

## NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, October 6, 2023 9:00 a.m. (MT) / 10:00 a.m. (CT)
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** Gering Civic Center  
Wildcat & Dome Rock Rooms  
1050 M Street  
Gering, NE 69341
- 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/state-board-agendas/](http://www.education.ne.gov/stateboard/state-board-agendas/)
- Lunch:** On Friday, October 6, 2023, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (The Board may take a recess)  
President Gubbels
  - 1.1. Roll Call  
President Gubbels
  - 1.2. Pledge of Allegiance  
President Gubbels
  - 1.3. Announcement of the placement of the Open Meetings Act information  
President Gubbels
2. SPECIAL PRESENTATIONS  
President Gubbels
  - 2.1. Addressing the Teacher Shortage in the Panhandle and Beyond  
Dr. Jim Powell and Dr. Don King, Chadron State College

2.2. Recognize November as National Native American Heritage Month  
President Gubbels

2.2.A. Resolution to Recognize November as National Native American Heritage  
Month

2.3. Nebraska VR Presentation  
Lindy Foley

2.3.A. Resolution to Recognize October as National Disability Employment  
Awareness Month

3. COMMISSIONER'S REPORT  
Commissioner Maher

3.1. Agenda Overview and Consent Agenda Process  
Commissioner Maher

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

4. PRESIDENT'S REPORT  
President Gubbels

5. CONSENT AGENDA  
President Gubbels

5.1. Board Member Out-of-State Travel Approval

5.2. Committee Appointments

5.3. Contract Approvals

5.3.A. Authorize the Commissioner to contract to implement the Nebraska Teacher  
Apprenticeship Program  
Lane Carr

5.3.B. Authorize the Commissioner to renew a contract for the Indigenous  
Pedagogies Project  
Amy Rhone

5.3.C. Authorize the Commissioner to renew a contract for Step Up To Quality  
Program  
Melody Hobson

5.4. Grant Approvals

5.4.A. Authorize the Commissioner to carry out the activities by specified entities contained within the State Personnel Development Grant accepted by the Board  
Amy Rhone

5.5. Lease Approvals

5.6. Minutes of the Previous State Board of Education Meeting

5.7. Miscellaneous Approvals

5.7.A. Authorize the Commissioner to continue to fund the Nebraska WORDS project (formerly titled Practice-Based Professional Development) through the University of Nebraska – Lincoln  
Amy Rhone

5.7.B. Approve the renewal of the Isanti Community School's Rule 11 waiver  
Melody Hobson

5.7.C. Approve the renewal of the York Public Schools Rule 11 waiver  
Melody Hobson

5.7.D. 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

## 6. STANDING COMMITTEE REPORTS

President Gubbels

6.1. Executive Committee

President Gubbels

6.1.A. Discussion Item: Review Commissioner Mid-Year Appraisal Process  
President Gubbels

6.2. Budget and Finance Committee

Patsy Koch Johns

6.2.A. Monthly Board Travel Expense Reports

6.2.B. Action Item: Accept the 2023 Statewide Longitudinal Data System Grant from the U.S. Department of Education  
Kristin Yates and Jill Aurand

6.2.C. Action Item: Authorize the Commissioner to submit the Department's deficit budget request for fiscal year 2023-24  
Bryce Wilson

6.2.D. Action Item: Authorize the Commissioner to approve 2023-2024 medical consultant contracts for the Disability Determinations Section  
Krysti Michl

6.2.E. Action Item: Authorize the Commissioner to approve the Bipartisan Safer Communities Stronger Connections Grants awarded to districts  
Dottie Heusman and Jim Kent

6.3. Planning and Evaluation Committee  
Deborah Neary

6.3.A. Action Item: Approve the Priority School Progress Plan for Isanti Elementary School  
Shirley Vargas

6.3.B. Action Item: Approve the Priority School Progress Plan for Isanti High School  
Shirley Vargas

6.3.C. Action Item: Approve Rule 11 waiver request from Auburn Public Schools  
Melody Hobson

6.3.D. Action Item: Approve Rule 10 Waiver for Blue Hill Community Schools for the 2023-24 academic year regarding 6th grade participation in athletics as outlined in the request  
Brad Dirksen and Decua Jean-Baptiste

6.3.E. Discussion Item: Update and discussion of the annual plan for the Nebraska statewide assessment and reporting system (staff presentation)  
Trudy Clark

6.4. Rules and Regulations Committee  
Elizabeth Tegtmeier

6.4.A. Report On Rules

6.4.B. Action Item: Approve revisions to Rule 21  
Tammy Barry

7. ADDITIONAL BUSINESS  
President Gubbels

8. PUBLIC COMMENT PERIOD (The Board will hear Public Comment at or after 1:00 p.m.) (MT) / 2:00 p.m. (CT).  
President Gubbels

8.1. Public Comment

8.2. Written Public Comment (None)

9. INFORMATION ITEMS AND REPORTS

President Gubbels

9.1. Contracts Approved by Commissioner

9.2. Grants Approved by Commissioner

9.3. 2022 - 2023 Special Education Advisory Council (SEAC) Annual Report

Amy Rhone

10. GOOD OF THE ORDER

This section of the agenda is intended for Board members to offer informal observations of the work of the State Board. Board members may make brief announcements about attendance at future events for the purpose of informing other Board members. No business or motions, or suggested actions of the Board may be offered at this point in the agenda; nor should Board members engage in substantive discussion about other agenda items or introduce new agenda items.

President Gubbels

11. ADJOURNMENT

President Gubbels

The next regularly scheduled meeting of the State Board of Education will be held on Friday, December 1, 2023, at 9:00 a.m. in Lincoln, Nebraska. As needed, a work session will be held on Thursday, November 30, 2023 in Lincoln, Nebraska.

The agenda contains a list of subjects known at the time of its distribution on September 28, 2023. 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/state-board-agendas/](http://www.education.ne.gov/stateboard/state-board-agendas/). *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*



CHADRON STATE COLLEGE

# Innovative Programming in Teacher Preparation

Dr. Don R. King

Dr. James Powell

Chadron State College

# Context of this Conversation

Chadron State, established in 1911 as a Normal School; strong historical roots in teacher preparation

Emerged as a leader in teacher preparation serving our constituents state-wide

Robust faculty from across the nation and globe, who are innovative in thought and perspective

Working to meet the challenges facing PK-12 education, specifically in the areas of teacher and administrative shortages

# Our Professional Reality

We as a profession can no longer continue solely along traditional paths.

Traditional pathways for preparing educators need to be supplemented by innovative programming.

Partnerships, communication, and relationships are essential!

We, as a profession, **MUST** work together as a team in all facets of our industry to meet the growing and complex needs of districts, administrators, teachers and PK-12 students, as the teacher shortage crisis continues.

Specific

“Grow  
Your  
Own”

Program

- Para-to-Teacher School-based Partnership Program
- Established in 2018
- Now has over 160 participants

# Para-to-Teacher Program

- Identifies district para-professionals who choose to become teachers;
- These candidates will attend Chadron State College teacher education program classes “at-a-distance” leading to a Bachelor’s Degree in Education and a regular teaching certificate;
- Program participants will continue their work within a district school, and complete their course work together, individually or as a cohort group.

Participants  
may select  
from the  
following  
endorsement  
areas:

- Special Education, grades K-12
- Early Childhood Inclusive- SPED, grades B-3
- Elementary Education, grades K-8
- Middle Grades Education, grades 5-9
- Math Education, grades 7-12
- Family Consumer Science Education , grades 7-12
- Science Education, grades 7-12
- English/Language Arts Education, grades 7-12

In addition,  
CSC now  
offers a  
Teacher  
Education  
Academy  
Program

- Different from the Para-to-Teacher Program, this school-based partnership program specifically identifies high school seniors, or recent graduates who desire to move forward with their academic education with the goal of becoming a teacher.
- Participating school districts may employ program candidates as paras, tutors, reading coaches, etc., while candidates pursue their teacher education program online through Chadron State.
- Participating school districts provide other incentives to candidates, with the goal of employing them as teachers upon graduation. These incentives include financial incentives, access to technology, etc.

Both  
programs  
embrace a  
school-based  
“Partnership  
Model”

- Combines the elements of both previous models and builds on the strengths and contributions of all partners -- win-win situation
- Utilizes ALL professional entities to work in collaboration thus developing stronger partnerships– work as a team!
- Candidates learn how to teach while embedded in the classroom, at various grade levels, for an entire academic year. Candidates serve as a working part of the faculty and staff
- Improves upon the skills and knowledge of candidates upon entering the profession
- Increases the retention rate of teachers within their first three years

# Partnership Model –

- one acad. year- 18 weeks

- Fall Semester placement  
- 7 weeks

Spring Semester placement  
– 7 weeks

## Advantages

Increase time to experiment, build relationships, grow professionally

Experience a full calendar school year

Experience all grade levels and all aspects of the school system

Serve as subs, tutors, paras, co-teachers, comm. work, etc.

Reduced budget & salaries to the school district

Increased teacher retention

Seamless transition into 1<sup>st</sup> teaching year

Increased inservice opportunities to school

Increased availability to ESU resources

Reduced faculty workload

Renewed energy & vigor to staff

Put theory into practice

## Disadvantages

Increase in commitment from school districts

Provide office space & resources

# District Opportunities

- to rejuvenate and replenish the existing teaching workforce
- to actively participate in the shaping of Nebraska teacher preparation
- to fill the teacher shortage (areas) with skilled “ready to run” new teachers
- to provide the profession with better prepared and more knowledgeable product
- to improve upon the quality of instruction and learning in those areas needing improvement (i.e., reading & writing)
- to reduce the operation costs of schools

# Some Challenges

- staffing of collegiate faculty/supervisors
- negotiating productive school partnerships: every partnership looks a bit different
- changing our view of traditional teacher preparation
- Shifting to a new paradigm for our extended program faculty

# Unanticipated Outcomes

- Intern participants appreciated being a part of the staff and not treated as a temporary guest.
- Districts found it improved their faculty performance
- Districts [most] end up hiring the intern/participant
- Program , 1<sup>st</sup> in the state, received wide recognition.

Nebraska  
Dept. of  
Education  
Educator  
Pipeline Grant  
Awards

- In 2022 Chadron State's Teacher Education Program applied for, and received a \$100,000 Teacher Pipeline Grant
- This grant allowed CSC to provide financial incentive scholarship monies to new enrolling program candidates.
- In 2023 CSC awarded 54 \$1000 scholarships.
- As a result of this program success, with our Pipeline Grant renewal, the NDE is providing us with additional monies to partner with North Platte School District for the purpose of providing 15 District para-educators with fee tuition and fees should they choose to move through CSC's Para-to-Teacher Program.
- We are thrilled over these awards and the success of our program efforts to increase the number of teachers within the state of Nebraska!

Questions ?



# **CHADRON STATE COLLEGE**

## **Para-to-Teacher Program**

**Purpose:** This “**Grow Your Own**” teacher program is designed to provide school districts with the opportunity to cultivate and participate in the training of their para-professionals who wish to continue their education to become a licensed teacher. This program is available for the following endorsement areas: Special Education (K-12), Elem. Education (K-8), Early Childhood Inclusive -SPED (B-3), Middle Grades Education (5-9), Math Education (7-12), Science (7-12), Business Education (6-12), and Family Consumer Science (6-12).

**Who:** Any individual para who is employed as a para-professional within a school district.

**What:** Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor’s in Education Degree, and a valid Nebraska Teaching Certificate.

**How:** Program participants will be advised, monitored, and supported by CSC faculty/staff, and a CSC Education Program liaison is specifically assigned to facilitate your progress. District para-professionals may enter the program at any time during the academic year.

**When:** Once participants reach their senior academic year, they will embark on completing their capstone course work, via online and Zoom class sessions. This capstone year embraces the “professional development” model, where coursework is tied to daily workplace learning experiences with the understanding and assumption that the para-professional is learning “on-the-job”. For example, one section covers classroom management practices. Clearly, one can argue and attest that as a para-professional (student) they are learning more about managing a classroom from being mentored on-the-job by veteran teachers within the school workplace, and in observing them in action. This is the belief and the “practitioner’s approach” embraced during this senior year. However, to ensure and assess concept learning, CSC faculty will collectively meet with program student interns twice per week for 1.5 hours (via Zoom), during this senior year experience.

**Graduation:** At the completion of this program candidates will graduate from Chadron State College with a Bachelor’s of Science Degree in Education, and can then apply for teaching licensure in Nebraska resulting in a valid initial teaching certificate. Chadron State’s education program is nationally and state accredited via the Council for the Accreditation of Education Programs. As such, interstate certification reciprocity is not a problem for those seeking out of state licensure.

### **Things for consideration:**

- 1) Districts must agree to maintain para-professional employment throughout the course of the para’s program—including during the student teaching experience.
- 2) CSC’s Financial Aid Office will work with each individual to secure appropriate financial aid to assist with program costs.
- 3) Candidate’s whose annual household income is less than \$64,000 are potentially eligible for free tuition and financial aid.

**Please contact Dr. Don R. King for more program information, at [DKing@csc.edu](mailto:DKing@csc.edu)**



## Resolution to Recognize Native American Heritage Month in Nebraska

**WHEREAS**, Native Americans are the original inhabitants of the lands once identified as Nebraska Territory, then as the State of Nebraska in 1867 as part of the United States of America;

**WHEREAS**, Native Americans have contributed and continue to contribute to the sciences, economics, mathematics, agronomics, arts, humanities and philosophy, as well as providing a basis for forming a more perfect union and government by way of the Iroquois Confederacy and the Great Law of Peace, modeling these ideals to pre-Columbian North and South America;

**WHEREAS**, Nebraska's Native American languages, cultures, and histories are unique and important to the fabric of our state's education system that prepares learners to prosper in a global economy, and function in a global society;

**WHEREAS**, Nebraska schools are compelled to incorporate multicultural education into all phases of the curriculum, including indicators relative to the culture, history, and contributions of Native Americans with a special emphasis placed on human relations and sensitivity toward all races, and are required to direct appropriate exercises related to Native American Heritage Day;

**WHEREAS**, President George H.W. Bush designated the month of November as National American Indian Heritage Month in the year 1990, and similar proclamations have been issued by successive Presidents since that time; and

**WHEREAS**, The Nebraska State Board of Education recognizes the importance of cultural identity by all peoples in an ever-increasing global society; now, therefore, be it

**RESOLVED**, That the State Board of Education recognizes the month of November as Native American Heritage Month in Nebraska; and

**RESOLVED**, That, in addition to that which is minimally required by regulation and statute, the State Board of Education strongly encourages all Nebraska schools to include the contributions of each unique Native American culture, and work to develop educational programs and practices in harmony with all parents, families, community members, and tribal governments that will ensure success in school and life for all students, during the month of November and throughout the year.

Signed on behalf of the Nebraska State Board of Education, this 6th day of October 2023.

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Patti Gubbels, President

\_\_\_\_\_  
Kirk Penner, Vice President



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 21, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Lindy Foley, Nebraska VR Office Administrator

**PROPOSED AGENDA ITEM:** Nebraska VR Presentation

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Presentation

### RATIONALE/BACKGROUND INFORMATION:

- The NDE Office of Vocational Rehabilitation (Nebraska VR) is an employment program for people who experience a disability. Everything Nebraska VR does and all of the services provided are for the purpose of helping people with disabilities prepare for, find and/or keep a job while helping businesses recruit, train, and retain employees with disabilities.
- Nebraska VR serves all disability groups with the exception of those who are blind or visually impaired. These individuals are served by the Nebraska Commission for the Blind and Visually Impaired.
- In addition to serving job seekers and businesses, Nebraska VR has staff dedicated to partnering with educators to meet the needs of students with disabilities.
- The Nebraska VR presentation will highlight statewide services delivered by the agency, partnerships and collaboration, VR's involvement in the development and implementation of Nebraska's Workforce Innovation and Opportunity Act (WIOA) Combined State Plan, and the opportunity to celebrate October as National Disability Employment Awareness Month.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October, 2023

**ESTIMATED COST:** Not Applicable

### FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Not Applicable
- New or Renewal: Not Applicable
- If renewal, date of first approval: Not Applicable

### FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Not Applicable
- Rationale for method of procurement: Not Applicable
- Rationale for contractor selection: Not Applicable

### FOR GRANT SUBAWARDS:

- Describe the grantee selection process: Not Applicable

# Nebraska VR - *Where your future begins*



# Our Mission

We help people with disabilities prepare for, obtain, and maintain employment while helping businesses recruit, train, and retain employees with disabilities.



# National Disability Employment Awareness Month



#NDEAM | #RehabAct50  
dol.gov/odep

**ADVANCING  
ACCESS  
& EQUITY**

National Disability Employment  
Awareness Month

Celebrating 50 years of the Rehabilitation Act of 1973

 OFFICE OF DISABILITY EMPLOYMENT POLICY  
UNITED STATES DEPARTMENT OF LABOR

 RehabilitationAct  
50



#NDEAM | #RehabAct50  
dol.gov/odep

**AVANZANDO  
EL ACCESO  
Y LA EQUIDAD**

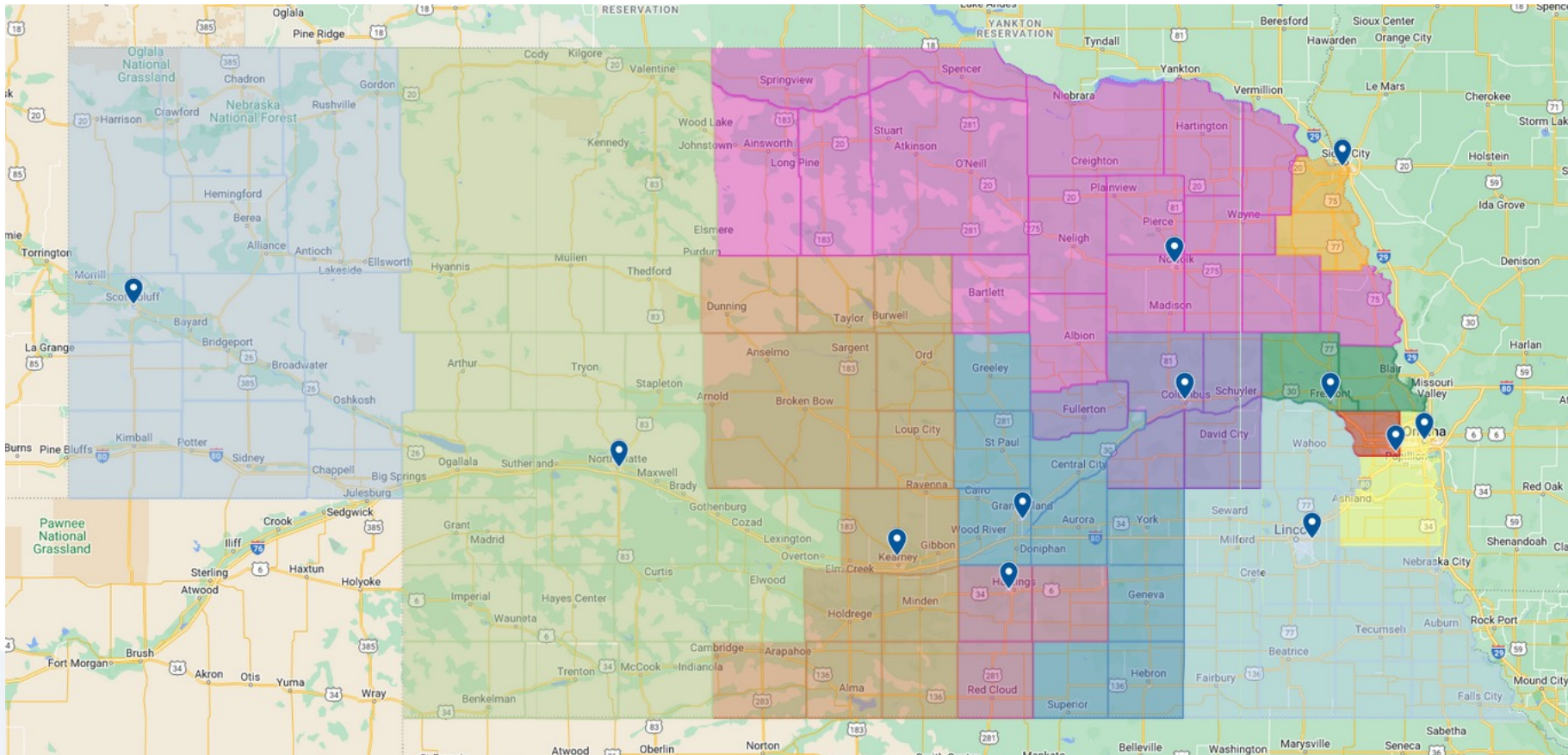
Mes Nacional de Concientización  
Sobre el Empleo de  
Personas con Discapacidades

Celebración de los 50 años de la Ley de Rehabilitación Nacional de 1973

 OFICINA DE POLÍTICA DE EMPLEO PARA DISCAPACITADOS  
DEPARTAMENTO DE TRABAJO DE LOS ESTADOS UNIDOS

 RehabilitationAct  
50

# Statewide Program



- Columbus
- Fremont
- Grand Island
- Hastings
- Kearney
- Lincoln
- Norfolk
- North Platte
- Omaha
- Omaha West
- Scottsbluff
- South Sioux City

# Eligibility Criteria

Clients must have the goal to become employed or maintain employment and:

- Have a physical, mental, emotional, or learning impairment that interferes with employment
- Need Nebraska VR's help to find or keep a job



# Team Service Delivery



# For Students

Collaborate with Nebraska schools to provide Pre-Employment Transition Services:

- Job exploration counseling
- Work-based learning experiences
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
- Workplace readiness training to develop social skills and independent living
- Instruction in self-advocacy



# Nebraska Youth Leadership Council



- Co-sponsored by VR and NDE Office of Special Education
- Began March 2009
- NYLC created “by youth for youth”
- Promoting disability awareness
- Educating peers on transition-related issues

# Nebraska Assistive Technology Partnership



- Provide workplace evaluation, design, adaptation, or technical training
- Recommend possible worksite modifications
- Demonstration and trial use of equipment
- Assistive Technology for All  
<https://www.at4all.com/>

# Assistive Technology Examples



# Partners

Strong and meaningful partnerships create a network of services and supports to provide opportunities for people with disabilities to succeed.

- Corrections-Based Programs
- Nebraska Department of Health and Human Services
- Benefits Services
- Project SEARCH
- Workforce Development
  - WIOA Combined State Plan



# Pathway to Employment





Questions?



