sit on the NE Cosmetology, Electrology, Esthetics, Nail Technology and Body Art Board

I currently hold the position representing school owners

Member of American Association of Cosmetology Schools for over 20 years.

Hold Cosmetology and Cosmetology Instructor license in Nebraska

have held a Solicitors permit in the State of Nebraska for too many years to remember.

Served a term on the Tuition Recovery Council as well as a term on this Advisory Council

Please explain your interest in serving on the Nebraska Private Postsecondary Career Schools Advisory Council:

I have 32 years professional experience in the state of Nebraska. Licensed Instructor, Financial Aid Administrator, Admission Representative, school administrator as well as school owner of a school that has maintained and /or exceeded the expectations of its oversight organizations.

I feel I have valuable experience and knowledge in many areas of private postsecondary education that may be of value to the council.

EMPLOYMENT

List employment history, beginning with current experience; include volunteer activities. A resume or additional information is optional.

I have been employed at Xenon International Academy for 32 years. I have held a Cosmetology license as well as a Cosmetology Instructors license in Nebraska since 1987.

Volunteer work with Inner Beauty specialty salon for cancer survivors at Methodist Hospital

Volunteer Methodist Hospital

Volunteer services for Homeless Connect Omaha annual event

EDUCATION

List schools attended (including high school), location, dates, major field of study or degree received.

Abraham Lincoln High School – Council Bluffs IA, Graduated May 1980

Stewarts School of Hair Styling Council Bluffs IA Graduated Sept 1982- Iowa Cosmetology License

Stewarts School of Hairstyling Council Bluffs IA Earned Iowa Cosmetology Instructor License

Xenon International School of Hair Design Omaha NE 1987 Earned Nebraska Cosmetology Instructor License

REFERENCES

List names, addresses, and telephone numbers of at least three persons who may be contacted for references.

Name	Address	Phone Number
William C Peel	2105 S 189 th Circle Omaha NE 68130	402-681-3699
Name	Address	Phone Number
Linda Melia	43 Swan Shores Drive Sagle ID 83864	402-960-3673
Name	Address	Phone Number
Steve Schrader	924 South 130 Street Omaha NE 68154	402-981-7342

Signature of applicant

Jacqueline J. Horning

Date

Aug. 19, 2019

Please return completed form to:

Marisol Birth, 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	

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PERSONAL INFORMATION

NAME	Karim (first)		Gharzai (last)	
	6710 Amhurst Dr.	(middle initial)	Lincoln	68510 Lancaster (county)
RESIDENCE	(street)	(city)	(zip)	
	1145 North Cotner Blvd	Lincoln	68505	
WORK ADDRESS	(street)	(city)	(zip)	
	402-464-8484		402-464-8484	
TELEPHONE	(residence)		(work)	
OCCUPATION	College Administrator			

In which Nebraska State Board of Education district do you live? 1

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.

Over 39 years of experience with business and industries and teaching classes in trades and vocational technology at University of Nebraska, Doane University, Gateway Electronics Institute, Southeast Community College and Nebraska Institute of Technology. Also experience with consumer electronics service and repair and in working as industrial engineer in robotics and automation, biological systems engineering, and more (please see resume on file).

Member, PPCS Advisory Council, Trades and Technical, 2016 to present.

Member of the Lincoln Chamber of Commerce.

Certificate of Appreciation, US Department of Labor, 2009.

Certified Welder, 45G SME Code, Boilers and Pressure Vessels, 1980.

Please explain your interest in serving on the Nebraska Private Postsecondary Career Schools Advisory Council:

To help the Nebraska PPCS with advising in trades, technical and industrial training affairs.

EMPLOYMENT

List employment history, beginning with current experience; include volunteer activities. A resume or additional information is optional.

Over 39 years of teaching classes in trades and vocational technology at University of Nebraska, Doane University, Gateway Electronics Institute, Southeast Community College and Nebraska Institute of Technology (please see resume on file for details).

EDUCATION

List schools attended (including high school), location, dates, major field of study or degree received.

PhD and Masters in Science, Engineering and Technology with additional six degrees and diplomas in the areas of trades, industry and applied technologies including electronics, computer science, machining, automotive and welding technology (see resume on file for details).

Universities and Colleges attended:

University of Nebraska, Masters and PhD; The American University of Beirut in Lebanon, Masters; Kabul University-Afghanistan in association with University of Wyoming, Bachelors;; Habibia High School, Kabul Afghanistan.

REFERENCES

List names, addresses, and telephone numbers of at least three persons who may be contacted for references.

Brad Dirksen	301 Centennial Mall S	402-471-4825
Name	Address	Phone Number
Yvette Martin	301 Centennial Mall S	402-471-4827
Name	Address	Phone Number
Julie Katt	301 Centennial Mall S	402-471-4826
Name	Address	Phone Number

M K Ghanae

Signature of applicant

7/25/2019

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

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Appointment *approved* at _____ State Board of Education meeting.
meeting

Appointment *not approved* at _____ State Board of Education meeting.
meeting

Dr. Karim Gharzai, Ph.D.
Curriculum Vitae (in Brief)
P.O. Box 5445
Lincoln, NE 68505, USA

Phone: US - Mobile: (402) 560-4174

Business Email: Dr.Gharzai@PolytecUSA.org; Personal Email: Gharzai@hotmail.com



Areas of Expertise: Interdisciplinary vocational and industrial training, manufacturing, prototype building.

Career Summary: Over thirty years of teaching at colleges and university levels covering diverse areas of applied sciences, engineering, trades, and industrial technologies including: computer science, electronics, machine tool, automotive, drafting, manufacturing, fabrication, and welding technologies; personal mentor, consultant and advisor. Industrial and manufacturing engineer, biological research and process engineer, mechanical designer of robotics and automated systems, industrial systems control consultant and vocational trainer, providing customized industrial training, teaching industry workers improved manufacturing methods, providing manufacturing solutions to industry clients, streamlining industrial processes, and developing improved manufacturing and maintenance procedures.

Extended Professional Experience

Founder/Professor and President 1997 – Present

Nebraska Institute of Technology – Lincoln, Nebraska, USA

- Established the Nebraska Institute of Technology, dedicated to helping the Nebraska businesses and industries.
- Providing training to industries in a wide array of manufacturing, automations, and productivity improvements.

Professor (University of Nebraska, Doane College, Southeast Community College) 1980 – 2010

Southeast Community College (SCC) – Lincoln, Nebraska, USA

- Taught a variety of classes in diverse areas of trades and industry at SCC for graduate and undergraduate students of the University of Nebraska-Teachers College, Department of Vocational Industrial Education.
- Taught finite mathematics, statistics, and information technology classes for Doane College in Lincoln.
- Taught a variety of industrial classes in diverse areas of trades and industry for several departments at SCC.
- Taught basic to advanced classes in electronics and computer science for SCC and local industries and businesses.
- Taught specialized classes in manufacturing, welding, machining, and fabrication for SCC and local industries.

Professor/Department Head 1992 – 1996

Gateway Electronics Institute – Lincoln and Omaha Nebraska, USA

- Developed curriculum, taught courses in all levels of electronics and computer hardware and servicing.
- Developed curriculum, taught courses in computer programming and applications software.
- Managed the electronics and computer science departments; hired, trained, and evaluated instructors.

Designer/ Manufacturing Engineer 1991 – 1992

Automated Concepts – Council Bluffs, Iowa, USA

- Provided interface between engineering and manufacturing floor for improved fabrication process.
- Oversaw the design process, made corrections on engineering prints and redlined robotic systems designs.
- Designed systems, procured parts and equipment, streamlined the engineering design process for uniformity.

Process Engineer and Director 1990 – 1991

Kamterter Inc. – Lincoln, Nebraska, USA

- Managed ornamental and vegetable seed physiologic research and dry matrix seed germination priming process.
- Directed and planned laboratory research, designed and fabricated lab equipment, and built automated systems.
- Mastered the physiologic process of seed priming/preparation for assured germination and for dryland agriculture.

Research and Extension Agronomist 1973 – 1975

Ministry of Agriculture – Kabul, Afghanistan

- Director of agricultural extension service, Dehdadi, Mazar-e-Sharif, Balkh Province, Northern Afghanistan.
- Research agronomist, plant breeding; Darul-Aman Central International Research Station, Kabul, Afghanistan.
- Presented a comprehensive overhaul plan of the Afghanistan agricultural system to the Minister of Agriculture.

Education; Over 1000 college credits in Science, Engineering, and Technology, resulting in the following awards:

- PhD: Science & Biological Systems Engineering; University of Nebraska – Lincoln, Nebraska, USA **1979 – 1984**
- MS: Agronomy and Quantitative Genetics; University of Nebraska – Lincoln, Nebraska, USA **1977 – 1979**
- MS Program: Agriculture; The American University of Beirut (AUB), Beirut, Lebanon **1975 – 1976**
- BS: Plant Science, under University of Wyoming Ag. Faculty at Kabul University; Kabul, Afghanistan **1968 – 1973**
- AAS(X4): Welding Technology, (Analog) Electronics Technology, (Digital) Electronics Technology; Automotive Technology; Diploma (X2), Machine Tool Technology; Microcomputer Applications Technology **1979 – 1989**

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PERSONAL INFORMATION

NAME	MARK (first)	T (middle initial)	WEHNER (last)
RESIDENCE	16616 Jackson St. (street)	OMAHA (city)	68118 (zip)
WORK ADDRESS	Same (street)	(city)	(zip)
TELEPHONE	402.676.0101 (residence)		(work)
OCCUPATION	REAL ESTATE SCHOOL OWNER - NEBRASKA REAL ESTATE Broker		

In which Nebraska State Board of Education district do you live? 28 (DOUGLAS)

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 see ATTACHED Resume

Please explain your interest in serving on the Nebraska Private Postsecondary Career Schools Advisory Council:

 THIS WOULD BE MY SECOND TERM. ENJOY SHARING & LEARNING WAYS TO IMPROVE THE STUDENT EXPERIENCE!

EMPLOYMENT

List employment history, beginning with current experience; include volunteer activities. A resume or additional information is optional.

 PLEASE SEE ATTACHED RESUME

EDUCATION

List schools attended (including high school), location, dates, major field of study or degree received.

 HARRY A. ZUCKE HIGH SCHOOL

 UNIV - NE AT OMAHA - EDUCATIONAL/INDUSTRIAL PSYCHOLOGY

REFERENCES

List names, addresses, and telephone numbers of at least three persons who may be contacted for references.

NE Dept of ED
Brian Dickson 301 Centennial Mall South 402-471-2405
Name Address Phone Number
LINCOLN, NE 68509

Alaine Luboz 301 Centennial Mall South 402-471-2004
Name Address Phone Number
NE Real Estate Commission
LINCOLN, NE 68509

Amy Kansen 301 E. DeJarnette Ave 402-844-8551
Name Address Phone Number
NE Community College
NORFOLK, NE

[Signature] 7-5-19
Signature of applicant Date

Please return completed form to:

Marisol Birth, 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.

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RECOMMENDING STAFF PERSON	
Appointment <i>approved</i> at _____ meeting	State Board of Education meeting.
Appointment <i>not approved</i> at _____ meeting	State Board of Education meeting.

Professional Resume of Mark T. Wehner

REE, CRB, ABRM, CRS, ABR, GRI, CREN, NHS, e-PRO,

Professional Experience:

- 1976-1980: Licensed Real Estate Salesperson-Nebraska
- 1980-2010: Licensed Real Estate Broker-Iowa
- 1980-Present: Licensed Real Estate Broker-Nebraska
- 1976-1982: Employee, Sales & Associate Broker, Wehner Real Estate
- 1982-1988: Broker, M. T. Wehner & Company Real Estate
- 1988-1990: Associate Broker & Director of Special Marketing
CBS Real Estate
- 1990-1991: Assistant Manager, CBS Real Estate-West Dodge Office
- 1991-1994: Vice President, CBS Real Estate
Sales Manager, CBS Real Estate-West Dodge Office
- 1994-1998: Senior Vice President, General Sales Manager, CBS Real Estate
- 1998-1999: General Manager-Director of Business Development CBSHOME Real Estate
- 1999-2007: Sales Manager, CBSHOME Real Estate Company
- 2007-2016: Senior Vice President, Agent Development, NP Dodge Real Estate
- 2002-Present: Pre-License Real Estate Education Course Instructor-Nebraska
- 2000-Present: Independent Certified Real Estate Continuing Education Provider
In Nebraska, and Nationally by Sponsorships
- 2005-Present: President & CEO-Founder: Mark Wehner's REEsults Coaching™
- 2015-Present: President & CEO-Founder-Instructor: REEsults Coaching™ School of
Real Estate-Nebraska Department of Education
- 2015-2017: Radio Show Host: REEthink Everything-94.5FM & 104.5 AM-Omaha, NE
- 2016-Present: New Agent Training-Berkshire HomeServices-Ambassador Real Estate
- 2017-2019: Subject Matter Expert (SME)-Pearson VUE Real Estate Exam Provider



“When you absolutely...positively...MUST SUCCEED!”

Professional Association Memberships & Involvement:

National Association of REALTORS (NAR)

REALTOR Information Network (RIN), 1994 National Advisory Committee

Nebraska REALTORS Association (NRA)

1990-1992: Multiple Listing Policy Committee
1991-1992: Governmental Affairs Committee
1992-1993: Risk Reduction Committee
1995-1999: Board of Directors, Large Company Representative
1998-1999: Statewide MLS (Provider Selection) Task Force
1999: Strategic Planning Committee
2016-2018: Grievance Committee

Omaha Area Board of REALTORS (OABR)

1987-1988: Forms Committee
1988-1989: Grievance Committee
1991-1992: Board of Directors - Ex Officio
1993-1994: Tax Valuation Committee
2008-2012: Board of Directors
2012-2103: Secretary/Treasurer
2013-2014: President Elect
2014-2015: President
2015-2016: Ex-Officio Member of the Board of Directors

Omaha Area Board of REALTORS Multiple Listing Service:

1988-1992: MLS Board of Directors
1989-1990: MLS Secretary/Treasurer
1990-1991: MLS President Elect
1991-1992: MLS President
1992-1993: MLS President - Ex Officio
1995-1998: MLS Board of Directors

Women's Council of REALTORS (WCR)

1990-2017: General Member

Nebraska Real Estate Commission:

1994-Present: Certified Continuing Education Instructor
-Author of over 90 real estate commission approved continuing education and broker approved training real estate courses.
2015-Present: Approved Real Estate Pre-License Instructor
-Author of all the approved course curriculum and text books for the following classes: Real Estate Principles and Practice, Real Estate Finance, and Nebraska License Law

State of Nebraska Department of Education:

2015-Present: CEO/Founder of REEResults Coaching School of Real Estate
2016-Present: Member-Private Postsecondary Career Schools Advisory Council

University of Nebraska at Omaha:

2016-Present: Member-Real Estate College Advisory Council

Metropolitan Omaha Builder's Association (MOBA):

1993-1998: CBS Real Estate Representative

1983-2016: Affiliate Member-NP Dodge Real Estate

Professional Designations:

Real Estate Entrepreneur (REE):

- This designation is awarded to real estate agents that successfully complete THE REEMarkable Real Estate Series, a program that applies entrepreneurial business practices to increase productivity and profitability.

Certified Real Estate Brokerage Manager (CRB):

- Fewer than 1% of all REALTORS and only 5% of Owner REALTORS and Real Estate Broker Managers have attained this designation for achieving a superior level of experience, education and expertise.

Accredited Buyer Representative Manager (ABRM)

- Fewer than .10% of all REALTORS have attained this designation by distinguishing themselves through education as an exclusive buyer representative manager.

Certified Residential Specialist (CRS):

- Fewer than 2% of all Real Estate Licensees and fewer than 4% of all REALTORS have attained this designation by distinguishing themselves through education, experience, performance and dedication.

Accredited Buyer Representative (ABR):

- Fewer than .25% of all REALTORS have attained this designation by distinguishing themselves through education as an exclusive buyer representative.

Graduate REALTORS Institute (GRI):

- Fewer than 10% of all Nebraska Real Estate Licensees have successfully completed the professional curriculum necessary to graduate from the REALTOR Institute.

Certified Real Estate Negotiator (CREN)

- Fewer than 1% of all REALTORS have earned this new designation focusing on the value, language and techniques involved in successful real estate negotiations.

REALTOR Internet Professional (e-PRO)

- Only 3% of all REALTORS nationwide have successfully completed this comprehensive internet marketing curriculum designed to help REALTORS create an effective on-line presence for today's real estate consumers.

New Home Specialist (NHS)

- Exclusive to NP Dodge Real Estate Company, Omaha, Nebraska. Mark Wehner is the author and instructor for this course that focuses on the sale, marketing and representation of new construction homes.

Nationally...Mark Wehner is the only REALTOR in the nation to have attained

the REE, CRB, ABRM, CRS, ABR, GRI, CREN, e-PRO & NHS professional and REALTOR Designations!

Individual Real Estate Sales Production

From 1988-1991, with over 300 sales associates, Mark & Therese Wehner consistently ranked in CBS Real Estate's "Top 10" Sales Associates each year, as residential brokerage company with over 500 million dollars in annual closed sales

Office and Agent Productivity

Since 1991, as an office sales manager and real estate career coach, Mark T. Wehner's office increased productivity from just under \$100,000,000 to over \$275,000,000 in annual sales volume for offices under his leadership and entrepreneurial coaching.

During this same period, individual agent productivity increased from \$1,200,000 to over \$3,780,000 in average annual closed sales volume.

His agent's commission income increased from an average of \$15,000-\$20,000 to \$18,000-\$27,500+ per million dollars in closed sales volume.

Agents in his office with two or more years of experience average just over \$90,000 in annual commission earnings...and agents with three or more years' experience averaged over \$97,600.

Mark Wehner's Special Honors and Awards:

- 1991: Manager of the Year, CBS Real Estate Company
- 1992: Manager of the Year, CBS Real Estate Company
- 2001: Real Estate Educator of the Year-I.E.A.
- 2004: Award of Recognition: 25 Years, Nebraska REALTOR Association
- 2014: Service Award: Omaha Area Board of REALTORS Director 2008-2014
- 2015-2017: Mark of Excellence Award: Nebraska REALTOR Association
- 2015-Present: REALTOR Political Action: RPAC Major Donor
- 2019: National Association of REALTORS-REALTOR Emeritus

Community Activities

- Past President:
- Ralston Jaycees
 - Toastmasters International-Yawn Patrol
 - Pi Kappa Alpha Fraternity-University of Nebraska-Omaha
 - Council of Student Presidents- University of Nebraska-Omaha
 - National Outdoorsmen's Association (NOA)-Founder

American Heart Association: Heart Walk-Vice Chairperson

Multiple Sclerosis Society: Board of Directors, MS Bike Ride Participant

Leadership Omaha: Graduate, Class 16 (the best class ever)

American Cancer Society: Race for the Cure-Project Chairperson

Youth Sport Coach: Select Baseball, Football

Hunter Safety Instructor, Nebraska Game and Parks Commission

Publications, Programming, Coaching, and Networking Tools

Created and developed exclusively by Mark T. Wehner...

1440-Empowering Entrepreneurs Every Minute of the Day

Mark's book, released in 2009, is a collection of 1,440 REEfacts™ to inspire and motivate entrepreneurs in their chosen endeavor. 1440 is available at www.reesultscoaching.com and www.amazon.com.

The REEsults Coaching Success Guide™

This publication reflects the best real estate sales tips and techniques from national real estate trainers that have been customized to the local market.

Mark Wehner's REEsults Coaching™ (www.reesultscoaching.com):

This national educational coaching program is created with an entrepreneurial "E-Mindsets and E-Methods" approach that takes successful real estate professionals beyond the barrier of initial, fundamental sales accomplishments to a higher level of personal and professional success.

1000-to-Millions

This is an activity management program that identifies and quantitatively allows the agent to track income producing real estate activities for the sale of existing and new construction homes.

REEsults Coaching™ Scoreboard©

A coaching "scoreboard" that measures networking and prospecting effectiveness to analyze the relationship building process for the entrepreneurs

REEmarkable Real Estate Series

Comprehensive new and existing agent education program that is designed develop a "REEmarkable" level of client and customer service while increasing the profitability for real estate agents regardless of their level of experience! Approved for real estate continuing education in Nebraska and qualifies for GRI 101 substitution credit.

New Agent Coaching and Training Program

This program is an entry level coaching and training program that consists of 15 sessions designed exclusively for Berkshire Hathaway HomeServices-Ambassador Real Estate Company. This program is approved for Broker Approved Training and qualifies for GRI 101 substitution credit.

Real Estate Exam Prep Classroom Coaching Session

This program focuses on helping new real licensee applicants pass the either the Salesperson and Broker PSI Real Estate Exam in Nebraska. Offered through REEsults Coaching School of Real Estate, this program enjoys a superior pass rate across the State of Nebraska! Reviews and Testimonials available at www.reesultscoaching.com under the Real Estate School Tab.

Strategies for Passing the Multiple-Choice Real Estate Exam

The information shared in this study guide presents study materials and coaching points that are critical to passing the Salesperson's and Broker's the real estate exams! Our exclusive, proven "knowledge-transfer" methodology and REEsonate REEcall™ study strategies are guaranteed when you commit to study, understand and master each area as instructed and coached.

Understanding Real Estate Finance

The publication is the course text for real estate pre-license Real Estate Finance 30 hour course approved by the Nebraska Real Estate Commission

Nebraska License Law

The publication is the course text for real estate pre-license Nebraska License Law 30 hour course approved by the Nebraska Real Estate Commission

Understanding the Principles and Practice of Real Estate

The publication is the course text for real estate pre-license Real Estate Principles and Practice 30 hour course approved by the Nebraska Real Estate Commission



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

NEBRASKA PRIVATE POSTSECONDARY CAREER SCHOOLS ADVISORY COUNCIL January 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, 2016 and ending September 5, 2019

Mr. Jarrod Peters
New Horizons Computer Learning Center
(Business school representative)
3-year term beginning October 6, 2018 and ending October 5, 2021

Gary L. Lucas
McCook Beauty Academy
(Trade/Technical school representative)
3-year term beginning August 8, 2016 and ending August 7, 2019

Mark Wehner
Reesults Coaching School of Real Estate
(Real Estate school)
3-year term beginning August 8, 2016 and ending August 7, 2019

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



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PROPOSED AGENDA ITEM RATIONALE

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

FROM: Steve Milliken and Amy Rhone

PROPOSED AGENDA ITEM: Appoint the recommended individuals to fill vacancies on the Special Education Advisory Council (SEAC).

RATIONALE/BACKGROUND INFORMATION:

The State Board approves all SEAC members. The normal expiration of terms of individuals at the conclusion of the 2018-19 year created four SEAC vacancies. One additional SEAC member resigned prior to the end of the normal term expiration. In order to meet the requirements of the federal special education law, the Individuals with Disabilities Education Act (IDEA), it is necessary to fill the vacancies. Members chosen represent all eight of the State Board of Education election districts. The Council voting membership shall not be fewer than 15 members nor more than 30 members.

Members whose first term expired and are eligible to serve a second term will fill three SEAC vacancies along with the recommendation of two new members. Below is listed the recommended new members along with the three returning members requesting re-appointment. The completed applications for the recommended members are on file in the Special Education Office, available upon request; not included due to IDEA confidentiality requirements.