Lindy Foley

Nebraska VR

Administrator

[lindy.foley@nebraska.gov](mailto:lindy.foley@nebraska.gov)

[www.vr.nebraska.gov](http://www.vr.nebraska.gov)



## Resolution to Recognize National Disability Employment Awareness Month

**WHEREAS,** The Nebraska Department of Education and its Office of Vocational Rehabilitation (Nebraska VR) are committed to the Strategic Vision and Direction Priority of ensuring all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success;

**WHEREAS,** The mission of the Nebraska Department of Education is to lead and support the preparation of all Nebraskans for learning, earning, and living;

**WHEREAS,** The mission of Nebraska VR is to help people with disabilities prepare for, obtain, and maintain employment while helping businesses recruit, train, and retain employees with disabilities;

**WHEREAS,** Nebraska VR partners with businesses to meet their hiring needs through accessing an underutilized pool of talent and providing businesses with the skills and tools to foster an inclusive workplace where every employee can have the opportunity to succeed;

**WHEREAS,** Nebraska VR works with schools, students, and parents while working with community and business partners to provide Pre-Employment Transition Services with the goal to prepare students with disabilities for life after high school;

**WHEREAS,** Nebraska VR provides employment services to eligible adult clients through evidence-based practices to meet clients where they are;

**WHEREAS,** The unemployment rate in Nebraska is at a record low of 2%; yet Nebraska still faces critical workforce shortages; and

**WHEREAS,** Access to opportunity and employment where individuals with disabilities can use their talents, skills, and abilities is critical to solve workforce shortages and for individuals to achieve self-sufficiency and be contributing members of their communities; now, therefore, be it

**RESOLVED,** The Nebraska State Board of Education hereby recognizes efforts to ensure all Nebraskans are informed of and have access to competitive integrated employment;

**RESOLVED,** The Nebraska Department of Education and Nebraska VR will provide informational resources to assist fellow Nebraskans, schools, and communities to advance access and equity for Nebraskans with disabilities;

**RESOLVED,** The Nebraska State Board of Education encourages community partners and businesses to embrace inclusive hiring practices to provide opportunity to a diverse workforce; and

**RESOLVED,** The Nebraska State Board of Education joins Nebraska VR, job seekers, students, partners, and the country in recognizing October as National Disability Employment Awareness Month to celebrate the contributions of America's workers with disabilities and showcase supportive, inclusive employment policies and practices that benefit businesses, employees, students, and communities.

Signed on behalf of the Nebraska State Board of Education, this 6th day of October 2023.

\_\_\_\_\_  
Patti Gubbels, President

\_\_\_\_\_  
Kirk Penner, Vice President

**Out-State Travel Authorization Reports - October**

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request (i.e. 1st, 2nd, Other)</u>
Lisa Fricke	NASBE Pre-Conference Convening-Early Literacy	10/24/23 - 10/25/23	San Diego, CA	2nd
	NASBE Annual Conference	10/26/23 - 10/28/23		
Jacquelyn Morrison	(NONE)		San Diego, CA	1st
Deborah Neary	NASBE Annual Conference	10/25/23 - 10/28/23		

**Out-State Travel Authorization Reports - October**

<b><u>Name</u></b>	<b><u>Event Name</u></b>	<b><u>Date</u></b>	<b><u>Location</u></b>	<b><u>Trip Request (i.e. 1st, 2nd, Other)</u></b>
Patsy Koch Johns	None			
Patti Gubbels	None			
Elizabeth Tegtmeier	None			
Sherry Jones	None			



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 26, 2023

**TO:** Brian L. Maher  
Commissioner of Education

**FROM:** Lane Carr  
Administrator, Office of Policy and Strategic Initiatives

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to implement the Nebraska Teacher Apprenticeship Program.

**AGENDA ITEM TYPE:** Action

### **RATIONALE/BACKGROUND INFORMATION:**

With the passage of LB705 in 2023, the Nebraska Department of Education has been charged with creating and administering the Nebraska Teacher Apprenticeship Program, meant to “recruit and increase the number of teachers throughout the state by utilizing an apprenticeship model for training.” (NRS 79-816). NDE has been appropriated \$1 million for this program.

The State Board approved a contract with the National Center for Grow Your Own (NCGYO) in August, funded through federal Title II set aside funds. Since that time, NCGYO has been consulting with the NDE and led three technical assistance and informational meetings with prospective educator preparation provider and district pairs in Nebraska. The NDE used the recipients of the ESSER-funded Educator Shortage Initiative to narrow the list of prospective partnerships to those implementing paraprofessional to teacher programming. These projects include:

- Midland University and Omaha Westside – Growing Our Own Educator Assistant (EA) to Teacher Ladder Program
- University of Nebraska-Lincoln and Lincoln Public Schools – Building the Special Education Teacher Pipeline
- Chadron State College – Panhandle Para to Teacher Academy

Contracts for this program would be in effect from October 2023 thru June 2025.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** Not to Exceed \$1 million:

- Chadron State - \$206,000
- University of Nebraska-Lincoln - \$444,000
- Midland University - \$350,000

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: State Appropriation – Education Futures Fund
- New or Renewal: Renewal and Supplement to ESSER-Funded Projects
- If renewal, date of first approval: August 2022

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process: Sites originally applied for a competitive grant program in Spring/Summer 2022, with state board approval in August 2022. To utilize these funds during this fiscal year, the NDE will bolster original projects closely aligned to apprenticeships.
- New or Renewal: Renewal/Extension
- If renewal, date of first approval: August 2022



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 19, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Amy Rhone, Administrator – The Office of Special Education

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to renew a contract for the Indigenous Pedagogies Project.

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Contract

### **RATIONALE/BACKGROUND INFORMATION:**

Beginning in January of 2022, The NDE, Office of Special Education began contracting with Dr. Tamera Miyasato with the Ha'hanna Consulting, LLC. to provide The Indigenous Pedagogies Project, a 3-year ESSERS funded project.

The goal of this three-year project is to alleviate the overrepresentation of Indigenous learners identified for special education services by creating spaces where educators, learners, and community are inspired to acquire, share, and act on the knowledge, skills, and resources necessary to embody relative-ships. Year One of the Project focuses on educators by equipping them with the necessary time, skills, and support to “re-story” educational practices that center Indigenous language and culture. Ha'hanna Consulting, LLC will work closely with school partners to identify educators with demonstrated leadership in the area of Indigenous culture integration to serve as the Indigenous Pedagogies Cadre (IPC). Ha'hanna Consulting, LLC will support educators through a process of learning, reflection, and opportunities for re-examining their pedagogical practices.

The professional learning and mentoring support series will take an “inside-out” approach to educator growth. The cadre will share stories—successes and barriers—to create and strengthen relative-ships with learners, families, community, and colleagues. The workshop sessions will help educators identify beliefs and biases in themselves and their institutions. They will collaborate to set goals, develop implementation plans, and engage in action research that will enhance educator practice. The IPC will review and revise curriculum, where needed, to incorporate Indigenous language and culture. They will eventually serve as lead teachers in developing Indigenous culture-aligned lesson plans and units across content areas.

An evaluation of year 1 and year 2 activities yielded positive results in project quality, focus group/customer responsiveness, practicality of professional learning and beginning implementation based on professional learning. Based on the positive results, The Office of Special Education is recommending to move into Year 3 of the Ha' Hanna Project.

**The Year 3 Scope** of the Project includes activities designed to honor and complement existing professional learning as well as focus on supports to a Nebraska Priority School. The deliverables and timeline will represent a flexible approach to the work, allowing space for collaboration with stakeholders and revise or refine the tasks, deliverables, and timelines as needs arise.

Walthill	
Tasks & Deliverables	Timeline
<p>Facilitation: Developing Essential Understandings</p> <ul style="list-style-type: none"> <li>• Community Conversations: Ha'hanna will work with the Indigenous Pedagogies Cadre to facilitate these conversations and establish a framework for Umo'ho<sup>a</sup> cultural integration (Once per month: February-June; August-December)</li> <li>• Student Focus Groups: Ha'hanna will facilitate conversations with students to understand their desired areas of cultural focus (What is important for young people to know and do?) (Once per month: February-May; August-December)</li> <li>• Cadre Meetings: Virtual meetings will focus on findings from Community Conversations and Student Focus Groups and identify themes for the development of Umo'ho<sup>a</sup> Essential Understandings. The Cadre will discuss any barriers to the success of the project. (Once per month: February-June, August-December)</li> </ul>	October 2023 - August 2024
<p>Data Analysis</p> <p>Ha'hanna will provide 4 cycles of data collection, analysis, and reporting. Data sourcing include: Learner, family, and teacher surveys, Community Conversations, student focus groups. All findings will be shared with the Cadre and made available and accessible to the school community.</p>	October 2023 - August 2024
<p>Teacher Coaching Support</p> <ul style="list-style-type: none"> <li>• Five coaching cycles for each member of the Indigenous Pedagogies Cadre. Each coaching cycle includes planning, observation, resource compilation, and feedback.</li> <li>• Collective Cadre Support: Engage in two full cycles of Wo'awacin goals (focus areas identified in the Action Plan co-created in Year 1), evidence tagging, feedback discussion, and reflection.</li> </ul>	October 2023 - August 2024
<p>Summer Institute</p> <p>Ha'hanna will, again, conduct a 3-day Summer Institute where the Cadre will develop exemplar lessons to be presented to and shared among Walthill staff in the Fall.</p>	
ESU 1	
Tasks & Deliverables	Timeline
<p>Professional Development</p> <p>Ha'hanna will implement a hybrid course for ESU 1 staff and offer 2 graduate credits from the University of Sioux Falls. The goal of this professional learning opportunity will be to increase culturally proficient approaches to supporting ESU 1 schools within Indigenous communities.</p>	October 2023 - August 2024

Isanti Community School	
Consulting Services Ha'hanna will participate in action planning with Isanti administrators, ESU 1, and the NDE School Improvement Officer to design a system of Indigenous culture-centered support for Isanti Community School. Facilitation: Community Conversations Ha'hanna will continue to facilitate a series of Community Conversations to bridge communications and trust between the Isanti Ospaye (community) and School leaders.	October 2023 - August 2024

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** \$200,000

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: ESSERS III Funding
- New or Renewal: Renewal
- If renewal, date of first approval: January 2022

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Non-competitive Negotiation
- Rationale for method of procurement: This method of procurement was chosen due to the contract price being over \$50,000, and the contractor being a the most qualified given the previous experience with the specific tribes that are in each of the school districts identified in the project as well as the understanding of the IDEA and Nebraska Administrative Code, 51 (Rule 51). Initially, the Department solicited other vendors to inquire about receiving bids to do the work and did not receive any other vendor interest. This contractor has proven to be successful in previous years under prior employment and work that had been done in previous schools. Since the initial award, the contract has undergone an extensive evaluation, annually to ensure that the contractor selected is carrying out the responsibilities set forth within the contract. The project has successfully carried out similar duties on previous contracts given the extensive level of knowledge and experience needed to be able to work within the context and scope of the project. This project required expertise not only in special education but also in Indigenous communities.

- Rationale for contractor selection: The contractor has extensive & invaluable knowledge, experience, & expertise working with Indigenous communities, and developing culturally relevant curricula, classroom management strategies, and school-wide cultural proficiency plans.

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process:



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 27, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Melody Hobson

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to renew a contract for Step Up To Quality Program

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Consent – contract renewal

### **RATIONALE/BACKGROUND INFORMATION:**

- Step up to Quality and Results Matter rely on the accuracy of structured program quality observations to provide a basis for quality improvement. In the case of Step Up to Quality, also to earn points that determine the step rating of the program.
- The Office of Early Childhood Education contracts with a cadre of trained observers to accomplish the program quality scale ratings.
- The strength of the system is found in the training of observers. Part of that training includes achieving and maintaining a high level of reliability with “Anchors” (expert observers who have achieved reliability with the authors of the program quality tools).
- Ms. Timperley demonstrates reliability at the anchor level for each of the Environment Rating Scales and with the Environment Rating Scale Institute.
- Her contract will include serving as an anchor as well as conducting program quality observations for Results Matter and Step up to Quality as well serving as a trainer.
- Program quality observations are conducted in school district and ESU operated early childhood education programs as part of Results Matter, they are also conducted in school district/ESU programs, Head Start classrooms and community child care centers and family child care homes as part of Step Up to Quality.
- This contract if approved will be in effect from November 7, 2023, through November 6, 2024.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** \$70,400

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Contract will be paid with a combination of state general funds and federal Child Care and Development Funds
- New or Renewal: Renewal
- If renewal, date of first approval: The NDE first contracted with Ms. Timperley in 2016 for coaching services and completing program quality observations. In January 2021, she applied for and was chosen to be the ERS Anchor.

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Non-competitive negotiation
- Rationale for method of procurement: Ms. Timperley is the only individual who has met the required level of reliability (90%) with the Environment Rating Scale Institute, [the owner of the Environment Rating Scale (ERS) observation tool], who has experience leading observers and who has proven documentation skills. All Nebraska approved or reliable observers must achieve inter-rater reliability with the ERS anchor. Ms. Timperley will be providing the anchor service to more than 10 Nebraska early childhood professional observers conducting observations for 3 rating scales. This work will be conducted in various types of early care and education programs (i.e., public schools, home, and center-based licensed child care) for Step Up to Quality and Results Matter classrooms.
- Rationale for contractor selection: Ms. Timperley meets all qualifications in all aspects of ERS/CLASS Observer system, has extensive experience and knowledge of Nebraska early childhood programs and is able to travel to the assigned Nebraska programs. She has worked with NDE Office of Early Childhood Education as a trainer and observer who demonstrates a high reliability in all ERS scales and CLASS tools. She has the ability to provide quality assurance and technical assistance to other ERS observers in the field based on her experience with the Environment Rating Scales Institute by completing Anchor level reliability.

*\*Updated 08.15.2023*



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 21, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Amy Rhone, Administrator – The Office of Special Education

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to carry out the activities by specified entities contained within the State Personnel Development Grant accepted by the Board

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Grants

**RATIONALE/BACKGROUND INFORMATION:** In October of 2022, The Nebraska Department of Education, Office of Special Education was awarded a federal Office of Special Education Programs (OSEP) 5-year, State Personnel Development Grant (SPDG). This grant is a continuation from the original grant that was awarded in 2011 and each subsequent year after, to date. The State Board of Education accepted the OSEP State Personnel Development Grant funds through approval in October of 2022.

Nebraska students and educators benefit from the opportunities and resources provided by the State Personnel Development Grant (SPDG). For over a decade, Nebraska used this funding source (in different iterations) to improve student outcomes by offering professional development and coaching support on tier one school-wide and classroom Positive Behavior Interventions and Supports (PBIS) to Nebraska schools. In the last three years, we have received a significant increase in educator curiosity and inquiry on appropriate behavioral interventions, namely PBIS practices at tiers two and three, for their students. We also recognize the disruptions and difficulties that our school systems face, including transient movement among educators and significant social-emotional needs of our youth, as challenging situations that require immediate action. To support our students and educators, we will adapt our current professional learning and educator development strategies to meet their needs. We propose a comprehensive five-year plan that will improve the social, emotional, and behavioral outcomes of students with disabilities. To accomplish this ambitious goal, we will promote the implementation of developmentally appropriate evidence-based behavioral interventions and support the long-term sustainability of these practices within an integrated Multitiered System of Support (MTSS) framework. This Nebraska State Personnel Development Grant (NSPDG) centers on four objectives aimed at meeting our goal:

**Objective 1:** Increase access to professional development opportunities for Nebraska schools to implement, with fidelity, PBIS as an MTSS for behavior.

**Objective 2:** Provide tailored implementation and coaching support to NSPDG districts to build leadership team capacity and increase sustainability of research-based practices.

**Objective 3:** Increase capacity of state and district personnel to train and implement PBIS research-based practices to educators.

**Objective 4:** Increase educator awareness of inclusive practices and reduce the use of exclusionary practices for students with disabilities.

The 2022 State Personnel Development Grant includes funding for the initial and follow up funding of the following projects:

**Project:** UNL – Implementation Support Project: NSPDG: Communications, Research, and Social-Emotional and Behavioral Learning Support.

**Project Amount:** \$192,592

**Purpose:** This project aims to provide expertise and support to achieve the Nebraska Special Education Personnel Development Grant (NSPDG) vision under the leadership of the Nebraska Department of Education. NSPDG will support Nebraska students and educators by adapting current professional learning and educator development strategies to meet their needs.

This comprehensive, five-year plan will improve the social, emotional, and behavioral outcomes of students with disabilities. During the 2023-2024 grant period, the UNL NSPDG funds will support the overall efforts of the NSPDG team.

**Project:** The Nebraska Board of Regents dba University of Nebraska Medical Center, Munroe-Meyer Institute

**Project Amount:** \$70,647

**Purpose:** This project aims to evaluate the State Personnel Development Grant award throughout its project period. The evaluation contains focus groups, implementation and training on the data collection tools utilized by school districts, and the fidelity checks performed within schools on the evidence-based practices being trained and implemented within school districts by the overall project design. The Office of Special Education worked with UNMC-MMI to develop the evaluation plan that has been approved as part of the State Personnel Development Grant award of 2022-2027.

This contract will allow the Office of Special Education to carry out the SPDG evaluation as approved by The Office of Special Education Programs (OSEP).

**Project:** Educational Service Unit #6, State Personnel Development Grant (SPDG) State Coordinator

**Project Amount:** \$165,000

**Purpose:** This project aims to provide for the purposes of subgranting for the initial and follow up funding of a state coordinator through Educational Service Unit #6. The state coordinator will be responsible for carrying out the duties required to meet the objectives of the federal grant awarded by the Office of Special Education Programs (OSEP).

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** See above

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Nebraska State Personnel Development Grant (NSPDG), Federal Part D Funding. The funds for this activity are included in the grant award for this program - federally awarded Nebraska State Personnel Development Grant (NSPDG #H323A160013).
- New or Renewal: Renewals
- If renewal, date of first approval: December 2022

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process: As the Office of Special Education made a federal application under The State Personnel Development Grant Award – IDEA, Part D, the use of IDEA Federal Funding must align to meeting the IDEA federal regulations as they are set forth within the respective applications.

The NDE, Office of Special Education, annually, reports on the progress on the objectives outlined in the federal grant application on the use of funds to conduct activities for the improvement of services to students with disabilities as outlined in the competitive grant application. Annual alignment in priorities established by the federal Office of Special Education Programs (OSEP), as well as a alignment of priorities within our NDE, Office of Special Education, allows for the selection of project to receive sub-recipient grants, contracts, and/or memorandums of understanding (MOU) for each funding period aligned to such objectives. Notice of funding opportunities are annually published and proposals are evaluated to ensure funds are awarded to projects that are able to meet the federal and state priorities.

The Office of Special Education, Part D State Personnel Development Grants (SPDG) funds requested within this proposal meet the Federal subgranting requirements contained within 2 CFR §200.331 to use the funds to carry out a portion of the public award and for a public purpose specified in the authorizing statute of IDEA Part B:

- To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA to children with disabilities, to

schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA (20 U.S.C. 1411 (e)(2)(C)(xi))

Through this sub-award, NDE ensures appropriate and quality learning opportunities should exist for all children. The Nebraska SPDG project, as part of the OSE subaward process, has undergone an evaluation of sub-award/grant obligations, annually to ensure that the grantee selected is carrying out the responsibilities set forth within the state plan and sub-award/grant. The project has successfully carried out similar duties on previous sub-awards/grants.

**State Board of Education Work Session and Business Meeting.**

Friday, September 8, 2023

The Leadership Center, 2211 Q Street, Aurora, NE, 68818, Mather East/Mather West

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#)

Publicized notice of the business meeting was given by posting notice on the Department's website and emailed to news media requesting notification, which gave the date, time, and location of the meeting.

**STATE BOARD OF EDUCATION MEETING, Friday, September 8, 2023, 9:00 a.m.**

**1. CALL TO ORDER** – President Patti Gubbels called the meeting to order at 9:00 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Sherry Jones

Patti Gubbels

Elizabeth Tegtmeier

Patsy Koch Johns

Lisa Fricke

Deborah Neary

Jacquelyn Morrison (arrived at 9:31 a.m.) Kirk Penner

Commissioner Maher was also in attendance.

1.2. President Gubbels led the Pledge of Allegiance.

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

**2. SPECIAL PRESENTATIONS**

2.1. Lexington Public Schools Yearbook Recognition

Board Member Tegtmeier introduced members of the Lexington Public Schools Yearbook staff, who have won several national awards for their yearbook publications.

2.2. Hampton Public Schools Hawk Herd

Board Member Penner introduced members of the Hampton Public Schools administrators and members of the Hawk Herd. The Hawk Herd focuses on serving locally raised beef for school lunches and provides hands-on opportunities with calve production.

Deborah Neary left at 9:34 a.m. and returned at 9:35 a.m.

2.3. Adopt the resolution to recognize September as Attendance Awareness Month and commence the “Nebraska Every Day Counts!” campaign

Motion by Sherry Jones, second by Patsy Koch Johns to adopt the resolution to recognize September as Attendance Awareness Month and comment the “Nebraska Every Day Counts!” campaign

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	Yes
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

2.3.A. Improving School Attendance in Participating Metropolitan Omaha Education Consortium (MOEC) Schools, an Innovation Grant funded program.

Shirley Vargas, Administrator of Coordinated School, and District Support introduced Dr. Terry Haack, Executive Director, Metropolitan Omaha Educational Consortium (MOEC).

Elizabeth Tegtmeier left at 9:44 a.m. and returned at 9:48 a.m.

Jacquelyn Morrison left at 9:44 a.m. and returned at 9:56 a.m.

2.4. Annual Presentation from the Nebraska Council on Teacher Education (NCTE)

Brad Dirksen, Administrator of Accreditation, Certification & Approval, introduced Sara Skretta, President of the Nebraska Council on Teacher Education (NCTE)

Kirk Penner left at 10:13 a.m. and returned at 10:15 a.m.

3.2. Nebraska Teacher of the Year Quarterly Report

The 2023 Nebraska Teacher of the Year, Renee Jones, English teacher, Lincoln High School, Lincoln, Nebraska provided an update on the activities she has been involved with as Teacher of the Year.

**3. COMMISSIONER'S REPORT**

Commissioner Maher delivered the Commissioner's Report.

3.1. Agenda Overview and Consent Agenda Process

3.1.A. Commissioner's recommendation and items to be removed from consent agenda.

Consent agenda item 5.3.E. was requested for removal.

President Gubbels called for a break at 10:27 a.m. The meeting resumed at 10:38 a.m.

**4. PRESIDENT'S REPORT**

President Gubbels delivered the President's Report.

**5. CONSENT AGENDA**

Motion by Kirk Penner, second by Patsy Koch Johns to approve the Consent Agenda without agenda item 5.3.E.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	Yes
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

**6. STANDING COMMITTEE REPORTS**

6.1. **Executive Committee** – Patti Gubbels, Chair, reported on the meeting of the Committee.

6.2. **Budget and Finance Committee** – Patsy Koch Johns, Chair, reported on the meeting of the Committee.

6.2.A. Monthly Board Travel Expense Report

There was no further discussion on this item.

Jacquelyn Morrison left at 11:18 a.m. and returned at 11:20 a.m.

6.2.B. Action Item: Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act

Motion by, Patsy Koch Johns second by Lisa Fricke to approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	Yes
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

6.2.C. Action Item: Approve request from school districts for payment of half their total 2023/24 Aid

Motion by Elizabeth Tegtmeier, second by Patsy Koch Johns to approve request from school districts for payment of half their total 2023/24 aid.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	Yes
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

6.2.D. Action Item: Authorize the Commissioner to approve medical consultant contract for the Office of Disability Determinations

Motion by Deborah Neary, second by Lisa Fricke to approve medical consultant contract for the Office of Disability Determinations.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	Yes
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes

Kirk Penner Yes

The motion passed.

- 6.2.E. Action Item: Authorize the Commissioner to approve a new grant to ESU 7 for prekindergarten through grade 2 professional development

NDE Representative, Kristine Luebbe, provided additional information on the contract.

Motion by Deborah Neary, second by Sherry Jones to approve a new grant to ESU 7 for prekindergarten through grade 2 professional development.

Lisa Fricke: Yes  
Patsy Koch Johns: Yes  
Deborah Neary: Yes  
Sherry Jones: Yes  
Elizabeth Tegtmeier: Yes  
Patti Gubbels: Yes  
Jacquelyn Morrison: Yes  
Kirk Penner Yes

The motion passed.