<u>Name</u>	<u>Representation</u>
Kasey Alexander <i>*State Board District 3</i>	Individual with a disability, *Returning Member
Brigid Griffin <i>*State Board District 3</i>	VR Program Director II – NDE- Vocational Rehab.
Seamus Kelly <i>*State Board District 8</i>	Parent, *Returning Member
Kristen Larsen <i>*State Board District 1</i>	DHHS Program Coordinator, *Returning Member
Dr. Felicity Post <i>*State Board District 5</i>	Assistant Professor of SPED – Peru State University

ESTIMATED COST: N/A



Membership Requirements & Categories of Required Representation

EXCERPTS FROM THE FEDERAL INDIVIDUALS WITH DISABILITIES EDUCATION ACT – IDEA, SEC. 1412(21)(B):

- B. Membership – Such advisory panel shall consist of members appointed by the Governor, or any other official authorized under State law to make such appointments, be representative of the State population, and be composed of individuals involved in, or concerned with, the education of children with disabilities, including—
 - (i) parents of children with disabilities (ages birth through 26); or Individuals with disabilities;
 - (ii) teachers;
 - (iii) representatives of institutions of higher education that prepare special education and related services personnel;
 - (iv) State and local educational officials who carry out activities under Homeless Assistance Act;
 - (v) administrators of programs for children with disabilities;
 - (vi) representatives of other State agencies involved in the financing or delivery of related services to children with disabilities;
 - (vii) representatives of private schools and public charter schools;
 - (viii) not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities; and
 - (ix) a representative from the State child welfare agency responsible for foster care; and
 - (x) representatives from the State juvenile and adult corrections agencies.

Special Rules – a majority of the members of the panel shall be individuals with disabilities or parents of children with disabilities (age’s birth through 26).


EXCERPT FROM NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL OPERATING PROCEDURES ARTICLE II, SEC. B:

The members shall be selected so as to represent all eight of the State Board of Education election districts. The Council voting membership shall not be fewer than 15 members.

Mark Draper <i>SEAC Facilitator</i>	c. 402-680-2470	1139 S. 93 rd Avenue Omaha, NE 68114 MarkCDraper@gmail.com
Leslie Galloway <i>NDE / SEAC Recorder</i>	w. 402-471-2598	NDE: P.O. Box 94987 Lincoln, NE 68509-4987 leslie.galloway@nebraska.gov



<i>Name / State Board Dist.</i>	<i>Rep.</i>	<i>Term End</i>	<i>Phone Number</i>	<i>Address</i>
Ann Auten H		2020		
State Board District 5	(i) (iii)			
Laura Barrett H		2022		
State Board District 7	(v)			
Paul Bohn		2020		
State Board District 2	(X)			
Amy Bonn		2022		
State Board District 2	(i)			
Adia Brightman		2021		
State Board District 4	(v)			
† ‡ Julie Czepa		2020		
State Board District 2	(i)			
Jeremy Ekeler		2020		
State Board District 1	(i) (vii)			
Kris Elmshaeuser		2022		
State Board District 6	(i) (v)			
Kristin Flott		2022		
State Board District 4	(i) (vi)			
Barb Gentrup H		2022		
State Board District 6	(i) (ii)			
† Terry Houlton		2022		
State Board District 2	(v)			
Samantha Jacobson		2021		
State Board District 5	(i) (ii)			
Kami Jessop		2022		
State Board District 8	(v)			
Mary Jorgensen		2022		
State Board District 2	(i)			
Tom Kadavy		2022		
State Board District 1	(i)			
Renee Kiernan		2022		
State Board District 2	(i)			
Tracey Kovar		2022		
State Board District 4	(vii)			
Bryanna McAuley H		2022		
State Board District 5	(i)			
Matthew McNiff		2022		
State Board District 5	(i) (vii)			
Heidi Reelfs H		2020		
State Board District 4	(ii) (vi)			
Linda Safranek H		2021		
State Board District 8	(i) (ii)			
Graciela Sharif		2021		
State Board District 8	(i) (vi)			
Johanna Taylor		2022		
State Board District 1	(iii)			
Allison Wilson		2021		
State Board District 1	(ix)			

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B16 (formerly B7)</p>	<p>Page Number 1 of 34</p>
<p>State Board Bylaw B16 (formerly B7) Reimbursement for Expenses</p>	<p>Created: 1979 Last Revised: 2016 Reviewed: 1984, 1999, 2006, 2012, 2019 Approved: 06/03/2016</p>	

Reimbursement for Expenses

Actual and essential expenses for State Board members incurred in attending meetings or incurred in the performance of their duties as directed by the State Board of Education as provided in Sections 81-1174 to 81-1177 R.R.S. shall be paid according to rules and procedures established by the Department of Administrative Services (DAS) for state officials.

In determining proper expense items for members of the State Board of Education, the Board has adopted the following policy in compliance with Section 3 of 79-317 R.R.S.


1. Out-of-state travel and conference expenses:

Actual and essential expenses incurred in attending meetings shall be construed to cover all reasonable expenses for such out-of-state meetings.


A. Each Board member is limited to two (2) out-of-state events or conferences that serve a direct purpose associated with the State Board and/or Nebraska Department of Education per calendar year unless they are serving in a leadership role representing the State Board of Education or their expenses are covered by the National Association of State Boards of Education (NASBE) or another organization.

~~B. Attendance should be limited to two (2) Board members at any one national meeting. Additional members may attend if their expenses are covered by NASBE or another organization, or if there are circumstances that warrant permitting additional members to attend and such attendance is approved by the Board.~~

~~B.~~ Attendance at any out-of-state event must be approved by the Board. Actual and essential expenses for authorized trips ~~that have been~~ will also be approved by the Board ~~will be~~ before being reimbursed. For any out-of-state event outside the contiguous 48 states, additional justification may be required and must also be approved by the Board.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Policy/Position Statement Number</p> <p>B16 (formerly B7)</p>	<p>Page Number</p> <p>2 of 34</p>
<p>State Board Policy B16 (formerly B7)</p> <p>Reimbursement for Expenses</p>	<p>Created: 1979 Last Revised: 2016 Reviewed: 1984, 1999, 2006, 2012, 2019 Approved: 06/03/2016</p>	

2. Reimbursement for in-state travel expenses is authorized for:
 - A. Regular and special meetings of the Board.
 - B. Hearings conducted before the Board and rule-making hearings conducted by a Department hearing official.
 - C. Hearings of legislative committees on matters concerning the Department of Education.
 - D. Meetings of advisory committees to the Board.
 - E. Meetings and conferences that are Department of Education sponsored events or that are held by organizations that have a direct relationship to the work of the State Board and the Nebraska Department of Education such as: schools, school boards, administrator and teacher organizations, educational service units, postsecondary education, and organizations that serve and support children and schools.
 - F. Any other actual and essential expense for in-state travel specifically related to Board functions.
 - G. Generally Board members living less than 50 miles away from a one-day meeting or event may not receive reimbursement for lodging ~~unless there are extenuating circumstances such as weather or health reasons. There may be reasons to pay for lodging for distances less than fifty (50) miles. Such reasons include, but are not limited to work requirements, medical conditions or weather; in those instances the reason must be clearly stated on the disbursement document.~~
 - H. Actual and essential expenses and mileage will be reimbursed.
3. Reimbursement for other actual and essential expenses: Reimbursement for other actual and essential expenses is authorized for: phone, postage and other expenses incurred in connection with statutory duties as a Board member. An itemized statement must accompany every request for reimbursement.
4. Reimbursement amounts for travel related expenses should generally be within the per diem rate by the United States General Services Administration (GSA) for the travel destination. will be based on I.R.S. Guidelines at www.gsa.gov. and in so far as practicable on the Department's Administrative Memo #205. I.R.S. Reimbursement Guidelines The established GSA per diem rate may be exceeded with a written explanation and approval of the Board ~~President~~. No reimbursement will be made for alcoholic beverages or for entertainment.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Policy/Position Statement Number</p> <p>B16 (formerly B7)</p>	<p>Page Number</p> <p>3 of 34</p>
<p>State Board Policy B16 (formerly B7)</p> <p>Reimbursement for Expenses</p>	<p>Created: 1979 Last Revised: 2016 Reviewed: 1984, 1999, 2006, 2012, 2019 Approved: 06/03/2016</p>	

5. Timeframe for submission of requests for reimbursement

In accordance with Sections 79-317(3) and 81-1174 R.R.S., Board members need to submit requests for reimbursement together with the necessary documentation to NDE (Central Accounting) by 3:30 p.m. within sixty (60) days after the final day on which the expenses were incurred or which reimbursement is sought.

56. Reporting Expenses:

Monthly the Board will receive an itemized summary report on all Board travel expenses, ~~except for Board meetings.~~

67. Board Member Reports


Board members will provide a brief report to the Board on meetings that they have attended.

78. DAS/Board Policy Review/Approval

All actual and essential expenses will be reimbursed in accordance with Board and DAS policy.

89. Publications/Equipment

Any publications or equipment purchased for Board members' use is property of the Department.


 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Policy/Position Statement Number</p> <p>B16 (formerly B7)</p>	<p>Page Number</p> <p><u>4 of 4</u></p>
<p>State Board Policy B16 (formerly B7)</p> <p>Reimbursement for Expenses</p>	<p>Created: 1979 Last Revised: 2016 Reviewed: 1984, 1999, 2006, 2012, 2019 Approved: 06/03/2016</p>	

Board Action History

- 7/2/79 – Prior BBBE
(Listed 7 categories of in-state expenses, using DAS rules, and required Board approval for out- of-state expense.)
- 12/7/84 – Prior 9250 BOP
(Renumbered BBBE, no text changes.)
- 6/11/99 – Prior B7
(Contained references to NASBE meetings, meeting reports, and publications/equipment owned by NDE.)
- 9/7/06 – B7
(Changed reference to length of reports and deleted approval by Commissioner.)
- 6/3/2016 – B7
(Changed out-of-state expense reimbursement as well as in-state expense reimbursement.)
- 3/03/2017 – B7(B16)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B7 is now B16)

Cross-References

- 79-317(3) R.R.S. – Reimbursement of State Board members' expenses
- [Nebraska Constitution, Article VII, Section 3.](#)
- State Board Policy P9, Ethics/Accountability & Disclosure

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Position Statement Number</p> <p>S1 (formerly G1)</p>	<p>Page Number</p> <p>1 of 3</p>
<p>State Board Position Statement S1 (formerly G1)</p> <p>Nondiscrimination and Equal <u>Equitable</u> Educational Opportunities <u>in Schools</u></p>	<p>Created: 12/10/1976 Reviewed: 1984, 1995, 2008, 2012, 2015, 2018, 2019 Approved: 03/06/2015 Expiration Date: 03/06/2019</p>	

The mission of the Nebraska Department of Education (NDE) is to lead and support the preparation of all Nebraskans for learning, earning, and living.


This commitment is reflected in the goals outlined in the State Board’s Strategic Vision and Direction:

- Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
- Ensure all Nebraskans, across all backgrounds and circumstances, have equitable access and opportunities for success.
- Increase the number of Nebraskans who are ready for success in post-secondary education, career, and civic life.

Additionally, the NDE acknowledges a societal history of bias, bigotry, and racism resulting in societal disparities and inequities, and the effects of these disparities and inequities on Nebraskans today. The NDE commits to confronting this history and its negative impact by leading for educational equity. The goal of equity efforts is that all students are known, heard, and supported while having access to the opportunities and resources needed to be ready for success in their post-secondary learning experiences, careers, and civic lives.

The State Board believes that all children enrolled in public schools are entitled to equal equitable educational opportunity ~~without regard to~~ across all races, colors, sexes, ~~or~~ and national origins. The same policy principle has been adopted by the Congress of the United States at 20 U.S.C. 1701. In addition, the Nebraska Legislature has declared, at Section 79-2,116 R.R.S., that it shall be an unfair or discriminatory practice for any educational institution (as defined in Section 79-2,115 R.R.S.) to discriminate on the basis of sex in any program or activity.

Educational equity is defined by providing each student meaningful access to the educational resources they need at the right moment, at the right level, and with the right intensity. Educational equity means high expectations for learning and student achievement. Educational equity allows students to discover and explore their passions and make meaningful connections within the context of their post-secondary interests. Equity requires that these opportunities and outcomes exist for all Nebraskans, including but not limited to, and unrestricted by age, citizenship status, color, disability, economic status, ethnicity, family mobility, family structure, gender expression, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, tribal membership, or veteran status, . Further, the State Board supports policy that promotes a stable, reliable, and equitable


 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Position Statement Number</p> <p>S1 (formerly G1)</p>	<p>Page Number</p> <p>2 of 3</p>
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[system of funding that addresses both the equity of available funding for schools, as well as the equity of burden on taxpayers](#)

The State Board further believes that all resident children with disabilities are entitled to special education programs and transportation. The Nebraska Legislature, at Section 79-1127 R.R.S., requires the board of education of every school district to provide or contract for such programs.

Board Action History

- 12/10/76 – Prior JA
(Equal educational opportunity for students statement mentoring: race, color, creed, place of residence, or physical or mental handicaps.)
- 12/7/84 – Prior 0521GP
(Renumbered)
- 12/8/95 – G1
(Revised to reference federal law section.)
- 09/05/2008 – G1
(Revised)
- 03/06/2012 – G1
(Reaffirmed 3/6/2012)
- 03/06/2015 – G1
(Reaffirmed 3/6/2015)
- 03/03/2017 – G1(S1)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and general statements [S]. G1 is now S1.)

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Position Statement Number</p> <p>S1 (formerly G1)</p>	<p>Page Number</p> <p>3 of 3</p>
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Cross-References

- 20 U.S.C. 1701
- 79-2,116 R.R.S.
- 79-1127 R.R.S.
- Statement of Principle on Human Dignity, August 2018
- [NDE State Board Resolution on Equity Education, August 3, 2018](#)
- [Nebraska State Board of Education 2019 Legislative and Regulatory Priorities Adopted October 5, 2018](#)
- NDE Mission Statement
- NDE Strategic Priorities, 2017-2026 Strategic Vision and Direction
- NDE Leading for Educational Equity Definition

**NEBRASKA STATE BOARD OF EDUCATION
2019-2020 LEGISLATIVE AND REGULATORY PRIORITIES**

The foundation for the Nebraska State Board of Education 2019-2020 Legislative and Regulatory Priorities aligns with the Nebraska State Board of Education’s Strategic Vision and Direction.

The 2017-2026 Nebraska State Board of Education’s Strategic Vision and Direction describes multiple roles assumed by the Nebraska Department of Education (NDE) in carrying out the complex work of supporting a state education system. These roles include Champion, Regulator, Capacity Builder, Connector, and Change Agent. NDE will lead for educational equity through intentional and data-informed operationalization of these agency roles. Because of the NDE commitment to leading educational equity intentionally and through multiple agency roles, districts and educational partners will be better equipped to advance educational equity, and increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life. The following themes frame the Legislative Priorities.

LEGISLATIVE PRIORITIES

Behavioral and Mental Health

The State Board supports policy that ensures there are sufficient and equitable services for behavioral and mental health needs for all Nebraskans. The State Board supports and advocates for efforts to ensure a solid system of care is developed statewide and will support legislation and appropriations for:

- Investment and coordination of behavioral and mental health supports through DHHS, regional public health districts, school districts, ESUs, and non-profit organizations
- Incentives for entry into fields of counseling and social work for children and families
- School districts in professional development for trauma informed practices
- Systems of support for teachers and practitioners as they deal with trauma
- Coordinate behavioral and mental health efforts between and among partners and break down barriers to information and resources sharing
- Coordinated school health including a specialist at the NDE to provide assistance to schools and communities

Early Childhood Education

The State Board supports policy that promotes high quality early childhood experiences. The Board supports legislation that changes statutes that would address the equitable access to early childhood opportunities that:

- Allow flexibility in PreK early childhood laws to allow 5 year olds to attend PreK if it is determined by parents, school officials, program funding, based on the best developmental interest of the child
- Establish and ensure local funding is allowed to expand capacity of local programs through laws and regulation that allow local school districts to meet full requirements under the law

**NEBRASKA STATE BOARD OF EDUCATION
2019-2020 LEGISLATIVE AND REGULATORY PRIORITIES**

Equitable and Value Added and Alignment of Services and Supports

The State Board supports policy that scales certain services and supports at the regional and statewide levels that will equitably serve schools across the state. The value-added proposition of such services and supports should be in alignment with partner entities including ESUs, school districts, and other educational and human services partners. The Board supports legislation that:

- Secures appropriations to create a digital content repository to provide equitable access to high quality digital content efficiently and effectively to all Nebraska students
- Secures state resource investment in personal learning plans, student engagement, and climate surveys
- Ensures ESU core services meet the needs of member school districts in an efficient and effective manner
- Supports implementation of the Reading Improvement Act, secures appropriations for a specialist at the NDE and to scale up evidence-based assessments, interventions, and strategies on early literacy to ensure students are on grade level in reading
- Secures appropriations for specialists at the NDE to scale up improvement and turnaround efforts to ensure priority schools are increasing student achievement

School Finance and School Organization

The State Board supports policy that promotes a stable, reliable, and equitable system of funding that addresses both the equity of available funding for schools, as well as the equity of burden on taxpayers.

School Safety

The State Board supports policy that sets standards and promotes partnerships with other state and local level organizations for safe school environments. The Board supports legislation that:

- Addresses coordination and sharing of information and resources that address issues pertaining to school security and safety
- Dedicates resources to school safety

Workforce Development

The State Board supports policy that promotes workforce development activities within the PK-12 school system. The State Board supports legislation and appropriations for:

- Expanded resources for reVision to further develop business, community and school linkages at a local level and support statewide efforts with Economic Development, Labor, and other agencies
- Resources for Nebraska Career Connections as part of the personal learning plan and scaled services for college, career, and civic readiness
- Expanded use of the ACT and assessment products that would better inform and prepare students about career opportunities
- Expanded access to dual credit with colleges and efforts that improve the number of career and technical educational opportunities for students in elementary, middle, and high school
- Expand value added resources to support Career Academies

**NEBRASKA STATE BOARD OF EDUCATION
2019-2020 LEGISLATIVE AND REGULATORY PRIORITIES**

REGULATORY PRIORITIES

Accountability and Accreditation

The State Board supports policy that continues to connect a well-aligned accountability and accreditation system for schools in Nebraska. The State Board respects the Legislature's support for the development of a well-aligned system of accountability and accreditation. The State Board continues to review and refine accreditation strategies to better identify and support the schools most in need of improvement. Areas of Regulatory focus by the Board include:

- Defining the role of the State Board and the NDE when priority schools are not making progress
- Expanding a level of flexibility and innovation in processes for accreditation

College, Career, and Civic Readiness

The State Board supports policy that promotes civic engagement to ensure that students are prepared for postsecondary education, career, and civic opportunities. The State Board supports regulations that includes a comprehensive approach to defining and measuring civic readiness aligned to Social Studies Standards adopted under Quality Education Accountability Act.

Early Childhood Education

The State Board supports policy that promotes high quality early childhood experiences. The Board supports regulatory changes that:

- Allow flexibility in staffing prekindergarten programs with the ultimate goal of having fully certified early childhood educators in each program

Educator Preparation and Certification

The State Board supports policy that ensures students have access to qualified, credentialed, and effective educators throughout their learning experiences. As such, the State Board of Education is engaged in regulatory changes in the following areas:

- Alternate and non-traditional certification paths for educators consistent with Nebraska's high expectation for effective educators
- Consideration of reciprocity with and between states that remove barriers for educators entering the State of Nebraska to teach with minimal additional requirements
- Eliminating barriers for individuals entering the education profession that represent racial, cultural, economic, and social diversity consistent with Nebraska's high expectations for effective educators
- Shifting from multicultural content minimums to capacity for respect of the multiple cultures with an equity perspective



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Commissioner of Education

From: Cory Epler, Ph.D.
Academic Officer/Administrator – Teaching, Learning, and Assessment

Stephanie Call
World Languages Education Specialist

Proposed Action Item:

Approval of the Nebraska World Language Standards

Rationale/Background Information:

A group of world language educators (teachers, administrators, ESU staff, postsecondary representatives, etc.), led by the Nebraska Department of Education, began the work of revising the 1996 Nebraska World Language Essential Learnings this past summer. The revised essential learnings, “Nebraska World Language Standards,” create the framework for world language education in Nebraska. The current draft reflects the final version and will be presented for State Board approval in September 2019.

Estimated Costs:

Approximately \$40,000 (General Funds – Teaching, Learning, and Assessment)

Supporting Documentation Included:

2019 Nebraska World Language Standards

NEBRASKA WORLD LANGUAGE STANDARDS



Table of Contents

Introduction	3
Content Area Standards	4
Using the 2019 Standards	4
Nebraska World Language Standards	10
Strand One: Communication	11
Strand Two: Culture	18
Strand Three: Connections.....	21
Strand Four: Communities	24
Strand Five: Cognition.....	27
Summary of World Language Strands and Standards.....	30

Introduction

Language and intercultural skills are critical in preparing our students to engage and thrive in the globally interconnected world in which we find ourselves. The ability to communicate with other nations and cultures is a matter of national security, economic growth, environmental sustainability, and social well-being.

In order to compete in the 21st century, Nebraska students must be able to communicate and interact effectively in at least one other language and culture. Life in our globally diverse society requires language and intercultural skills to work together with individuals from other cultures who speak other languages. Our state's economy strongly depends on international trade and businesses who require globally competent individuals who can communicate effectively to compete in a highly competitive global market. Issues of national security require highly qualified language speakers to negotiate and interact competently with other nations. Building social neighborhoods within our diverse communities are necessary to work together to provide a quality life for all.

The social and intercultural skills honed through the learning of another language, include collaborating, negotiating meaning, and mediating misunderstandings, are truly needed in a diverse, multilingual world where worldviews, cultural customs and traditions often clash. It is in world language classes that students access the manifestations of another culture, develop the ability to use language appropriately in social situations, and gain insights into others' perspectives and worldview. Research has found that learning another language, particularly at a young age, has significant cognitive benefits, such as increased memory function, critical thinking, and mind-mapping skills, creativity, and flexibility of mind. Studies have shown that students who are learning another language out-score their non-foreign language-learning peers in the verbal and math sections of standardized tests. By engaging in learning a world language, students build 21st century literacy skills essential for their future.

College readiness requires that students have the pre-requisite coursework for admission and the knowledge and skills to succeed in entry-level classes. Nebraska universities require world language learning for admission. To ensure successful post-secondary success and job-preparedness in gaining language and cultural proficiency, the Nebraska World Language Standards serve as guidelines for schools, teachers, students and other stakeholders to ensure that students' learning opportunities are standards and proficiency based.

The newly revised Nebraska World Language Standards are aligned with the *World Readiness Standards for Learning Languages* and were adapted specifically to assist Nebraska language programs, teachers and learners to establish criteria to optimize language and cultural proficiency for all learners.

*Dr. Aleidine J. Moeller, Edith Greer Professor, University of Nebraska-Lincoln,
President, American Council on the Teaching of Foreign Languages, 2018*

Content Area Standards

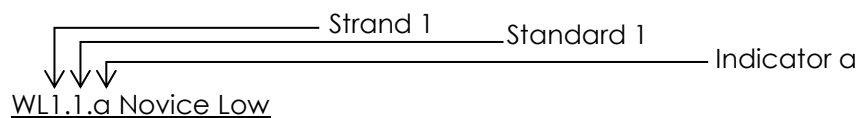
Nebraska Revised Statute 79-760.01 requires the Nebraska State Board of Education to "adopt measurable academic content standards for at least the grade levels required for statewide assessment" (Academic Content Standards, 2015). The statute specifies that those standards shall cover the subject areas of reading, writing, mathematics, science, and social studies, and, that the State Board of Education shall develop a plan to review and update standards for those subject areas every seven years. The revised statute is effective as of August 30, 2015. In addition to the content area standards required by statute, the Nebraska Department of Education (NDE) develops content area standards for Fine Arts, Physical Education, Health Education, and World Languages, as well as course-based content standards for Career and Technical Education. Although not required by law, the standards provide schools a framework for ensuring quality teaching and learning for all content areas offered in Nebraska schools.

The Nebraska World Language Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while locally defined curriculum and instructional materials are used to help students master the standards.

Using the 2019 Standards

The overall structure of Nebraska's World Language Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. Standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards are sorted by strands, which are essential components to world language learning. Indicators further describe what students must know and be able to do to at a specific level of language learning to meet the standard and provide guidance related to classroom instruction.

Reading the World Language Standards



Strand: Students communicate effectively in a variety of situations for multiple purposes.

Standard: Students exchange information through interaction and negotiation of meaning.

Indicator: Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.

Strands: The “Five C’s” of World Language Learning

There are five strands or “essential components” of world language learning:

- **Communication:** Students communicate effectively in a variety of situations for multiple purposes.
- **Culture:** Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.
- **Connections:** Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.
- **Communities:** Students can apply their world language skills to personal, community, and/or career experiences.
- **Cognition:** Students explain what they know and are able to monitor their own learning journey with support from their teachers.

Each of these strands is interwoven, existing in correlation with and dependent on the others. While these essential components, or strands, are presented distinctly, it is important to remember that they cannot be used independently. All must be present in any world language classroom.

Standards: The Expectations of World Language Learning

Each of the five strands contains several components that are long-term goals for learning. These broad, overarching content-based statements that describe the basic cognitive, affective expectations of students are standards. There are thirteen standards.

When a particular standard is not reflective of or responsive to an aspect of a specific language, accommodations can be made to create alternative expectations. Notations have been made after certain standards that may need special treatment in order to be applicable to specific language groups.

Indicators: Language Performance Expectations by Level

For each standard, there is an indicator that establishes the level of expectation appropriate for a given performance level. Indicators are not labeled by language courses. Course titles, such as “French Two”, most often represent the level of progression in the district’s world language curriculum and are often insufficient in describing the actual performance of students.

The Nebraska World Language Standards use three performance level indicators: novice, intermediate, and advanced. Each performance level indicator can be further divided into a low, mid, and high range. The definitions of novice, intermediate, and advanced are as follows:

Novice:

Novice students are beginning to use the language. Their performance is limited to words, phrases, and simple sentences on familiar or highly predictable topics. They may be difficult to understand. Novice listeners understand key words, true aural cognates, and formulaic expressions. Novice writers and speakers can use isolated words and phrases to identify typical cultural elements. They can use resources in the language to make connections to other content areas or to greater language communities by identifying predictable elements of a message, using cognates, and/or using extralinguistic supports. Novice learners identify and describe what they can do in language study using simple words and phrases.

Intermediate:

Intermediate students have gaps in knowledge but are able to use the language with an understanding of need and purpose. Intermediate listeners understand the main ideas and supporting details. Speakers can meet practical needs, ask and answer simple questions. Presenters can communicate information and express their own thoughts about familiar topics. Intermediate students can investigate, describe and compare their culture with those of the culture studied. These students can apply simple and concrete language to learning about other content areas and communicating within their greater language communities. They have created their own language goals and are able to articulate, if only in simple language, their personal language journey.

Advanced:

Advanced students are comfortable in using the language to provide details, to reflect, and to elaborate on both concrete and abstract information and ideas. Writers can write routine informal and some formal correspondence using major time frames, paraphrasing, and elaboration. Listeners can understand the main ideas and most details on variety of general interest topics. Readers understand a wide variety of texts characterized by one or more of the following: high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Advanced students can use the language to navigate appropriately in various cultural settings within greater language communities. These students are able to analyze their language learning and to elaborate on their plans for the future.

Applying Performance Level Expectations for World Language Programming

As schools and districts move forward in establishing programming that aligns with the World Language Standards, they must first ask, "What is the ultimate expectation for language knowledge and skills at the completion of the world language program?" Once an ultimate goal has been determined, the school can dedicate the time and resources necessary to meet the goal. The critical factor to consider in this process is the level of language needed to negotiate successfully in life, careers, and academia.

Colleges and universities, and even individual departments within colleges and universities, have specific language entrance and graduation requirements. The average expectation is that incoming college freshmen will have had a minimum of two years of high school world language. This expectation, however, does not clarify the level of performance students should have. Colleges and universities usually conduct placement tests that allow students to enroll in their corresponding level of language study.

The ability to communicate in multiple languages has a proven economic value. Local, regional, national, and international markets are actively seeking employees who can respond to customers and negotiate agreements. In the graphic on the following page, The American Council on the Teaching of Foreign Languages shares a comparison of oral proficiency levels needed in the workplace in order to be career ready. Cashiers, sales clerks, and receptionists who wish to interact with clientele in a language other than English must be prepared to function at a level of Intermediate in the other language. A banking and investment customer service representative, medical interpreter, and human resource benefit specialist must be prepared to function at a level of Advanced.

Technical language, or language specific to a given profession or skill, is the ultimate preparation to apply language to careers or to community life. However, technical language classes require a strong foundation in the language and in the technical or career skill area.

Not to be disregarded, the ability to function bilingually also strongly affects one's quality of life. Language function dramatically increases cognitive function well into older age. Bilinguals have greater ability to see and understand nuances, to investigate actively, to use critical thinking, and to seek a more profound level of communication.

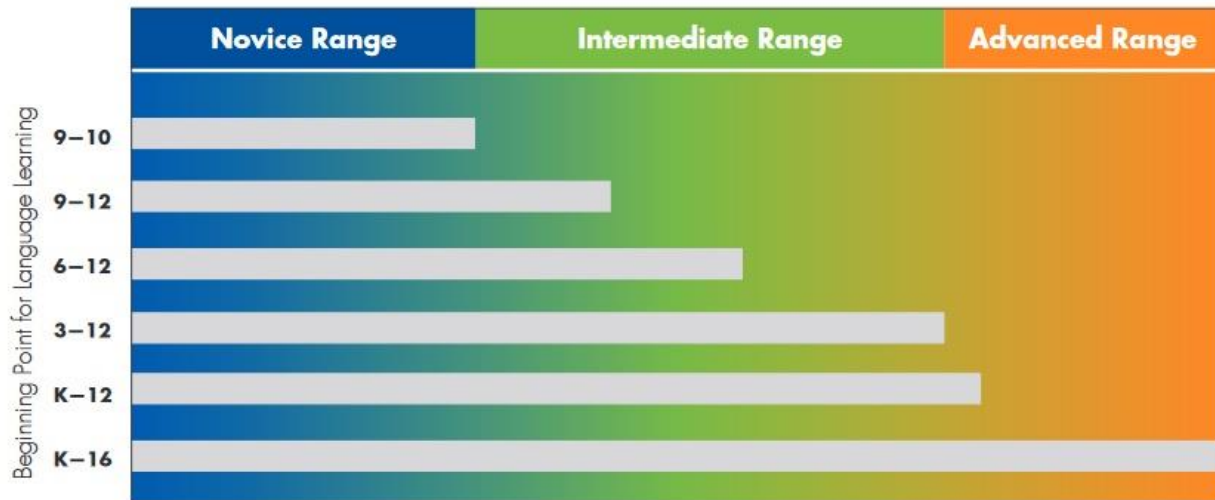
ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level	
Distinguished	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture 	
	4				
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment 	
Advanced High	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment 	
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture 	
Advanced Low			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors 	
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences 	
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist		
Intermediate Low					
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K–6 	
Novice Mid	0				<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low					

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



Once a district has determined an expectation for the ultimate level of language performance, programming needs will be considered. There is a definite correlation between the level of language expectation and the amount of time given to study and practice. The following model, provided by the American Council on the Teaching of Foreign Languages, shows how time is a critical component to developing language performance.



Source: "Figure 4: Time as a Critical Component for Developing Language Performance", ACTFL Performance Descriptors for Language Learners, 2012 Edition, Alexandria, VA: ACTFL, p. 6.

Students with twelve years of language study will be able to communicate information, express their thoughts, investigate, describe and elaborate on both concrete and abstract information and ideas. These students will find success using language daily in teaching, social services, medical careers, retail, and business.

In equipping students to be community volunteers, world travelers, entrepreneurs, and communicators, it is important to remember the correlation between time and ability. Essentially, a stronger investment in the duration and depth of a language program will result in higher and more useful levels of language performance.

Nebraska World Language Standards

Strand One: Communication (p. 10)

Students communicate effectively in a variety of situations for multiple purposes.

- 1.1 Students exchange information through interaction and negotiation of meaning.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

Strand Two: Culture (p. 17)

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

- 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Students identify and apply culturally-appropriate language and behavior.

Strand Three: Connections (p. 20)

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

- 3.1 Students apply the language of study to discuss other content areas of study.

Strand Four: Communities (p. 23)

Students can apply their world language skills to personal, community, and career experiences.

- 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Strand Five: Cognition (p. 26)

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

- 5.1 Students self-assess growth in language learning, practice, and understanding.
- 5.2 Students set language learning goals and organize priorities.

Strand One: Communication

Students communicate effectively in a variety of situations for multiple purposes.

Key point:

- Students should use language for a meaningful, communicative purpose.

Communication is the most elemental purpose of language learning. As simple as a child's first word or as complex as a discourse on the impacts of science and technology, communication is invariably tied to need, situation, purpose, and mode. These concepts are represented in later strands. Strand One focuses on the dexterity of manipulating the language and language structures in various modes of communication. The Modes of Communication are Interpersonal, Interpretive, and Presentational. The Interpersonal Mode represents negotiation of information among two or more parties. The Interpretive Mode requires an interpretation of meaning. The Presentational Mode refers to the creation of a message that others will have to interpret. All modes of communication might be conducted in written or oral format.

WL 1.1: Students exchange information through interaction and negotiation of meaning.

WL 1.1.a Novice Low

Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.

WL 1.1.b Novice Mid

Participate in basic exchanges in structured contexts about familiar and predictable topics using high-frequency vocabulary and phrasing.

WL 1.1.c Novice High

Participate in basic exchanges by constructing simple questions and answers using familiar vocabulary and language structures.

WL 1.1.d Intermediate Low

Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.

WL 1.1.e Intermediate Mid

Initiate, sustain, and conclude exchanges about familiar topics with focused structures in a series of connected sentences.

WL 1.1.f Intermediate High

Initiate, sustain, and conclude exchanges in a variety of situations on familiar topics by manipulating advanced vocabulary and language structures.

WL 1.1.g Advanced Low

Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.

WL 1.1.h Advanced Mid

Engage in unplanned, in-depth exchanges and discussions on a variety of concrete and abstract topics across all major time frames.

WL 1.1.i Advanced High

Engage in unplanned, in-depth exchanges by applying social and cultural norms on concrete and abstract topics, across all major time frames.

Specific Considerations for Ancient and Classical Languages (ACL):

The 2017 Standards for Classical Language Learning state, "There are philosophical differences that govern the various approaches to using interpersonal communications in the Latin classroom. Some teachers use interpersonal communication intermittently, some use it frequently, and some use it as the basis of the entire educational platform. There is growing evidence that the use of spoken Latin in the classroom facilitates student comprehension of the language, which facilitates reading it. Whichever approach a teacher uses will determine the ultimate level of proficiency that learners attain in the interpersonal mode."

Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.1:</p> <p>Students exchange information through interaction and negotiation of meaning.</p> <p>WIDA "Los Descriptores Podemos" Concrete Use of Language "Discutir" Descriptor:</p> <p>Dialogue and converse with others in order to jointly create knowledge and deepen understanding.</p>
<p>Nebraska WL1.1.a Novice Low</p> <p>Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Discussion, Oral:</p> <p>Use drawings or other visual media to share or clarify ideas. Follow the rules of appropriate conversation (i.e.: listening attentively to others, speaking one at a time)</p>
<p>Nebraska WL1.1.d Intermediate Low</p> <p>Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.</p> <p>WIDA "Podemos" (translated), Grade 6-8, Level 1 Discussion, Oral:</p> <p>Follow the appropriate rules of the context of discussion. (i.e.: taking turns). Prepare notes or written contributions.</p>
<p>Nebraska WL1.1.g Advanced Low</p> <p>Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Discussion, Oral:</p> <p>Prepare points or commentary in order to participate in the conversation. Use images or other supports to support your message or commentary.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

WL 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

WL1.2.a Novice Low

Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL1.2.b Novice Mid

Identify elements of the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL 1.2.c Novice High

Identify the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL 1.2.d Intermediate Low

Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.

WL 1.2.e Intermediate Mid

Comprehend the main idea and some supporting details of messages on familiar topics that contain contextualized or familiar vocabulary and language structures.

WL 1.2.f Intermediate High

Comprehend and summarize main idea and some supporting details of messages on familiar topics that may contain low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 1.2.g Advanced Low

Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 1.2.h Advanced Mid

Analyze the implicit meaning literal meaning, and purpose of messages containing contextualized interdisciplinary and/or unfamiliar vocabulary within complex language structures.

WL 1.2.i Advanced High

Analyze the implicit meaning literal meaning, and purpose of messages containing interdisciplinary and/or unfamiliar vocabulary within complex language structures.

Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.2:</p> <p>Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</p> <p>WIDA "Los Descriptores Podemos" Concrete Use of Language "Relatar" Descriptor:</p> <p>Demonstrate knowledge and narrate experiences or events.</p>
<p>Nebraska WL1.2.a Novice Low</p> <p>Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Listening:</p> <p>Identify words related to characters, animals or objects described orally.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Reading:</p> <p>Identify main characters. Recognize familiar or memorized language.</p>
<p>Nebraska WL1.2.d Intermediate Low</p> <p>Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.</p> <p>WIDA "Podemos" (translated), Grade 6-8, Level 1 Relating, Listening:</p> <p>Identify familiar objects or places in oral presentations.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Reading:</p> <p>Identify principle ideas in short texts. Point out texts and posters in the classroom and school that are related to familiar stories.</p>
<p>Nebraska WL1.2.g Advanced Low</p> <p>Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Relating, Listening:</p> <p>Match common and technical words and expressions with images, photos, and graphics. Identify texts, resources, products or named figures from oral presentations.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Relating, Reading:</p> <p>Highlight descriptive words and expressions in short statements. Identify formatting components in order to locate information.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

WL 1.3: Students present ideas and information according to a variety of purposes and audiences.

WL1.3.a Novice Low

Present information on familiar and everyday topics using isolated, high-frequency words and phrases in highly structured contexts.

WL1.3.b Novice Mid

Present information on familiar and predictable topics using high-frequency vocabulary and phrases in structured contexts.

WL 1.3.c Novice High

Present information on familiar and everyday topics using simple sentences in structured contexts.

WL 1.3.d Intermediate Low

Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.

WL 1.3.e Intermediate Mid

Express personal meaning on familiar topics by creating combinations of language and structure specific to purpose and audience.

WL 1.3.f Intermediate High

Express personal meaning on familiar and unfamiliar topics using known language to compensate for higher vocabulary.

WL 1.3.g Advanced Low

Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.

WL 1.3.h Advanced Mid

Create and deliver information on familiar and unfamiliar topics, using focused or context-specific vocabulary and organized and detailed ideas across most major time frames.

WL 1.3.i Advanced High

Create and deliver information on familiar and unfamiliar topics, elaborating and clarifying detailed and organized ideas.

Specific Considerations for Ancient and Classical Languages (ACL):

The 2017 Standards for Classical Language Learning state, "The presentational mode focuses on the creation of messages to inform, to tell a story, to give an explanation, or to persuade...Communication in the presentational mode may include writing, speaking, or a combination of one of these with visual communication."

Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.3: Students present ideas and information according to a variety of purposes and audiences.</p> <p>WIDA "Los Descriptores Podemos" Concrete Use of Language "Relatar" Descriptor: Demonstrate knowledge and narrate experiences or events.</p>
<p>Nebraska WL1.3.a Novice Low Present information on familiar and everyday topics using isolated, high-frequency words and phrases in highly structured contexts.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Speaking: Name words that represent familiar objects. Repeat short, typical phrases in oral narrations.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Writing: Draw and tag academic events or situations. Tag story scenes using key words.</p>
<p>Nebraska WL1.3.d Intermediate Low Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.</p> <p>WIDA "Podemos" (translated), Grade 6-8, Level 1 Relating, Speaking: Name school and community events using visual supports. Respond to simple, closed questions relating to familiar topics.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Writing: Reproduce words and brief phrases related to familiar topics. Tag photos and illustrations that represent ideas studied in class.</p>
<p>Nebraska WL1.3.g Advanced Low Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Explaining, Speaking: Use technical vocabulary to explain processes, cycles, or phenomena.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Explaining, Writing: Describe photos, illustrations, and models using technical vocabulary. Explain historical events or events in sequence.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

Strand Two: Culture

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

Key points:

- The culture of the target language is fundamental to all language instruction and can be taught through implicit instruction as well as explicit instruction.
- Elements of culture can, and should be, taught in the target language whenever appropriate and feasible.
- Learners must have insight into cultural perspectives, and the ability to behave appropriately in a variety of cultural contexts, in order to be effective communicators.

Interculturality is the ability to understand the underlying histories, values, attitudes, beliefs, practices, and views that affect communication and understanding among people. It is the essence of 'it's not what was said; but how it was said'. Strand Two illustrates that true language proficiency requires an awareness of and familiarity with the connotations, social cues, and perceptions associated with language in order to communicate the desired message. Intercultural competence often results in empathy, closer introspection, greater self-awareness, and active listening.

WL 2.1: Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.

WL2.1.a Novice Low

Identify and describe products, practices and perspectives using isolated words and phrases.

WL2.1.b Novice Mid

Identify products, practices, and perspectives using high-frequency vocabulary and phrases.

WL 2.1.c Novice High

Identify and describe products, practices, and perspectives using simple sentences in structured contexts.

WL 2.1.d Intermediate Low

Investigate, compare, and provide insight into products, practices, and perspectives using familiar vocabulary and limited language structures.

WL 2.1.e Intermediate Mid

Investigate and compare products, practices, and perspectives using familiar vocabulary and creating combinations of limited and advanced language structures.

WL 2.1.f Intermediate High

Investigate and compare products, practices, and perspectives using advanced language structures and known language to compensate for unfamiliar vocabulary.

WL 2.1.g Advanced Low

Analyze the products, practices and perspectives of various groups using descriptive vocabulary and organized ideas.

WL 2.1.h Advanced Mid

Analyze and explain the products, practices and perspectives of various groups using focused or context-specific vocabulary and organized and detailed ideas.

WL 2.1.i Advanced High

Analyze and explain the products, practices and perspectives of various groups using interdisciplinary and/or unfamiliar vocabulary within complex language structures.

Specific Considerations for Ancient and Classical Languages (ACL):

Although many common products have been lost to historical record, it may be possible to investigate historical artifacts. Possible products include: clothing, jewelry, dwellings, sports, literature, artwork, tools, pottery. Products may be discoverable through ancient artwork, ruins, or other artefacts.

WL 2.2: Students identify and apply culturally-appropriate language and behavior.

WL2.2.a Novice Low

Identify expressions unique to the cultures studied.

WL2.2.b Novice Mid

Identify and react with simple expressions and idioms unique to the languages and cultures studied.

WL 2.2.c Novice High

Identify and respond with culturally appropriate simple expressions in everyday situations in structured or highly predictable situations.

WL 2.2.d Intermediate Low

Interact with culturally appropriate learned behaviors, familiar vocabulary, and limited language structures appropriate to the social context in everyday or common scenarios.

WL 2.2.e Intermediate Mid

Interact with culturally appropriate learned behaviors, familiar vocabulary and combinations of limited and advanced language structures.

WL 2.2.f Intermediate High

Interact with culturally appropriate learned behaviors, advanced language structures and known language to compensate for unfamiliar vocabulary.

WL 2.2.g Advanced Low

Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using familiar language.

WL 2.2.h Advanced Mid

Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using both familiar and unfamiliar language.

WL 2.2.i Advanced High

Participate appropriately and effectively in intercultural situations that require the appropriate application of vocabulary, register, courtesy or style in any given situation.

Specific Considerations for Ancient and Classical Languages (ACL):

Daily life, idioms, and regional variations in the language may not have been recorded or may not be available to allow students to interact with these elements today. ACL educators are encouraged to present and discuss what unique expressions, idioms, and cultural language points are available.

Strand Three: Connections

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

Key Points:

- Scaffolding and structure support the use of appropriately chosen authentic materials.
- Using authentic materials contextualizes the language, expands lexicon through production, and validates the learning of the language and the learning of the content.

Languages bring the power to communicate a message to an exponentially larger audience. Languages are a mechanism that support access to resources, opportunities, and careers. In making connections to other content areas, students will expand vocabulary, contextualize the language, and begin to seek out a pathway to personalized language learning. Strand One and Strand Two are about the finesse and use of language. Strand Three and Strand Four are about the purpose of language study: to make connections, and to apply the skills students have learned.

WL 3.1: Students apply the language of study to discuss other content areas of study.

WL3.1.a Novice Low

Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL3.1.b Novice Mid

Apply high-frequency vocabulary and predictable language structures to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL 3.1.c Novice High

Apply familiar vocabulary and simple sentences to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL 3.1.d Intermediate Low

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using familiar vocabulary and language structures in short, connected sentences.

WL 3.1.e Intermediate Mid

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom by creating combinations of limited and higher-level language structures in short, connected sentences.

WL 3.1.f Intermediate High

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using higher-level language structures and known language to compensate for unfamiliar vocabulary.

WL 3.1.g Advanced Low

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using low-frequency vocabulary, higher-level language structures, and various time frames.

WL 3.1.h Advanced Mid

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures and various time frames.

WL 3.1.i Advanced High

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.

Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have

academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" or "Spanish Language Development Standards" may provide a richer expectation for heritage language study.