- 6.2.F. Action Item: Authorize the Commissioner to contract with The Board of Regents of the University of Nebraska, Munroe-Meyer Institute to provide statewide external evaluation services for the 21<sup>st</sup> Century Community Learning Centers and Expanded Learning Opportunity Grant Program

Motion by Sherry Jones, second by Patsy Koch Johns to contract with The Board of Regents of the University of Nebraska, Munroe-Meyer Institute to provide statewide external evaluation services for the 21<sup>st</sup> Century Community Learning Centers and Expanded Learning Opportunity Grant Program.

Lisa Fricke: Yes  
Patsy Koch Johns: Yes  
Deborah Neary: Yes  
Sherry Jones: Yes  
Elizabeth Tegtmeier: Yes  
Patti Gubbels: Yes  
Jacquelyn Morrison: Yes  
Kirk Penner Yes

The motion passed.

- 6.2.G. Action Item: Authorize the Commissioner to approve McKinney-Vento Grants for the 2023-24 school year

NDE Representative, Ann Carmoney, provided additional information on the grant.

Motion by Sherry Jones, second by Lisa Fricke to approve McKinney-Vento Grants for the 2023-24 school year.

Lisa Fricke: Yes  
Patsy Koch Johns: Yes  
Deborah Neary: Yes  
Sherry Jones: Yes  
Elizabeth Tegtmeier: Yes

Patti Gubbels: Yes  
Jacquelyn Morrison: Yes  
Kirk Penner Yes

The motion passed.

- 6.2.H. Action Item: Authorize the Commissioner to extend and expand the contract with the Nebraska Children and Families Foundation to augment the Nebraska Statewide Family Engagement Center and implement the Nebraska Growing Readers Project

Motion by Elizabeth Tegtmeier, second by Patsy Koch Johns to extend and expand the contract with the Nebraska Children and Families Foundation.

Lisa Fricke: Yes  
Patsy Koch Johns: Yes  
Deborah Neary: Yes  
Sherry Jones: Yes  
Elizabeth Tegtmeier: Yes  
Patti Gubbels: Yes  
Jacquelyn Morrison: Yes  
Kirk Penner Yes

The motion passed.

- 6.2.I. Discussion item: Review potential deficit budget items with the Board in preparation for an October Board agenda item to authorize the Commissioner to submit the department's deficit budget request for fiscal year 2023-24

NDE Representative, Bryce Wilson, provided additional information on the deficit budget items.

- 6.3. **Planning and Evaluation Committee Report** – Deborah Neary, Chair reported on the meeting of the Committee.

President Gubbels called for a break at 12:36 p.m. The meeting resumed at 1:03 p.m.

## 8. PUBLIC COMMENT PERIOD

- 8.1. Greg Epp spoke with regard to the President's report and the Health Standards from the previous Commissioner's tenure.

Gregg Kremer spoke with regard to the books in schools and thanked the Board for the work they do.

Woody Ziegler spoke about the presentations at the beginning of the meeting preparing kids for the future with no pronouns, no CRT.

## 6. STANDING COMMITTEE REPORTS, Cont.

- 6.3.A. Action Item: Approve the Priority School Progress Plan for Isanti Elementary School

Motion by Deborah Neary, second by Patsy Koch Johns to approve the Priority School Progress Plan for Isanti Elementary School.

NDE Representative, Shirley Vargas, provided additional information on the Priority School Progress Plan for Isanti Elementary School.

Lisa Fricke: Yes

Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	No
Elizabeth Tegtmeier:	No
Patti Gubbels:	Yes
Jacquelyn Morrison:	No
Kirk Penner	No

The motion was lost.

6.3.B. Action Item: Approve the Priority School Progress Plan for Isanti High School

Motion by Lisa Fricke, second by Deborah Neary to approve the Priority School Progress Plan for Isanti High School.

NDE Staff provided additional information on the Priority School Progress Plan for Isanti High School.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	No
Elizabeth Tegtmeier:	No
Patti Gubbels:	Yes
Jacquelyn Morrison:	No
Kirk Penner	No

The motion was lost.

6.3.C. Action Item: Adopt the Alt ELPA cut scores

Motion by Sherry Jones, second by Jacquelyn Morrison to adopt the Alt ELPA cut scores.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	Yes
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

6.3.D. Action Item: Authorize the Commissioner to amend the current 2021 ACT, Inc contract for statewide assessment services for the 2023-2024 school year

Motion by Deborah Neary, second by Jacquelyn Morrison to amend the current 2021 ACT, Inc contract for statewide assessment services for the 2023-2024 school year.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Sherry Jones:	Yes
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes

Kirk Penner Yes

The motion passed.

6.3.E. Action Item: Approve the Rule 11 teacher waiver request from Scottsbluff Public Schools

Motion by Lisa Fricke, second by Deborah Neary to approve the Rule 11 teacher waiver request from Scottsbluff Public Schools.

Lisa Fricke: Yes  
Patsy Koch Johns: Yes  
Deborah Neary: Yes  
Sherry Jones: Yes  
Elizabeth Tegtmeier: Yes  
Patti Gubbels: Yes  
Jacquelyn Morrison: Yes  
Kirk Penner Yes

The motion passed.

6.3.F. Discussion Item: Approve Rule 11 teacher waiver request from Auburn Public Schools

NDE Representative, Kristine Luebbe, provided additional information with regard to the Rule 11 teacher waiver request from Auburn Public Schools.

6.4. **Rules and Regulations Committee** – Elizabeth Tegtmeier, Chair reported on the meeting of the Committee.

6.4.A. Report on Rules

There is no action on rules.

**7. ADDITIONAL BUSINESS**

5.3.E. Action Item: Authorize the Commissioner to contract Heather Robbins dba Heather’s Behavior Support

Motion by Kirk Penner, second by Jacquelyn Morrison to contract with Heather Robbins dba Heather’s Behavior Support

NDE Representative, Amy Rhone, provided additional information on the contract with Heather Robbins dba Heather’s Behavior Support.

Lisa Fricke: Yes  
Patsy Koch Johns: Yes  
Deborah Neary: Yes  
Sherry Jones: Yes  
Elizabeth Tegtmeier: Yes  
Patti Gubbels: Yes  
Jacquelyn Morrison: Yes  
Kirk Penner Yes

The motion passed.

**8. PUBLIC COMMENT PERIOD, Cont.**

8.2. Written Public Comment

Submitted written public comments are linked through SPARQ in Board Agenda item number 8.2., SBOE Written Public Comment September 2023.

## **9. INFORMATION ITEMS AND REPORTS**

President Gubbels referred Board Members to review information items and reports.

## **10. GOOD OF THE ORDER**

President Gubbels shared that the October Board Meeting is in Gering, NE. On Wednesday, October 4, 2023, there will be a tour of the Scottsbluff Career Academy.

The National Association of State Board of Education (NASBE) Annual Conference will be October 25-28, 2023, in San Diego, CA.

Lisa Fricke shared that the Thriving Children and Family Conference is September 19, 2023, in Kearney, NE.

## **11. ADJOURNMENT**

President Gubbels adjourned the meeting at 2:10 p.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, October 6, 2023, at 9:00 a.m. in Gering, NE.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 20, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Amy Rhone, Administrator – The Office of Special Education

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to continue to fund the Nebraska WORDS project (formerly titled Practice-Based Professional Development) through the University of Nebraska – Lincoln.

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Grant

### **RATIONALE/BACKGROUND INFORMATION:**

The Nebraska Reading Improvement Act has been in effect since 2018 and many schools and teachers may be underprepared to implement and interpret the reading assessments and instruction necessary. To help prepare teachers, the Nebraska Department of Education has launched the Nebraska Reads initiative, which focuses on high quality literacy instruction for all students, as well as early identification of students who may need extra support in kindergarten through grade 3. To support this initiative, NDE has developed multiple resources for schools and districts, including: a list of approved reading assessments, guidance documents for developing Individualized Reading Improvement Plans, resources for identifying evidence-based practices (e.g., documents from the Regional Educational Laboratory), developing a Nebraska Literacy Plan, and a revised Technical Assistance Document for Dyslexia.

The current proposal is a continuation and expansion of the 2021 and 2022 Nebraska WORDS project (formerly titled Practice-Based Professional Development). During 2021, the Nebraska WORDS project resulted in the development of 2 professional development modules (i.e., Reciprocal Teaching; Writing to Read) and revision of 6 other modules (i.e., the science of reading, phonological awareness, decoding, spelling, syllabication, and multi-sensory approaches to reading instruction). Nebraska WORDS partnered with one rural school to pilot the workshops during PD days throughout the year. Additionally, the project provided ongoing tutoring support for schools and initial planning support for additional schools through (1) consultation with the reading leaders in the school district and observation of teachers, and (2) observation and feedback for teachers implementing tutoring. We also provided some interpretation of assessment data for schools when requested. In 2022, Nebraska WORDS expanded its reach to over 20 different schools and multiple professional learning opportunities that support educators in their expansion of knowledge based in the science of reading.

WORDS addresses the needs of school districts in rural Nebraska addressing the Nebraska Reading Improvement Act, which was passed into law during the 2018 legislative session. The Dyslexia Act was

passed at this same time. Both laws take a comprehensive approach to improve the early literacy skills of Nebraska's K-3 students, including those who exhibit characteristics of dyslexia. Both laws were passed without fiscal support. WORDS is also designed to fit within the Nebraska Multi-tier System of Support (NeMTSS), which is a framework that promotes an integrated system connecting all educators, along with all components of teaching and learning, into a high quality, standards-based instruction and intervention system. The development of an MTSS framework begins by establishing a strong core of literacy for all students which provides the foundation of prevention within the entire system.

The WORDS project addresses four related needs for improving reading outcomes in Nebraska.

- 1) Need for sustained professional development opportunities for in-service teachers to learn to provide effective reading intervention across the state of Nebraska.
- 2) Need for professional development and support districts in administering and interpreting reading assessment data, and to reliably identify children who need additional instructional supports in reading.
- 3) Need for developing leadership personnel with expertise in Nebraska reading laws, policies, and approved practices, who can support and implement reading assessment and effective instruction across the state.
- 4) Need for high-quality reading tutoring options for children during after-school and summer programs that can be made available for children and families at no-cost to families.

In collaboration with NDE, UNL also received a federal grant for \$2.7 million in 2021 from the U.S. Department of Education's Institute of Education Sciences to expand the scope of the WORDS project and evaluate the efficacy of the program. This federal grant provides funding from August 2022 to July 2026.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** \$287,527

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Federal IDEA, Part B – 611 Funding
- New or Renewal: Renewal
- If renewal, date of first approval: January 2020

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process: As the Office of Special Education must make federal application(s) each year under Part B (611 and 619), the use of IDEA Federal Funding must align to meeting the IDEA federal regulations as they are set forth within the respective applications.

The NDE, Office of Special Education, annually, conducts opportunities to apply for discretionary grant funds to conduct activities for the improvement of services to infants, toddlers, students with disabilities and their families. Annual alignment in priorities established by the federal Office of Special Education Programs (OSEP), as well as a alignment of priorities within our NDE, Office of Special Education, allows for the selection of project to receive sub-recipient grants, contracts, and/or memorandums of understanding (MOU) for each funding period. Notice of funding opportunities are annually published and proposals are evaluated to ensure funds are awarded to projects that are able to meet the federal and state priorities.

The Office of Special Education, Part B Discretionary Grant funds requested within this proposal meet the Federal subgranting requirements contained within 2 CFR §200.331 to use the funds to carry out a portion of the public award and for a public purpose specified in the authorizing statute of IDEA Part B:

- To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA to children with disabilities, to schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA (20 U.S.C. 1411 (e)(2)(C)(xi))

Through this sub-award, NDE ensures appropriate and quality learning opportunities should exist for all children. The Nebraska WORDS project, as part of the OSE subaward process, has undergone an evaluation of sub-award/grant obligations, annually to ensure that the grantee selected is carrying out the responsibilities set forth within the state plan and sub-award/grant. The project has successfully carried out similar duties on previous sub-awards/grants.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 20, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Melody Hobson

**PROPOSED AGENDA ITEM:** Approve the renewal of the Isanti Community School's Rule 11 waiver.

**AGENDA ITEM TYPE:** Consent – Rule 11 waiver renewal

### RATIONALE/BACKGROUND INFORMATION:

- Operation of school district and educational service unit (ESU) early childhood programs are governed by the Nebraska Department of Education Rule 11: Regulations for the Approval of Prekindergarten Programs Established by School Boards and Educational Service Units and for the Issuance of Early Childhood Education Grants (Title 92, Nebraska Administrative Code, Chapter 11).
- The Nebraska State Board of Education is charged with approving prekindergarten (Early childhood education and care programs for children birth to kindergarten entrance age) programs operated by school districts and educational service units annually.
- Teachers in school district and ESU prekindergarten classrooms are required to hold a valid Nebraska Teaching Certificate with an early childhood endorsement.
- School districts that hire individuals with a valid teaching certificate but no early childhood endorsement must ensure that the teacher must work toward earning an early childhood endorsement.
- School districts that cannot hire one or more teacher(s) who hold a valid teaching certificate of any kind must apply for a Rule 11 waiver for the teacher(s).
- Nebraska State Board has the authority/responsibility to either approve or deny the Rule 11 waiver.
- The school district has submitted all necessary documentation outlining the progress of teachers needing waivers.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** NA

*\*Updated 08.15.2023*



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 20, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Melody Hobson

**PROPOSED AGENDA ITEM:** Approve the renewal of the York Public Schools Rule 11 waiver

**AGENDA ITEM TYPE:** Consent – Rule 11 teacher waiver renewal

### RATIONALE/BACKGROUND INFORMATION:

- Operation of school district and educational service unit (ESU) early childhood programs are governed by the Nebraska Department of Education Rule 11: Regulations for the Approval of Prekindergarten Programs Established by School Boards and Educational Service Units and for the Issuance of Early Childhood Education Grants (Title 92, Nebraska Administrative Code, Chapter 11).
- The Nebraska State Board of Education is charged with approving prekindergarten (Early childhood education and care programs for children birth to kindergarten entrance age) programs operated by school districts and educational service units annually.
- Teachers in school district and ESU prekindergarten classrooms are required to hold a valid Nebraska Teaching Certificate with an early childhood endorsement.
- School districts that hire individuals with a valid teaching certificate but no early childhood endorsement must ensure that the teacher must work toward earning an early childhood endorsement.
- School districts that cannot hire one or more teacher(s) who hold a valid teaching certificate of any kind must apply for a Rule 11 waiver for the teacher(s).
- Nebraska State Board has the authority/responsibility to either approve or deny the Rule 11 waiver.
- The York Public Schools have submitted documentation necessary for the renewal of the waiver request.

**PROPOSED BOARD MEETING:** October 2023

**ESTIMATED COST:** NA

*\*Updated 08.15.2023*



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 21, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Bryce Wilson, Administrator, Office of Financial & Administrative 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.

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Other

### **RATIONALE/BACKGROUND INFORMATION:**

#### **1. Distance Education Courses**

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

Rationale/Background information: 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 2023/24 school district budget.

#### **2. Retirement Contribution Increase**

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

Rationale/Background information: 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 2023/24 school district budget.

### **3. Special Supplementary Grant**

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

Rationale/Background Information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Special Supplementary Grants from Corporations, Foundations, or Other Private Interests as special grant funds for budget limitations purposes. The individual grant listed on the attachment has been reviewed by Department Staff and appears to qualify as a special supplementary grant per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2023/24 school district budget.

### **4. Insurance Settlement**

Proposed Board Action: Approve the Insurance Settlement listed on the attachment as a Special Grant Fund.

Rationale/Background information: The State Board, pursuant to provisions of State Statute Section 79-1003(39), has designated Insurance Settlements as a special grant fund for budget limitation purposes. The Insurance Settlement listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund. If approved, the school districts may access additional budget authority. This request is applicable to the 2023/24 school district budget.

### **5. Short-Term Borrowings**

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

Rationale/Background Information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Short-Term Borrowings as a special grant fund for budget limitation purposes. The Short-Term Borrowing listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2023/24 school district budget.

## **6. Early Childhood Education Grants**

Proposed Board Action: Approve the amount for the 2023/24 Early Childhood Education Grants Expenditure Exclusion for the district shown on the attachment.

Rationale/Background information: 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 2023/24 Early Childhood Education Grants if 2023/24 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 2023/24 school district budget.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** None

**FOR CONTRACTS AND GRANTS:** N/A

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:** N/A

**FOR GRANT SUBAWARDS:** N/A

*\*Updated 08.15.2023*

**Requests Relative to the Budgeting Provisions  
of the Tax Equity & Educational Opportunities Support Act  
For the 2023/24 School Year  
October 6, 2023**

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**Recommendation 1**

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

<b>County-District Number</b>	<b>School District Name</b>	<b>Amount to be Approved</b>
24-0101	Sumner Eddyville Miller	\$35,648
61-0049	Palmer Public Schools	\$42,000

**Recommendation 2**

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

<b>County-District Number</b>	<b>School District Name</b>	<b>Amount to be Approved</b>
01-0123	Silver Lake Public Schools	\$88,550
14-0054	Laurel Concord Coleridge Public Schs	\$121,293
17-0001	Sidney Public Schools	\$240,375
19-0123	Schuyler Community Schools	\$310,689
22-0031	Homer Community Schools	\$111,830
24-0101	Sumner Eddyville Miller Public Schls	\$66,680
27-0001	Fremont Public Schools	\$1,041,060
28-0010	Elkhorn Public Schools	\$2,060,605
28-0066	Westside Community Schools	\$1,325,088
32-0046	Maywood Public Schools	\$42,204.00
39-0060	Central Valley Public Schools	\$108,205.00
41-0002	Giltner Public Schools	\$50,673
42-0002	Alma Public Schools	\$96,234
49-0050	Johnson County Central Public Schools	\$127,412.00
54-0013	Creighton Community Schools	\$74,678
54-0583	Verdigre Public Schools	\$62,931
56-0007	Maxwell Public Schools	\$68,112
56-0055	Sutherland Public Schools	\$106,387
59-0001	Madison Public Schools	\$130,909
61-0049	Palmer Public Schools	\$76,587
63-0030	Twin River Public Schools	\$99,172
77-0027	Papillion-LaVista Community Schools	\$2,142,821

**Recommendation 3****Special Supplementary Grant [Section 79-1003(40)]**

<b>County-District Number</b>	<b>School District Name</b>	<b>Amount to be Approved</b>	<b>Source</b>
29-0117	Dundy Co Stratton Public Schs	\$5,000	Ag Program from Bayer
		\$500	Toyota for FCCLA/FBLA funding
		\$30,000	Hansen Foundation Grant
		\$111,000	Brunswick Community Foundation

**Recommendation 4****Insurance Settlement [Section 79-1003(40)]**

<b>County-District Number</b>	<b>School District Name</b>	<b>Amount to be Approved</b>
29-0117	Dundy Co Stratton Public Schs	\$6,204

**Recommendation 5****Short-Term Borrowings [Section 79-1003(40)]**

<b>County-District Number</b>	<b>School District Name</b>	<b>Amount to be Approved</b>
54-0583	Verdigre Public Schools	\$700,000

**Recommendation 6****Early Childhood Education Grants [Section 79-1028.01(2)(c)]**

<b>County-District Number</b>	<b>School District Name</b>	<b>Amount to be Approved</b>
56-0001	North Platte Public Schools	\$149,423



## STATE BOARD OF EDUCATION EXECUTIVE COMMITTEE REPORT

Date: October 5, 2023

The Executive Committee reports on its Thursday, October 5 meeting.

For board member review, the Committee report is attached in Sparq.

The Committee discussed the topic of “Review Commissioner Mid-Year Appraisal Process”. The timeline that will occur is as follows:

- Commissioner Maher will complete his self-assessment before the board individually completes their surveys. He will receive an email with link to access the self-assessment and will have from October 24 through October 31 to complete the survey. The Commissioner will share progress toward the five performance expectations and identify challenges and opportunities related to the seven essential job functions.
- On Nov 2 the Board members will receive an email from Katie Corfield at NASB with the link to the assessment. Board members will have from November 2 through November 12 to complete the survey. Board members will provide feedback about the Commissioner’s progress toward the five performance goals and thoughts about the fulfillment of the seven essential job functions. Board members will be able to provide any additional feedback about the Commissioner’s work. Board members will have access to the Commissioner’s responses and any evidence posted to support the responses as they complete the survey.
- Board members can request a tutorial for the use of Qualtrics if needed. Board members will need to let Katie know before November 2 if requesting a tutorial. [kcortfield@nasbonline.org](mailto:kcortfield@nasbonline.org)
- On November 20, Katie will send the Executive Committee two reports to review. One first report will contain the responses from Board members reported verbatim. The responses will be randomized by item.
- The second report will be the Executive Summary, which will contain verbatim comments, categorized by strengths and opportunities for improvement.

- On November 22, Commissioner Maher and the Board members will receive both reports to review before the November 30 Board work session.
- At the November 30<sup>th</sup> Work Session, the survey results will be reviewed with Commissioner Maher.
- On December 1, an Action Item will be brought forth for acceptance of the Commissioner Informal Assessment report as completed. Also, the Commissioner performance goals with a completion date and report due to the Board by December 1 will be considered fulfilled through the progress report on those goals found in the Commissioner survey results.

President Gubbels gave a preview of the October 5 Work Session Topic, which is “Review Proposed Changes to Board Bylaws and Policies”. She mentioned that there were three documents, on Sparq, that will be used. They are the documents relating to Bylaws, BOP and AMP. Paper copies will be provided to the Board members. President Gubbels introduced to the Board members the Bylaws and Policy Changes that have recently been made by the Executive Committee. During the Work Session, each Bylaw and Policy was discussed.

President Gubbels shared that the President’s Report will be on Self-Assessment. She will ask Board members to give feedback on this topic. The topic of board self-assessment had been previously discussed during an Executive Committee meeting.

This concludes the Executive Committee report.

Patti Gubbels, Chair

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

Updated 10/5/2023.



## STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: October 5, 2023

“The Budget and Finance Committee reports that on its Thursday, October 5, 2023, meeting. Members present were Elizabeth Tegtmeier, Sherry Jones, and Deborah Neary.

The Committee reviewed information on the Statewide Longitudinal Data System Grant and the \$4 million dollar award over four years. NDE was awarded the grant to address the following four areas at risk including; system involved youth, access and privacy of data, P-20 data systems, and NDE data visualization improvements. The Committee supported bringing this item to the full board.

The next item reviewed was 2023-24 deficit budget request. NDE reviewed the changes from what was presented last month which includes a request for additional salary appropriation related to increased staff compared to the prior year when the agency was at a historic high of unfilled positions. The Committee supported bringing this item to the full Board for vote.

The third action item reviewed by the Committee was for Disability Determination Services to contract with two additional medical consultants due to increased caseloads. The funding for this work is provided by the Social Security Administration. The Committee supported bringing this item to the full board.

The last action item reviewed was the authorization to approve the Bi-Partisan Safer Communities Stronger Connections Grant Awards. Per NDE all districts that submitted a grant application with acceptable uses per the grant requirements will receive a portion of the \$4.9 million grant award. The Committee supported bringing this item to the full board.

Additionally, the Committee reviewed the monthly board travel expense report and in-state authorizations noting no concerns.

Last, NDE staff reviewed work being done that will result in action items being brought to the board in the next couple of months. The upcoming items included an RFP for a public workforce grant related to reducing social isolation for individuals with traumatic brain injuries, a contract with DHHS to allow ATP to continue to provide service related to reviewing home and vehicle modifications, a request to allow summer school and after school funds to be reallocated based on district need and a contract with a vendor to provide support for the ADVISER system.

This concludes the Budget and Finance Committee report.”