<p>Nebraska WL 3.1: Students apply the language of study to discuss other content areas of study.</p> <p style="text-align: center;">→</p> <p>WIDA Spanish Language Development Standards ↓</p>	<p>WL3.1.a Novice Low Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.</p> <p>WL 3.1.i Advanced High Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.</p>
<p>Standard 1: Social and Instructional Language Emergent bilinguals communicate for social and instructional purposes within the school setting</p>	<p>Grade 1, Level 1 Follow oral instructions using modeling and sensory supports and partner engagement.</p> <p>Grade 11-12, Level 1 Sort information found in illustrated texts with a partner using graphic organizers and following a model.</p>
<p>Standard 2 – The Language of Language Arts Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of language arts</p>	<p>Grade 1, Level 1 Describe the use of syntactic aspects using sentence schemas, word banks, and with support from L1.</p> <p>Grade 11-12, Level 1 Create a graphic legend using literary resources and continuing to use interactive models and supports, including L1 and L2.</p>
<p>Standard 3 – The Language of Mathematics Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of mathematics</p>	<p>Grade 1, Level 1 Identify strategies according to the information graphic texts using sensory supports and L1.</p> <p>Grade 11-12, Level 1 Label the steps to solve quadratic equations using banks of illustrated words.</p>
<p>Standard 4 – The Language of Science Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of science</p>	<p>Grade 1, Level 1 Draw and label illustrations of observations of experiments using Banks of illustrated words.</p> <p>Grade 11-12, Level 1 Identify the effects of the pollutants presented in an oral discourse and in banks of illustrated words to complete a scheme.</p>
<p>Standard 5 – The Language of Social Studies Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of social studies</p>	<p>Grade 1, Level 1 Name an advantage of the use of means of transport using audio-visual aids, models, banks of illustrated words and L1 if necessary.</p> <p>Grade 11-12, Level 1 Name the advantages and disadvantages of economic systems using sentence frames and word banks in L1 and L2.</p>

Source: WIDA Spanish Language Development Standards. WIDA, 2013, *The Spanish Language Development Standards*

Strand Four: Communities

Students can apply their world language skills to personal, community, and career experiences.

Key Points:

- Providing a connection to world languages outside of the school setting is critical to student motivation and engagement.
- Community involvement builds empathy, respect for diversity, and self-awareness.
- When there is an awareness of the world, it is far easier to find one's place within it.

Our global world and impact continue to expand. Language skills bring global connections closer to home, allowing students to connect across the world or at the market on the corner. Strand Four emphasizes participation in multilingual communities around us. With another language, students can be aware of the world and their role within it, have an understanding of community needs and concerns, and be able to take responsibility for their development as a member of their community.

WL 4.1: Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.

WL4.1.a Novice Low

Identify college and career options that incorporate the language studied using isolated words and phrases.

WL4.1.b Novice Mid

Identify college and career options that incorporate the language studied using high-frequency vocabulary and predictable language structures.

WL 4.1.c Novice High

Identify college and career options that incorporate the language studied using familiar vocabulary and simple sentences.

WL 4.1.d Intermediate Low

Relate, evaluate and summarize personal interests, skills, and values using familiar vocabulary and language structures in short, connected sentences.

WL 4.1.e Intermediate Mid

Relate and describe careers that align with personal skills and interests by creating combinations of limited and higher-level language structures in short, connected sentences.

WL 4.1.f Intermediate High

Relate training, education, and/or certification requirements for careers of interest using higher-level language structures and known language to compensate for unfamiliar vocabulary.

WL 4.1.g Advanced Low

Develop and list educational and career connections to a personal plan of language learning using low-frequency vocabulary and higher-level language structures.

WL 4.1.h Advanced Mid

Develop and describe educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures.

WL 4.1.i Advanced High

Develop and appraise educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with advanced language structures.

WL 4.2: Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

WL4.2.a Novice Low

Use digital tools to select, categorize, and paraphrase information that tends to use isolated, high-frequency words and/or phrases and extra-linguistic supports.

WL4.2.b Novice Mid

Use digital tools to select, categorize, and paraphrase information that tends to use high-frequency words and phrases in structured contexts.

WL 4.2.c Novice High

Use digital tools to select, categorize, and paraphrase information that tends to use simple sentences in structured formats on familiar or highly contextualized topics.

WL 4.2.d Intermediate Low

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in short statements.

WL 4.2.e Intermediate Mid

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in connected sentences.

WL 4.2.f Intermediate High

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using known language to compensate for higher vocabulary.

WL 4.2.g Advanced Low

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 4.2.h Advanced Mid

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, contextualized interdisciplinary and/or unfamiliar vocabulary, and complex language structures.

WL 4.2.i Advanced High

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, interdisciplinary and/or unfamiliar vocabulary, and complex language structures.

Strand Five: Cognition

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

Key Points:

- Learning is a partnership between the student and the teacher.
- Learning to learn establishes processes and connections that more efficiently route information to its destination.
- Using the language of study to define expectations, discuss language acquisition, and to set learning goals increases the ability to place language in context.
- Taking an active role in planning for language study propels students to higher levels of proficiency.

First language learning and acquisition is a process that begins in infancy and lasts a lifetime. Second language learning and acquisition is both similar and more dynamic than first language learning. Language learning is the natural absorption of language that is firmly rooted in situational and contextual surroundings. Infants come to associate “mama”, “papa”, and “bottle” with things that they need. Language acquisition is a formalized study of language and its functions. It will be years before those same children understand “nouns” and can manipulate them in sentences. Strand Five serves to help educators and students remember that language learning and acquisition is a process. By learning the cognition of language study, students will be better able to engage in and take responsibility for their own learning.

WL 5.1: Students self-assess growth in language learning, practice, and understanding.

WL5.1.a Novice Low

Use isolated words, phrasing, or images to identify what concepts, skills, or information have been learned.

WL5.1.b Novice Mid

Use simple words or phrasing to identify what concepts, skills, or information have been learned.

WL 5.1.c Novice High

Use simple sentences or structures to identify and describe what concepts, skills, or information have been learned.

WL 5.1.d Intermediate Low

Reflect on how personal learning, practice, and understanding are evident.

WL 5.1.e Intermediate Mid

Reflect on how personal learning, practice, and understanding are evident and how learning might be improved.

WL 5.1.f Intermediate High

Reflect on personal learning, practice, and understanding in response to pre-determined goals, outcomes, or expectations.

WL 5.1.g Advanced Low

Analyze how personal learning, practice, and understanding have developed over time.

WL 5.1.h Advanced Mid

Analyze how personal learning, practice, and understanding have, or have not, prepared for future growth.

WL 5.1.i Advanced High

Analyze how personal learning, practice, and understanding can be sustained for future growth.

WL 5.2: Students set language learning goals and organize priorities.

WL5.2.a Novice Low

Identify what concepts, skills, or information are desired using isolated words, phrasing, or images.

WL5.2.b Novice Mid

Identify what concepts, skills, or information are desired using simple words or phrasing.

WL 5.2.c Novice High

Identify and describe what concepts, skills, or information are desired using simple sentences or guided models.

WL 5.2.d Intermediate Low

Create simple, short-term goal statements in response to units of study or other focused needs.

WL 5.2.e Intermediate Mid

Create simple, measurable, attainable, relevant, and timely goals using guided models in response to units of study or other focused needs.

WL 5.2.f Intermediate High

Create simple, measurable, attainable, relevant, and timely goals that are supported by explanation and are in response to units of study or other focused needs.

WL 5.2.g Advanced Low

Produce long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

WL 5.2.h Advanced Mid

Produce long-term measurable, attainable, relevant, timely goals with detailed steps that support the achievement of the goals.

WL 5.2.i Advanced High

Produce, explain, and analyze the success of long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

Summary of World Language Strands and Standards

The World Language Standards represent all languages, for all learners, at all levels. Although each language group has distinct linguistic components, these standards are meant to provide direction in the kinds of skills that students should accomplish at a particular level. When a particular standard is not reflective of or responsive to an aspect of a specific language, accommodations can be made to create alternative expectations.

Students communicate effectively in a variety of situations for multiple purposes.

- 1.1 Students exchange information through interaction and negotiation of meaning.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

- 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Students identify and apply culturally-appropriate language and behavior.

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

- 3.1 Students apply the language of study to discuss other content areas of study.

Students can apply their world language skills to personal, community, and career experiences.

- 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

- 5.1 Students self-assess growth in language learning, practice, and understanding.
- 5.2 Students set language learning goals and organize priorities.



NEBRASKA

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PROPOSED AGENDA ITEM RATIONALE

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

FROM: Shirley Vargas
Administrator, Office of Coordinated School and District Support

Lane Carr
Director of Accountability and AQuESTT

PROPOSED AGENDA ITEM (ACTION): Resolution to recognize September as Attendance Awareness Month and commence the “Nebraska! Every Day Counts!” campaign

RATIONALE/BACKGROUND INFORMATION:

Each year, almost 36,000 students in Nebraska are chronically absent, meaning they miss 10% of their time in membership (enrolled) in the school. Chronic absence disproportionately affects students of color, students with disabilities, economically disadvantaged students, and English learners.

As part of the commitment to equity, the NDE is raising awareness about chronic absenteeism, its root causes, and potential solutions. The NDE is leading the “Nebraska! Every Day Counts” campaign, and has created resources for parents, teachers, and administrators. As part of this campaign, the NDE is proposing the attached State Board resolution for September, nationally recognized as Attendance Awareness Month.

ESTIMATED COST:

No estimated cost.

SUPPORTING DOCUMENTATION:

- “Nebraska! Every Day Counts” resolution
- Parent, Teacher, and Administrator chronic absenteeism resources

NEBRASKA EVERY DAY COUNTS!



Each year in Nebraska, almost 36,000 students are chronically absent.

This absenteeism disproportionately affects students of color, students with disabilities, English learners, and economically disadvantaged students. There are many steps educators can take to address chronic absence within their schools.

How does Nebraska define chronic absenteeism?

A student is chronically absent when they miss 10% of their time in membership.

Examples:

- 1) Blake is enrolled in his school for 50 days, and misses 5. He is chronically absent.
- 2) Mona misses 18 days of school out of her district's 175. She is chronically absent.
- 3) Cora misses 3 days of her 130 enrolled days. She is not chronically absent.

How is chronic absence different from truancy?

Truancy

- Counts only unexcused absences
- Emphasizes compliance with school rules
- Relies on legal and administrative solutions

Vs.

Chronic Absence

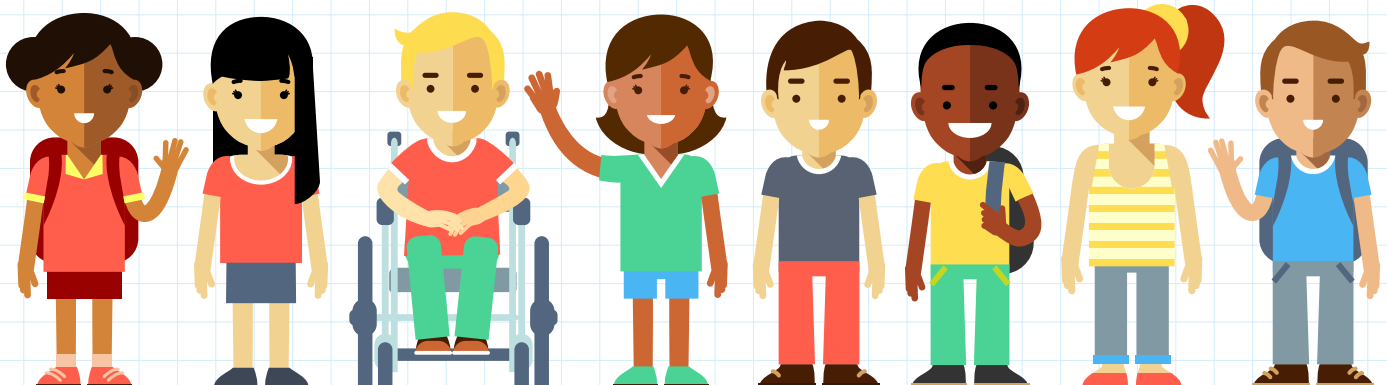
- Counts all absences: excused, unexcused, and suspensions
- Emphasizes academic impact of missed days
- Uses community-based, positive strategies

What resources are available to help me accurately record and report students who are chronically absent?

We know each student situation is unique. The NDE provides guidance around this topic. Search the NDE website at education.ne.gov for:

- Rule 2: Uniform System of Accounting
- ADVISER: Who Reports What
- ADVISER: Data Elements

When in doubt, contact the Nebraska Department of Education Help Desk for guidance. They can be reached at ADVISERHelp@Nebraskacloud.org or 888.285.0556.



How is chronic absenteeism included in the accountability system?

AQuESTT, Nebraska's accountability system, uses a reduction in chronic absenteeism approach. The Department of Education analyzes three years of chronic absence data to determine a baseline for each school. Targets will be set for each school in reducing chronic absenteeism by half in 10 years. This goal will then be broken into yearly benchmarks that must be met in order to reach the 10-year goal. Schools meeting and exceeding the yearly reduction benchmarks, i.e. those on track to reach their goal in 10 years, may be eligible for a classification adjustment. For more information, see the AQuESTT Classification Rules on the AQuESTT Resources web page: aquestt.com/resources.

Why was chronic absenteeism chosen as an indicator in the AQuESTT system?

Chronic absenteeism is a measure of equity. Research shows that students who miss 10% or more of their school days perform worse academically, and have worsened life outcomes (jail time, unemployment, etc). In Nebraska, like most other places, students of color, students with disabilities, English learners, and economically disadvantaged students are more likely to be chronically absent. As such, the NDE selected reduction in chronic absenteeism as an indicator.

What can we do about chronic absence? Isn't student attendance out of our control?

There are a number of factors contributing to chronic absence within the direct control of schools. The first step to addressing the problem is understanding it better.

Factors Contributing to Chronic Absence (Attendance Works, 2019)

Barriers	Negative School Experiences	Lack of Engagement	Misconceptions
<ul style="list-style-type: none">• Illness, both chronic and acute• Lack of health, mental health, vision, or dental care• Trauma• Unsafe path to/from school• Poor transportation• Frequent moves or school changes• Involvement with child welfare or juvenile justice systems	<ul style="list-style-type: none">• Struggling academically or socially• Bullying• Suspensions and expulsions• Negative attitudes of parents due to their own school experience• Undiagnosed disability• Lack of appropriate accommodations for disability	<ul style="list-style-type: none">• Lack of culturally relevant, engaging instruction• No meaningful relationships with adults in school• Stronger ties with peers out of school than in school• Unwelcoming school climate• Failure to earn credits/no future plans• Many teacher absences or long-term substitutes	<ul style="list-style-type: none">• Absences are only a problem if they are unexcused• Missing two days per month doesn't affect learning• Sporadic absences aren't a problem• Attendance only matters in the older grades

Strategies for School Sites (Attendance Works, 2019)

- Engage students and parents
- Recognize good and improved attendance
- Monitor attendance data and practice
- Provide personalized, early outreach
- Develop programmatic response to barriers



For more information, visit attendanceworks.org.

NEBRASKA EVERY DAY COUNTS!



INFORMATION FOR PARENTS

Why absenteeism matters:

- Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2 to 4 days in September go on to miss nearly a month of school.
- Absenteeism and its ill effects start early. One in 10 kindergarten and first grade students are chronically absent.
- Poor attendance can influence whether children read proficiently by the end of third grade or are held back.
- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.
- Research shows that missing 10 percent of the school year, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence.
- Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others, often for reasons beyond their control, such as unstable housing, unreliable transportation, and a lack of access to healthcare.
- When students improve their attendance rates, they improve their academic prospects and chances for graduating.
- Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students.



Strategies for Parents:

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

For more information, visit attendanceworks.org



Source: Attendance Works

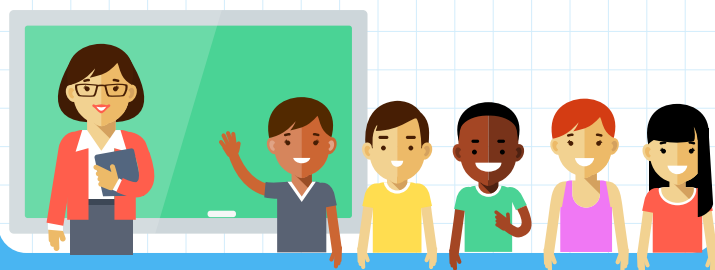




INFORMATION FOR TEACHERS

Why absenteeism matters:

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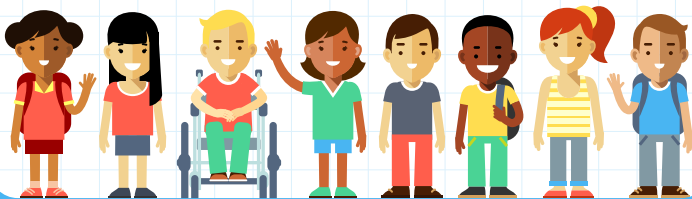
Strategies for Teachers:

- Take roll regularly showing students that you care when they miss school.
- Reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly.
- Work with parents to stress the importance of early education and to learn about any barriers to good attendance.
- Create a nurturing, engaging classroom that will encourage children to come to school. Work with colleagues to develop and implement a school-wide system of incentives and rewards for good attendance.
- Encourage families to partner with other school staff, such as social workers or nurses, as well as community agencies, to get needed supports to help children and families solve a significant barrier to getting to school.

For more information, visit attendanceworks.org



Source: Attendance Works





NEBRASKA

DEPARTMENT OF EDUCATION

Resolution for Attendance Awareness Month: Nebraska! Every Day Counts!

WHEREAS, The Nebraska State Board of Education is committed to ensuring educational equity for all students;

WHEREAS, Chronic absence is defined as missing 10 percent of time in school membership including excused, unexcused, and suspensions. Each year 36,000 Nebraska students are chronically absent from school with chronic absenteeism disproportionately affecting students of color, students with disabilities, economically disadvantaged students, and English learners;

WHEREAS, Poor attendance can influence whether children can read proficiently by third grade. Students who improve their attendance rates improve their academic prospects and chances for graduating;

WHEREAS, The Strategic Vision and Direction developed by the Nebraska Department of Education and State of Board of Education includes a measure for reducing the percentage of students who are chronically absent. Additionally, the Nebraska Department of Education has included reduction in chronic absenteeism in AQuESTT, the state's accountability and support system;

WHEREAS, Schools and communities can work together to better understand the root causes of chronic absence. Some barriers to student attendance may include poor health and access to healthcare resources, unreliable transportation, low student engagement, bullying, and mobility; and

WHEREAS, Chronic absence can be significantly reduced when parents, families, communities, and community partners work together to monitor and promote attendance, and address barriers to regular school attendance; now, therefore, be it

RESOLVED, The Nebraska State Board of Education hereby proclaims that regular and consistent attendance is vital to our state and students; and

RESOLVED, The Nebraska State Board of Education believes as part of its call to be Agents of Change for Equity, the state and each school must engage in a concerted effort to reduce chronic absenteeism; and

RESOLVED, The Nebraska State Board of Education joins stakeholders around the country in recognizing September as Attendance Awareness Month with the campaign "Nebraska! Every Day Counts!"; and

RESOLVED, The Department of Education will provide informational resources to assist families, schools, and communities to reduce chronic absenteeism.

Signed on behalf of the Nebraska State Board of Education, this 6th day of September 2019.

John Witzel, President

Maureen Nickels, Vice President

Consider Collaborate Commit

Consider

Who are the individuals affected?

What are the possible impacts on individuals?

STOP

Are you confident you have considered everyone involved?

Collaborate

Where have we proactively collaborated with stakeholders?

Commit

How are we furthering our equity mission every day?

Consider

Who would this proposal impact?

- Age
- Citizenship status
- Color
- Disability
- Economic status
- Ethnicity
- Family mobility
- Family structure
- Gender expression
- Gender identity
- Genetic information
- Marital status
- National origin
- Political affiliation
- Pregnancy
- Race
- Religion
- Sex
- Sexual orientation
- Tribal membership
- Veteran status

What are the positive or negative impacts this proposal may have on these groups of people?

- Unintended and intended consequences?
- Systemic barriers to success?
- Symbolic messages?
- Historical inequalities?

~~Which student populations might be helped and which student populations may be hurt by this decision?~~

Collaborate

Who have we collaborated with among the following groups of people, and how have we sought diverse points of view?

- Students
- Parents/guardians
- Community leaders
- Community organizations
- Peer educators
- Experts
- Private partners
- Direct service agencies
- School personnel
- Business and industry representatives
- Educational service units
- Higher education partners
- Health departments
- Civic societies

Commit

How will we promote equity through this proposal? Are we:

- Listening to stakeholders?
- Disrupting inequitable practices?
- Endorsing equitable practices?
- Holding ourselves accountable?

Addressing potential consequences?

- Advancing access to opportunities for historically underserved people?
- Empowering people?
- Providing optimal learning environments?



NEBRASKA

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PROPOSED AGENDA ITEM RATIONALE

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

FROM: Dr. Shirley Vargas
Administrator, Office of Coordinated School & District Support

PROPOSED AGENDA ITEM (ACTION): Approval of Santee Elementary, Middle, and High School Priority School Progress Plans

RATIONALE/BACKGROUND INFORMATION:

Priority Schools identified through AQuESTT are required to submit a progress plan to the Nebraska State Board of Education for approval (79-760.07 R.R.S.). The progress plan defines the goals and areas for improvement, associated timelines and resources, and evidence to monitor progress for the upcoming year. The progress plan serves as the primary improvement plan for the Priority School and is also part of the continuous improvement plan for the district in which the Priority School is located (92 NAC 10, Section 009.01B2).

ESTIMATED COST: N/A

SUPPORTING DOCUMENTATION:

Santee Community Schools Priority School Progress Plans

AGENTS OF
CHANGE FOR
EQUITY



Centering Equity in Standards Development

Agents of Change for Equity

“...we will continue to explore and support promising new innovations that advance educational equity.”

“A change agent for equity works to eliminate achievement gaps and ensure success for all students by identifying and addressing bias and barriers...”