Sherry Jones, Vice Chair



2023-2024 Board Travel

*At-A-Glance*

Budgeted

**\$29,391**

Monthly Spending

**\$3,000**  
Average

Annual Spending

**\$35,000**  
Projected

Expenditures

Lodging  
Meals  
Mileage



*Board Member Activity*

District Board Member

- 1 Patsy Koch Johns
- 2 Lisa Fricke
- 3 Patti Gubbels - President
- 4 Jacquelyn Morrison
- 5 Kirk Penner - Vice President
- 5 Patricia Timm *Incumbent Dec. 2021*
- 6 Sherry Jones *Appointed Dec. 2022*
- 6 Maureen Nickels *Incumbent*
- 7 Elizabeth Tegtmeier *Appointed Dec. 2022*
- 7 Robin Stevens *Incumbent*
- 8 Deborah Neary

*Current Year*  
July 2023-June 2024

August	Year-To-Date
\$52	\$145
\$187	\$1,301
\$52	\$1,346
\$52	\$475
\$52	\$145
\$52	\$382
\$84	
\$52	\$145

*Prior Year*  
July 2022-June 2023

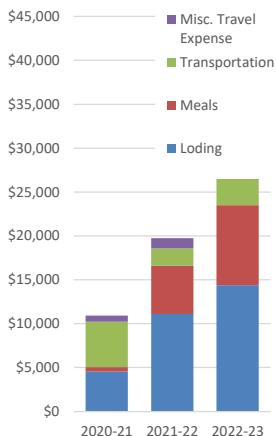
August	Year-To-Date
\$29	\$304
\$158	\$663
\$287	
\$29	\$183
\$29	
\$29	\$375
\$29	\$278
\$29	\$377

Variance

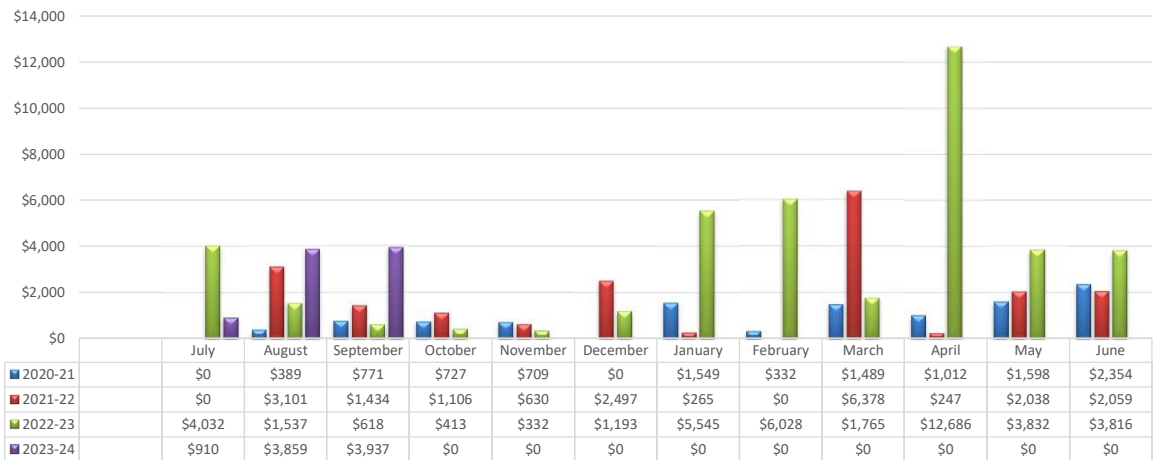
August	Year-To-Date
\$23	-\$160
\$29	\$638
-\$235	\$1,346
\$23	\$292
\$23	\$145
\$0	\$0
\$52	\$382
-\$29	-\$375
\$84	\$0
-\$29	-\$278
\$23	-\$233

Annual Budget	\$29,381		\$29,381	
Over/(Under) Budget	<b>(\$25,444)</b>	<b>87%</b>	<b>(\$27,200)</b>	<b>93%</b>

Annual Expenditures by Fiscal Year



Annual Expenditures by Month



**In-State Travel Authorization Reports - October**

<b>Name</b>	<b>Event Name</b>	<b>Date</b>	<b>Location</b>	<b>Board Bylaw B16 Code A-F</b>
Lisa Fricke	NASB State Education Conference	11/15/2023 - 11/17/2023	Omaha NE	E
Jacquelyn Morrison				
Deborah Neary	NASB State Education Conference	11/15/2023 - 11/17/2023	Omaha NE	E
Kirk Penner				

**In-State Travel Authorization Reports - October**

<b>Name</b>	<b>Event Name</b>	<b>Date</b>	<b>Location</b>	<b>Board Bylaw B16 Code A-F</b>
Patsy Koch Johns	NASB State Education Conference	November 15-17, 2023	Omaha, NE	E
Patti Gubbels	Announcement of the Nebraska Teacher of the Year	September 20, 2023	Aurora, NE	F
	Meet with Senator Lynn Walz	September 21, 2023	Lincoln, NE	F
	NASB State Education Conference	November 15-17, 2023	Omaha, NE	E
Elizabeth Tegtmeier	None			
Sherry Jones	Isanti Community Schools Visit	September 26, 2023	Niobrara, NE	F
	Meet with Hastings Education Association	October 18, 2023	Hastings, NE	F



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 19, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Jill Aurand, Data Management and Application Development Administrator  
Kristin Yates, Information Systems Officer

**PROPOSED AGENDA ITEM:** Accept the 2023 Statewide Longitudinal Data System Grant from the U.S. Department of Education and authorize the Commissioner to enter into contracts to carry out the grant activities

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Acceptance of grant funds

### RATIONALE/BACKGROUND INFORMATION:

The Statewide Longitudinal Data System (SLDS) Grant program was authorized by the Educational Technical Assistance Act of 2002. The SLDS Grant Program has awarded competitive, cooperative agreement grants to states since 2006. SLDS Grants are provided to assist states in the successful design, development, implementation, use, and sustainability of K12 and P-20W+ (early learning through the workforce) longitudinal data systems. These systems increase states' and territories' capacity to efficiently and effectively manage, protect, and use education, social service, workforce, and other statewide data. SLDSs help policymakers, program administrators, educators, and other stakeholders make data-informed decisions to take actions that improve student outcomes and facilitate research to improve policies and service provision. Grants extend 3 to 5 years and require grantees to submit annual reports and a final report on the development and implementation of their systems. The Nebraska Department of Education previously received SLDS Grant awards in 2007 (\$3.5M), 2012 (\$4.4M) and 2019 (\$3.5M).

Each round of SLDS Grants has a particular focus. Attachment A details the focus areas for grant rounds from 2006-2019. The focus areas for the 2023 grant were (1) Infrastructure and Interoperability. (2) College and Career. (3) School Finance. (4) State Policy Questions. Under any of these priorities, States should consider how their proposals would enhance their ability to use their SLDS to address the needs of at-risk students, including, for example, children and youth who are or have been homeless or in the child welfare or juvenile justice systems. SLDS 2023's emphasis on at-risk students involved in the juvenile justice system nicely complements the objectives outlined in the newly-passed Neb. Rev. Stat. §79-303.01 (2023) which requires the State Department of Education, the Department of Health and Human Services, the Office of Probation Administration, and the State Court Administrator shall enter into a memorandum of understanding for the sharing of data relevant to students who are under the jurisdiction of the juvenile court. The purpose for the sharing of data is to provide systems-wide coordination to improve educational opportunities and outcomes and to facilitate service coordination for such students.

The Nebraska Department of Education was awarded four million dollars for the 2023 grant cycle under the Infrastructure and Interoperability priority for our grant proposal entitled “Enhancing Nebraska’s SLDS Infrastructure to Support At-Risk Students.” Grants funds will be used for the following goals:

- 1) Implementing Policies, Procedures, and Systems to Improve the Educational Outcomes of At-Risk and Systems-Involved Students;
- 2) Access, Privacy, and Security of Data ;
- 3) P-20W SLDS Cooperation between the NDE K-12 SLDS (ADVISER), ECIDS, and NSWERS systems; and
- 4) Strengthen NDE Data Governance by incorporating stakeholder input on matters related to data visualizations, as well as the provision of comprehensive training on data privacy, security, and utilization.

The complete 2023 SLDS Grant Application for the Nebraska Department of Education providing a complete listing of subprojects and associated costs is attached as Attachment B.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** Not Applicable

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Federal
- New or Renewal: New Grant Cycle; Previously received grant in 2019
  
- If renewal, date of first approval: Not Applicable

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Not Applicable
  
- Rationale for method of procurement: Not Applicable
  
- Rationale for contractor selection: Not Applicable

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process: Not Applicable

*\*Updated 08.15.2023*

# History of the SLDS Grant Program

Expanding States' Capacity for Data-Driven Decisionmaking

## Statewide Longitudinal Data Systems Grant Program

U.S. DEPARTMENT OF EDUCATION

*A Program of the National Center for Education Statistics at IES*

The **Statewide Longitudinal Data Systems (SLDS) Grant Program** helps states and territories make informed decisions to improve student learning and outcomes by designing, building, maintaining, and expanding P-20W+ (early childhood through workforce) longitudinal data systems. Since its establishment with the Education Technical Assistance Act of 2002, the program has awarded more than \$800 million in seven rounds of competitive grants. State education agencies in all 50 states, the District of Columbia, and five U.S. territories are eligible to apply for SLDS grants.

### Evolving to Meet Growing Information Needs

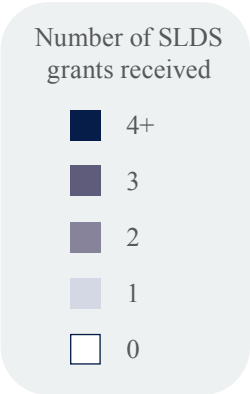
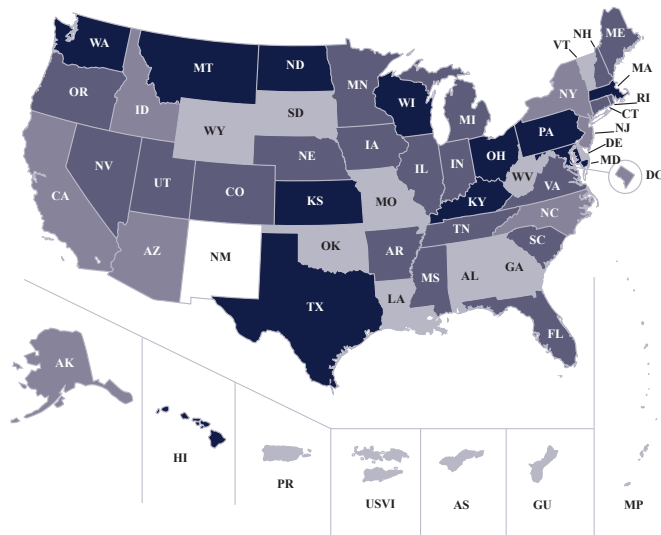
Over time, the focus of the SLDS Grant Program has expanded to reflect states' progress in building and using data systems to support a variety of education and workforce policy and program decisions.

Areas of Focus for SLDS Grant Rounds	2006	2007	2009	2009 ARRA	2012	2015	2019
Integrating K12 Data	●	●	●	●	+		
Integrating Early Childhood Data				+	●	+	+
Integrating Postsecondary Data			+	●	+		+
Integrating Workforce Data			+	●	+		+
Creating a Teacher–Student Data Link			+	●			+
Data Use						●	●

● *Required focus area*      + *Optional or additional focus area*

**55**  
state and territory grantees

**\$826 million**  
in total grants awarded



# SLDS Grants Over Time



**2006**

**14**  
grantees

**\$3.7M**  
average award

**Grant Focus**  
K12 data

**2007**

**13**  
grantees

**\$4.8M**  
average award

**Grant Focus**  
K12 data

**2009**

**27**  
grantees

**\$5.6M**  
average award

**Grant Focus**  
K12 data **plus** one of the following:

- Prekindergarten data;
- Postsecondary data; or
- Workforce data

**or**

- Teacher–student data link

**2009**

**American Reinvestment and Recovery Act (ARRA)**

**20**  
grantees

**\$12.5M**  
average award

**Grant Focus**

- Prekindergarten data;
- K12 data;
- Postsecondary data; or
- Workforce data

**and**

- Teacher–student data link

**2012**

**24**  
grantees

**\$4.1M**  
average award

**Grant Focus**

- Prekindergarten data;
- K12 data;
- Postsecondary data; or
- Workforce data

**2015**

**16**  
grantees

**\$6.5M**  
average award

**Grant Focus**  
Data use in **one** or **two** of the following areas:

- Fiscal equity and return on investment
- Educator talent management
- Early learning
- College and career
- Evaluation and research
- Instructional support

**2019**

**28**  
grantees

**\$3.3M**  
average award

**Grant Focus**  
**One** of the following areas:

- Infrastructure
- Equity
- Education choice



**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/27/2023"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="Nebraska"/>
---	--

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="47-0491233"/>	* c. UEI: <input type="text" value="FKTMJESNM3U6"/>
--	--

**d. Address:**

* Street1:	<input type="text" value="500 S 84th St"/>
Street2:	<input type="text" value="2nd Floor"/>
* City:	<input type="text" value="Lincoln"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NE: Nebraska"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="68510-2611"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Nebraska Dept of Education"/>	Division Name: <input type="text" value="Information, Data &amp; Technology"/>
---	---

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Kristin"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Yates"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Information Systems Officer"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="(402) 471-2295"/>	Fax Number: <input type="text" value="(402) 471-0117"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.372

CFDA Title:

Statewide Longitudinal Data Systems

**\* 12. Funding Opportunity Number:**

ED-GRANTS-050523-002

\* Title:

Institute of Education Sciences Applications (IES): Statewide Longitudinal Data Systems (SLDS), Assistance Listing Number (ALN) 84.372A

**13. Competition Identification Number:**

84-372A2023-1

Title:

Statewide Longitudinal Data Systems (SLDS)

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Enhancing Nebraska's SLDS Infrastructure to Support At-Risk Students

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="4,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,000,000.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

**U.S. Department of Education Supplemental Information for the SF-424  
Application for Federal Assistance**

OMB Number: 1894-0007  
Expiration Date: 12/31/2023

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Jill	L	Aurand	

Project Director Level of Effort (percentage of time devoted to grant):

**Address:**

* Street1:	500 S 84th St
Street2:	2nd Floor
* City:	Lincoln
County:	
* State:	NE: Nebraska
* Zip Code:	685102611
Country:	USA: UNITED STATES

* Phone Number (give area code)	Fax Number (give area code)
(402) 471-2295	(402) 471-0117

\* Email Address:

Alternate Email Address:

**2. New Potential Grantee or Novice Applicant:**

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

Yes     No

**3. Qualified Opportunity Zones:**

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:


**4. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #(s):  1  2  3  4  5  6  7  8

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1235-2023 Nebraska Nonexempt Research Narrative

Add Attachment

Delete Attachment

View Attachment

## 2. Department of Education Supplemental Information for SF 424

### Question 4) Human Subject Research

The Nebraska Department of Education submitted a copy of the 2019 SLDS grant through Institutional Review Board (IRB) within the NUGrants systems with the University of Nebraska Lincoln, under an expedited review process. The same process will be completed with the 2023 SLDS application for any projects involving human subjects but has not yet been initiated.

As part of the assurances for SF 424 the following narrative is provided to address the aspects of the nonexempt human subjects research.

**C. Nonexempt Research Narrative.** *If you marked "No" for item 3 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.*

**(1) Human Subjects Involvement and Characteristics:** *Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable.*

Nebraska anticipates approximately 309,709 human subjects – 159,879 Male and 149,830 Female. This will include students of all racial groups. NDE currently collects data related to students with disabilities, students in foster care, systems-involved students placed in interim and special purpose schools and homeless students. Data is also collected about student discipline. Data has traditionally been collected about these classes of students for administrative, compliance and accountability reporting mandated by state and federal law. Analysis of data relating to these populations of students will help us better understand the experiences of these students as we work to improve their educational outcomes.

**(2) Sources of Materials:** *Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.*

Research conducted uses existing student records held by the Nebraska Department of Education. Student records for all students enrolled in Nebraska public K-12 schools are included. The project impacts existing administrative records representing a census of Nebraska public school students, not a scientific sample.

**(3) Recruitment and Informed Consent:** *Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be*

*sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.*

No subjects will be directly recruited for participation. Nebraska student educational records reside within the ADVISER data system at the Nebraska Department of Education (NDE). The data set is publicly available in aggregate form, but not as individual student records except when an official research request is reviewed and approved by the NDE Research Review Board per the process outlined in the Department's Data Access and Use Policy. For full details about these data elements, including reporting and coding conventions, see the ADVISER Data Elements documentation available at [https://www.education.ne.gov/wp-content/uploads/2022/08/ADVISER\\_Data\\_Elements\\_20222023\\_v7\\_2.pdf](https://www.education.ne.gov/wp-content/uploads/2022/08/ADVISER_Data_Elements_20222023_v7_2.pdf).

Consent was not required to collect these data elements, as NDE is Nebraska's State Education Agency (SEA) with legal authority to collect, store, and use student educational records in Nebraska.

*(4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.*

There are no known risks to individuals beyond those normally associated with any statutorily-mandated collection of education data (e.g., cybersecurity or privacy risks). There are no known direct benefits to participants. Indirect benefit of this proposal for society includes the potential to strengthen Nebraska's education system by providing more valuable information to teachers and local education decision-makers with a direct educational responsibility for K-12 students, including students from traditionally at-risk populations.

*(5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.*

All investigators and persons assisting with research or evaluation using student records are required to follow all Nebraska Department of Education Administrative Memoranda, including Administrative Memorandum #707 (Data Security), #711 (Student and Staff Data Privacy and Confidentiality) and to attest they have received, read, and understand the NDE Data Access and Use Policy and Procedures. The Data Access and Use Policy establishes the procedures and protocols for collecting, maintaining, disclosing and disposing of education records containing personally identifiable information about students. Further, it is intended to be consistent with the disclosure provisions of the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, 34 CFR Part 99. Copies of the NDE Administrative Memorandum #707, #711 and

the NDE Data Access and Use Policy are available at <https://www.education.ne.gov/dataservices/data-security-and-privacy-policies-and-procedures/> .

The Nebraska Department of Education maintains student education records electronically on secure servers housed on premise at NDE, on secure servers maintained by the Office of the Chief Information Officer (OCIO) for the State of Nebraska and in an Azure cloud instance managed by NDE staff. Those having access to student records include Nebraska Department of Education staff approved via the processes identified in the Department's Data Access and Use Policy, and the staff of NDE's educational agents identified via official contract or agreement. In addition, portion of the current work being proposed for the 2023 SLDS grant provide opportunities to strengthen data security and enhance our ability to provide deidentified datasets for research purposes.

*(6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.*

This project is based on our 2023 Statewide Longitudinal Data Systems (SLDS) grant application which focuses, in part, on better serving the needs of at-risk and system-involved students by ensuring that infrastructure and processes exist that provide timely and relevant data about student progress to the variety of schools in which at-risk and system-involved students may be enrolled. Current peer-reviewed literature indicates that at-risk and systems-involved students have a higher likelihood of adverse educational outcomes than the general student population and the current project may help us understand more about the experiences of at-risk students. In general, this project will help Nebraska to meet increasing demands for timely, accessible and actionable data about all students that can be connected to research and analysis findings for decision makers at all levels.

*(7) **Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.*

No other collaborating sites are involved with the aspects of this submission.



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 09/30/2023

Name of Institution/Organization

Nebraska Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	75,929.00	86,749.00	90,967.00	95,393.00				349,038.00
2. Fringe Benefits	38,964.00	43,261.00	44,496.00	45,770.00				172,491.00
3. Travel	14,400.00	14,400.00	14,400.00	14,400.00				57,600.00
4. Equipment	12,105.00							12,105.00
5. Supplies	575.00	575.00	575.00	1,375.00				3,100.00
6. Contractual	223,606.00	948,410.00	710,900.00	735,290.00				2,618,206.00
7. Construction								
8. Other	250,000.00	51,000.00	81,500.00	81,500.00				464,000.00
9. Total Direct Costs (lines 1-8)	615,579.00	1,144,395.00	942,838.00	973,728.00				3,676,540.00
10. Indirect Costs*	54,158.00	100,683.00	82,951.00	85,668.00				323,460.00
11. Training Stipends								
12. Total Costs (lines 9-11)	669,737.00	1,245,078.00	1,025,789.00	1,059,396.00				4,000,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify):   
 The Indirect Cost Rate is  %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:  
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or,  Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

Name of Institution/Organization Nebraska Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
--	---	--

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

**SECTION C - BUDGET NARRATIVE (see instructions)**

Name of Institution/Organization Nebraska Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
--	---

**IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES**

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to?  (a) indirect and direct costs or,  (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

#### 4. Budget Information Non-Construction Programs (ED 524) Section C

The total budget by budget category can be broken down as follows:

Budget Category	Budget Category Detail	Year 1	Year 2	Year 3	Year 4	Total
Personnel	<i>Project Manager</i>	\$75,929	\$86,749	\$90,967	\$95,393	\$349,038
	<i>FTE</i>	92%	100%	100%	100%	
Fringe Benefits	<i>Project Manager</i>	\$38,964	\$43,261	\$44,496	\$45,770	\$172,491
Travel		\$14,400	\$14,400	\$14,400	\$14,400	\$57,600
Equipment		\$12,105	\$0	\$0	\$0	\$12,105
Supplies		\$575	\$575	\$575	\$1,375	\$3,100
Contractual	<i>Application Developer</i>	\$17,850	\$244,650	\$88,200	\$70,000	\$420,700
	<i>Azure Security Specialist</i>	\$29,640	\$1,560	\$0	\$0	\$31,200
	<i>BA / QA</i>	\$54,240	\$258,600	\$167,400	\$159,600	\$639,840
	<i>ETL Developer</i>	\$28,236	\$152,100	\$163,800	\$164,190	\$508,326
	<i>Grant Evaluation</i>	\$0	\$0	\$0	\$50,000	\$50,000
	<i>Power BI Developer</i>	\$26,640	\$166,500	\$166,500	\$166,500	\$526,140
	<i>Training Designer</i>	\$67,000	\$125,000	\$125,000	\$125,000	\$442,000
	Total Contractual	\$223,606	\$948,410	\$710,900	\$735,290	\$2,618,206
Construction		\$0	\$0	\$0	\$0	\$0
Other	<i>Scalable Data Use and Development</i>	\$250,000	\$0	\$0	\$0	\$250,000
	<i>Training</i>	\$0	\$4,000	\$6,000	\$6,000	\$16,000
	<i>Licensing &amp; Hosting</i>	\$0	\$47,000	\$75,500	\$75,500	\$198,000
	Total Other	\$250,000	\$51,000	\$81,500	\$81,500	\$464,000
Total Direct Costs		\$615,579	\$1,144,395	\$942,838	\$973,728	\$3,676,540
Indirect Costs	8.80%	\$54,158	\$100,683	\$82,951	\$85,668	\$323,460
Total Costs		\$669,737	\$1,245,078	\$1,025,789	\$1,059,396	\$4,000,000

#### Anticipated Contractor/Consultant Workdays and Rates

Contractors	Anticipated Total Days	Hourly Rate	Other Costs
Application Developer	301	\$175	\$0
Azure Security Specialist	20	\$195	\$0
BA / QA	533	\$150	\$0
ETL Developer	326	\$195	\$0
Grant Evaluation	25	\$250	\$0
Power BI Developer	356	\$185	\$0
Training Designer	442	\$125	\$0

This information is also provided by Goal, and for the management of the grant, as follows:

**Goal A: Implementing Policies, Procedures, and Systems to Improve the Educational Outcomes of At-Risk Students**

Costs	Rate	Year 1		Year 2		Year 3		Year 4		Total Cost
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	
Application Developer	\$175	64	\$11,200	400	\$70,000	400	\$70,000	400	\$70,000	\$221,200
BA / QA	\$150	99	\$14,880	800	\$120,000	800	\$120,000	800	\$120,000	\$374,880
ETL Developer	\$195	145	\$28,236	760	\$148,200	760	\$148,200	760	\$148,200	\$472,836
Power BI Developer	\$195	144	\$26,640	900	\$166,500	900	\$166,500	900	\$166,500	\$526,140
Total Contractor Costs		452	\$80,956	2860	\$504,700	2860	\$504,700	2860	\$504,700	\$1,595,056
Supplies			\$250		\$250		\$250		\$250	\$1,000
Licensing & Hosting			\$0		\$20,500		\$28,000		\$28,000	\$76,500
Total Costs			\$81,206		\$525,450		\$532,950		\$532,950	\$1,672,556

**Goal B: Access, Privacy, and Security**

Costs	Rate	Year 1		Year 2		Year 3		Year 4		Total Cost
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	
Application Developer	\$175	38	\$6,650	998	\$174,650	104	\$18,200		\$0	\$199,500
Azure Security Specialist	\$195	152	\$29,640	8	\$1,560		\$0		\$0	\$31,200
BA / QA	\$150	114	\$17,160	724	\$108,600	116	\$17,400	64	\$9,600	\$152,760
ETL Developer	\$195		\$0	20	\$3,900	80	\$15,600	82	\$15,990	\$35,490
Total Contractor Costs		304	\$53,450	1750	\$288,710	300	\$51,200	146	\$25,590	\$418,950
Training			\$0		\$3,000		\$4,000		\$4,000	\$11,000
Licensing & Hosting			\$0		\$26,500		\$47,500		\$47,500	\$121,500
Total Costs			\$53,450		\$318,210		\$102,700		\$77,090	\$551,450

**Goal C: Nebraska's P-20W SLDS Cooperation**

Costs	Year 1	Year 2	Year 3	Year 4	Total Cost
Supplies	\$200	\$200	\$200	\$200	\$800

**Goal D: Strengthen NDE Data Governance by incorporating stakeholder input on matters related to data visualizations, as well as the provision of comprehensive training on data privacy, security, and utilization.**

Costs	Rate	Year 1		Year 2		Year 3		Year 4		Total Cost
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	
BA / QA	\$150	148	\$22,200	200	\$30,000	200	\$30,000	200	\$30,000	\$112,200
Training Designer	\$125	536	\$67,000	1000	\$125,000	1000	\$125,000	1000	\$125,000	\$442,000
Total Contractor Costs		684	\$89,200	1200	\$155,000	1200	\$155,000	1200	\$155,000	\$554,200
Travel			\$7,000		\$7,000		\$7,000		\$7,000	\$28,000
Supplies			\$125		\$125		\$125		\$125	\$500
Training			\$0		\$1,000		\$2,000		\$2,000	\$5,000
Total Costs			\$96,325		\$163,125		\$164,125		\$164,125	\$587,700

**Additional Goal: Scalable Data Use and Development**

Costs	Year 1	Year 2	Year 3	Year 4	Total Cost
Other	\$250,000	\$0	\$0	\$0	\$250,000

**Grant Management**

Costs	Rate	Year 1		Year 2		Year 3		Year 4		Total Cost
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	
Grant Evaluation	\$250		\$0		\$0		\$0	200	\$50,000	\$50,000
Total Contractor Costs			\$0		\$0		\$0	200	\$50,000	\$50,000
Personnel - Project Manager			\$75,929		\$86,749		\$90,967		\$95,393	\$349,038
Fringe Benefits - Project Manager			\$38,964		\$43,261		\$44,496		\$45,770	\$172,491
Equipment			\$12,105							\$12,105
Travel			\$7,400		\$7,400		\$7,400		\$7,400	\$29,600
Supplies									\$800	\$800
Total Costs			\$134,398		\$137,410		\$142,863		\$199,363	\$614,034

**Grant Totals**

Costs	Year 1	Year 2	Year 3	Year 4	Total Cost
Total Direct Costs	\$615,579	\$1,144,395	\$942,838	\$973,728	\$3,676,540
Indirect Costs	\$54,158	\$100,683	\$82,951	\$85,668	\$323,460
<b>Total Costs</b>	<b>\$669,737</b>	<b>\$1,245,078</b>	<b>\$1,025,789</b>	<b>\$1,059,396</b>	<b>\$4,000,000</b>

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Nebraska Department of Education

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## **5. Project Abstract**

**Project Title:** Enhancing Nebraska's SLDS Infrastructure to Support At-Risk Students

**SLDS Priority:** Infrastructure and Interoperability

**Agency Responsible:** Nebraska Department of Education

### **Short Description of the Project:**

This project is designed to enhance Nebraska's SLDS infrastructure to support at-risk students, including youth who are state wards and court wards placed in foster care and other court ordered placements or facilities. Our work will aim to improve the educational experience of these students through strategic enhancements and modifications to Nebraska's Statewide Longitudinal Data System (SLDS) and associated policies and procedures. We will also work to enhance the privacy of student data, strengthen the cooperation between state structures that comprise the P-20W data system, and enhance our data governance through improved stakeholder engagement on data visualizations and use and improved internal and external data training.

### **Expected Project Outcomes:**

The objective of this project is to enhance Nebraska's SLDS infrastructure to support at-risk students, including youth who are state wards and court wards placed in foster care and other court ordered placements or facilities. This will be achieved by accomplishing four goals as project outcomes.

Goal A: Implementing Policies, Procedures, and Systems to Improve the Educational Outcomes of At-Risk and Systems-Involved Students

Goal B: Access, Privacy, and Security of Data

Goal C: P-20W SLDS Cooperation between the NDE K-12 SLDS (ADVISER), ECIDS, and NSWERS systems

Goal D: Strengthen NDE Data Governance by incorporating stakeholder input on matters related to data visualizations, as well as the provision of comprehensive training on data privacy, security, and utilization

Additional Goal: Scalable Data Use Development

Each project outcome will be accomplished by completing a series of project tasks, as set forth in this grant application.

## 6. Project Narrative

### a) Need for Project

The Nebraska Department of Education (NDE) is excited for the opportunity to apply for the 2023 Statewide Longitudinal Data Systems (SLDS) Grant opportunity and is choosing to utilize the **Infrastructure and Opportunity priority** to focus on **Enhancing Nebraska's SLDS Infrastructure to Support At-Risk Students**. The NDE has been working for more than a decade to enhance its ability to provide accurate longitudinal data while improving efficiencies and lowering the data burden on school districts. The NDE intends to use the 2023 SLDS grant to achieve the following broad goals: (a) expand data available to support at-risk youth, (b) enhance SLDS access, privacy, and security, (c) develop processes to improve coordination between contributing agencies, especially related to early childhood and higher education, and (d) improve data use and visualizations by creating a district data visualization group. By focusing in these four areas, this project seeks to expand our SLDS capabilities in alignment with numerous state strategic and policy priorities, embed the system and its data into these initiatives, and, ultimately, ensure sustainability.

#### *Nebraska's Commitment to Longitudinal Data and System Integration*

The NDE has a demonstrated commitment to better represent and serve the needs of at-risk students through data collection and dissemination as well as implementation of more optimized processes for these activities. The Nebraska State Board of Education's "Nebraska Ready PK-12 Policy Priorities" ([https://www.education.ne.gov/wp-content/uploads/2023/02/Board-Legislative-Regulatory-Priorities\\_2.13.23.pdf](https://www.education.ne.gov/wp-content/uploads/2023/02/Board-Legislative-Regulatory-Priorities_2.13.23.pdf)) were adopted in 2022 in support of the Department's commitment to the state's postsecondary attainment goal of ensuring that 70 percent of Nebraskans have a postsecondary credential or degree by 2030. These priorities included support for data sharing among entities responsible for the education, treatment, and rehabilitation of youth, support of direct funding for the education of systems-involved youth, and a continued commitment strengthening relationships with the schools that serve systems-involved youth in Nebraska.

The Board's adoption of the Nebraska Ready PK-12 Policy Priorities is also a direct reflection of the Board's 2017-2026 Strategic Vision and Direction planning (<https://nebraskaeducationvision.com/about/>) as well as the roles, goals, strategies, and measures adopted as part of the planning process. The Strategic Plan describes the state's educational priorities, outcomes and goals, implementation plans, strategies, activities, and monitoring/evaluation structure. The Strategic Plan also represents the state's commitment to serving in the various roles of champion, regulator, capacity builder, connector, and change agent (<https://nebraskaeducationvision.com/roles/>). As with the Department of Education overall, the Nebraska SLDS echoes both the Department's priorities, outcomes, and goals and a strong desire to serve in the same varied roles in order to create **greater data literacy** and **greater data democratization** to allow our state and our districts to **rely on accessible, high-quality data to inform decision-making**.

We cannot champion, regulate, build capacity, connect, and change without significant and

regular interaction with a wide variety of stakeholders. The NDE has engaged in two education data systems studies in the last ten years to invite stakeholders to help us define the evolution of our SLDS and monitor progress on system goals. The Nebraska Education Data Systems Legislative Study I (EDS1) (<https://www.education.ne.gov/wp-content/uploads/2017/07/NEDataSystemsLegislativeStudyLoRes.pdf>) made specific recommendations and proposed a high-level one-, three-, and five-year plan to improve, upgrade, and modernize the Nebraska SLDS to meet the changing needs of Nebraska's public education system and other systems serving the state's students, including at-risk children and youth.

EDS1's development included broad stakeholder engagement; the Nebraska Council of School Administrators (NCSA), the Nebraska State Education Association (NSEA), the Educational Service Unit Coordinating Council (ESUCC), and NDE leaders helped form the study methodology and interpret findings. These groups also provided feedback on preliminary versions of the report. Additionally, EDS1's researchers and writers sought input from educators across the state, individual ESUs, school districts, and classroom-level staff. In addition to an inventory of existing systems and data collections, study participants revealed their vision for students in Nebraska, how data and technology might assist in that vision, and the obstacles that systemic change may help overcome. Ultimately, nearly 200 education leaders from across Nebraska participated in the study, representing over 80% of the K-12 students in the state.

The EDS1 study found that Nebraska spent approximately \$100 million annually on technology systems, software, and accountability data submissions for public school districts and the NDE. Additionally, school districts spent an estimated 655,200 hours each year preparing data collections for accountability submissions, using a mix of automated and manual methods. However, the NDE's data systems primarily focused on meeting federal and state reporting requirements rather than directly supporting teaching and learning.

Additionally, the study found that there is a significant disparity in the number of administrative, teaching and learning, and back-office applications available to small versus large districts due to budget and resource differences. For example, the Student Information System (SIS), a crucial application for districts, required substantial investments in licensing, infrastructure, support, and professional development, which was a challenge for smaller districts. Except in the largest districts, data tools were poorly integrated, and there was limited support for actually using the data for data-driven decision making and modern instructional improvements. While Nebraska's network of Educational Service Units (ESUs) and Network Nebraska had improved data system capabilities and efficiencies, the support and capabilities of ESUs vary across the state, which indicated a need for additional capacity and investment.

Critical infrastructure recommendations from the EDS1 study included investing in an integrated data system that spans the state's 244 districts, the ESUs, and the NDE to support continuous education improvement, requiring application vendors and other sources to provide data in a standard form specified by NDE directly into the Nebraska education data system. Such changes were recommended to allow NDE to consolidate data collection requirements into a single system to minimize school districts' reporting burdens and allow a secure platform

from which business intelligence applications could be deployed to enable educators to access critical data needed to support data-informed decision-making while preserving student privacy. Support and training, leveraging collaborative purchasing power, and developing resources needed to sustain improvements to the NDE data ecosystem were also noted as priorities.

In response to the recommendations, NDE used SLDS grant funds and other state funds to implement the Common Education Data Standards (CEDS)-aligned Advanced Data Views Improving Student Educational Response system (ADVISER) operational data store (ODS) to collect and unify data from the districts; over a three year period, connected all of the district SIS to provide near real time data, replacing the previous periodic file-based submissions; deployed a set of Family Educational Rights and Privacy Act (FERPA)-compliant district- and school-facing dashboards, providing student-level data to the classroom and a set of administrative aggregate metrics; and established the logistical capacity to sustain an SLDS in partnership with the ESUCC.

Building on EDS1, the NDE commissioned a second data study in early 2019 to measure the state's progress in meeting the prior report's recommendations and to develop additional recommendations for the next five-years (2019-2024). This new study, Education Data Systems II (EDS2) (<https://www.education.ne.gov/wp-content/uploads/2020/08/20192020NebraskaEdDataStudyII.pdf>), largely followed the methods and approach of the original study, including completion of a comprehensive survey of school districts. Similar to the prior study, EDS2 was formulated with input from a broad set of stakeholders, and included school district administrators and educators, the ESUCC, ESUs from across the state, the Nebraska Information Technology Commission (NITC), the NDE, project representatives from the Fostering Connections in Education initiative, and the state's Preschool Development Grant (PDG) Nebraska Leadership Team (NLT).

EDS2 confirmed that the state made significant progress in addressing EDS1's recommendations. EDS2 concluded that data projects chartered in the previous five-year cycle resulted in improved systems, services, and organizational structures benefitting Nebraska schools and students. In fact, due in part to the implementation of recommended enhancements identified in EDS1, Nebraska's education system saved approximately \$14 million dollars. The EDS2 report recommended that Nebraska continue efforts to focus and extend a standardized, holistic statewide ADVISER data system built on long-term capacity, sustainability, function, breadth, efficacy, and optimized services across the state. A summary of the EDS2's specific recommendations for the next five-year cycle, relevant to this SLDS grant opportunity is included below.

Overall, EDS2 found that NDE efforts should continue to focus on student data privacy, transparency, and information security. This includes complying with statutory regulations, improving communication with parents and the community, and promoting a secure computing environment. The aim is to protect student data while ensuring effective use of technology in education. Another recommendation was that the SLDS infrastructure should be expanded to meet the evolving needs of schools and educators. This involves integrating vendor and internal

systems data to adhere to Ed-Fi data interoperability standards. Furthermore, the Application Program Interface (API) should be expanded to provide federated access to additional databases and applications, beyond the Ed-Fi ODS, enabling better data utilization and informed decision-making.

The study also found that efforts should be increased to create a diversified strategy for education intelligence that serves both the local district and common services to small districts. This includes improving collaboration across the state, developing core dashboards to support equity goals, and coordinating a research agenda appropriate for the entire state. There is also a need to expand integration with external agencies to support at-risk students and high-risk populations. Specific recommendations in this area include new work focusing on juvenile justice and other systems-involved students and extending support to community-based initiatives.

While significant progress continues to be made with the Nebraska Statewide Workforce and Educational Reporting System (NSWERS) system in integrating post-secondary and workforce data with other Nebraska agencies, specific recommendations were included in EDS2 to further strengthen post-secondary and workforce data by using improved people matching algorithms, expanding coverage of education timelines, and improving communication with employers. Finally, there is a push to further extend data system linkages by integrating emerging early childhood care and education data systems (e.g., the Nebraska Early Childhood Integrated Data System, ECIDS). This work would address end-to-end education data integration, a key Nebraska strategy, and minimize reporting burden and transitions for students while expanding services across the early childhood provider network.

Nebraska's Strategic Plan and the two Education Data Systems studies commissioned by the state collectively provided an early blueprint for improving our education system and the data systems improvements that were required to secure the EDS studies' vision. We made great progress on the initial recommendations provided, but much has changed in the world since the origination of the first Educational Data System Study in 2014. The state of technology has advanced by leaps and bounds, allowing us to contemplate **newer, safer, and more efficient ways of maintaining and sharing data**. The planet experienced a pandemic, which only served to highlight the need to support increased timeliness of and accessibility to key data for both educational and business continuity. However, our commitment to strategically improving an education data system that **provides actionable insights to inform the development of high-quality services to help our most vulnerable students** remains the same.

### *Current State of Nebraska's SLDS*

Today, the Nebraska SLDS ecosystem includes three main systems. The ADVISER system focuses on K-12 accountability and performance data. ADVISER is internal to NDE and collects and maintains data on district staff and student records, including enrollment, program assessments, graduation, and educational outcomes.

Nebraska’s Early Childhood Integrated Data System (ECIDS) represents a collaboration between state agencies, providers, organizations, and communities to collect, connect, integrate, and report information about the *early childhood population* and programs across Nebraska. Program and service availability and capacity and data on childcare and education eligibility/access are currently included in ECIDS. ECIDS is a hybrid system, which means it is currently housed under NDE, but each agency/organization retains complete control over their own data and a trusted broker mediates the sharing of data between the existing state legacy systems, some of which are external to NDE.

The Nebraska Statewide Workforce & Educational Reporting System (NSWERS; <https://nswers.org>), Nebraska’s P20-W system, was created to integrate education data over time, from preschool to grade 12, through college, and into work, creating a wholistic view of the learning and earning journey. In its current state, the education outcomes that NSWERS is focused on are high school graduation rates and rates related to postsecondary enrollment. Each system addresses its own set of data integrations, stakeholders, and use cases, **but working together, these systems comprise a comprehensive, seamless view of data about organizations, students, staff, and outcomes for all Nebraskans from birth through postsecondary and the workforce.**

The ADVISER system is considered the anchor of Nebraska’s SLDS. Most school district data that is submitted to NDE is individual-level data, such as students, parents, and demographics; courses and sections; enrollment and attendance; program participation; discipline; course grades; and post graduate activity data. All this information is collected and stored by the ADVISER system (see the sourcing layer of Appendix B). ADVISER uses technologies designed to make data submissions from school districts to the NDE more secure, less burdensome, and to provide greater efficacy for the information collected.

For the 2023-2024 school year, ADVISER will be built on v5.0 of the Ed-Fi Data Standard utilizing the Ed-Fi ODS/API for Suite 3 v 6.1. The Ed-Fi Data Standard is a Unifying Data Model of commonly exchanged and shared K-12 education data mapped and aligned to the CEDS. Using this system, data is transported near real-time from each of Nebraska’s 244 school district’s SIS via the Ed-Fi API into the ADVISER ODS. Then, this data flows into a custom validation website known as ADVISER Validation, created and maintained in-house at NDE to facilitate data quality reviews by NDE and school district staff.

Furthermore, ADVISER facilitates seamless data transfer to the district-facing ADVISER Dashboard. This robust dashboard serves as a comprehensive data resource for teachers, enabling them to access essential metrics that have been identified by Nebraska educators as pivotal for enhancing student achievement. Leveraging the secure and efficient Security Assertion Markup Language (SAML) 2.0 security protocol, the ADVISER Dashboard incorporates a Single Sign-On (SSO) statewide identity provider system. The management of this SSO system is entrusted to our partner agency, the ESUCC.

The ADVISER ODS also plays a pivotal role in channeling data to the state report card, known as the Nebraska Education Profile (NEP; <https://nep.education.ne.gov/>) which serves as a platform for visualizing and disseminating education-related information to the public. Developed and maintained in-house by the NDE, the NEP serves as a centralized hub for K-12 education data in Nebraska. It showcases state report cards, various data visualizations, provides access to a range of publicly available data downloads, and incorporates the agency's data request portal.

The latest addition to the downstream use of the ADVISER data is the ADVISER Analytics reports. This system provides district and school leaders with secure role-specific information with the ability to apply multiple filters, enabling insights into the students and staff at their schools. Reports include information on assessment, student metrics and programs, staff, and finance data. A diagram of the SLDS structure can be found as Attachment 2 to Appendix A.

The ADVISER data system effectively enhances Nebraska's education system and supports school improvement efforts, strategic vision, and goals as well as the school accountability system through the following key benefits:

1. Enhanced Data Security:
  - a. Implementation of enterprise-grade security measures.
  - b. Statewide SSO implementation.
  - c. Yearly security audits to ensure data protection.
  - d. Centralized data request portal for streamlined access.
  - e. Transparent visibility into data sources and usage.
2. Reduced Reporting Burden:
  - a. Elimination of manual and flat file data submissions.
  - b. Utilization of an extended set of data for deriving accountability measures.
  - c. Computation and business rule checks performed at the state level for improved efficiency and consistency.
  - d. Transparent platform for district review and approval of reports.
3. Improved Data Efficacy:
  - a. Near real-time availability of data to end users.
  - b. Provision of actionable student- and school-level data to educators.
  - c. Data visualizations, insights, and public access for enhanced understanding and utilization.

Through the successful implementation of the latest enhancement to our SLDS, we have seamlessly integrated 11 years of data from the legacy student-level data system with the five years of data received through our ADVISER data collection. This longitudinal integration empowers us to conduct more comprehensive and rigorous data evaluation, leading to enhanced data utilization. Furthermore, we have successfully incorporated data from additional data stores that were previously not directly linked to our student-level systems, including finance data, resulting in improved data reporting capabilities and increased information utility.

As a summary, the status of Nebraska's current SLDS are as follows:

### Governance Requirements

Governance and policy considerations play an important role in relation to the Nebraska SLDS. Data is an important resource that should be protected and used wisely in accordance with relevant state and federal laws (e.g., FERPA). Nebraska's SLDS currently serves as the data source for the NEP, ADVISER Dashboard, and ADVISER Analytics, as well as to various programs within the agency, researchers, and the public. Stakeholder engagement is critical to establishing data governance capacity. NDE's current governance structure is currently in an intermediate state of maturation and we have spent the last two years establishing various governance structures with clearly delineated roles and responsibilities. Adequate governance cannot take place without the strong support of the SLDS by agency leadership, the State Board of Education, and other policy leaders. Leadership at all levels has made a strong commitment to SLDS activities in the in the past and welcomes the addition of infrastructure to support timely data sharing for systems-involved and other at-risk students. Sustainability of improvements to our SLDS system is a key concern at the NDE as it is everywhere, and we are committed to continuing to explore a multiplicity of continued funding options throughout regular interactions with stakeholders. The ability to show relevance through data democratization and support of data-informed decision-making will also be keys to our sustainability efforts.

### Technical Requirements

The NDE continuously demonstrates their commitment to the technical requirements listed within section IV of the application. Supported by SLDS grant funds, the NDE established a strong history of timely and accurate Federal Reporting. We utilize Generate, a federally supported software application that automates federal reporting, to provide a portion of the data needed for the U.S. Department of Education *EDFacts* submission system and are committed to increasing the incorporation of this tool into our reporting validation and submission processes moving forward. Additionally, policies, procedures, and systems for privacy protection and data accessibility have been in place since the first student-level data collection was undertaken at the NDE. These policies are reviewed on a periodic basis and updates are made when needed and as technological advances are incorporated into the SLDS infrastructure at the agency. One of the hallmarks of the SLDS work is Nebraska's use of the CEDS-aligned Ed-Fi Data Standard and the Ed-Fi ODS/API, which provides a level of interoperability that is robust and supported by the Ed-Fi Alliance and the community of state and district implementors of these open-source tools. Furthermore, API data submission is supported by vendors of SIS and various assessments, which contributes to increased use of data. Use of the Generate tool also allows for a shared community dedicated to the enhancement and quality of federal reporting submissions.

Through the foundation built in the SLDS work, the ADVISER ODS/API and the ADVISER Validation system have contributed to an increased quality of the data submitted by Nebraska

districts. Now, data undergoes a first level of validation when it is submitted and further, more complex business rules are applied in the ADVISER Validation website, allowing districts to review and revise their data. The NDE also established an enterprise-wide architecture. We have had a Student Unique ID system in place since before the implementation of the first student-level data collection, making information on students available throughout the entire thirteen years of longitudinal student data collections.