Commissioner Matthew L. Blomstedt

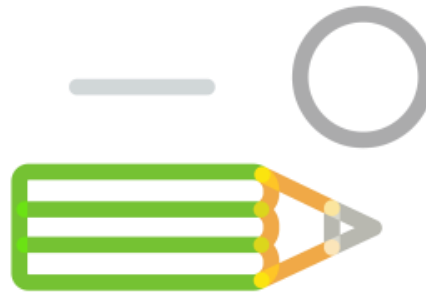
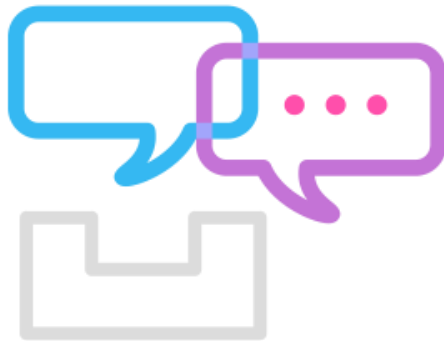
Equity-Centered Standards & Curricula

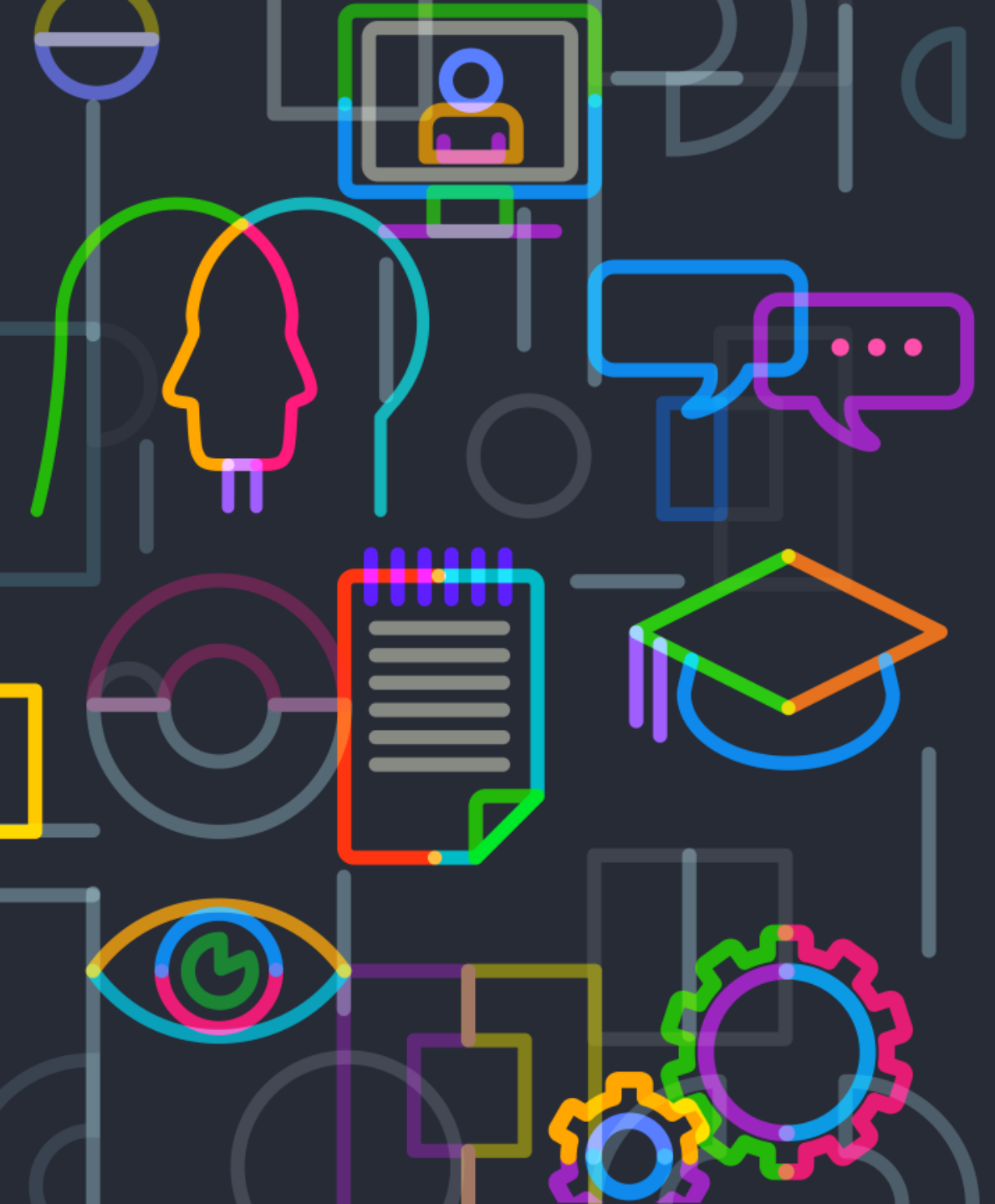
- Leading with equity-centered standards and curricula starts with demonstrating critical consciousness.
- Critical Consciousness:
 - The willingness and ability to see how power and privilege are at work to systematically advantage some while simultaneously disadvantaging others (Radd & Kramer, 2013).

All students deserve standards and curricula which *mirrors* their own experience back to them – thus, validating it in the public world of school.

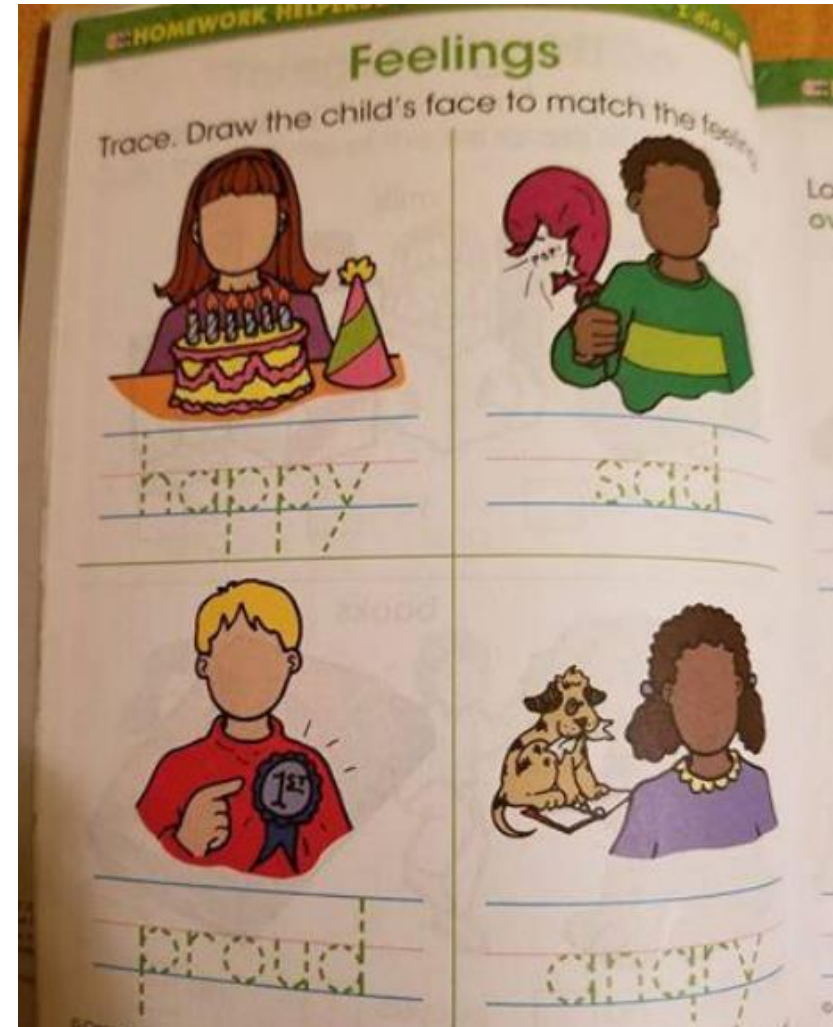
Standards and curricula must also create *windows* into the experiences of other – who also need and deserve the public validation of the school curricula.

Curriculum as Window and Mirror by Emily Style





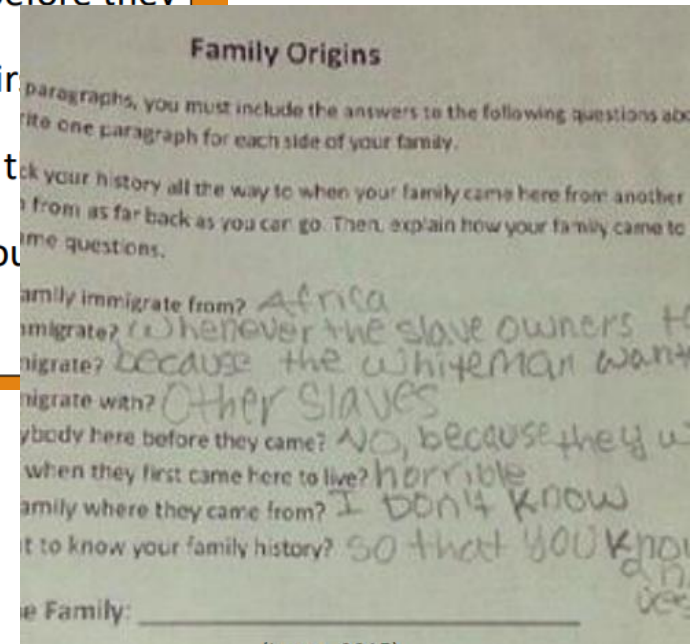
What might bias look like?



What might bias look like?

THE FAMILY ORIGIN ASSIGNMENT 6TH GRADE ASSIGNMENT

- Where did your family immigrate from?
- When did they immigrate?
- Why did they immigrate?
- Who did they immigrate with?
- Did they know anybody here before they came?
- What was life like when they first came here to live?
- Do you still have family where they came from?
- Why is it important to know your family history?



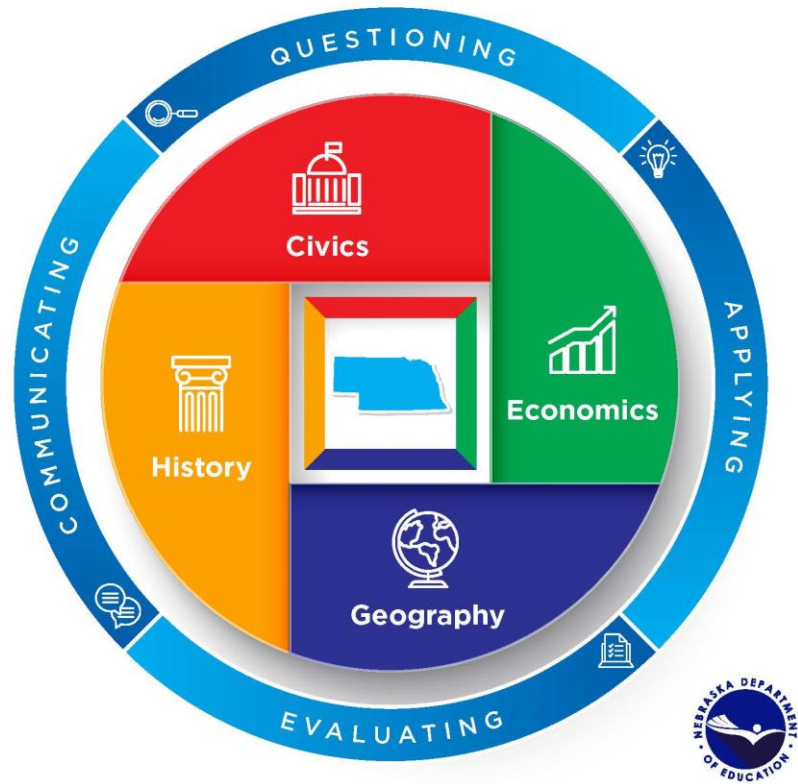
Content Area Standards

- Reflect the knowledge and skills students are expected to learn.
- Create the framework for teaching and learning.
- Guide the selection of instructional materials and development of curriculum.

How does the NDE work to minimize bias, both explicit and implicit, that might exist in content area standards?



NEBRASKA SOCIAL STUDIES STANDARDS



How does the NDE work to minimize bias, both explicit and implicit, that might exist in the Nebraska Social Studies Standards?



ASSESSING BIAS IN STANDARDS

Created by:
Midwest and Plains Equity Assistance Center

August, 2019



- Enables users to determine the extent to which content area standards reflect educational equity.
- Provides a way to determine if content area standards reflect the diverse background, histories, and narratives of all students.
- Used to surface bias within content area standards and their interpretations.

An example...

Draft Indicator:

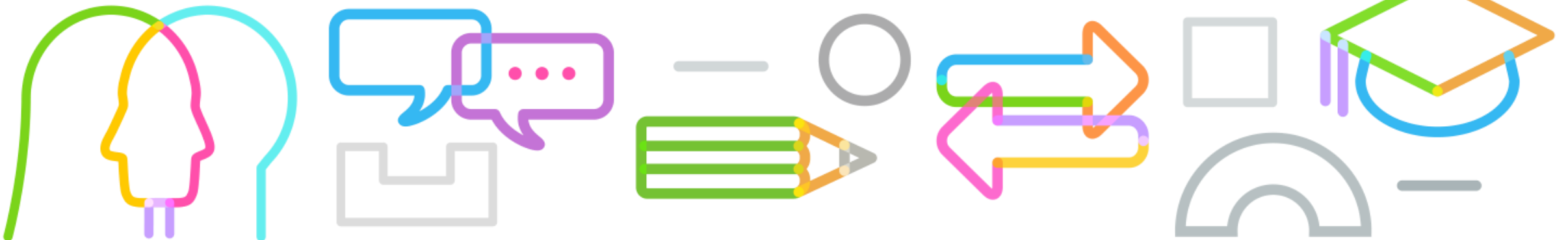
SS. 3.4.4a. Construct and answer questions about community history.

For Example: When was our town founded? How did it come to be?

Possible Modification:

SS. 3.4.4a. Construct and answer questions about multiple community histories from viewpoints of that community.

For Example: How does the founding of a town differ for different groups? Why?







ASSESSING BIAS IN STANDARDS

Created by:
Midwest and Plains Equity Assistance Center

August, 2019





About the Centers

Great Lakes Equity Center (Center) is an educational research and service center located in Indiana University's School of Education at IUPUI. The Center engages in equity-focused technical assistance and related research with educational and community agencies focused on systemic improvements to serve all learners with particular focus on educational access, participation and outcomes for those who have been historically marginalized. Midwest and Plains Equity Assistance Center a project of the Center, provides technical assistance in educational equity related to student race, national origin, sex, and religion at no cost to public educational agencies throughout the 13 Midwest and Plains States.



Introduction

Academic content standards and Standards often frames the histories and experiences of White Americans as a monolithic and universal experience (GLEC, 2016). The perspectives, histories, and contributions of non-White, non-male, non-dis/abled, or non-cisgender people are generally minimized, misrepresented or often omitted altogether (GLEC, 2016). While this may occur as an effect of teacher positionality, it is also rooted in content standards and Standards that are not ideologically neutral but steeped in experiences of dominant cultures (Sleeter, 2005, p. 31). At a time when teachers are often obligated to teach directly from standardized curricula and district adopted textbooks, it is imperative that Standards and content standards reflect the diverse backgrounds, histories, and narratives of all students in schools (Ladson-Billings, 1995; Sleeter, 2005; Stovall, 2006; Duncan-Andrade, 2007; Gay, 2010; Paris, 2012; Laing, 2013; Paris & Alim, 2014; Aronson & Laughter, 2015; Waitoller & Thorius, 2016).



About This Tool

The Assessing Bias in Standards Tool enables users to determine the extent to which developed standards reflect educational equity (Fraser, 1998; GLEC, 2011). The tool provides guidance in reviewing standards and curricular content standards using equity-oriented domains. It also includes a scoring and analysis guide to assist with the evaluation process. The Assessing Bias in Standards & Standards Tool is adapted from the 2016 Equity Leaders Institute (ELI) by The Great Lakes Equity Center and David Sadker's (n.d.) *Some Practical Ideas for Confronting Curricular Bias*. Both resources were used to articulate equity-oriented rubrics with respective domains and indicators in efforts to surface bias within standard development and interpretations, as well as curricular material creation, selection, and application.



About This Tool (Continued)

The standards rubric is begins with the following three global domains:

I. Build Consciousness— Content standards cultivate an understanding of how knowledge is constructed and that the co-construction of knowledge is the medium through which society defines itself.

II. Reflect Students’ Cultural Repertoires and View Them as Worthy of Sustaining—Perpetuate and foster linguistic, literate, and cultural pluralism by sustaining in-group cultural practices and cross-group cultural practices (Paris, 2012).

III. Social Improvement—Content standards encourage social critique and just action.

The standards rubric then is furthered sectioned into the following specific seven domains:

I. Invisibility—The complete or relative exclusion of a group (Sadker, n.d., Invisibility section, para. 2).

II. Stereotyping —Widely held but fixed and oversimplified image or idea of a particular type of person or behavior at the cost of individual attributes and differences (Sadker, n.d., Stereotyping section, para. 1).

III. Imbalance and Selectivity—Representing only one interpretation of an issue, situation, or group of people. Simplifying and distorting complex issues by omitting different perspectives (Sadker, n.d., Imbalance and Selectivity section, para 1).

IV. Historical Whitewashing—(Sleeter, 2005) - Minimizing unpleasant facts and events in history by ignoring prejudice, racism, discrimination, exploitation, oppression, sexism, and inter-group conflict (Sadker, n.d., Unreality section, para. 1).

V. Fragmentation and Isolation —Physically or visually isolating a group of people in the text. Often, racial and ethnic group members are depicted as interacting only with persons like themselves, isolated from other cultural communities Sadker, n.d., Fragmentation and Isolation, para. 1).

VI. Linguistic Bias—Ways in which the use of language and words perpetuate stereotypes, bias, and marginalization of specific groups of people (Sadker, n.d., Linguistic bias Section, para. 1).

VII. Cosmetic Bias—The aesthetics of Standards suggest that the material is “bias free” however it is really a marketing strategy to give a favorable impression to potential purchases (Sadker, n.d., Cosmetic Bias section, para.1).



Preparing to Engage in Critical Reflection

To prepare for critical reflection on Standards and content standards, consider the following key framing questions:

- 1) What purposes should curriculum serve?
- 2) How should knowledge be selected, who decides what knowledge is most worth teaching and learning, and what is the relationship between those in the classroom and the knowledge selection process?
- 3) What is the nature of students and the learning process, and what does it suggest about how learning experiences should be organized (GLEC, 2016; Adapted from Questions for Standard Analysis Sleeter, 2005, p. 55)?



Assessing Bias Instructions

Rate content standards and curricular material for each domain based on the associated indicator/s.

- 1) Provide a rationale statement to support your rating, as well as evidence.
- 2) Propose a modification, addition, or deletion to the material or standard related to changing, improving, or enhancing it (GLEC, 2016, p. 2).
- 3) Indicate whether the proposed change is a recommendation or a revision (GLEC, 2016, p. 2).
- 4) Total the points for each domain by adding the numbers associated with ratings together.
- 5) At the end of the assessment, add together point totals for each domain for a grand total.
- 6) Correlate that number to the corresponding description to analyze whether the curriculum or standard meets equity domain indicators.

Standards: Build Consciousness

Content standards cultivate an understanding of how knowledge is constructed and that the co-construction of knowledge is the medium through which society defines itself.

Rate the standard or Standards on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
Support students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it (Banks, 1997).				
Support students utilizing collaborative processes with diverse people in knowledge construction to produce new understanding or knowledge that would exceed something that anyone alone could not achieve (Oksanen, 2017).				
Rationale/Explanation and Evidence				
Recommendation or Consideration				
Point Total:				

Standards: Reflect Students' Cultural Repertoires and View Them As Worthy of Sustaining

Perpetuate and foster linguistic, literate, and cultural pluralism by sustaining in-group and cross-group cultural practices (Paris, 2012).

Rate the standard or Standards on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
Support students' cultural self-awareness – the recognition of one's social identities and the ways in which those identities interact to shape sense of self and experiences (Goodman, 2011).				
Support students' engagement in ongoing self-examination to excavate how one's identities inform their understandings of and experiences with complex social problems (Mitchell, 2015).				
Are inclusive and reflect the cultural repertoire, practices and contributions of diverse communities in ways both traditional and evolving (Ladson-Billings, 1995; Moll, Amanti, Neff, & Gonzalez, 1992; Sleeter, 2005; Duncan-Andrade, 2007; Gay, 2010; Paris, 2012; Paris & Alim, 2014).				
Represent those most familiar and used by students in their age group, home and communities (Ladson-Billings, 1995; Gay, 2010; Paris, 2012; Paris & Alim, 2014).				
Are inclusive and avoid stereotypic depictions in terms of race, gender or dis/ability.				
Avoid centering one group's cultural practices as the standard to which all others are compared (e.g. Euro-centric, male-centric etc.).				

Rationale/Explanation and Evidence

Recommendation or Consideration

Point Total:

Standards: Stimulates Social Improvement

Content standards encourage social critique and just action.

Rate the standard or Standards on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
Promote or provoke students asking critical questions about societal status quo (Freire, 1970; Duncan-Andrade, 2007).				
Represent alternative points of view, experiences, and approaches to problem solving and present them as equally worth considering (Ladson-Billings, 1995; Sleeter, 2005; Duncan-Andrade, 2007; Gay, 2010; Paris, 2012; Paris & Alim, 2014).				
Support students in identifying and using tools and knowledge resources from multiple communities for critiquing the status quo and empowering students to make decisions that will lead to social change towards a just community (Stovall, 2006; Gay, 2010; Aronson & Laughter 2015).				
Liberate students to express one's emotions, desires and opinions constructively (Duncan-Andrade, 2007; Ladson-Billings, 1994).				
Empower students to make decisions towards self-determination (Duncan-Andrade, 2007; Ladson-Billings, 1994).				
Avoid centering one group's cultural practices as the standard to which all others are compared (e.g. Euro-centric, male-centric etc.).				
Rationale/Explanation and Evidence				
Recommendation or Consideration				
Point Total:				

Invisibility:

What You Don't See Makes a Lasting Impression (Sadker, n.d.)

The complete or relative exclusion of a group (Sadker, n.d, Invisibility section, para. 2).

Rate the standard on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
Standards include illustrations and depictions of people from diverse backgrounds (Ladson-Billings, 1995; Sleeter, 2005; Stovall, 2006; Duncan-Andrade, 2007; Gay, 2010; Paris, 2012; Laing, 2013; Paris & Alim, 2014; Aronson & Laughter, 2015; Waitoller & Thorius, 2016).				
Standards reflect the cultural histories, community practices, and cultural repertoires of people from diverse backgrounds (Paris & Alim, 2015; GLEC, 2016)				
Standards make visible the histories, voices, and/or practices of diverse communities.				
Rationale/Explanation and Evidence				
Recommendation or Consideration				
Point Total:				

Standards: Stereotyping

Shortcuts to Bigotry (Sadker, n.d.)

Widely held, but fixed and oversimplified, image or idea of a particular type of person or behavior at the cost of individual attributes and differences (Sadker, n.d., Stereotyping section, para. 1).

Rate the standard or Standards on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
Heteronormative roles and the privileging of cisgender identities are challenged. For example, men are presented as caretakers of children and women are portrayed in light of their careers.				
Racist, sexist and ableist ideologies that depict people possessing non-dominant identities as disadvantaged or that they only serve as inspiration for people with dominant identities are challenged. People with non-dominant identities are depicted in terms of their careers, contributions to society, and active members of communities.				
Standards avoid making broad-sweeping generalizations about groups of people.				
Standards reflect students' acknowledgement of, challenge of, and disrupting of stereotypical images and ideas of a particular type of person, groups of people, or behaviors.				
Rationale/Explanation and Evidence				
Recommendation or Consideration				
Point Total:				

Standards: Imbalance and Selectivity

A Tale Half-Told (Sadker, n.d.)

Representing only one interpretation of an issue, situation, or group of people. Simplifying and distorting complex issues by omitting different perspectives (Sadker, n.d., Imbalance and Selectivity section, para. 1).

Rate the standard or Standards on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
Standards avoid referring to one group of people “granting” or “giving” privileges or rights to other groups of people.				
Standards present history from the perspective of multiple groups of people,				
Standards present the idea that many groups of people from all over the world are responsible for making notable scientific, literary, and socio-political discoveries and/or contributions.				
Standards reflect the historical perspectives and lenses of multiple, diverse groups of people through acknowledging the narratives and counter-narratives of diverse groups of people.				
Rationale/Explanation and Evidence				
Recommendation or Consideration				
Point Total:				

Standards: Historical Whitewashing (Sleeter, 2005)

Minimizing unpleasant facts and events in history by ignoring prejudice, racism, discrimination, exploitation, oppression, sexism, and inter-group conflict (Sadker, n.d., Unreality section, para. 1).

Rate the standard or Standards on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
Standards avoid overgeneralizing the success of social programs. Standards do not present social programs as having solved entrenched problems in society such as racism, sexism etc.				
Standards address persistent social problems without offering a “quick fix.”				
Standards depict historical events in light of sociopolitical context, including facts and historical events rooted in racism, discrimination, exploitation, oppression, sexism, and inter-group conflict.				
Rationale/Explanation and Evidence				
Recommendation or Consideration				
Point Total:				

Standards: Fragmentation and Isolation The Parts Are Less Than the Whole (Sadker, n.d.)