### Data Use Requirements

Through the SLDS work, the NDE enhanced or established several policies related to data use, another requirement specified in section IV in the application. The first requirement, providing secure access, specifies that student-level data between agencies is ensured through ADVISER's unique key/secret pairings for each school district, preventing inadvertent disclosure of student-level data between agencies. Additionally, access to other data systems in the agency, including the ADVISER Dashboard and ADVISER Validation, is controlled by district administration. The second requirement, regarding data use deliverables, includes funding and support from the Nebraska State Board of Education to form a Data Visualization Network for training and professional development to support data use at the school and district level. The NDE also adopted an evaluation and research agenda that utilizes the SLDS and includes a process for evaluating the effectiveness of the data use deliverables. Moreover, the work established partnerships with the research community, including the Nebraska Education Policy Research Lab (NEPRL), and included creating SLDS Data Access and Use Policy and Procedures, which defines the policies and procedures for evaluating and processing researchers' data requests. Finally, Nebraska created a sustainability plan for the SLDS based on workshops conducted by the SLDS State Support Team.

### *Expanding Commitments to At-Risk Youth*

Nebraska has built a strong technical SLDS foundation, and our primary focus must now shift to student populations, parents, program areas, and professionals who are not currently well-served. In reviewing our progress to date on the EDS2 recommendations, we note that significant progress has been made on eight of nine EDS2 recommendations, but the goal of supporting the needs of at-risk youth and high-risk populations continues to lag. Multiagency collaborations can be complex and may require some external structure to achieve sufficient momentum for launch. It should also be noted that in the intervening time since the EDS2 study was completed, advances in data infrastructure and management have occurred that make the task of sharing data across multiple entities much simpler and much more secure from a technological perspective. Lack of consistent policies and system-wide coordination to securely share data between education, courts, health, and juvenile justice systems also serve as barriers to fully serving the needs of this student population. The work proposed for SLDS 2023 regarding the improvement of data sharing with interim program and special purpose schools will provide an explicit, concrete example of the possibilities for data sharing infrastructure and processes designed to help improve outcomes for at-risk students.

The Nebraska Legislature mandated improvement of data sharing for at-risk students when it passed LB 705 on June 1, 2023 (<https://www.nebraskalegislature.gov/FloorDocs/108/PDF/Slip/LB705.pdf>). This bill requires the State Department of Education, the Department of Health and Human Services, the Office of Probation Administration, and the State Court Administrator to enter into a Memorandum of Understanding (MOU) designed to better provide system-wide coordination and improve opportunities and outcomes for students under the jurisdiction of the juvenile court. Under this MOU, the affected agencies and other related organizations are to establish policies and procedures for data sharing, including identifying the affected students and appropriate data to be shared, including transcript data; analyzing the data systems used by involved agencies and organizations; naming the educators and professionals who should be able to access the data; and outlining federal and state confidentiality requirements. These policy recommendations are to be submitted to the legislature by December 31, 2024. Though this legislation does not address specifics around technical infrastructure or requirements for the sharing of specific data, it does provide a forcing mechanism for the agencies involved to begin to work through very real concerns over data access, confidentiality, privacy, and use. We are hopeful that the Nebraska Legislature will appropriate funds to implement the full breadth of recommendations resulting from LB 705 at a later date. It is our belief that we have an obligation to improve the state of our own education data and processes to prepare for any data sharing arrangements which may be developed in the future and, most importantly, because there are at-risk students now who are impacted to their detriment by our current processes in very basic and fundamental ways.

This SLDS 2023 grant application provides us a much-needed opportunity to also address an NDE data priority identified in the EDS2 study nearly four years ago: **Expanding K-12 infrastructure integration to external agencies supporting the needs of at-risk youth and students who are part of high-risk populations.** To coincide with LB 705, our proposed 2023 SLDS work surrounding at-risk students is intended to be conducted in parallel with the legislation and supplement, not supplant, the newly mandated legislative work on systems-involved youth. The scope of the SLDS work proposed is both broader—including other “at-risk” student groups in addition to students under the jurisdiction of the juvenile court, such as migrant and homeless students—and narrower than the scope for the LB 705 work as it focuses on improving education data sharing specifically between NDE, interim, and special purpose schools that educate systems-involved students and the accredited or approved schools they may return to or attend in the future. The timely exchange of student data between all schools that educate a systems-involved student has long been a pain point for Nebraska schools and is a topic that fits well within the 2023 SLDS focus on at-risk students. The urgency of the need for a modern and agile solution in this area is best expressed by the quote below from one of the Nebraska schools that serves at-risk students:

[W]e serve both long and short term school age youth. One of the biggest issues we find in serving especially the short-term youth is getting current transcripts and IEPs for them. Many times, they have jumped around in the system,

including between public schools, so often no one is quite aware of the last placement or the last document update. For our students who remain with us for years this is less of an urgency. However, if we will be offered the opportunity to serve a student for 8 weeks to 4 months, we can make a difference in their educational situation if we get accurate documentation. We accept partial class credits and are happy to work with other out of home placements to ensure these partial credits can be worked into full credits for acceptance by public schools. But, if we have no knowledge of the partial credits we often re-start students on the same materials which they find tedious and frustrating. Anything that can be done to improve communication between the Rule 18 sites and Special Purpose Schools will be beneficial to decrease the gap between studying new material and/or the repetitive nature of the work assigned. Students in these settings have already found failure in many ways. We strive to provide even the smallest of successes to help them back on their feet.

Nebraska currently has 22 interim program schools, special purpose schools, and non-public schools primarily serving at-risk students (Appendix A, Attachment 1). Interim-program schools, sometimes referred to as “Rule 18 schools” based on the NDE rule that regulates their operation, are schools that are created to ensure continuity of instruction for students who cannot attend public schools for reasons of health or safety while in temporary residential placements. They also ensure that such students may receive academic credit from the approved or accredited schools to which they will transfer in order to make continued progress toward grade promotion or graduation (<https://www.education.ne.gov/apac/interim-programs-rule-18/>). Interim-program schools may be operated by county detention facilities in conjunction with juvenile courts, in facilities which provide temporary twenty- four-hour physical care and supervision in crisis situations, and at times when an appropriate foster care resource is not available. They also may be operated in a public or private facility, not owned or operated by a public school district, that provides a residential program and regular or special education services with a special education rate approved by the Department. Public special purpose school systems, on the other hand, are schools operated expressly for students with disabilities or schools operating within the confines of correctional facilities.

As shown in the table below, **the educational outcomes of students who spend time in one of these facilities are dire when compared to the population of students taken as a whole.** Less than one in five of these students graduate high school in four years, and they drop out at a rate nearly 10 times as high as their peers. Their performance on academic assessments, as shown by the ACT information, has less than 10% of the students scoring as proficient in either English-Language Arts or Math, even while their fellow test-takers are achieving nearly 50% proficiency. These students are also heavily weighted toward low-income, special education, and minority, and over two-thirds of them are male students.

Demographics and Metrics on Systems-Involved Students  
Data from 2021-2022 School Year  
Nebraska Department of Education ADVISER Data System

Demographics	All Students	Systems-Involved Students
Male	51.82%	67.96%
Minority	36.31%	63.02%
FRL	50.58%	81.13%
SPED	15.44%	40.94%
Homeless	0.90%	5.28%
Metrics	All Students	Systems-Involved Students
Graduation Rate (4-Year Cohort)	87.12%	18.49%
Dropout Rate	1.55%	14.23%
Chronic Absenteeism	29.39%	68.91%
Scored Proficient on ACT English-Language Arts	49.22%	9.80%
Scored Proficient on ACT Mathematics	46.77%	7.28%

**All Students:** Students enrolled in public school or placed in a school that primarily serves at-risk students

**Systems-Involved Students:** Students placed in a school that primarily serves at-risk students

Currently, the task of tracking a student’s academic and attendance history through interim school or special purpose school placements can be daunting. In Nebraska, students can be placed in an interim program school by the courts or the probation system. However, under Nebraska Revised Statutes §79-215, (<https://nebraskalegislature.gov/laws/statutes.php?statute=79-215#>) a student generally remains the responsibility of the school district in which the student was a resident prior to placement, so some aspects of record keeping currently remain with the student’s home district. There is not currently a data sharing mechanism in place that either connects the court/probation system to interim and special purpose schools nor one that connects interim or special purpose schools to each other or to the student’s resident district school. Some interim program schools have a SIS, while others do not. Often times a placement is one of several that may occur during a student’s academic year. When this happens, interim program schools may have to expend significant time and effort locating the resident district the student came from in which the student attendance and academic records would be retained.

Goal A of our proposal, “Implementing Policies, Procedures, and Systems to Improve the Educational Outcomes of At-Risk and Systems-Involved Students” aims to simplify this currently

cumbersome process for schools and students by enhancing our data systems and developing procedures to coordinate, facilitate, and share educational data for systems-involved students who are state wards and court wards placed in foster care, congregate care and other court ordered placements or facilities. This will benefit the schools who are trying to obtain this data by streamlining the transfer of education transcripts and allowing for better tracking of students across schools when it comes to their placement history, education history, address history, credit attainment, and coursework. It will allow the school to have a more complete view of some of our state's most vulnerable students as they move through the education system. The work will also allow for enhancements to the ADVISER Dashboard system to better display at-risk indicators to provide teachers, principals, and district administration with a timely, comprehensive view of the at-risk students within their school/district. By incorporating these at-risk indicators into the existing dashboard that school personnel already use, we can provide more targeted information on these students, enabling districts to identify and address their needs through tailored interventions more effectively. The efforts will also benefit these at-risk students, including systems-involved and migrant students, as optimized monitoring will allow them to receive the interventions or supports they need to improve their educational outcomes.

In keeping with EDS2's recommendation regarding diversified strategies for education intelligence, we will also develop specific data visualizations for at-risk students through the newly formed District Data Visualization Group (DDVG) for district, school, and policy leaders. We expect these activities to directly impact students and schools through modernized, timely delivery of data essential to positive academic progress for at-risk/systems-involved students. In addition, we hope to begin research explorations around the impact of risk factors on academic outcomes for Nebraska students. The NDE has maintained a formal research relationship with the Nebraska Education Policy Research Laboratory (NEPRL) at the University of Nebraska at Omaha since 2019. NEPRL provides an ongoing research and evaluation partnership with NDE to assist us in providing data-informed answers to educational policy questions of importance. Importantly, NEPRL also serves as a training program for the next generation of educational policy research. Recent research conducted with NEPRL included investigations of high school math course-taking patterns from 2014-2020, the relationship of high school attributes to college success, and examination of variables affecting the teacher pipeline. A growing body of literature exists on the impact of systems-involvement or at-risk status on academic outcomes, but investigations in this area have often suffered from methodological or data deficiencies that have not necessarily led to generalizable empirical conclusions, as indicated by a brief review of pertinent literature below. The NDE believes through key investments, like the ones mentioned in research below, this gap can begin to close in the state.

Nationally, many past data development and collection efforts centered on at-risk students have focused on the development of early warning indicator and intervention systems as a tool for high school dropout prevention. "At-risk" students were defined in these efforts as "those failing to achieve basic proficiency in key subjects or exhibiting behaviors that can lead to failure and/or dropping out of school." (U.S. Department of Education, 2016, p. 1). Such systems largely highlighted the collection and integration of data such as attendance, behavior,

and course performance (“the ABCs”) as a means to identify students not on track to graduate (Bruce et al., 2011).

Findings contained in the U.S. Department of Education’s 2016 Issue Brief: Early Warning Systems indicated that although there were no significant differences between high and low graduation rate schools in early warning system collection of data elements such as attendance and course grades, low graduation rate schools were significantly more likely to include data on indicators such as homelessness, involvement with the criminal justice, social services or foster care systems, and pregnancy/teen parenthood. Similar significant differences in the collection of the aforementioned early warning system data elements collected by high poverty level schools versus those with a low poverty level were also observed, with high poverty level schools also being significantly more likely to collect data elements involving truancy/absenteeism and discipline incidents. Interestingly, even when data on homelessness, involvement with the criminal justice, social services or foster care systems, and pregnancy/teen parenthood *were* collected in early warning systems, presence of these indicators did not trigger an intervention in 8-14% of systems that collected them.

Research by Regional Educational Laboratory (REL) Mid-Atlantic in conjunction with Pittsburgh Public Schools, the Propel Schools charter network and the Allegheny County Department of Human Services suggested that “adding information on out-of-school events from the human services agency...did not change how successfully the system identified students at risk for near-term ABC problems. In other words, whether the system included out-of-school events or not did not make a significant difference!” While indicating that inclusion of data concerning systems involvement, homelessness, and teen pregnancy did not significantly improve the predictive efficacy of early warning systems, REL Mid-Atlantic’s observations did suggest that such data might help to better understand issues underlying WHY students may have been identified as at-risk by an early warning system. (Cattell & Bruch, 2020).

Closer reading of the full study underlying the REL Mid-Atlantic blog post revealed that when examined through “analyses that do not account for other in-school or out-of-school predictors” (Bruch et al., 2020, p. 6) child welfare placement or removal was among the strongest predictors of academic outcomes such as chronic absenteeism, course failure, and low student GPA. Differential effects on academic outcomes were observed by student level, with welfare events such as placement stops or starts and ongoing placement or home removal episodes having the strongest relationship with adverse academic outcomes for high school students, while juvenile justice events and homelessness services were among the top predictors of adverse academic outcomes for elementary and middle school students.

The US Department of Education (ED) issue brief and REL-Mid Atlantic’s examination of the insignificant predictive effect produced by inclusion of “out-of-school data” (Cattell & Bruch, 2020) focused on largely descriptive and often univariate analysis of individual data elements in relationship to a specific outcome (accuracy of early warning predictions). There is, however, a **diverse body of peer-reviewed research over the last two decades that ties factors such as involvement with Child Protective Services (CPS) or the juvenile justice system to a variety of educational and workforce outcomes.** For example, work by Yoon, et al. (2021) involved a

multivariate analysis of how student involvement with CPS or the juvenile justice system or both (“dual involvement”) impacted academic outcomes such as grade failure and chronic absenteeism and whether these associations varied by race and gender. Results from this study indicated a significant relationship between membership in any of the three study groups and higher incidence of failed grades or chronic absenteeism. Additionally, Yoon et al. (2021) found that an involvement with CPS or dual involvement with both CPS and the juvenile justice system resulted in higher predicted odds of grade failure and chronic absenteeism for Black youth but not for White youth. Involvement with CPS only was found to be associated with negative outcomes for males but not for females, while no gender differences were found for students with only juvenile justice system involvement or dual involvement.

Research by Fantuzzo, et al. (2012), Fantuzzo, et al. (2014) and Semanchin Jones, et al. (2018) made explicit that students in the foster care system and students experiencing homelessness are at-risk of adverse educational outcomes such as chronic absenteeism, grade retention and behavioral problems as well as an increased risk of dropout despite these factors performing poorly (or adding little) as predictors in traditional at-risk student models. High school mobility or residential instability are similar factors affecting both groups of students. Fantuzzo et al.’s (2014) research is particularly interesting because it stated explicitly the challenges of disentangling the effect of multiple, often highly-related variables on student educational outcomes. The authors used multilevel modeling to isolate the effects of factors such as a homeless shelter stay or substantiated maltreatment at both the student- and school-level and concluded that “The association between school concentrations of race and economic disadvantage and student educational well-being were substantially reduced once accounting for schools’ concentrations of student risk factors” (p. 31).

Semanchin Jones et al. (2018) provided data derived from interviews with students who had experienced placement in the foster care system, homelessness, or both and reported student observations with high degrees of school, residential mobility, and placement mobility impacted students’ social networks, caused increased periods of school absence, and misalignment of academic material due to school changes (both lack of foundational knowledge and boredom due to repetition of material). This greatly impacted both their social and educational experiences. One student interviewed as part of Semanchin Jones et al.’s research succinctly stated:

High school failed me. I didn't fail high school, I graduated. But high school definitely failed me, the system failed me.... Because I never got ... school, like the system, because I was in care, wanted to focus on like developmental issues or behavioral issues and not like actual educational issues. Not like I had a problem in school, it was just like if I didn't understand something and I didn't do my homework it was because I didn't behave or I didn't do this and that. And it's like I never got the proper attention or the proper help that I needed.  
(Semanchin Jones, 2018, p. 71)

Cavendish (2013) studied whether academic attainment outcomes during and after juvenile justice system involvement differed for youth with and without disabilities. Cavendish (citing

Burrell & Warboys, 2000, and Baltodano, Harris, & Rutherford, 2005) indicated that one-third of youth entering juvenile justice or correctional facilities had formerly received special education services and that students with disabilities are up to four times more likely to be committed to a juvenile justice facility than students without disabilities. Cavendish found little variation between students with disabilities and students without disabilities in educational outcomes such as number of high school credits or diplomas earned while students were committed to juvenile justice facilities. Post-release, students with disabilities were more likely to return to school than students without disabilities, although overall rates of return to school were low regardless of disability category. Although not discussing the impact of disability on academic achievement, Mallet (2014) provided similar evidence that students with learning disabilities were more likely to be suspended (suggesting a role for the analysis of discipline data in this context), to be adjudicated delinquent at an earlier age, consequently had more time to reoffend and did reoffend more frequently than students without disabilities.

From a longitudinal data system perspective, Cavendish's article is perhaps most informative for what it cogently says about the general inability to access educational data about system-involved and other at-risk youth:

The fact that child welfare, education systems, employment data systems and juvenile justice information systems are rarely integrated (e.g., Herz, Ryan and Bichik, 2010) has made it difficult to accurately track outcomes for juvenile-justice-involved students. The dearth of information supports the need for integrated longitudinal data that examine potential differences in educational performance during commitment and postrelease outcomes of juvenile justice youth based on individual characteristics (e.g., disability status, race/ethnicity, and gender). (Cavendish, 2013, p. 41)

Cavendish's observations ring true at the NDE some 10 years after the publication of her article and punctuate the importance of the 2023 SLDS grant to allow for further enhancement and integration of data systems in this area.

Taken in totality, a review of the relevant literature suggests that much remains to be known about the complexities of educational outcomes for a wide range of at-risk students. Nebraska is not alone in lacking good and accessible data on these students. Nationally, many of the studies cited above note the lack of generalizability of their findings due to methodological or data quality barriers. The opportunity to address improvements around both data collection and data use for at-risk students that is provided by the SLDS 2023 grant focus is a key first step in creating the infrastructure and analyses that will allow for more conclusive and generalizable insights into improving outcomes for these students. Due to the investments we made through the EDS1 & EDS2, the solid infrastructure we built through the SLDS 2019 grant, and the unique policy window we are entering through LB 705, Nebraska is well-positioned to use the SLDS 2023 grant to **enhance Nebraska's SLDS infrastructure to support at-risk students.**

## **b) Project Outcomes**

The outcomes outlined below are designed to meet our goal for this grant as stated in the grant title “Enhancing Nebraska’s SLDS Infrastructure to Support At-Risk Students”. The following goals have been established as project outcomes:

Goal A: Implementing Policies, Procedures, and Systems to Improve the Educational Outcomes of At-Risk and Systems-Involved Students

Goal B: Access, Privacy, and Security of Data

Goal C: P-20W SLDS Cooperation between the NDE K-12 SLDS (ADVISER), ECIDS, and NSWERS systems

Goal D: Strengthen NDE Data Governance by incorporating stakeholder input on matters related to data visualizations, as well as the provision of comprehensive training on data privacy, security, and utilization

Additional Goal: Scalable Data Use Development

### **Goal A: Implementing Policies, Procedures, and Systems to Improve the Educational Outcomes of At-Risk and Systems-Involved Students**

This goal focuses on at-risk students, aiming to improve their educational experience through strategic enhancements and modifications to Nebraska's SLDS and associated policies and procedures. Better, transferable, user-friendly data systems will better support the adults and educators which will improve educational experiences. The Project Need section of the grant application clearly articulates the rationale for this initiative, which will constitute the primary undertaking of this grant. The goal comprises the following three components:

#### **A1: At-Risk Dashboard and Analytics**

To enhance educational outcomes for at-risk students, it is imperative that the districts and educational facilities serving this population have access to comprehensive progress information and actionable insights. The complex task of improving outcomes for at-risk students must begin with a simpler but critical task: establishing a standardized definition of at-risk students, founded in research, through collaborative engagement with stakeholders, including districts, agency leadership, and the State Board of Education. Upon adopting this definition, we will collaborate with a newly established data governance group, as part of Goal D, to design and implement data visualizations and reports within the ADVISER Dashboard and ADVISER Analytics applications. Alternatively, secure delivery models will be utilized as deemed appropriate. Furthermore, users of these tools will undergo training to maximize the utilization of the additional information.

#### **A2: Interim-Program School Integration and Connection**

As mentioned previously in the Project Need, the second component of Goal A centers around enhancing our data systems and developing procedures to facilitate the coordination and two-way exchange of educational data for systems-involved students who are state wards and/or court wards court-ordered out of home and/or placed in foster care, or specialized facilities. The primary objective is to swiftly provide comprehensive information to facilities responsible for systems-involved youth, as well as to districts and schools involved in their subsequent re-enrollment. Specifically, this goal of the grant will concentrate on 22 interim program schools, special purpose schools, and non-public schools primarily serving systems-involved students.

While the ADVISER data system provides real-time connectivity with school district SIS, the interim program schools currently lack such integration and are unable to access the most up-to-date enrollment information for students. Engaging stakeholders from these schools, we will assess their existing capabilities and identify their needs for a SIS. Furthermore, we will determine the essential data to be delivered upon a student's transfer to their facility and establish the most effective means of transferring it. Additionally, statutory and legal frameworks will be examined to ascertain the feasibility of connecting the SISs at these facilities to the ADVISER system, while prioritizing the highest standards of student privacy and confidentiality.

Within the boundaries of applicable authority, a pilot project will be conducted in collaboration with facilities that currently utilize Ed-Fi compliant SISs to evaluate the effectiveness and efficiency of direct data submission to the ADVISER ODS. Currently, the public districts responsible for students placed in interim program schools must obtain information from the facility and submit it to the state through their own systems, leading to frequent frustrations, miscommunication, and delays in the state's receipt of up-to-date information. For facilities lacking a compliant SIS, efforts will be directed towards understanding the reasons behind this deficiency and identifying potential solutions to address this issue.

### A3: Integration of Migrant Student System into ADVISER ODS

A significant characteristic of at-risk students is the transient nature of their educational history, a trait inherent in the migrant population. Presently, Nebraska's migrant data is stored in MIS2000, a system provided by Management Services for Education Data (MS/EdD) of Sherwood, AZ. However, these data are only made available for integration with our SLDS once the school year concludes. To address this, Goal A3 involves collaborating with MS/EdD to pilot the integration of MIS2000 data into Nebraska's ADVISER ODS.

With the three aspects of this goal, we will be able to provide the necessary information to facilities and districts quickly and securely and allow them to focus on the educational outcomes of at-risk students.

## **Goal B: Access Privacy and Security of Data**

The NDE recognizes the vital importance of student data privacy in today's digital landscape. **With the increasing reliance on technology in education, it becomes imperative to safeguard student information while upholding their rights and ensuring their safety.** The FERPA serves as a crucial foundation for protecting student data privacy, providing legal guidelines and requirements for educational institutions. The introduction of data activities around at-risk students has also encouraged us to think more deeply about the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the sometimes-complex distinction around when medical records are considered student records covered by FERPA and any instances where records might be more appropriately governed by HIPAA considerations instead. The Privacy Technical Assistance Center (PTAC), a resource from the Student Privacy Policy Office of the US Department of Education, publishes resources and guidance on “privacy, confidentiality, and security practices related to student-level data systems and other uses of student data” (<https://studentprivacy.ed.gov/>).

FERPA establishes the importance of access authentication, emphasizing that only authorized individuals should have access to student records. We recognize the significance of implementing robust access authentication measures within the NDE. This involves employing secure login systems, unique user credentials, and multi-factor authentication to verify the identity and permissions of individuals seeking access to student data. By implementing these measures, we can safeguard sensitive information and prevent unauthorized access to student records.

**The NDE leadership firmly believes that prioritizing student data privacy fosters trust and confidence among students, parents, and the broader educational community.** By adhering to federal laws like FERPA, we demonstrate our commitment to protecting student privacy rights and maintaining the confidentiality of their information. We also understand the need for ongoing training and awareness programs to ensure that educators and staff appreciate the significance of student data privacy and actively work towards safeguarding it. By safeguarding student data, we can support a safe and supportive learning environment that promotes trust, collaboration, and the overall well-being of students in Nebraska.

In addition, Nebraska State Statute 79-2,104(4) states that “the sharing of student data, records, and information among school districts, educational service units, learning communities, and the State Department of Education, to the fullest extent practicable and permitted by law, is vital to advancing education in this state.” The NDE has a responsibility to foster this sharing wherever allowable and feasible. In doing so, we must ensure that the data is only shared to those authorized to view each student’s data by utilizing role-based access control.

#### B1: Modernized District Authentication and Application Access Management

When Nebraska began down the path of implementing our SLDS, the first step was to develop an authentication portal where district users would have access to submit and view their district’s data only after logging in with a username and password. The NDE’s Portal was launched in 2005 and provides a way for district administration to grant users at their district

access to individual collections in the portal. This system is still in use today, and although modifications have been made over time to make it more secure, there is an urgent need to modernize the authentication and access system.

This grant will allow the NDE to build or buy a system that incorporates a number of modern security and authentication aspects, such as 1) support for multiple authentication directories; 2) inclusion of Multi Factor Authentication (MFA); 3) utilization of Open Authentication (OATH) standards; 4) robust logging capabilities for auditing; 5) support for role-based and/or attribute-based access with flexibility of permissions; and 6) support for multiple organizations with their own permission management.

## B2: Strategic Enterprise-Wide De-identification of Data

Goal C of this grant application includes goals of prioritizing interoperability and ensuring seamless collaboration among educational institutions and related agencies. This will only be possible if we securely protect the privacy and security of student data. One way to accomplish that is through enterprise-wide de-identification of data. The process of de-identification, by which personally identifying information is separated or obscured from the student's education information, mitigates privacy risks while **supporting the secondary use of data for comparative effectiveness studies, policy assessment, instructional improvement, and other endeavors**. This P-20W coordination will allow Nebraska's education and workforce data to be used to address critical research purposes, including use cases identified by the P-20W SLDS Cooperation group and those addressed by research partners. To facilitate this work, we are proposing to enhance our data systems to enable longitudinal de-identified data that can be used both in the sharing of data between our three systems (ECIDS, ADVISER, and NWERS) and for providing student-level data to research partners and participants. This may involve different strategies based on the use case for the data.

The de-identification of student data is also needed in coordination with the work of Goal A and the data for students involved in the juvenile justice system to ensure that the NDE complies with all state laws regarding the sealing of juvenile justice records and release of information concerning these students. An evaluation of state law will be undertaken and, where appropriate, implementation of the de-identification system will be utilized to uphold the relevant statute.

The technical implementation of the de-identification work will be dependent on the strategy adopted during the evaluation phase. One possible approach would be to incorporate the work into the ADVISER Person ID system, in coordination with the work being proposed in Goal B3 (below).

## B3: Enhancements to ADVISER Person ID unique-id System

Nebraska first started utilizing a Student Unique-ID for all students in public and private schools in the fall of 2005 as part of the launch of the SLDS. When this effort was first undertaken, a

vendor-supplied solution was utilized. In 2017, the NDE made the decision to bring this system in-house and developed an application to take on these functions. The application, including the matching engine, was built by staff at the NDE and went into production in August of 2018 and was named ADVISER Person ID.

The foundation of a Unique-ID system is the matching engine. When the ADVISER Person ID system was built, the NDE reviewed several different methodologies for creating the matching engine, finally settling on a system based on Structured Query Language (SQL) Server Integration Services (SSIS). In the years since, technology has advanced, and we are ready to reevaluate the available options for this matching engine to incorporate a more modern, robust, and accurate methodology. Because we are moving to a cloud-first strategy utilizing Microsoft Azure, and plan on moving ADVISER Person ID to the cloud, the updated system will need to have the ability to function in the Azure environment.

In addition, the ADVISER Person ID will be enhanced to replace an existing agency-built Staff ID system, enabling all person IDs to be assigned via a single system. The need for this incorporation is emphasized in a future phase of the ECIDS project, where they plan to incorporate information on early childhood staff members. We are proposing to complete this incorporation within the same system. By having Staff ID in the ADVISER PersonID system, we will be able to utilize the de-identification capabilities for both applications as well as have the ability to connect longitudinal data on students who later become teachers in Nebraska.

The ADVISER Person ID system will be enhanced with an API for SIS vendor implementations. We are proposing to work with SIS vendors to inform this work for student IDs. This will be of particular importance to the facilities that deal with systems-involved students as they enroll these students and are seeking access to the data that will be provided via Goal A of this grant.

Finally, we will evaluate the administrative functions in ADVISER Person ID to determine what modernization efforts should be undertaken, such as a more efficient monitoring and resolution of duplicate and shared IDs.

### **Goal C: Nebraska's P-20W SLDS Cooperation between the NDE K-12 SLDS (ADVISER), ECIDS, and NSWERS systems**

The Nebraska SLDS ecosystem includes three main systems. ADVISER focuses on *K-12* accountability and performance data. ADVISER is internal to NDE and collects and maintains data on district staff and student records, including enrollment, program assessments, graduation, and educational outcomes. ECIDS represents a collaboration between state agencies, providers, organizations, and communities to collect, connect, integrate, and report information about the *early childhood population* and programs across Nebraska. Program and service availability and capacity and data on childcare and education eligibility/access are currently included in ECIDS. ECIDS is a hybrid system, which means it is currently housed under NDE, but each agency/organization retains complete control over their own data and a trusted broker mediates the sharing of data between the existing state legacy systems, some of which

are external to NDE. NSWERS, Nebraska’s P20-W system, was created to integrate education data over time, from preschool to grade 12, through college, and into work, creating a wholistic view of the learning and earning journey. In its current state, the K-12 education outcomes that NSWERS is focused on are high school graduation rates and rates related to postsecondary enrollment. Each system addresses its own set of data integrations, stakeholders, and use cases, **but working together, these systems comprise a comprehensive, seamless view of data about organizations, students, staff, and outcomes for all Nebraskans from birth through postsecondary and the workforce.**

An example of the potential of the highly coordinated SLDS ecosystem relates to goal A of this proposal, improving the education outcomes of at-risk and systems-involved students. Due to the high mobility of systems-involved students and the fragmented nature of our data systems, there are often issues with streamlining education transcript transfer and tracking placement history, credit attainment, and course work for these students, which is required for educational stability and success. A similar issue is found for migrant students. This means we do not have a comprehensive view of some of our most vulnerable students as they move through our state’s education system. Developing comprehensive processes that help coordinate, facilitate, and share relevant data between the coordinated SLDS ecosystem (across all three systems) for systems-involved, migrant, and at-risk students will provide valuable insights into improving the educational outcomes for these students through optimized monitoring and identification of appropriate interventions and supports.

This type of overarching P-20W cooperation demonstrates that leadership of each entity – and NDE as a whole – **acknowledges the importance and potential of linked data as a critical resource that can help provide actionable insights into Nebraska’s education system.** This cooperation in our P-20W system will be extremely valuable for several reasons. First, it will create a universal NDE vision for strategic coordination and more effective data use, which, in turn, will help align policy and research use cases from the three systems with agency and state priorities. The coordination between ADVISER, ECIDS, and NSWERS will also allow for improvement in data quality across all three systems, increased adherence to data standards (e.g., CEDS), and enhanced privacy and security policies. Since data flows between systems, enhanced privacy and security policies are critical to this mission.

The work includes establishing a **Nebraska P-20W SLDS cooperation group**, with goals of prioritizing interoperability and ensuring seamless collaboration among educational institutions and related agencies. The cooperation group will focus on two activities, which are summarized below.

First, the group will coordinate the exploration and development of ‘master services agreements’ (MSA) with other relevant agencies and entities (LB 705), something that has not existed at NDE previously. A master services agreement will allow for an ongoing transfer of data to and from the three systems, ADVISER, ECIDS, and NSWERS. It will eliminate the need for new data sharing agreements to be created for each use case and will allow for more seamless integration of all data that is currently siloed within their own systems, which will greatly

enhance the efficiency of data sharing and use.

The work also will require ongoing collaboration with agency/entity IT representatives, as this work cannot be achieved without their involvement. It will involve leveraging existing state infrastructures – namely the underlying technology and architecture created for the ADVISER and ECIDS systems – and adhering to existing technical standards and policies used by each system. To realize the overarching governance vision, there must be ongoing, purposeful communications between data governance groups and IT teams in all areas. The P-20W SLDS cooperation group and IT teams must be intentional about working together and ensure that the right individuals are involved in planning, communicating, and implementing the data governance policies created in this work.

Overall, developing interoperability processes between the ADVISER, ECIDS, and NSWERS systems to improve the coordination of the three systems is needed to leverage the strengths of our educational systems, provide readily available, actionable data for all stakeholders, and to improve the educational outcomes of students.

**Goal D: Strengthen NDE Data Governance by incorporating stakeholder input on matters related to data visualizations, as well as the provision of comprehensive training on data privacy, security, and utilization.**

Previous instances of data visualization work have been conducted under SLDS grants awarded to the NDE. Within the scope of the 2012 grant, a district pilot group was established to review and provide feedback on the ADVISER Dashboard, which was implemented as part of that grant. It is important to note that this dashboard was developed by the Ed-Fi Alliance and was not specifically tailored for the NDE. Due to the constraints in terms of grant timing and funding, only minor modifications could be accommodated during its implementation.

Additionally, leveraging the allocation of Elementary and Secondary School Emergency Relief (ESSER) funds and collaborating with Microsoft, a comprehensive set of secure Microsoft Power BI reports, named ADVISER Analytics, was created. This system offers authorized access to district and school-level data, empowering users to conduct sophisticated analyses and gain deeper insights. Notably, the process of developing this system did not involve soliciting input from districts.

The adoption rate of both these systems has fallen short of the initial expectations. This can be partly attributed to the lack of stakeholder input regarding the specific needs of the districts, as well as the limited implementation of the feedback that was received for the ADVISER Dashboard. Consequently, we firmly acknowledge the significance of enhancing adoption moving forward, in order to maximize the value and impact of these data visualization tools.

D1: Enablement of more robust and relevant data use, including the creation of a DDVG to provide input on the data visualization needs of schools, districts, and intermediate service units.

Ensuring that our data visualizations are effectively tailored to the needs of their intended users is a paramount objective. Recognizing past deficiencies in this area, **NDE is committed to enhancing stakeholder engagement in the development of our data visualizations.** To facilitate this, we will introduce a new group within our data governance structure, tentatively known as the DDVG. The primary purpose of this group will be to provide valuable input on the creation of public and secure data reports and visualizations generated by the department. These may encompass, but are not limited to, ADVISER Dashboard, ADVISER Analytics, NEP, ADVISER Validation, and ECIDS Data Explorer.

The grant support will include the determination, by the NDE Data Governance Data Policy Committee (DPC), of the appropriate number of participants for the DDVG, identification of potential members, and issuance of invitations to join. The group will be thoughtfully composed, including a diverse range of perspectives such as teachers, school and district leaders, and ESU staff, in order to gather comprehensive input. The NDE data governance lead staff or their designee will serve as facilitators for the group.

Once the DDVG is established, the NDE will collaborate with its members to develop and adopt relevant charters, policies, and other pertinent documents. These artifacts will then be submitted to the DPC at the NDE for approval, ensuring alignment with established guidelines.

The DDVG will undertake the development of use cases specifically tailored to the needs of districts and schools. While the primary focus of the group will be on visualizations related to Goal A, which concerns at-risk and systems-involved students, the members will also contribute their insights, recommendations, and prioritization considerations for other visualizations when time permits.

Through the establishment and collaboration of the DDVG, the NDE aims to **foster a more inclusive and user-centric approach to the creation of data visualizations**, ultimately ensuring that our efforts align closely with the requirements and expectations of our valued stakeholders and that the visualizations are directly tied to specific operational procedures and use cases.

To establish an effective and consistent communication framework, a scheduled meeting cadence will be developed for the DDVG. Initially, a monthly meeting frequency will be adopted to ensure regular collaboration and progress updates. Additionally, the group may be asked to meet in person at least once a year, such as at the NDE Data Conference. For instance, the upcoming NDE Data Conference is scheduled to be held in Kearney, NE, on April 16-17, 2024. The grant provisions would cover the expenses incurred by the group participants, encompassing mileage to the conference, hotel accommodations, and meals.

Furthermore, this grant will allocate funds to support agency staff in implementing the proposed initiatives and priorities identified by the DDVG. The specific roles that may be required for this purpose include a Microsoft PowerBI developer, an application developer, an Extract Query and Load (ETL) developer, a business analyst, and/or a quality assurance tester.

The exact staffing needs will be determined based on the decisions and proposals stemming from Goal A of this grant, as well as the priorities highlighted by the DDVG. The allocation of resources will be guided by these factors to ensure the successful execution of the identified objectives.

D2: Enhance data quality and promote wider adoption of data visualizations through the development and implementation of comprehensive training programs tailored for internal and external data providers, stewards, and users.

In Goal A, our proposal aims to incorporate our Interim Program Schools into our ADVISER ODS. To ensure a smooth transition, it is imperative for these schools to undergo comprehensive training on various aspects of the data system, including data submission via the Ed-Fi API, data validation, and data quality. We will develop a comprehensive training program and deliver it to the Interim Program Schools well in advance of their first full year of data submission. Additionally, as part of this goal and Goal A, we will integrate at-risk measures into our secure data visualization platforms, and we will design and provide appropriate training in alignment with this objective.

Goal B entails the modernization of our district's authentication and access management system, as well as the Person ID system. These updates necessitate additional training for users who will be utilizing these systems. We will take the responsibility of developing and delivering comprehensive training materials as an integral part of this undertaking.

Under Goal B, we also prioritize the access, privacy, and security of student data. Among the crucial requirements is the provision of training on FERPA regulations, alongside other privacy and security matters, to both district and state personnel. Accordingly, we will establish, administer, and track the implementation of specific training modules encompassing FERPA and other security concerns. Furthermore, we will develop, deliver, and monitor the utilization of training modules for the visualizations of at-risk students, as well as other visualizations provided by the NDE to districts and schools, including on-demand training modules via Canvas or other Learning Management System (LMS).

### **Additional Goal: Scalable Data Use Development**

Nebraska will participate in the Scalable Data Use Development and the development of open-source data use assets built upon the CEDS and within the CEDS Open-Source Community (OSC).

### **Summary**

The NDE has been building, growing, and expanding the reach of our SLDS for nearly two decades. Much of the support for this growth has come through the SLDS grants provided by the Institute of Education Sciences and the US Department of Education. Nebraska has made significant progress in achieving all outcomes within the designated time frame of the 2019

SLDS grant. **We take great pride in our noteworthy accomplishment, as we are on track to successfully fulfill all objectives of the 2019 SLDS grant by the conclusion of the four-year grant period.** With this funding, we have been successfully able to accomplish many of the five-year Nebraska Education Data Systems Legislative Studies' recommendations. The need to better serve at-risk youth has remained an outstanding item on our list, and this grant will provide us with the opportunity to undertake this task and to provide more and better information to the schools that seek to support these students.

The goals we have set forth in this application are designed to work together toward better outcomes for youth who are state wards and court wards placed in foster care and other court ordered placements or facilities. We will accomplish this through:

- Facilitating the coordination and exchange of education data between these facilities and the district, including
- Providing more and better data visualizations and reports to the educational leaders serving these students,
- Improving the core systems at the NDE that are used to facilitate both of these outcomes, including enhanced data access, privacy, and security; training on data use and visualizations; and modernization of student unique id system used to match students with their longitudinal data, and
- Providing a process for coordination and communication between ECIDS, ADVISER, and NSWERS

With these changes, Nebraska will be able to provide an even stronger, more robust SLDS to help serve even the most at-risk students in our great state.

### **c) Timeline for Project Outcomes**

The work outlined in the grant application is scheduled to commence approximately November 1, 2023, and is expected to continue for approximately 900 workdays, concluding approximately June 7, 2027. Work that is a continuous development cycle will continue during the last 100 workdays; this time will also be used to perform an evaluation of the results of the grant work. The evaluation will primarily focus on assessing how this work has influenced policy, practices, and outcomes in Nebraska schools, focusing on impact on at-risk/systems-involved students and the facilities that serve them. To conduct this study, a third-party evaluator will be engaged to carry out the evaluation. The table provided below outlines the specific tasks related to each project outcome and includes estimated initiation and completion dates. It is important to note that while the NDE holds overall responsibility for the entire project and all tasks, the table reflects the party primarily accountable for each task's execution.

<b>Grant Administration</b>				
<b>Subtask</b>	<b>Responsible</b>	<b>Start Date</b>	<b>Workdays</b>	<b>End Date</b>
Administration of Grant				
Project Manager	Contractor	2/1/2024	936	10/31/2027
Grant Evaluation	Contractor	6/7/2027	100	10/31/2027
<b>Goal A Implementing Policies, Procedures, and Systems to Improve the Educational Outcomes of At-Risk Students</b>				
<b>Subtask</b>	<b>Responsible</b>	<b>Start Date</b>	<b>Workdays</b>	<b>End Date</b>
A1: At-Risk Dashboard and Analytics				
<i>Task: Creation and adoption of an agency definition of At-Risk Student</i>				
Stakeholder engagement on definition of At-Risk Student with district and agency leadership, State Board of Education, and other relevant entities	NDE	11/15/2023	41	1/14/2024
Development of definition of At-Risk Student based on stakeholder input	NDE	1/15/2024	9	1/29/2024
Approval of agency definition of At-Risk Student by Agency Leadership	NDE	1/30/2024	20	2/29/2024
Adoption of agency definition of At-Risk Student by State Board of Education	NDE	3/1/2024	21	4/1/2024
<i>Task: Identification and Prioritization of Use Cases and Data Visualizations</i>				
Stakeholder engagement	NDE	2/1/2024	61	5/1/2024
Prioritization of use cases	NDE	5/1/2024	20	5/31/2024
Adoption of use cases	NDE	5/31/2024	0	5/31/2024
<i>Task: Development of Data Visualizations</i>				
Requirements gathering for initial use case(s)	Contractor	6/1/2024	20	7/1/2024
Identification of elements required	NDE	7/2/2024	10	7/17/2024
Data modeling based on requirements	Contractor	7/18/2024	21	8/19/2024
Visualization development	Contractor	8/20/2024	20	9/19/2024
Visualization testing	Contractor	9/20/2024	6	9/30/2024
Visualization approval	NDE	10/1/2024	20	10/31/2024
Visualization publication	Contractor	11/1/2024	0	11/1/2024
Continuous cycle of additional visualizations	Contractor	10/1/2024	770	10/31/2027
A2: Interim-Program School Integration and Connection				
<i>Task: Stakeholder engagement with Interim-School programs to determine capabilities and needs, including process for intake, education, and release of students</i>				
Stakeholder engagement with Interim-School programs to determine capabilities and needs, including process for intake, education, and release of students	NDE	12/1/2023	82	3/31/2024
<i>Task: Internal agency review of statutory authority to collect data from Interim-School Programs for operational use vs reporting use</i>				
Internal agency review of statutory authority to collect data from Interim-School Programs for operational use vs reporting use	NDE	12/1/2023	41	1/30/2024
<i>Task: Review and document unique privacy and data access needs for systems-involved students</i>				
Review and document unique privacy and data access needs for systems-involved students	NDE	1/1/2024	61	3/31/2024
<i>Task: Identification of elements required and addition of new elements</i>				
Identification of elements required	NDE	4/1/2024	20	5/1/2024
Mapping of elements to current data collections	NDE	5/1/2024	10	5/16/2024

Determination of additional data elements to be collected	NDE	5/17/2024	3	5/22/2024
Map additional data elements to CEDS and Ed-Fi Data Standard	NDE	5/23/2024	10	6/7/2024
<i>Task: Based on current capabilities identified, work with facilities without an ADVISER-connected SIS to identify and implement such a SIS</i>				
Identify list of Interim-Program Schools that will need to implement an ADVISER-connected SIS	NDE	4/1/2024	0	4/1/2024
Work with Interim-Program Schools on getting connected with an ADVISER-connected SIS	NDE	4/1/2024	186	12/31/2024
<i>Task: Pilot addition of Interim-Program School data submissions to ADVISER, including review of existing data and addition of new data, Key/Secret integration, and working with SIS vendor to test submission of data to staging environment</i>				
Identify SIS vendors utilized by Interim-Program Schools	NDE	1/1/2025	0	1/1/2025
Document differences between existing SIS-ADVISER Integrations and those needed for Interim-Program Schools, if any	NDE	11/1/2024	20	12/1/2024
Work with vendors to understand differences between existing connections and Interim-Program School. Remaining Vendor integration work will be done via the existing annual ADVISER update process.	NDE	12/2/2024	41	1/31/2025
Select 2-3 Interim-Program Schools to Pilot data submissions to ADVISER	NDE	2/1/2025	3	2/6/2025
Work with Pilot Interim-Program Schools and SIS Vendors on submission to Staging ADVISER ODS. This staging environment is part of the annual ADVISER update process and does not need to be create separately for this work stream.	NDE	2/7/2025	56	5/1/2025
<b>A3: Integration of Migrant Student System into ADVISER ODS</b>				
<i>Task: Stakeholder Engagement with NDE migrant program staff and Migrant System vendor</i>				
Stakeholder Engagement with NDE migrant program staff and Migrant System vendor	NDE	4/15/2024	60	7/13/2024
<i>Task: Identification of elements required and addition of new elements</i>				
Identification of elements required	NDE	7/14/2024	20	8/13/2024
Mapping of elements to current data collections	NDE	8/14/2024	10	8/29/2024
Determination of additional data elements to be collected	NDE	8/30/2024	10	9/14/2024
Map additional data elements to CEDS and Ed-Fi Data Standard	NDE	9/15/2024	20	10/15/2024
Create Ed-Fi Extensions for new elements	NDE	10/16/2024	10	10/31/2024
<i>Task: Engagement with Migrant System vendor on submission of data to ADVISER (The vendor has already worked with another Ed-Fi state on this work)</i>				
Review elements with Migrant System Vendor for them to submit to ADVISER ODS	NDE	11/1/2024	41	12/31/2024
Schedule regular meetings between NDE staff and Migrant System vendor to review process for submitting to ADVISER ODS.	NDE	1/2/2025	80	4/30/2025
Test vendor integration in ADVISER ODS Staging environment; Certify vendor for submission to ADVISER.	NDE	5/1/2025	63	8/1/2025