Physically or visually isolating a group of people in the text. Often, racial and ethnic group members are depicted as interacting only with persons like themselves, isolated from other cultural communities (Sadker, n.d., Fragmentation and Isolation, para. 1).

Rate the standard or Standards on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
Standards include historical accounts that feature racial, ethnic, and sex-based groups as societal and/or political actors.				
Standards include the narratives and histories of racial, ethnic, and sex-based groups as part of the dominant discourse, not separate from or featured in a specialized unit or curriculum.				
Rationale/Explanation and Evidence				
Recommendation or Consideration				
Point Total:				

Standards: Linguistic Bias (Sadker, n.d.)

Ways in which the use of language and words perpetuate stereotypes, bias, and marginalization of specific groups of people (Sadker, n.d., Linguistic bias Section, para. 1).

Rate the standard or Standards on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
Standards avoid using language such as “roaming”, “wandering”, or “roving” to describe the travel of the Indigenous People of the United States.				
Standards avoids using language that suggests groups of people were order-less or uncivilized than Euro-Americans.				
Standards avoids using language that suggests specific groups of people needing “saving” or “help.”				
Standards avoid using words such as “forefathers”, “mankind”, and “businessman” to deny the contributions (or even existence) of females or gender non-conforming individuals				
Standards avoid showing bias against non-English speakers.				
Standards describes groups of people in such a way as to counter stereotypes, bias, and marginalization through inclusion, centering, and valuing the historical narratives of non-dominant groups of people.				
Rationale/Explanation and Evidence				
Recommendation or Consideration				
Point Total:				

Standards: Cosmetic Bias (Sadker, n.d.)

The aesthetics of Standards suggest that the material is “bias free”; however, it is really a marketing strategy to give a favorable impression to potential purchases who only flip the pages of books rather than engaging an in-depth content analysis (Sadker, n.d., Cosmetic Bias section, para.1).

Rate the standard or Standards on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
Standards support the use of actual narratives (and not just pictures) about female scientists and mathematicians.				
Standards support the use of actual narratives (and not just pictures) about non-White mathematicians, writers, artists, and other contemporary and historical figures.				
Standards support featuring the stories, histories, and narratives of people of color, people with dis/abilities, and LGBTQ+ people beyond the cover or pictures.				
Standards reflect content that includes and embeds the actual histories and narratives of people from diverse backgrounds.				
Rationale/Explanation and Evidence				
Recommendation or Consideration				
Point Total:				

78 CURRICULAR BIAS NOT EVIDENT

Standards do not present any curricular bias and have an evident social justice lens. The standard calls for the curriculum to represent histories and narratives from multiple perspectives, avoiding stereotypes and generalizations. Students are required to demonstrate knowledge and understanding of histories and representations from a wide breadth of diverse backgrounds, and are asked to demonstrate a critique of dominant narratives that may serve to oppress people.

52-77 CURRICULAR BIAS SOMEWHAT EVIDENT

Standards evidences some bias, but generally seems to avoid common stereotypes. It represents some histories and narratives, but also evidences some privileging of White, Euro-centric narratives and perspectives. Students are not asked to demonstrate an understanding of diverse backgrounds or to critique dominant narratives.

27-52 CURRICULAR BIAS CLEARLY EVIDENT

Standards evidences bias regularly throughout. Standards may feature some narratives and histories of historically marginalized groups, but they are separate from the main standard or further marginalized through being concentrated in one area (Sadker, n.d.). Students are asked to demonstrate an understanding of a limited historical perspective focused on an Euro-centric, male, and non-disabled narrative.

0-26 CURRICULAR BIAS EXTREMELY EVIDENT

Standards evidence bias regularly throughout by privileging the specific narratives of White, European or European-descendants through the exclusion (making invisible) of or even deriding the narratives or histories of people of color, people of low socioeconomic status, women, people with dis/abilities, and LGBTQI+ people. Standards relies heavily on stereotypes, and fails to present the dynamic humanism of history, narrative, and representation (Sadker, n.d.). Students are not asked to acknowledge diverse histories, or students are encouraged to present diverse histories as deviant or unlawful, or are asked to recall events in such a way that negates or erases a people's history: for example, discussing the slave trade from West Africa as "immigration" (GLEC, 2016).



Key Terms

ACCESS—All members of the educational community should have entrance into, involvement with, and full participation of resources, conversations, initiatives, and choices which are attentive to heritage and community practices (Paris, 2012).

ASSET PEDAGOGIES- Teaching practices that “...empower students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1994, p. 17). Asset Pedagogies utilize the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology (Gay, 2000; Ladson-Billings, 2014; Paris, 2012; Paris & Alim, 2014).

CRITICAL CONCIOUSNESS —The willingness and ability to see how power and privilege are at work to systematically advantage some while simultaneously disadvantaging others (Radd & Kramer, 2013).

CRITICAL COLLABORATIVE INQUIRY —Shared and on-going ways of being and doing that center the perspectives of historically marginalized groups in dialogue intended to (de)construct individual and collective knowledges, and use data to identify inequities, and co-create strategies or actions towards ensuring inclusive, educational practices (Rogoff, 2003; Waitoller & Kozleski, 2012).

CULTURAL APPRECIATION—Learning about another culture with respect and courtesy (Quynh, 2015).

DIVERSE BACKGROUNDS— Identities, histories, and narratives related to race, national origin, economic communities, dis/ability, gender and gender expressions, sexual orientations, and religion.

EDUCATIONAL EQUITY—When educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can participate, and make progress in high-quality learning experiences that empower them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities (Great Lakes Equity Center, 2011).

HETERONORMATIVITY- Heteronormativity is a system that works to normalize behaviors and societal expectations that are tied to the presumption of heterosexuality and an adherence to a strict gender binary (Nelson, 2015, <http://everydayfeminism.com/2015/07/what-is-heteronormativity/>).



Key Terms

IMPLICIT BIAS—The attitudes or stereotype that affect our understanding, actions, and decisions in an unconscious manner. The biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individuals’ awareness or intentional control (Blair, 2002 and Rudman, 2004, as cited in Staats, Capatosto, Wright, & Contractor, 2015).

INTERSECTIONALITY—The study of overlapping or intersecting social identities and related systems of oppression, domination or discrimination (Crenshaw, 1989).

LINGUISTIC BIAS— in the context of Standards and academic content standards, linguistic bias refers to the privileging of Standard American English , which consequently disempowers, devalues, and potentially undermines the knowledge, histories, and narratives of students “from linguistic backgrounds other than Standard American English” (Leaders Project, 2013). Linguistic Bias also refers to the ways in which non-White, non-male people and groups of people are described in derogatory or pejorative terms (Sadker, n.d., Linguistic Bias section, para. 1).

MEANINGFUL PARTICIPATION – Agency and voice are afforded to all members of a community, by intentionally centering members who have been historically on the margins including, but not limited to people living in under-resourced communities, people with dis/abilities, as well as racially, ethnically, and linguistically diverse individuals. Multiple perspectives are pursued and valued (Fraser, 2008).

POSITIONALITY—The multiple, unique experiences that situate each of us; namely that gender, [gender expression], race, class, [ability, religion, national origin, language], and other aspects of our identities are markers of relational positions rather than essential qualities (Takacs, 2003; Maher, 2993; Alcoff, 1988).

POWER—The legitimate control of, or access to, those institutions [resources and opportunities] sanctioned by the state [authorities] (Major, 2002).

PRIVILEGE—Any advantage that is unearned, exclusive, and socially conferred (Johnson, 2006).

REPRESENTATION – Providing and having adequate presence of all when decision and choice making as to examine the patterns of underlying beliefs, practices, policies, structures and norms that may marginalize specific groups and limit opportunity (Mulligan & Kozleski, 2009; Chen et al, 2014).



Key Terms

STEREOTYPE—a fixed idea that many people have about a thing or a group that may often be untrue or only partly true (Merriam Webster).

TOKENISM– the Practice of doing something (such as hiring a person who belongs to a minoritized group) only to prevent criticism and give the appearance that people are being treated fairly (Merriam Webster).



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IMPACT:

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Disclaimer: Midwest and Plains Equity Assistance Center is committed to the sharing of information regarding issues of equity in education. Reference in this tool to any specific publication, person, or idea is for the information and convenience of the public and does not necessarily reflect the views and opinions of Midwest and Plains Equity Assistance Center. The contents of this tool were developed under a grant from the U.S. Department of Education (S004D110021). However, these contents do not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.



September 5-6, 2019 State Board Meeting

Discuss Requests for meetings that took place in the past and were not previously approved for **Lisa Fricke:**

Dual Credit Meeting, July 26, 2019, Lincoln, NE
(Lisa Fricke requested attendance)

Dual Credit Meeting, August 28, 2019, Lincoln, NE
(Lisa Fricke requested attendance)

Meeting with Lora Sypal, August 28, 2019, Lincoln, NE
(Lisa Fricke requested attendance)

UH-60 Blackhawk Educator Flight and Nebraska Army National Guard Meeting,
September 4, 2019, Lincoln, NE
(Lisa Fricke requested attendance)



September 5-6, 2019 State Board Meeting

Discuss Requests for meetings that took place in the past and were not previously approved for **Patsy Koch Johns:**

Dual Credit Meeting, July 26, 2019, Lincoln, NE
(Patsy Koch Johns requested attendance)

Dual Credit Meeting, August 28, 2019, Lincoln, NE
(Patsy Koch Johns requested attendance)

NASB Area Membership Meeting, September 4, 2019, York, NE
(Patsy Koch Johns requested attendance)



September 5-6, 2019 State Board Meeting

**Discuss Requests for meetings that took place in the past and were not
previously approved for **Robin Stevens**:**

UH-60 Blackhawk Educator Flight and Nebraska Army National Guard Meeting,
September 4, 2019, Lincoln, NE
(Robin Stevens requested attendance)



September 5-6, 2019 State Board Meeting

**Discuss Requests for meetings that took place in the past and were not
previously approved for **Rachel Wise**:**

UH-60 Blackhawk Educator Flight and Nebraska Army National Guard Meeting,
September 4, 2019, Lincoln, NE
(Rachel Wise requested attendance)



September 5-6, 2019 State Board Meeting

Discuss Requests for meetings that took place in the past and were not previously approved for **John Witzel:**

UH-60 Blackhawk Educator Flight and Nebraska Army National Guard Meeting,
September 4, 2019, Lincoln, NE
(John Witzel requested attendance)



**September 5-6, 2019, State Board Meeting
Discuss Requests for Future Meeting Attendance:**

Connect with Stakeholders from the Nebraska Department of Education, September 12, 2019, Lincoln, NE

(Lisa Fricke requested attendance)

2019 AEP Annual Arts Leading the Way Convening, September 11-12, 2019, Alexandria, VA
(Patsy Koch Johns requested attendance), approved August 8, 2019

~~Great Lakes Equity Center, Equity Leaders Institute, September 16-17, 2019, Indianapolis, IN~~

~~*(Patsy Koch Johns requested attendance), approved May 3, 2019*~~

Thriving Children, Families and Communities Conference, September 16-17, 2019, Kearney, NE

(Robin Stevens requested attendance), approved August 8, 2019

(Patricia Timm requested attendance), approved August 8, 2019

(Lisa Fricke requested attendance), approved August 8, 2019

(John Witzel requested attendance), approved August 8, 2019

(Maureen Nickels requested attendance)

TAC Meeting, September 20, 2019, Hilton Garden Inn, Lincoln, NE

(Lisa Fricke requested attendance)

NASB Area Membership Meeting, September 25, 2019, Norfolk, NE

(Rachel Wise requested attendance), approved August 8, 2019

Open Sky's 2019 Fall Policy Symposium, September 26, 2019, Lincoln, NE

(Patsy Koch Johns requested attendance)

NCSA School Safety & Security Summit, October 9, 2019, Younes Conference Center, Kearney, NE

(Maureen Nickels requested attendance), approved August 8, 2019

Nebraska International Language Association (NILA) 2019 Conference, October 12, 2019, Student Union, Kearney, NE

(Maureen Nickels requested attendance)

NASBE Annual Conference, October 16-19, 2019, Omaha, NE
(Lisa Fricke requested attendance), approved February 8, 2019
(Maureen Nickels requested attendance), approved March 8, 2019
(Robin Stevens requested attendance), approved April 5, 2019
(Patsy Koch Johns requested attendance), approved June 7, 2019
(Rachel Wise requested attendance), approved June 7, 2019
(Deborah Neary requested attendance), approved August 8, 2019
(John Witzel requested attendance), approved August 8, 2019
(Patricia Timm requested attendance), approved August 8, 2019

2019 Cyber Security Conference, October 22, 2019, Southeast Community College, Lincoln, NE
(Patsy Koch Johns requested attendance)

Humanities Nebraska: 2019 Governor's Lecture & Sower Award Presentation, October 24, 2019, Omaha, NE
~~*(Maureen Nickels requested attendance), approved June 7, 2019*~~
(Lisa Fricke requested attendance), approved June 7, 2019
(Patsy Koch Johns requested attendance), approved June 7, 2019

NASB State Education Conference, November 20-22, 2019, CHI Health Center, Omaha, NE
(John Witzel requested attendance), approved August 8, 2019
(Rachel Wise requested attendance)

David A. Kilpatrick Dyslexia Conference, December 9, 2019, Scott Conference Center, Omaha, NE
(Patsy Koch Johns requested attendance)

NAG Conference, February 20-21, 2020, Embassy Suites, Omaha, NE
(Patsy Koch Johns requested attendance)

Quentin Brown Buffett Early Childhood Conference, March 2, 2020, Omaha, NE
(Patsy Koch Johns requested attendance)

TO: MATTHEW L. BLOMSTEDT, PH.D.
FROM: BRYCE WILSON, DENISE THEGE
DATE: SEPTEMBER 6, 2019
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): Marty Peregoy
Contract Amount: \$28,730
Funding Source: General
Scope of Services: Serve as the Nebraska Educators Rising State Advisor.
Date of Contract: 8/5/19-6/30/20
Contact Person: Katie Graham
2. Contractor(s): Dialogic Dimensions
Contract Amount: \$14,650
Funding Source: General
Scope of Services: Assist Early Childhood Interagency Coordinating Council by recruiting members for appointment by the Governor, participating in new member orientation, facilitate general meetings and assist with reports and other activities.
Date of Contract: 9/1/19-8/31/20
Contact Person: Steve Milliken
3. Contractor(s): Leslie McDaniel
Contract Amount: \$40,500
Funding Source: Federal
Scope of Services: Serve as an American Institute for Research/Good Behavior Game Coach and/or Trainer.
Date of Contract: 7/15/19-6/30/20
Contact Person: Diane Stuehmer
4. Contractor(s): Candace Vampola
Contract Amount: \$40,500
Funding Source: Federal
Scope of Services: Serve as an American Institute for Research/Good Behavior Game Coach and/or Trainer.
Date of Contract: 7/26/19-6/30/20
Contact Person: Diane Stuehmer

5. Contractor(s): Dr. Linda Bone
Contract Amount: \$10,500
Funding Source: Federal
Scope of Services: Present two sessions and a workshop at the MTSS Summit.
Date of Contract: 9/2/19-9/7/19
Contact Person: Amy Rhone
6. Contractor(s): Northeast Nebraska Public Health Department
Contract Amount: \$22,000
Funding Source: Federal
Scope of Services: Assist with the CDC grant activities.
Date of Contract: 7/10/19-6/30/20
Contact Person: Sharon Davis
7. Contractor(s): Sandra Rosenboom
Contract Amount: \$39,027.50
Funding Source: General
Scope of Services: Provide assistance with the conversion of the new ESSA account codes.
Date of Contract: 8/5/19-12/31/19
Contact Person: Bryce Wilson
8. Contractor(s): HHS
Contract Amount: \$35,226
Funding Source: Federal
Scope of Services: Oversee the development and implementation of evaluation activities, including the CDC-required evaluation plan, leading monitoring and evaluation workshop to develop tools resources and incorporate appropriate process and outcome measures.
Date of Contract: 7/10/19-6/30/20
Contact Person: Sharon Davis
9. Contractor(s): Dr. George Batsche
Contract Amount: \$10,500
Funding Source: Federal
Scope of Services: Present at the 2019 MTSS Summit.
Date of Contract: 9/2/19-9/7/19
Contact Person: Amy Rhone
10. Contractor(s): Nebraska Commission for the Blind and Visually Impaired
Contract Amount: \$24,999
Funding Source: Federal
Scope of Services: Provide installation of equipment and individualized consumer training.
Date of Contract: 8/15/19-6/30/20
Contact Person: Lindy Foley

11. Contractor(s): American Institutes for Research aka AIR
Contract Amount: \$43,150
Funding Source: Federal
Scope of Services: Develop background materials on defining “ineffective” educator, implementing statewide evaluation practice and developing human capital data systems; facilitate meeting; conduct interviews; develop meeting summary.

Date of Contract: 8/23/19-11/29/19
Contact Person: Shirley Vargas
12. Contractor(s): Mark Draper
Contract Amount: \$30,000
Funding Source: Federal
Scope of Services: Serve as NDE liaison with PTI Nebraska, work with all regional TBI and BIRSST teams and help develop the statewide PEP conference.

Date of Contract: 11/1/19-10/31/20
Contact Person: Steve Milliken

CONTESTED CASES ACTIVE DURING 2019
(EXCLUDING SPECIAL EDUCATION)

SEPTEMBER 6, 2019

<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>
18-15	T. Cert	7/23/18	Davis	Commissioner	/Hulac	Donley	TITUS	Order Entered 1/11/19
19-01	F & N	1/2/19	Tender Heart Daycare	NDE	/Hulac	N/A	Tegtmeier	Order Entered 3/1/19
19-02 VR	Rule 71	3/25/19	Benz	NDE/VR	Boyd/Summers	N/A	Bartle	Order Entered 7/17/19
19-03	PPC	4/15/19	Commissioner	Brown	Hulac/_____	Donley	PPC	Order Entered 6/7/19
19-04	PPC	4/15/19	Commissioner	Koch	Hulac/_____	Donley	PPC	Order Entered 6/7/19
19-05	Option	5/13/19	Reynolds	Westside Community Schools	_____/Haase	Summers	Titus	Order Entered 8/9/19
19-06	F & N	5/13/19	Simple Simons Preschool/Daycare	NDE	_____/Hulac	NA	Tegtmeier	Order Entered 7/1/19
19-07	ESU 6 and ESU 18 Boundary Change	5/22/19	(Not a contested APA case)					Order Entered 6/7/19
19-08	Option	6/14/19	Avila	Northwest Public Schools	_____/_____	Summers	Titus	Order Entered 8/9/19
19-10	PPC	7/8/19	Commissioner	Perry	Hulac/_____	Donley	PPC	Order Entered 8/9/19
19-11	PPC	7/8/19	Commissioner	Douthit (Jasa)	Hulac/_____	Donley	PPC	Order Entered 8/9/19
19-12	PPC	7/8/19	Commissioner	Hoffman	Hulac/_____	Donley	PPC	Order Entered 8/9/19
19-13	PPC	7/8/19	Commissioner	Nicholson	Hulac/_____	Donley	PPC	Order Entered 8/9/19
19-14	PPC	7/8/19	Commissioner	Merchant	Hulac/_____	Donley	PPC	Order Entered 8/9/19
19-15	PPC	7/8/19	Commissioner	Pattee	Hulac/_____	Donley	PPC	Order Entered 8/9/19
19-16	PPC	7/8/19	Commissioner	Kramer	Hulac/_____	Donley	PPC	Order Entered 8/9/19
19-17	PPC	7/8/19	Borchers	Commissioner	_____/Hulac	Donley	PPC	Order Entered 8/9/19
19-18	Personnel	7/29/19	In Re: The Matter of the Appeal of B. Coleman	Commissioner	Hubly/Summers	Donley	Titus	PENDING

**LITIGATION, MISCELLANEOUS CASES AND
ADMINISTRATIVE COMPLAINTS ACTIVE DURING 2019
SEPTEMBER 6, 2019**

<u>TYPE</u>	<u>CASE NO.</u>	<u>DATE FILED</u>	<u>PETITIONER</u> <u>Appellant</u>	<u>RESPONDENT</u> <u>Appellee</u>	<u>ATTORNEYS FOR</u> <u>PARTIES</u>	<u>STATUS</u>
NE Worker's Comp Court	Doc. 271, No. 1531	10/9/2017	D. Hart	NDE/VR	Nielan/Rowley (Summers)	Dismissed w/Prejudice 12/14/2018
St. Claims Board	M.C. 2019-18544	8/1/2018	J. Johnson	NDE/VR	/Summers	Denied 10/30/2018
St. Claims Board	M.C. 2019-18537	8/1/2018	V. Foy*	NDE	/Summers	PENDING
St. Claims Board	M.C. 2019-18637	8/28/2018	J. Marcucci*	NDE/SPED	/Summers	Paid 1/4/2019
St. Claims Board	M.C. 2019-19003	12/19/2018	D. Frison*	NDE	/Summers	Paid 2/1/2019
St. Claims Board	M.C. 2019-19007	12/19/18	M. Hobson*	NDE	/Summers	Paid 4/4/2019
St. Claims Board	M.C. 2019-19161	1/24/19	L. Kjeldgaard*	NDE	/Summers	Paid 3/8/2019
OCR	OCR No. 07195914	1/31/19	Web accessibility claim	NDE	/Summers	PENDING
St. Claims Board	M.C. 2019-19270	2/22/2019	D. Handley*	NDE/Nutrition Servies	/Summers	PENDING
Collection - Lancaster Dist. Crt.	CI 19 1144	4/11/19	NDE	Ferdinand	Summers/_____	PENDING
NE W.C. Court	Docket 219 No. 0597	5/3/2019	Brent Dierksen	State of NE/NDE	Ostdiek/Rowley (Summers)	PENDING
St. Claims Board	M.C. 2019-19517	5/20/19	Patsy Koch Johns*	NDE/State Board	/Summers	Paid 6/14/2019
St. Claims Board	M.C. 2019-19518	5/20/19	Robin Stevens*	NDE/State Board	/Summers	Paid 6/14/2019
St. Claims Board	M.C. 2019-19520	5/21/19	Patsy Koch Johns*	NDE/State Board	/Summers	Paid 6/14/2019
St. Claims Board	M.C. 2019-19523	5/21/19	John Witzel*	NDE/State Board	/Summers	Paid 6/14/2019
St. Claims Board	M.C. 2019-19528	5/24/19	Robin Stevens*	NDE/State Board	/Summers	Paid 6/18/2019
St. Claims Board	M.C. 2019-19537	5/28/19	Kurt Bayer	NDE/Bayer	/Summers	Denied 5/28/2019
St. Claims Board	M.C. 2020-19665	7/11/19	David Jespersen*	NDE	/Summers	Denied 8/12/19
St. Claims Board	M.C. 2020-19739	8/8/19	Meleah Gamvroudis*	NDE	/Summers	PENDING
St. Claims Board	M.C. 2020-19747	8/14/19	Robin Stevens*	NDE/State Board	/Summers	PENDING

* Claim for reimbursement of expenses that were not submitted within 60 days of incurrence. Required by law to be approved by Risk Management before being paid.



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To: Matthew L. Blomstedt, Ph.D.

From: Bryce Wilson and Denise Thege

Date: August 23, 2019

RE: Report of grants and contracts of less than \$10,000 issued by the Department for the period July 1, 2018 through June 30, 2019

State Board of Education policy P5 (formerly D6) requires that the Commissioner of Education shall periodically provide the Board with a list of grants and contracts of less than \$10,000.

Attached is a list of all contracts issued during 2018-2019 which were individually less than \$10,000. Also attached is a list of grants issued by the Department during fiscal year 2018-2019 as received from the Team Leaders.

Attachments

Aurora Public Schools

PeAK – Promoting Engagement and Knowledge Period: 8/1/2018 through 7/31/2019

Description: After assessing the capabilities and interests of the Nebraska Department of Education's (NDE) Office of Special Education and the Recipient, a mutual effort in preparation of the proposal for the performance of the Project the would to support implementation and evaluation of District Targeted Improvement Plans (TIPs). Funds are to be used to assist with the deep implementation of evidence-based practices designed to improve the outcomes of students with disabilities. Projects will demonstrate a high degree of collaboration between special and regular education and be part of the framework of ongoing district continuous improvement practice(s).

Cost: \$8,400.00

Lincoln Public Schools

Description: Provide the means to attend educational/professional development opportunities for Southeast region BIRSST members. SE region BIRSST members will be available to consult and coach school teams.

Cost: \$3,000.00

FUNDING SOURCE: U.S. Department of Education – IDEA Part B Section 611

Educational Service Unit #1

Description: BIRSST regional staff will serve all school aged students in the northeast region and provide information and training on a consultative basis to school district administration; and personnel who provide direct services in the classroom to students who have sustained a brain injury; as well as parents of students affected by a brain injury.

Cost: \$3,000.00

FUNDING SOURCE: Federal-IDEA-Part B-Section 611

The following grants listed all have the same Description and Funding Source.

Description: PBiS is designed to improve systems for providing education and early intervention services for children with and without disabilities. PBiS has two goals related to the implementation/continuation of Positive Behavior Intervention and Support: (1) professional development activities that support positive behavior and strive toward improved performance and increased achievement for children with disabilities and their non-disabled peers; and (2) coordinate related professional development efforts across systems. These goals will be achieved through continued Positive Behavioral Intervention and Support training of Heartland Elementary Schools students, staff, parents and community.

FUNDING SOURCE: U.S. Department of Education – IDEA Part D – State Personal Development Grant

Organization: Tri County Public Schools

Estimated Cost: \$5,000.00

Organization: Bruning-Davenport Unified System

Estimated Cost: \$5,000.00

Organization: Keya Paha County Schools
Estimated Cost: \$5,000.00

Organization: Thayer Central Community Schools
Estimated Cost: \$5,000.00

Organization: Perkins County Schools
Estimated Cost: \$5,000.00

Organization: Shelton Public Schools
Estimated Cost: \$5,000.00

Organization: McCook Public Schools
Estimated Cost: \$3,500.00

Organization: Millard Public Schools
Estimated Cost: \$5,000.00

Organization: Millard Public Schools
Estimated Cost: \$1,000.00

Organization: So. Central NE Unified District #5
Estimated Cost: \$3,500.00

Organization: So. Central NE Unified District #5
Estimated Cost: \$3,500.00

Organization: Sutherland Public Schools
Estimated Cost: \$5,000.00

Organization: Freeman Public Schools
Estimated Cost: \$5,000.00

Organization: Lexington Public Schools
Estimated Cost: \$8,000.00

Organization: Ogallala Public Schools
Estimated Cost: \$8,000.00

Organization: Auburn Public Schools
Estimated Cost: \$3,500.00

Organization: Auburn Public Schools
Estimated Cost: \$3,500.00

Organization: St. Paul Public Schools
Estimated Cost: \$2,250.00

Organization: Shelby - Rising City Public Schools
Estimated Cost: \$2,250.00

Organization: Logan View Public Schools
Estimated Cost: \$2,250.00

Organization: Cross County Community Schools
Estimated Cost: \$5,000.00

Organization: Nebraska City Public Schools
Estimated Cost: \$3,500.00

Organization: Nebraska City Public Schools
Estimated Cost: \$3,500.00

Organization: Nebraska City Public Schools
Estimated Cost: \$3,500.00

Organization: So. Central NE Unified District #5
Estimated Cost: \$3,500.00

Organization: Millard Public Schools
Estimated Cost: \$1,000.00

Organization: Falls City Public Schools
Estimated Cost: \$1,000.00

Organization: Hitchcock County School System
Estimated Cost: \$1,000.00

Organization: Hitchcock County School System
Estimated Cost: \$1,000.00

Organization: Hastings Public Schools
Estimated Cost: \$3,500.00

Organization: Aurora Public Schools
Estimated Cost: \$1,000.00

Organization: Superior Public Schools
Estimated Cost: \$3,500.00

Organization: Hastings Public Schools
Estimated Cost: \$2,250.00

Organization: David City Public School
Estimated Cost: \$3,500.00

Organization: Hastings Public Schools
Estimated Cost: \$3,500.00

Organization: Superior Public Schools
Estimated Cost: \$3,500.00

Organization: Bancroft-Rosalie Comm Schools
Estimated Cost: \$2,250.00

Organization: Kimball Public Schools
Estimated Cost: \$2,250.00

Organization: Kimball Public Schools
Estimated Cost: \$2,250.00

Organization: McCook Public Schools
Estimated Cost: \$3,500.00

Organization: Lincoln Public Schools
Estimated Cost: \$1,000.00

Organization: North Bend Central Public Schools
Estimated Cost: \$2,250.00

Organization: So. Central NE Unified District #5
Estimated Cost: \$3,500.00

Organization: So. Central NE Unified District #5
Estimated Cost: \$3,500.00

Organization: DC West Community Schools
Estimated Cost: \$3,500.00

Organization: Omaha Public Schools
Estimated Cost: \$3,500.00

Organization: O'Neill Public Schools
Estimated Cost: \$3,500.00

Recipient: Cambridge Public Schools
Estimated Cost: \$3,500.00

Recipient: Heartland Community Schools
Estimated Cost: \$5,000.00

Recipient: Hay Springs Public Schools
Estimated Cost: \$5,000.00

Recipient: Chase County Schools
Estimated Cost: \$5,000.00

Recipient: Chadron Public Schools (2)
Estimated Cost: \$5,000.00 each

Recipient: Falls City Public Schools
Estimated Cost: \$5,000.00

Recipient: Hastings Public Schools
Estimated Cost: \$5,000.00

2018-2019 Perkins Grants

Name of Grantee	Grant Program		Allocations
Beatrice Public Schools	Perkins V Comprehensive Needs Assessment Pilot	To conduct a comprehensive local needs assessment(CLNA) that informs spending decisions on CTE programs to implement for future and current workforce.	\$10,000
Columbus Public Schools	Perkins V Comprehensive Needs Assessment Pilot	To conduct a comprehensive local needs assessment(CLNA) that informs spending decisions on CTE programs to implement for future and current workforce.	\$10,000
Papillion-La Vista Public Schools	Perkins V Comprehensive Needs Assessment Pilot	To conduct a comprehensive local needs assessment(CLNA) that informs spending decisions on CTE programs to implement for future and current workforce.	\$10,000
Arnold Public Schools	reVISION-Initial-6740	To assist local school districts in completing the reVISION Career Education strategic planning process.	\$2,000
East Butler Public Schools	reVISION-Initial-6740	To assist local school districts in completing the reVISION Career Education strategic planning process.	\$2,000
Emerson-Hubbard Public Schools	reVISION-Initial-6740	To assist local school districts in completing the reVISION Career Education strategic planning process.	\$2,000
Freeman Public Schools	reVISION-Initial-6740	To assist local school districts in completing the reVISION Career Education strategic planning process.	\$2,000
Loup County Public Schools	reVISION-Initial-6740	To assist local school districts in completing the reVISION Career Education strategic planning process.	\$2,000
Santee Community Schools	reVISION-Initial-6740	To assist local school districts in completing the reVISION Career Education strategic planning process.	\$2,000
Sargent Public Schools	reVISION-Initial-6740	To assist local school districts in completing the reVISION Career Education strategic planning process.	\$2,000
Schuyler Community Schools	reVISION-Initial-6740	To assist local school districts in completing the reVISION Career Education strategic planning process.	\$2,000
Hastings Public Schools	reVISION-Action-6741	Improve, modernize, or expand career education programs to align with Nebraska's economic priorities and workforce labor demands	\$9,500
Wayne Community Schools	reVISION-Action-6741	Improve, modernize, or expand career education programs to align with Nebraska's economic priorities and workforce labor demands	\$5,813

USDA Fresh Fruit and Vegetable Grant Program SY 2018-19:

The program introduces elementary school children to a variety of produce that they otherwise might not have the opportunity to sample. The goal is to create healthier school environments by providing healthier food choices, expand variety of fruits/veggies children experience, increase students' fruit/veggie consumption, and impact their present and future health.

District Name	Awarded Building Site	Total Allocation
Columbus Public School	Emerson Elementary School	\$ 1,100.00
Crete Public Schools	Crete Middle School	\$ 7,261.00
Ewing Public School	Ewing Public School	\$ 3,750.00
Lexington Public Schools	Sandoz Elementary	\$ 5,353.00
Lincoln Public Schools	Donald D. Sherrill Education Center	\$ 8,684.00
Lincoln Public Schools	Norwood Park Elementary	\$ 1,484.00
Lincoln Public Schools	Pershing Elementary	\$ 4,650.00
Northwest Public Schools	Chapman	\$ 7,900.00
Omaha Public Schools	Central Park	\$ 8,480.00
Omaha Public Schools	Minne Lusa	\$ 5,850.00
Omaha Public Schools	Indian Hill	\$ 4,650.00
Omaha Public Schools	Miller Park	\$ 5,830.00
Omaha Public Schools	Bryan Jr High	\$ 1,325.00
Omaha Public Schools	Beals	\$ 3,276.00
Ralston Public Schools	Mockingbird Elementary	\$ 2,300.00
Santee Community School	Santee School	\$ 4,600.00
St. Andrew's School	St. Andrew's School	\$ 9,486.00

Sponsor Name	Award Amount
Schuyler Community Schools	\$9,950.00
Minatare Public School	\$3,010.87
The Food Bank of Lincoln	\$8,432.50
Loup City Public School	\$9,950.00
TOTAL	\$22,059.15

- Nebraska State Reading Association
 - Nebraska State Reading Conference
 - \$5,000
 - Support the Nebraska State Reading Conference with speaker fees

- Educational Service Unit #3
 - Coach Coordination Materials
 - \$1,500
 - Support the purchase of materials for the grant-funded coach position

- Nebraska Early Childhood Collaborative
 - Elevate 19 Conference Support
 - \$1,000
 - Support the Elevate 19 conference

Nebraska State Statute 79-308 allows for the NDE to grant money to districts for the purpose of implementing an evaluation model for effective educators and for necessary training for administrators and teachers for the model.

- Name of Grantee: Garden County Schools
- Grant Program: Solar and Wind Energy Grant (Educator Effectiveness Grant)
- Amount: \$8,372.00
- Description: Revision of district's current teacher/principal evaluation system.

NDE CONTRACTS

NUMBER	CONTRACTOR	TYPE	BUSINESS UNIT	OBJECT CODE	BEG. DATE	END. DATE	MAXIMUM AMOUNT	COMMENTS
39278	UNK (UNIVERSITY OF NEBRASKA, KEARNEY)	3	13844394	547100	06/01/19	12/31/20	9,200.00	ADJUNCT SERVICES TO TEACH THREE ONLINE COURSES. (EARLYYEDU) PRESENT WORKSHOPS ON BUILDING STRONG AND SUSTAINABLE BUSINESS PARTNERSHIPS TO CAAC AND OTHERS
39233	NATIONAL CENTER FOR COLLEGE AND CAREER TRANSITIONS	3	13818494	547100	12/15/18	01/31/19	9,000.00	MONITOR PARTICIPANTS WORK ON THE SCHOOL AGE CONNECTIONS ONLINE COURSE, REVISE CONTENT/ASSIGNMENTS IN SCHOOL AGE CONNECTIONS AS APPROPRIATE
39274	JULIE JONES-BRANCH PH.D.	3	13844194	547100	02/01/19	01/31/20	9,000.00	PERFORM HEALTH INSPECTION OF ALL SUMMER FOOD SERVICE SITES AS REQUIRED BY USDA REGULATIONS
39362	DOUGLAS COUNTY HEALTH DEPARTMENT	3	13907994	541100	05/27/19	09/30/19	9,000.00	SERVE AS A RESOURCE TO COMMUNITY PROVIDERS WITH QUESTIONS RELATED TO THE CHILD OUTCOME REPORTING AND USE OF THE ONLINE SYSTEMS
39093	UNMC	3	13440101	547100	08/01/18	07/31/19	8,686.00	INTERPRET FOR NEBRASKA VR STAFF
39083	SHARON SINKLER	3	13532084	574600/547300	07/01/18	06/30/19	8,644.00	SEE CONTRACT FOR ACTIVITIES
39085	BRYAN HERMSEN	3	13532054	547100	07/13/18	06/30/19	9,500.00	PERFORM HEALTH INSPECTION OF ALL SUMMER FOOD SERVICE SITES AS REQUIRED BY USDA REGULATIONS
39361	NEBRASKA DEPARTMENT OF HEALTH AND HUMAN SERVICES	3	13907994	541100	05/27/19	09/30/19	8,400.00	TRANSLATE DOCUMENTS REQUESTED BY THE OFFICE OF EARLY CHILDHOOD PROGRAMS AND COACHES
39289	CLAUDIA ZAPATA	3	13844394	547100	02/22/19	02/21/20	8,350.00	REVIEW INDEPENDENT STUDY DOCUMENTS FOR OFFICE OF EARLY CHILDHOOD
39103	DIMENSIONS EDUCATIONAL RESEARCH FOUNDATION	3	13445701	547100	10/01/18	09/30/19	8,190.00	INTERPRET FOR NEBRASKA VR STAFF
39322	DANIELLE BELTMANN	3	13445701	547100	04/15/19	04/14/20	8,000.00	INTERPRET FOR NEBRASKA VR STAFF
39078	MARGIE PROPP	3	13532084	574600/547300	07/01/18	06/30/19	7,630.00	INTERPRET FOR NEBRASKA VR STAFF
39079	KELLY BRAKENHOFF	3	13532084	574600/547300	07/01/18	06/30/19	7,630.00	INTERPRET FOR NEBRASKA VR STAFF
39080	NANCY BRT	3	13532084	574600/547300	07/01/18	06/30/19	7,630.00	INTERPRET FOR NEBRASKA VR STAFF
39084	BEN SPARKS	3	13532084	574600/547300	07/11/18	06/30/19	7,630.00	INTERPRET FOR NEBRASKA VR STAFF
39051	ELIZABETH TONNIGES	3	13419101	547100	07/01/18	12/31/18	7,400.00	CONTRACTOR WILL CONDUCT RESEARCH ON POLICIES, PROGRAMS, AND CURRICULUM REGARDING BULLYING
39229	CESAR A. TORRES MULLGADO	2	13473001	511200/516500	01/01/19	06/28/19	7,375.00	TRANSLATE EARLY LEARNING GUIDELINE TRAINING MATERIALS. REVIEW AND EDIT WORK DONE BY JOHANN TORRES. TRANSLATION SERVICES AS REQUESTED BY NDE.
39202	DANIELA MARTINEZ	3	13844194	547100	12/01/18	11/30/19	7,300.00	ASSIST IN RESEARCHING BEST PRACTICES IN SCHOOL IMPROVEMENT, ETC.
39324	PHILLIP WHITE II	3	13695984	511200/516000/516	04/01/19	9/31/2019	7,151.50	ASSIST IN RESEARCHING BEST PRACTICES IN SCHOOL IMPROVEMENT, ETC.
39335	JESSICA MITCHELL	3	13695984	511200/516200/516	04/01/19	9/31/19	7,151.50	ASSIST IN RESEARCHING BEST PRACTICES IN SCHOOL IMPROVEMENT, ETC.
39259	GOODWILL INDUSTRIES	3	13532194	554900	02/01/19	12/31/19	7,000.00	CONDUCT A TWO-HOUR PRE-EMPLOYMENT TRANSITION SERVICES BENEFITS PLANNING WORKSHOP
39260	EASTER SEALS NEBRASKA	3	13532194	554900	02/01/19	12/31/19	7,000.00	CONDUCT A TWO-HOUR PRE-EMPLOYMENT TRANSITION SERVICES BENEFITS PLANNING WORKSHOP
39268	PSYCHOLOGICAL & ACADEMIC SUCCESS SERVICES PC	3	13473001	547100	03/18/19	12/31/19	7,000.00	PROVIDE DR SUSAN SWEARER-NAPOLITANO TO BE THE SPEAKER AT AN ALL-DAY TRAINING FOR ESU AND SCHOOL DISTRICT PSYCHOLOGISTS, SOCIAL WORKERS, MENTAL HEALTH PROFESSIONALS, AND COUNSELORS
39340	CATCH GLOBAL FOUNDATION	3	13897074	547100	05/01/19	06/30/19	7,000.00	CATCH TRAINER WILL PROVIDE TWO AFTER SCHOOL FOCUSED TRAININGS TO SCHOOL DISTRICTS & OTHER INTERESTED SCHOOL & COMMUNITY ORGANIZATIONS ACROSS THE STATE, WITH UP TO 35 PARTICIPANTS/TRAINING
39231	MICHIGAN PUBLIC HEALTH INSTITUTE	3	511200/516000/516	500/517100	01/01/19	12/31/19	6,860.00	COMPLETE UPDATES & CHANGES TO NEBRASKA TRAUMATIC BRAIN INJURY ONLINE TRAINING WEBSITE
39325	CARA MORGENSEN	3	13695984	511200/516000/516	04/01/19	08/31/19	6,834.50	ATTEND EIGHT COLLEGE STUDENT FOCUS GROUPS ARRANGED BY THE NDE DLRT TEAM, ETC.
39063	EXPRESS MESSENGER SYSTEMS INC DBA ONTRAC	3	13527600/135279000	554900	07/01/19	06/30/19	6,800.00	PICK UP AND DELIVER MAIL BETWEEN NSOB & DDS OFC & LINCOLN POST OFFICE
39261	NEBRASKA FUTURE BUSINESS LEADERS OF AMERICA	3	13819401	547100	01/25/19	06/30/19	6,800.00	ASSIST IN THE PLANNING AND CONDUCTING OF THE STATE LEADERSHIP CONFERENCE
39351	FISAYO ADENIYAN	2	13817094	511200/515200/516	05/15/19	07/17/19	6,651.00	PROVIDE DATA ANALYSIS, DATA REPORTING & RESEARCH SERVICES INCLUDING, BUT NOT LIMITED TO THE DATA ON CONTRACT
39257	CAROL MCCLAIN	3	13863884	547100/574600	01/18/19	12/30/19	6,600.00	THE CONTRACTOR SHALL PLAN AND DELIVER THE 2019 NEBRASKA PARAEDUCATOR TRAINING CONFERENCE
39302	HOUGHTON MIEFFLIN HARCOURT	3	13695484	547100	06/03/19	06/30/19	6,500.00	SEE SOW
39307	MARZANO RESEARCH LLC	3	13461601	547100	08/11/19	06/13/19	6,500.00	CONTRACTOR WILL PROVIDE A SPEAKER TO DISSEMINATE INFORMATION FOR NDE
39316	JOEL BREAKSTONE	3	13697884	547100	04/01/19	06/15/19	6,500.00	FACILITATE THE BEST PRACTICES ONLINE CIVIC REASONING CONFERENCE. PRESENT KEYNOTE ADDRESS AND TWO BREAKOUT SESSIONS AT THE NCSG CONFERENCE.
39359	RACHEL RAY	2	13473001	547100	02/21/19	08/01/19	6,500.00	IN ADDITION TO DUTIES DESCRIBED IN ATTACHMENT A, CONTRACTOR WILL ASSIST DIRECTOR OF SCHOOL SAFETY & SECURITY WITH ACTIVITIES
39377	MARY BALL	3	13844394	547100	06/15/19	05/31/20	6,400.00	CREATE ONLINE VERSION OF EARLY LEARNING GUIDELINES HEALTH & PHYSICAL DEVELOPMENT
39158	CODERCREAFIT INC	3	13470684	555440	10/01/18	09/30/19	6,300.00	PROVIDE MANAGED HOSTING SERVICES & TECHNICAL ASSISTANCE FOR NPBIS.ORG WEBSITE

NDE CONTRACTS

NUMBER	CONTRACTOR	TYP	BUSINESS UNIT	OBJECT CODE	BEG. DATE	END. DATE	MAXIMUM AMOUNT	COMMENTS
39179	RENNER'S CLEANING SERVICE	3	13532094	549200.110 ERNORFESH	10/10/18	09/30/19	6,240.00	JANITORIAL/CLEANING SERVICES FOR NEBRASKA VR NORFOLK OFFICE
39331	MOTIVATE 2 COMMUNICATE	3	13532094	547100.110/574600.110	05/15/19	05/14/20	6,100.00	PROVIDE 3.5 HRS OF MI BOOSTER TRAINING AT AN AGREED UPON TIME & LOCATIONS TRAIN NEW NDE STATE COORDINATOR TO PROVIDE PA AND PE TRAINING AND HEALTH EDUCATION TRAINING AND TA. TRAIN LEAS AND SHCS ON CSPAP. ASSIST. SUPPORT. DEVELOP & COORDINATE TRAININGS. DETERMINE TA NEEDS OF SCHOOLS. EVALUATE FINDINGS & DEVELOP REPORTS AND PRESENTATIONS.
39095	SOCIETY OF HEALTH AND PHYSICAL EDUCATORS NEBRASKA (SHAPE NE)	3	13891094	547100	08/06/18	06/30/19	6,000.00	A NEBRASKA CENTER ON REFLECTIVE PRACTICE CONSULTANT WILL PROVIDE ONSITE, TWICE-MONTHLY REFLECTIVE CONSULTATION SESSION TO SARPY COUNTY HEAD START & ANOTHER TBD HEAD START GRANTEE FOR A PERIOD OF 12 MONTHS
39252	BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA	3	13840394	547100	01/01/19	12/31/19	6,000.00	PROCURE THE SERVICES OF CONFERENCE ASSISTANTS FOR THE NEBRASKA FFA CAREER AND TECHNICAL STUDENT ORGANIZATION TO ASSIST IN THE PLANNING AND CONDUCTING OF THE NEBRASKA FFA CONVENTION
39256	NEBRASKA FFA ASSOCIATION	3			01/21/19	06/30/19	6,000.00	
39370	KIRSTEN SMITH	3	13036111/13036191/ 136033291/13033291	574600/547100	08/31/18	06/30/19	6,000.00	PARTICIPATE IN ALTRNATE SCIENCE ASSESSMENT TEST DEVELOPMENT
39371	KELLI J. BARTH	3	13036111/13036191/ 136033291/13033291	574600/547100	08/31/18	06/30/19	6,000.00	PARTICIPATE IN ALTRNATE SCIENCE ASSESSMENT TEST DEVELOPMENT
39118	KIMBERLY BREEN/AFFECTING BEHAVIOR CHANGE INC	3	13883874	547100/574600	08/29/18	06/31/18	5,920.00	MTSS CONFERENCE - FACILITATE TWO WORKSHOPS, GIVE A PLENARY PRESENTATION, ACT AS A 10 & 10 TEAM TIME LEADER
39119	BRIAN GAUNT	3	13883874	547100/574600	08/29/18	06/31/18	5,882.59	MTSS CONFERENCE - KEYNOTE PRESENTATION, FACILITATE TWO WORKSHOPS, GIVE PLENARY PRESENTATION, ACT AS A 10 & 10 TEAM TIME LEADER
39160	DR. RICHARD H. LEGGE	3	13000209	544100	10/15/18	10/21/18	5,800.00	CONDUCT AN OPTOMETRY AND/OR OPHTHALMOLOGY EYE EXAM INCL CONSULTATION, MEDICAL DIAGNOSIS AND DETERMINE STUDENT'S VISION NEEDS. REVIEW AND SIGN TRANSLATED EXAM MEDICAL RECORDS.
39219	TODD SCHMEECKLE	3	13883884	554900/574600	12/01/18	04/01/19	5,800.00	CONTRACTOR SHALL WORK WITH NDE TO DEVELOP, PLAN, AND EXECUTE THE Parents Encouraging Parents (PEP) CONFERENCE
39288	DR. RICHARD H. LEGGE	3	13000209	544100	02/28/19	09/01/19	5,800.00	CONDUCT AN OPTOMETRY AND/OR OPHTHALMOLOGY EYE EXAM IN ACCORDANCE TO STATE MEDICAL STANDARDS OF PRACTICE
39258	BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA	3	13883884	554900	01/18/19	01/17/20	5,560.00	SUPPORT NDE'S TRANSITION PROGRAM BY MAINTAINING THE NE TRANSITION WEBSITE.
39065	JO MASCORRO	3	13440602	547100/574600	10/01/18	10/31/18	5,500.00	TO PRESENT AT CONFERENCE FOR NDE OFFICE OF EARLY CHILDHOOD EDUCATION
39161	UNL/CCFL	3	13840384	547100	10/01/18	12/31/18	5,500.00	PROVIDE PROFESSIONAL DEVELOPMENT FOR HOME VISITORS THE NE HOME VISITATION CORE PRINCIPLES AND PRACTICES
39255	NEBRASKA FCCLA ASSOCIATION	3	13819401	547100	01/21/19	06/30/19	5,500.00	PROCURE THE SERVICES OF CONFERENCE ASSISTANTS FOR THE NEBRASKA FCCLA CAREER AND TECHNICAL STUDENT ORGANIZATION TO ASSIST IN PLANNING AND CONDUCTING OF THE NEBRASKA FCCLA STATE LEADERSHIP CONFERENCE
39264	NEBRASKA HOSA/FUTURE HEALTH PROFESSIONALS	3	13819401	547100	01/31/19	06/30/19	5,500.00	ASSIST IN THE PLANNING AND CONDUCTING OF THE STATE LEADERSHIP CONFERENCE
39267	NEBRASKA ASSOCIATION OF SKILLSUSA, INC	3	13819401	547100	02/08/19	06/30/19	5,500.00	PROCURE THE SERVICES OF CONFERENCE ASSISTANTS FOR THE NEBRASKA ASSOCIATION OF SKILLSUSA
39300	ERIC KNOLL	3	13818664	547100	03/15/19	07/31/19	5,500.00	COORDINATE AND EXECUTE CTE SUMMER PROFESSIONAL DEVELOPMENT WORKSHOPS
39159	FOREIGHT LAW + POLICY	3			10/01/18	10/31/18	5,300.00	FACILITATE RETREAT FOR STATE BOARD OF EDUCATION ON 10/5/2018
39329	MAGIC MARKER CLEANING SERVICES	3	13532091	549200.11	04/08/19	03/31/20	5,160.00	CLEANING SERVICES AT NE VR LOCATED AT 315 W 60TH ST IN KEARNEY
39314	PAPILLION LAVISTA COMMUNITY SCHOOLS	3	13532194	547100/554900	05/24/19	06/24/19	5,140.00	PROVIDE SUMMER TRANSITION SKILLS PROJECT FOR UP TO 60 STUDENTS WITH DISABILITIES
39285	ESU #10	3	13556084	554900	09/01/18	09/30/18	5,015.00	ENROLLED IN HIGH SCHOOL DURING 19-20 SCHOOL YEAR
39071	ONE SOURCE THE BACKGROUND CHECK COMPANY	3	13405794	541700	07/01/18	06/30/19	5,000.00	UPGRADES TO SUPPORT THE DAILY OPERATIONS OF THE ATALL DATABASE
39089	MCCREA MULTI MEDIA LLC	3	13818484	547100	07/16/18	07/21/18	5,000.00	CRIMINAL BACKGROUND CHECK SERVICES FOR NDE NEW HIRES AND CONTRACTORS
39146	NEBRASKA MEDIATION ASSOCIATION	3	13883884	544100/474600	10/01/18	06/30/19	5,000.00	WILL DESIGN & FACILITATE A LEADERSHIP DEVELOPMENT SEMINAR FOR CTSO & PROFESSIONAL ORGANIZATION BOARD TRAINING
39207	BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA-LINCOLN	3	13691880	547100	11/13/18	01/01/19	5,000.00	OUTREACH/TRAINING
39214	NEBRASKA CHILDREN AND FAMILIES FOUNDATION	3	13818294	547100	11/30/18	04/01/19	5,000.00	PROVIDE TIME FOR TWO FACULTY PRIMARY INVESTIGATORS AND ONE GRADUATE ASSISTANT COLLABORATE WITH NDE ON AN ENTREPRENEURSHIP PROGRAM
39232	IOWA VOCATIONAL REHABILITATION SERVICES	3	13533384	554900	01/11/19	09/30/19	5,000.00	PROVIDE CASE SERVICES TO INDIVIDUALS WITH DISABILITIES ELIGIBLE FOR THE CAREER PATHWAYS ADVANCEMENT PROJECT
39283	UNL	3	13687181	547110	02/08/19	03/01/19	5,000.00	PROVIDE TIME FOR TWO FACULTY PRIMARY INVESTIGATORS AND ONE GRADUATE ASSISTANT TO CONDUCT AND COORDINATE RESEARCH PROJECT REGARDING SUPPORTS NEEDED BY NEBRASKA PRINCIPALS IN SCHOOLS
39536	BARTLE & GEIER LAW FIRM	3	13532094	541700	04/02/19	12/31/19	5,000.00	SERVE AS A HEARING OFFICER FOR VR

NDE CONTRACTS

NUMBER	CONTRACTOR	TYP	BUSINESS UNIT	OBJECT CODE	BEG DATE	END DATE	MAXIMUM AMOUNT	COMMENTS
39117	SCOTT FORD	3	13883874	547100/574600	08/29/18	08/31/18	4,551.55	MTSS CONFERENCE - FACILITATE TWO WORKSHOPS AND HELP THERE AS NEEDED
39113	HEATHER ROBBINS	3	13883874	547100/574600	08/29/18	08/31/18	4,700.00	MTSS CONFERENCE - GIVE A KEYNOTE, FACILITATE 2 WORKSHOPS, LEAD A BREAK-OUT SESSION (IF NEEDED), ACT AS A ROOM MODERATOR, ACT AS A 10&10 TEAM TIME LEADER
39139	MISSION MATTERS, LLC.	3	13883874	547100/574600	09/13/18	09/01/19	4,681.49	FACILITATE THE CREATION OF AN INTEGRATED, USABLE MASTER WORK PLAN FOR NEBRASKA, VR SELECT TEAMS FROM OPS TO ATTEND THE SUPPORT FOR IMPROVEMENT WORKSHOP
39276	OMAHA PUBLIC SCHOOLS	3	13883874	547100/574600	02/06/19	02/06/19	4,500.00	IN ADDITION TO DUTIES DESCRIBED IN ATTACHMENT A, CONTRACTOR WILL ASSIST DIRECTOR OF SCHOOL SAFETY & SECURITY WITH ACTIVITIES
39357	PATRICK MCGONIGAL	3	13473001	547100	02/02/19	02/20/20	4,500.00	SEE CONTRACT FOR SCOPE OF WORK
39366	LIFANY WHITEHEAD	3	13667864	547100	06/17/19	06/17/19	4,500.00	FACILITATE A 2 DAY TIER 3 TRAINING ON JUNE 20-21, 2019
39367	BARBARA S MITCHELL	3	13470584	547100/574600	12/09/18	12/13/18	4,496.00	FACILITATE THE MTSS IMPLEMENTATION PLAN DAY 1 AND DAY 2
39208	BARBARA S MITCHELL	3	13863464	547100/574600	07/01/18	06/30/19	4,000.00	WILL SERVE AS A REVIEW OFFICIAL IN NUTRITION SERVICES CASES
39005	DENNIS TESTMEIER	3	13908784	541500	10/15/18	10/19/18	4,000.00	PROVIDE KEYNOTE SPEAKER (JOHN MICHAEL KEYS) FOR NEBRASKA SCHOOL SAFETY AND SECURITY SUMMIT
39156	I LOVE U GUYS FOUNDATION	3	13473001	547100	02/06/19	02/06/19	4,000.00	PROVIDE PROFESSIONAL LEARNING FOR HEALTH EDUCATORS WHO TEACH SEXUAL HEALTH EDUCATION
39237	ADVOCATES FOR YOUTH	3	13419101	547100	01/01/19	02/28/19	4,000.00	MAKE AN INTERACTIVE ON-LINE TRAINING MODULE
39247	MARY BALL	3	13844394	547100	06/01/19	07/15/19	4,000.00	HOST PROFESSIONAL SKILL DEVELOPMENT WORKSHOPS FOR CURRENT CTE TEACHERS
39354	NORTHEAST COMMUNITY COLLEGE	3	13869884	547100	06/01/19	07/15/19	4,000.00	PROVIDE PROFESSIONAL DEVELOPMENT WORKSHOPS ON THE CAMPUS OF CENTRAL COMMUNITY COLLEGE
39356	CENTRAL COMMUNITY COLLEGE	3	13869884	547100	06/01/19	07/15/19	4,000.00	REIMBURSE/PAY TRAVEL EXPENSES FOR CONTRACTOR AND AN ADDITIONAL PARENT OR GUARDIAN TO ESCORT ART CONTEST WINNER TO 2018 APH FOR THE BLIND ART EXHIBITION SHOWCASE IN LOUISVILLE, KY
39149	BARB KADLEC	3	13000209	474600	10/02/18	10/06/18	3,800.00	REIMBURSE/PAY TRAVEL EXPENSES FOR CONTRACTOR AND AN ADDITIONAL PARENT OR GUARDIAN TO ESCORT ART CONTEST WINNER TO 2018 APH FOR THE BLIND ART EXHIBITION SHOWCASE IN LOUISVILLE, KY
39150	BRENT JENSEN	3	13000209	474600	10/02/18	10/06/18	3,800.00	REIMBURSE/PAY TRAVEL EXPENSES FOR CONTRACTOR AND AN ADDITIONAL PARENT OR GUARDIAN TO ESCORT ART CONTEST WINNER TO 2018 APH FOR THE BLIND ART EXHIBITION SHOWCASE IN LOUISVILLE, KY
39151	GUILLERMO RAMIREZ	3	13000209	474600	10/02/18	10/06/18	3,800.00	REIMBURSE/PAY TRAVEL EXPENSES FOR CONTRACTOR AND AN ADDITIONAL PARENT OR GUARDIAN TO ESCORT ART CONTEST WINNER TO 2018 APH FOR THE BLIND ART EXHIBITION SHOWCASE IN LOUISVILLE, KY
39152	JOANNA SHAW	3	13000209	474600	10/02/18	10/06/18	3,800.00	REIMBURSE/PAY TRAVEL EXPENSES FOR CONTRACTOR AND AN ADDITIONAL PARENT OR GUARDIAN TO ESCORT ART CONTEST WINNER TO 2018 APH FOR THE BLIND ART EXHIBITION SHOWCASE IN LOUISVILLE, KY
39281	NEBRASKA DECA - AN ASSOCIATION OF MARKETING STUDENTS	3	13819401	547100	02/15/19	06/30/19	3,650.00	PROCURE THE SERVICES OF CONFERENCE ASSISTANTS FOR THE NEBRASKA DECA TO ASSIST IN THE PLANNING AND CONDUCTING OF THE NEBRASKA DECA STATE CAREER DEVELOPMENT CONFERENCE
39181	DR. TESSA WELLS ANDT	3	13000209	544100	10/15/18	10/21/18	3,600.00	CONDUCT AN OPTOMETRY AND/OR OPHTHALMOLOGY EYE EXAM IN ACCORDANCE TO STATE MEDICAL STANDARDS OF PRACTICE
39249	DR. GEORGE M. BATSCHKE	3	13863884	547100/574600	04/24/19	04/27/19	3,600.00	BUILD AND FACILITATE TRAINING
39280	DR. TESSA WELLS ANDT	3	13000209	544100	02/28/19	03/01/19	3,600.00	CONDUCT AN OPTOMETRY AND/OR OPHTHALMOLOGY EYE EXAM IN ACCORDANCE TO STATE MEDICAL STANDARDS OF PRACTICE
39116	BARBARA MITCHELL	3	13863874	547100/574600	09/30/18	08/31/18	3,500.00	MTSS CONFERENCE - PLENARY PRESENTATION AND 10 & 10 TEAM TIME LEADER
39350	HENDRICKSON LEADERSHIP GROUP	3	13819401	547100	05/10/19	06/30/19	3,500.00	CONDUCT A HIGH ENERGY AND INTERACTIVE LEADERSHIP DEVELOPMENT EXPERIENCE FOR THE 2019 STATE OFFICER LEADERSHIP ACADEMY
39383	KENNETH NEWCOMB	3	13419101	547100/574600	05/21/19	06/28/19	3,250.00	PARTICIPATE IN "HIVE 2019"
39372	EMILY ROMKEWA	3	13419101	547100/574600	06/03/19	06/28/19	3,250.00	PARTICIPATE IN "HIVE 2019"
39304	ASHLEY HERNANDEZ	3	13534194	547100	04/01/19	03/31/20	3,150.00	ASSIST WITH THE COORDINATION AND SCHEDULING OF MEETINGS AND ACTIVITIES IN SUPPORT OF THE STATE REHABILITATION COUNCIL
39029	COMMUNITY ACTION PARTNERSHIP OF LANCASTER AND SAUNDERS COUNTIES, INC.	3	13445701	547100	07/01/18	06/30/19	3,000.00	PROVIDE UP TO 15 CLASSROOMS FOR NDE TO CONDUCT ERS AND CLASS TRAINING
39042	CREIGHTON UNIVERSITY	3	13440101/13445701	547100	07/01/18	06/30/19	3,000.00	PROVIDE CLASSROOMS FOR NDE TO CONDUCT ERS AND CLASS RELIABILITY AND PRACTICE TRAINING OBSERVATIONS
39045	WESTMINSTER PRESBYTERIAN CHURCH OF LINCOLN	3	13440101/13445701	547100	07/01/18	06/30/19	3,000.00	PROVIDE CLASSROOMS FOR NDE TO CONDUCT ERS AND CLASS RELIABILITY AND PRACTICE TRAINING OBSERVATIONS
39048	DIMENSIONS EDUCATIONAL RESEARCH FOUNDATION	3	13440101/13445701	547100	07/01/18	06/30/19	3,000.00	PROVIDE UP TO 15 CLASSROOMS FOR NDE TO CONDUCT ERS AND CLASS RELIABILITY AND PRACTICE TRAINING OBSERVATIONS
39052	EDUCARE OF LINCOLN, INC.	3	13440101/13445701	547100	07/01/18	06/30/19	3,000.00	PROVIDE UP TO 15 CLASSROOMS FOR NDE TO CONDUCT ERS AND CLASS RELIABILITY AND PRACTICE TRAINING OBSERVATIONS
39087	JEWISH FEDERATION OF OMAHA, INC.	3	13440101/13445701	547100	07/01/18	06/30/19	3,000.00	PROVIDE UP TO 15 CLASSROOMS FOR NDE TO CONDUCT ERS AND CLASS RELIABILITY AND PRACTICE TRAINING OBSERVATIONS
39143	THE RESOLUTION CENTER	3	13863884	544100/474600	10/07/18	09/30/19	3,000.00	MEDIATION SERVICES AND OUTREACH TRAINING

NDE CONTRACTS

NUMBER	CONTRACTOR	TYP	BUSINESS UNIT	OBJECT CODE	BEG. DATE	END. DATE	MAXIMUM AMOUNT	COMMENTS
39144	THE MEDIATION CENTER	3	13883884	5441000474600	10/01/18	09/30/19	3,000.00	MEDIATION SERVICES AND OUTREACH/TRAINING
39145	NEBRASKA MEDIATION CENTER	3	13883884	5441000474600	10/01/18	09/30/19	3,000.00	MEDIATION SERVICES AND OUTREACH/TRAINING
39147	CONCORD MEDIATION CENTER	3	13883884	5441000474600	10/01/18	09/30/19	3,000.00	MEDIATION SERVICES AND OUTREACH/TRAINING
39148	CENTRAL MEDIATION CENTER	3	13883884	5441000474600	10/01/18	09/30/19	3,000.00	MEDIATION SERVICES AND OUTREACH/TRAINING
39153	MEDIATION WEST	3	13883884	5441000474600	10/01/18	09/30/19	3,000.00	MEDIATION SERVICES AND OUTREACH/TRAINING
39246	MELISSA BRYMER	3	13473384	547100	01/03/19	01/04/19	3,000.00	PROVIDE DR. MELISSA BRYMER TO BE THE SPEAKER AT A TRAINING ON THE TOPIC OF PSYCHOLOGICAL FIRST-AID
39270	REGION V SERVICES	3	13532194	554600	02/01/19	12/31/19	3,000.00	CONDUCT A TWO-HOUR PRE-EMPLOYMENT TRANSITION SERVICES BENEFITS PLANNING WORKSHOP ACCOMPANY FRANK BOMBERGER TO THE 2019 BRAILLE CHALLENGE NATIONAL FINALS. ACT AS FRANKS TV AND COORDINATE WITH THOMAS BOMBERGER TO PROVIDE ALL NECESSARY ASSISTANCE TO FRANK AND THOMAS DURING THE TRIP
39368	ANNE WILSON	3	13000209	574600	06/21/19	06/23/19	3,000.00	ACCOMPANY FRANK BOMBERGER TO THE 2019 BRAILLE CHALLENGE NATIONAL FINALS. AND COORDINATE WITH ANNE WILSON TO PROVIDE ALL NECESSARY ASSISTANCE TO FRANK AND THOMAS DURING THE TRIP
39369	THOMAS BOMBERGER	3	13000209	574600	06/21/19	06/23/19	3,000.00	PROVIDE A SUMMER TRANSITION PROGRAM FOR UP TO 25 STUDENTS WITH DIABILITIES, AGE 14-21, ENROLLED IN HIGH SCHOOL DURING THE 19-20 SCHOOL YEAR
39319	LEAGUE OF HUMAN DIGNITY, INC.	3	13532194	547100/554900	05/01/19	07/31/19	2,508.67	OFFER SERVICES FOR 2019 MTSS SYMPOSIUM
39327	HOLLY LANE	3	13893884	547100/547600	09/15/19	06/30/19	2,900.00	PROVIDE CHIME SESSIONS TO HEAD START TEACHERS ETC.
39321	UNL	3	13540394	547100	03/25/19	03/01/20	2,750.00	SUPPORT EDUCATOR DEVELOPMENT OF 16 SCIENCE ASSESSMENT TASKS
39138	RACHEL AAZZERAH	3	13595884	547100	09/10/18	12/31/18	2,700.00	PARTICIPATE IN MUTUALLY AGREED UPON CONFERENCE CALLS AND MEETINGS WITH NDE TO REPORT ON FARM TO SCHOOL EFFORTS
39067	BOARD OF REGENTS UNL	3	13694872	547100	07/01/18	10/31/19	2,500.00	PROVIDE SUPPORTING PARTNERSHIP ACTIVITIES AS PART OF THE NATIONAL FARM TO SCHOOL NETWORK (NFSN) GRANT
39069	CENTER FOR RURAL AFFAIRS (CFRA)	3	13694872	547100	07/01/18	10/31/19	2,500.00	PROVIDE SUPPORT FOR THE ASSISTIVE TECHNOLOGY PARTNERSHIP SERVICES FOR THE AT4ALL NETWORK (NFSN) GRANT
39081	ESU #10	3	13556084	554800	10/01/18	09/30/19	2,500.00	SUPPORT THE TRAVEL TO THE STATEWIDE LONGITUDINAL DATA SYSTEMS EARLY CHILDHOOD STRATEGIC PLANNING AND DATA SESSION IN WASHINGTON, DC
39292	BEN BALMFAK	3	13458592	574600	02/25/19	02/18/20	2,500.00	ELECTRONIC MEETING SERVICE SOFTWARE USAGE
39285	SPARG DATA SOLUTIONS INC.	3	1328201	555100	04/01/19	03/31/20	2,500.00	PRESENT ON THE TOPIC OF EDUCATOR EFFECTIVENESS
39347	SUSAN PRESLER	3	13461601	547100	05/25/19	06/12/19	2,500.00	ARRANGE A BREAKFAST AND LUNCH FOR CONFERENCE PARTICIPANTS OF EDUCATOR EFFECTIVENESS SUMMIT CONFERENCE JUNE 12-13, 2019
39373	ESU 10	3	13461601	559100	06/01/19	06/17/19	2,500.00	PROVIDE UP TO 12 INFANT, TODDLER, AND/OR PRESCHOOL CLASSROOMS FOR NDE TO CONTRACT ERS AND/OR CLASS RELIABILITY AND PRACTICE TRAINING OBSERVATIONS.
39056	JENIFER L NELSON	3	13440101/13445701	547100	07/01/18	06/30/19	2,400.00	DEVELOPMENT OF A TRAINING MODULE AND 4 SECTIONS TO TRAIN DISTRICT STAFF ON RESPONSIBILITIES OF MCKINNEY-VENTO LIAISON.
39203	FELICITY POST	3	13683884	547100/574600	03/22/19	06/30/19	2,400.00	PROCURE THE SERVICES OF CONFERENCE ASSISTANTS FOR THE EDUCATORS RISING CAREER AND TECHNICAL STUDENT ORGANIZATION TO ASSIST IN PLANNING AND CONDUCTING OF THE NEBRASKA EDUCATORS RISING STATE LEADERSHIP CONFERENCE
39092	DAVID SCHLOTTERBACK DBA CALIFORNIA DINGO STUDIO	3	13694084	547100	07/23/18	12/03/18	2,150.00	WEEKLY MATT SERVICE FOR 7800 S 15TH & 7945 S 15TH
39254	NEBRASKA FUTURE EDUCATORS ASSOCIATION	3	13919401	547100	01/21/19	06/30/19	2,000.00	WEEKLY MATT SERVICE FOR 7800 S 15TH & 7945 S 15TH
39072	PARAMOUNT LINEN & UNIFORM RETAIL	3	13521800/13521900	559100	07/01/18	06/30/19	1,995.00	WEEKLY MATT SERVICE FOR 7800 S 15TH & 7945 S 15TH

TYPE:
 1 = HONORARIUM
 2 = EMPLOYEE/EMPLOYER
 3 = OTHER