<b>Goal B Access Privacy and Security of Data</b>				
<b>Subtask</b>	<b>Responsible</b>	<b>Start Date</b>	<b>Workdays</b>	<b>End Date</b>
<b>B1: Modernized District Authentication and Application Access Management</b>				
<i>Task: Stakeholder Engagement with district and agency staff and other relevant stakeholders</i>				
Stakeholder Engagement with district and agency staff and other relevant stakeholders	NDE	12/1/2023	41	1/30/2024
<i>Task: Requirements gathering</i>				
Requirements gathering	Contractor	1/31/2024	41	3/31/2024
<i>Task: Selection of technology and implementation strategy, including build vs buy decision</i>				
Identification of Project Governance Team for modernization process	NDE	1/31/2024	10	2/15/2024
Development of RFI or RFP based on requirements	Contractor	2/16/2024	41	4/16/2024
Publication of RFI or RFP, Window for submission	Contractor	4/17/2024	61	7/16/2024
Review of RFI or RFP and selection of vendor or decision to build system in house	NDE	7/17/2024	10	8/1/2024
<i>Task: Build &amp; test of system</i>				
Awarding of contract or hiring of contractors for internal development	NDE	8/2/2024	41	10/2/2024
Planning and documentation of system in DevOps	NDE	10/3/2024	10	10/18/2024
Design of page layouts and functionality	Contractor	10/3/2024	20	11/2/2024
Design of authentication and application security	Contractor	10/3/2024	20	11/2/2024
Application development of first features and user stories, using Agile Methodology	Contractor	11/3/2024	9	11/17/2024
Testing of first features and user stories, using Agile Methodology	Contractor	11/17/2024	4	11/24/2024
Debugging of first features and user stories, using Agile Methodology	Contractor	11/24/2024	4	12/1/2024
Review and approval of first features and user stories by Project Governance Team	NDE	12/1/2024	20	12/31/2024
Continued Agile Development, Testing, Debugging, Review, and Approval	Contractor	12/2/2024	143	6/30/2025
<i>Task: Develop schedule for rollout of new system and decommissioning of existing system</i>				
Determine order of integration for existing collections and applications	NDE	2/1/2025	10	2/16/2025
Develop plan for updating of individual applications to new authentication strategy	NDE	2/17/2025	10	3/4/2025
Integrate update plan into maintenance of existing applications.	NDE	3/5/2025	143	10/1/2025
Launch of new system, utilizing parallel systems until all applications are available in new system	NDE	7/1/2025	63	10/1/2025
Decommission of existing system	NDE	10/1/2025	0	10/1/2025
<b>B2: Strategic Enterprise-Wide Deidentification of Data</b>				
<i>Task: Stakeholder engagement with NEPRL, NSWERS, ECIDS, external and internal researchers, and other relevant internal and external parties</i>				
Stakeholder engagement with NEPRL, NSWERS, ECIDS, external and internal researchers, and other relevant internal and external parties	NDE	8/30/2025	81	12/28/2025
<i>Task: Determine strategy and deidentification requirements</i>				

Document deidentification requirements, including unique needs for Systems-Involved Students	Contractor	12/29/2025	41	2/27/2026
Develop strategy for deidentification based on needs of applicable data user groups	NDE	2/28/2026	82	6/28/2026
Review strategy with applicable data governance committee for approval.	NDE	6/29/2026	20	7/29/2026
<b>B3: Enhancements to ADVISER Person ID unique-id System</b>				
<i>Task: Review of existing matching system and potential technologies for modernization, Identification of matching system technology choice</i>				
Identification of Project Governance Team for Person-ID enhancements project	NDE	11/15/2024	20	12/15/2024
Conduct discovery and review of various strategies for matching engines	NDE	11/15/2024	61	2/13/2025
Select methodology for implementation	NDE	2/14/2025	10	3/1/2025
<i>Task: Requirements gathering for matching engine implementation</i>				
Requirements gathering for matching engine implementation	Contractor	3/2/2025	20	4/1/2025
<i>Task: Implementation of matching engine, dependent on choice made</i>				
Identify changes to data model, if needed	Contractor	4/18/2025	10	5/3/2025
<i>Task: Stakeholder engagement and requirements gathering for addition of Staff ID to Person ID</i>				
Stakeholder engagement and requirements gathering for addition of Staff ID to Person ID	Contractor	4/2/2025	41	6/1/2025
<i>Task: Integrate staff ID into application interface and data system, test system</i>				
Planning and documentation of system in DevOps	Contractor	6/2/2025	10	6/17/2025
Design of new or modified page layouts and functionality	Contractor	6/18/2025	10	7/3/2025
Application development on first features and user stories, using Agile Methodology	Contractor	7/4/2025	9	7/18/2025
Testing of first features and user stories, using Agile Methodology	Contractor	7/19/2025	4	7/26/2025
Debugging of first features and user stories, using Agile Methodology	Contractor	7/27/2025	4	8/3/2025
Review and approval of first features and user stories by Project Governance Team	NDE	8/3/2025	20	9/2/2025
Continued Agile Development, Testing, Debugging, Review, and Approval	Contractor	8/4/2025	81	12/2/2025
<i>Task: Develop schedule for rollout of Person ID for Staff ID and decommissioning of existing system</i>				
Inclusion of feature update in regular Person ID release schedule	Contractor	12/3/2025	10	12/18/2025
Decommission of existing system	NDE	12/18/2025	0	12/18/2025
<i>Task: Test of Person ID API, previously developed but not tested or made available for use</i>				
Update API to integrate Staff ID changes	NDE	12/3/2025	20	1/2/2026
Identify internal and external test integrators	NDE	1/3/2026	10	1/18/2026
Work with test integrators/vendors to understand documentation and implement API features, allow them time to implement	NDE	1/19/2026	41	3/20/2026
Test integrator implementations	NDE	3/21/2026	20	4/20/2026
Finalize documentation for API and publish	NDE	4/21/2026	4	4/28/2026
<i>Task: Integration of Person ID API by SIS vendors</i>				

Work with SIS vendors on implementation of Person ID API into existing SIS systems	NDE	4/29/2026	41	6/28/2026
Test SIS vendor implementations	NDE	6/29/2026	20	7/29/2026
<i>Task: Implement deidentification strategy</i>				
Requirements gathering	Contractor	7/30/2026	20	8/29/2026
Planning and documentation of work in DevOps	Contractor	8/30/2026	10	9/14/2026
Identify changes to data model and implement	Contractor	9/15/2026	10	9/30/2026
Development of ETL code to implement deidentification strategy	Contractor	10/1/2026	61	12/30/2026
Testing of deidentified data against expected results	Contractor	12/31/2026	20	1/30/2027
Review and approval of deidentification sample results by Project Governance Team	NDE	1/31/2027	20	3/2/2027
Update policies and procedures on access to student-level data to include information on deidentification, if needed	NDE	3/3/2027	61	6/1/2027
<b>Goal C Nebraska's P-20W SLDS Cooperation</b>				
<b>Subtask</b>	<b>Responsible</b>	<b>Start Date</b>	<b>Workdays</b>	<b>End Date</b>
C1: P-20W SLDS Cooperation between the ECIDS, ADVISER, and NSWERS systems				
<i>Task: Establish informal Nebraska P-20W SLDS cooperation group</i>				
Determine group membership and invite participants	NDE	12/1/2023	62	3/1/2024
Review examples of Master Services Agreements (MSA) to determine scope for group MSA	NDE	3/2/2024	60	5/30/2024
Develop P-20W SLDS MSA	NDE	5/31/2024	122	11/27/2024
Determine IT collaboration strategy and processes to ensure interoperability of three systems	NDE	5/13/2024	135	11/27/2024
<b>Goal D Strengthen NDE Data Governance by incorporating stakeholder input on matters related to data visualizations, as well as the provision of comprehensive training on data privacy, security, and utilization.</b>				
<b>Subtask</b>	<b>Responsible</b>	<b>Start Date</b>	<b>Workdays</b>	<b>End Date</b>
D1: More robust and relevant data use, including the creation of a DDVG to provide input on the data visualization needs of schools, districts, and intermediate service units.				
<i>Task: Create District Data Visualization Group (DDVG)</i>				
Formalize purpose and scope of District Data Visualization Group, create Charter	NDE	11/1/2023	61	1/30/2024
Identify potential membership, including size of group, structure, and makeup	NDE	11/1/2023	30	12/16/2023
Invite members, schedule initial meeting cadence	NDE	12/17/2023	30	1/31/2024
<i>Task: DDVG develops initial list of use cases, provides input on visualizations for At-Risk data and prioritizes output. Where time is available, other use cases will be developed and input given on visualizations.</i>				
DDVG develops initial list of use cases, provides input on visualizations for At-Risk data and prioritizes output. Where time is available, other use cases will be developed and input given on visualizations.	Contractor	2/1/2024	61	5/1/2024
<i>Task: Continuous cycle of DDVG use case and visualization identification, prioritization, and submission to Data Management Committee, including review of output from Goal A1</i>				
Continuous cycle of DDVG use case and visualization identification, prioritization, and submission to Data Management Committee, including review of output from Goal A1	Contractor	5/2/2024	874	10/31/2027

<b>D2: Enhance data quality and promote wider adoption of data visualizations through the development and implementation of comprehensive training programs tailored for internal and external data providers, stewards, and users.</b>				
<i>Task: Identify training topics surfaced by grant work, as well as other training topics of use to district and agency staff and prioritize list</i>				
Determine first training needs for work from A1: At-Risk Dashboard and Analytics	NDE	11/1/2024	10	11/16/2024
Determine training needs for work from A2: Interim-Program School Integration and Connection	NDE	5/1/2025	10	5/16/2025
Determine training needs for work from A3: Integration of Migrant Student System into ADVISER ODS	NDE	4/30/2025	10	5/15/2025
Determine training needs for work from B1: Modernized District Authentication and Application Access Management	NDE	1/1/2025	10	1/16/2025
Determine training needs for work from B3: Enhancements to ADVISER Person ID unique-id System	NDE	9/3/2025	10	9/18/2025
Evaluate existing internal training concerning student data privacy and recommend changes	NDE	1/1/2024	61	3/31/2024
Prioritize training topics and recommend appropriate method(s) of training	NDE	4/1/2024	10	4/16/2024
Submit list of training topics to Data Management Committee for approval	NDE	4/17/2024	0	4/17/2024
<i>Task: Develop &amp; Deploy trainings</i>				
Develop & deliver new and/or update existing in-person trainings, where identified	NDE	4/17/2024	884	10/31/2027
Develop & deploy self-service trainings for delivery via Learning Management Systems such as Canvas or other system, where identified, including instructions and usage guidance	Contractor	4/17/2024	884	10/31/2027
<i>Task: Develop and enhance tracking of in-person or self-service training usage. Include reports to track where required trainings are completed.</i>				
Review existing tracking system(s)	NDE	4/17/2024	20	5/17/2024
Develop tracking reporting where needed and deploy.	Contractor	5/18/2024	41	7/17/2024
<i>Task: Evaluate the ability for tracking system to control access to NDE-delivered applications and systems, and to internal database access.</i>				
Determine capabilities of chosen LMS	NDE	7/18/2024	41	9/16/2024
Identify opportunities for integration with existing access control structures	NDE	9/17/2024	40	11/16/2024
Provide recommendation for integration when staff and funding is available.	NDE	11/17/2024	20	12/17/2024

## **d) Project Management and Governance Plan**

### **Project Management**

This project will be administered by the NDE Office of Data Management & Application Development (DMAD), Information Systems & Services (ISS) & Tech Services (TS) located within the Division of Agency Support and Services (DASAS). The agency's Information Systems Officer (ISO), Dr. Kristin Yates, will serve as the Project Sponsor for the work described in this proposal. The Administrator for the DMAD office, Jill Aurand, will serve as the Project Director for the work described in this proposal. Together, they will provide oversight and approval of all project activities. The DMAD Office currently operates Nebraska's SLDS and will continue to have authority for its operations upon completion of the activities associated with this proposal.

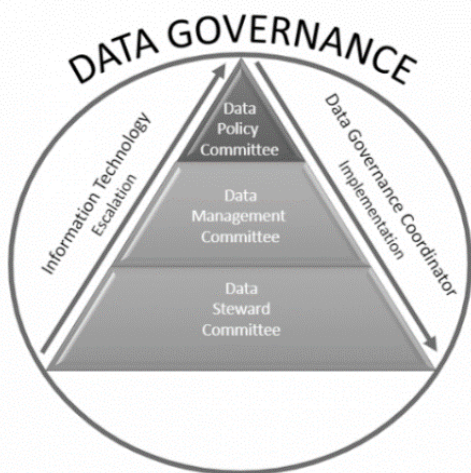
The ISS has service authority around managing all Information, Data & Technology (IDT) related projects within NDE. If selected for funding, the NDE ISS appointed Project Manager/Lead will develop an official project charter to guide the activities and resources allocated for this proposal and will subsequently develop official project plan(s) to guide the day-to-day management of these activities and resources. The NDE ISS utilizes a comprehensive management process aimed at mitigating risks to ensure the successful completion of all project activities.

**Effective stakeholder engagement will be ensured through consistent communication channels**, primarily employing a well-structured email newsletter or other suitable means of communication. Additionally, a dedicated web page will be established to relay pertinent information regarding the current progress of the SLDS grant, guaranteeing timely updates on a quarterly basis or more frequently as required. Significant status updates will also be disseminated during statewide conferences, such as the annual NDE Data Conference and NDE Day at Administrators Days, maximizing outreach and engagement opportunities with key stakeholders. Finally, frequent project plan and progress reports will be provided to the agency's leadership, employing a combination of presentations and comprehensive written updates, as appropriate and necessary.

### **Data Governance**

Nebraska's SLDS data governance serves specific use-based responsibilities. Continuous evaluation and improvements promote an efficient and comprehensive data governance strategy. The current approaches reflect the following structures around data collection, use, and reporting. Our internal **Data Management Committee (DMC)** makes collection decisions, through insights provided by external stakeholders, District Data Collection Groups, and Internal NDE Officers and Administrators from each Principal office. The Internal **Data Policy Committee (DPC)** is a multi-disciplinary group formed to increase data quality, improve data literacy, and ensure the organization maximizes the value of the data they collect. The **Data Steward Committee (DSC)** collaborate with district stakeholders to understand the data

requirements, ensure data accuracy, quality, and appropriateness of us and help to enforce data governance policies at a granular level. Our **Research Review Board (RRB)** collaboratively works with the DPC to manage data access requests. Our **Data Reporting Cross team** supports data visualization and use decisions to support accountability. Our Innovation Network of school districts also supports data visualization and use by promoting education, training, and workday support of data visualization project work.



**Nebraska’s SLDS governance system features clear roles and responsibilities focused on: data collection; research reviews; data reporting; data visualization and use; and integration and oversight. In addition, the ECIDS, along with a transforming P-20 and workforce governance group, add oversight and contribute to decisions about data ownership, management, and access.**

A successful data system rests upon a governance structure involving State and local stakeholders in the system’s design and implementation. Particularly when expanding the data capacity of existing K-12 systems to include other educational data, an SLDS program and project must identify the entities responsible for the operation of the statewide data system and should include a common understanding of data ownership, data management, and data confidentiality and access, as well as the means to resolve differences among partners.

NDE Data Management Committee: Composed of senior leaders from the NDE, the DMC addresses data use and collection decisions. The representatives include Office Administrators from Accreditation, Adult Program Services, Teaching Learning and Assessment, Data, Research, and Evaluation, Special Education, School Finance, ESEA programs, and Career Education.

NDE Data Policy Committee: Composed of key decision makers, including the CIO, Administrators from DMAD, ISS, and, the Director of Data Quality and Management (DQM), and the Data Governance Coordinator. The DPC develops data related policies and procedures that

help ensure data can be turned into actionable information for end users while maintaining data security and integrity.

NDE Data Steward Committee: Comprised of IT Administrators, Data Stewards, Director of Data Collections, IT Service Desk Specialist Senior, Business Process Analyst, and Data Governance Coordinator, along with key members from within NDE and from external educational agencies who will also be invited from time to time on an as needed basis.

Research Review Board: Responsible for collaboratively working with the DPC, the board recommends submitted research requests for use and access to student level data containing personally identifiable information (PII). Meets quarterly.

Information, Data and Technology Governance: Office Administrators and key leaders meet monthly to address issues, planning, and coordination of technology and data support services for the agency.

District Data Collection Group: Local Education Agency (LEA) representatives from all State Board of Education Districts convene monthly to discuss and evaluate impact of new or changed data collections, advise on process and procedures, and provide recommendations for the NDE.

P-20W Governance Council: The P20W Governance council oversees the direction of P-20W NSWERS data system.

Preschool Development Grant (PDG) Nebraska Leadership Team (NLT): Leaders representing Early Childhood Education entities in Nebraska providing governance for Early childhood related data and the ECIDS system currently under development.

**e) Staffing**

The SLDS Management and Leadership Team is shown in the table below in addition to the roles and time commitments for key personnel. Resumes are provided in Appendix E.

Name and Project Role	Time Commitment (FTE)				Project Responsibility
	Year 1	Year 2	Year 3	Year 4	
<b>Dr. Kristin Yates,</b> <b>Information Officer</b> Project Sponsor*	0.15	<.10	<.10	<.10	Executive oversight, liaison to agency State Board and NSWERS
<b>Jill Aurand</b> <b>Administrator - Office of Data Management and Application Development</b> Project Director*	0.20	0.20	0.20	0.20	Management oversight of project activities, liaison to USDE

<b>Tibor Moldovan Administrator - Office of Technology Services*</b>	<.10	<.10	<.10	<.10	Management of security and technology implementations
<b>Ganesan Kanagarajan Administrator - Office of Information Systems and Services*</b>	0.15	<.10	<.10	<.10	Management of data governance, stakeholder engagement, and training
<b>LaDonna Jones-Dunlap, Systems Involved Youth Specialist*</b>	0.10	<.10	<.10	<.10	Systems involved youth specialist
<b>Bryan Helzer, Director of Data Quality *</b>	0.15	0.10	0.10	0.10	Lead of data governance, coordination of stakeholder engagement
<b>Naomi Kohles, Service Desk Lead*</b>	0.15	0.15	0.10	0.15	Lead of training and participation in data governance and stakeholder engagement
<b>Abhishek Das, Enterprise Data Architect And Business Intelligence Lead*</b>	<.10	0.15	0.15	0.10	Lead of all architecture, ETL, and business intelligence
<b>Max Reiner, Director of Data Collections*</b>	0.15	0.15	<.10	<.10	Lead of ADVISER implementations and enhancements
<b>Kor Tot, Director of Application Development*</b>	<.10	0.15	<.10	<.10	Co-lead of application development
<b>Satya Putana Raju, Director of Application Development*</b>	<.10	0.15	<.10	<.10	Co-lead of application development
<b>Ben Baumfalk, ECIDS Project Lead*</b>	<.10	<.10	<.10	<.10	P-20W coordination
<b>Jared Stevens, ECIDS Data Outreach Lead*</b>	<.10	<.10	<.10	<.10	P-20W coordination

\* Denotes In-Kind Resource

**Dr. Kristin Yates** is a highly accomplished professional with significant expertise in the field of data management and analysis. As an Associate Vice President for Enterprise Data Solutions and Chief Data Officer at the University of Nebraska Central Administration, she played a pivotal role in shaping the direction of emerging data services across four campuses. Yates demonstrated exceptional leadership by initiating data policy reforms and revising data governance structures to enhance data accessibility while ensuring security. She spearheaded the planning and implementation of a new integrated data warehouse and provided consultation on the development of data products and visualizations. Additionally, she led efforts to improve data literacy and elevate the visibility of data as a valuable asset. Yates's contributions extended beyond her institution, as she actively collaborated with partnership

organizations in establishing a SLDS. Her professional engagements also included presentations at conferences and publications in the field of educational psychology and research.

**Jill Aurand** is an accomplished professional with a strong background in data management, application development, and reporting. With over 26 years of experience, she has consistently delivered exceptional outcomes by driving efficiency and leading teams effectively. Her expertise includes leading staff in enterprise architecture, business intelligence, data collections, and reporting. She has demonstrated her leadership abilities by managing a significant budget for the enhancement and modernization of the SLDS. Additionally, she has led in the implementation of Microsoft Power BI systems for secure data visualization and reporting. Throughout her career, she has been actively involved in data standardization initiatives and has presented at state and national conferences on data collection and reporting. Her strong technical skills in SQL, data analysis, and budgeting have contributed to her successful track record in the field of data management. Her commitment to driving efficiency and delivering impactful solutions makes her a valuable asset in any data-driven organization.

**Tibor Moldovan** is a highly experienced technology services administrator with a strong emphasis on technology, security, and privacy. With expertise in IT strategy development, policy development, and information security, he has consistently ensured compliance, operational efficiency, and safeguarding of critical systems and data. With a strong technical background in various operating systems, network and server administration, and helpdesk management, he has successfully administered and maintained network infrastructure, servers, and helpdesk operations. He has also implemented Identity and Access Management (IAM) and Mobile Device Management (MDM) solutions, as well as Change Management processes to ensure seamless technology transitions. With a bachelor's degree in computer science and mathematics, He brings a well-rounded skill set that includes IT procurement, budget management, and team supervision. Moldovan's extensive experience and proficiency in technology, security, and privacy make them a valuable asset in any organization focused on protecting and optimizing their IT infrastructure.

**Ganesan Kanagarajan** is a visionary and goal-oriented servant leader, possessing 28 years of experience in advancing organizations' positive image through cutting-edge information solutions. With expertise in data governance, he has successfully administered service desk management, quality management, and procurement management. Kanagarajan has also played a crucial role in improving stakeholder experience, managing data-related collaboration efforts, and serving as a steering committee member for Data Governance. With a track record of delivering multimillion-dollar technology programs, implementing total quality management, and establishing Agile and DevOps release projects, he has consistently ensured data quality best practices and alignment with strategic priorities. His extensive technological skills and leadership acumen make him a valuable asset in driving sustainable growth and results for organizations.

**LaDonna Jones-Dunlap** is a dedicated professional with a passion for working with youth in the

juvenile justice system. As a Systems-Involved Youth Specialist at Nebraska Children and Families Foundation/NDE, she effectively communicates with school districts and system agencies to ensure a smooth transition for systems-involved students. Additionally, as the Director of Juvenile Justice Initiatives and as the Community Coach Coordinator at the Urban League of Nebraska, she successfully developed resources, monitored policies, and collaborated with community stakeholders to support student recruitment and parental engagement. With her expertise in program coordination, staff supervision, and database management, she has made significant contributions in improving outcomes for youth in the juvenile justice system.

**Bryan Helzer** is an experienced customer relationship manager with a strong emphasis on data governance. With twenty years of experience in high-pressure environments, and now as the Director of Data Quality and Support at the NDE, he effectively manages a team of analysts, modernizes data systems, and implements quality and supportability measures. He coordinates efforts to improve data quality, reduce redundancies in data collection, and streamline processes to make data-driven decision-making more efficient. Throughout his career, he has demonstrated exceptional leadership and technical skills, ensuring the integrity and availability of critical data infrastructure.

**Naomi Kohles** is a results-driven and customer-oriented professional, and a trusted manager with extensive leadership experience in customer support. With a focus on improving efficiencies and delivering superior service, she has consistently demonstrated her ability to thrive in high-pressure environments and meet deadlines. As the Service Desk Supervisor at the NDE, she successfully transitioned team members from the help desk to the service desk, enhancing ticketing efficiency and response times. Collaborating with internal stakeholders, she developed and implemented system and process improvements to improve data quality and customer service. In previous roles, she excelled in managing operations, staff, and client relations, as well as driving departmental improvements and enhancing membership acquisition and retention. She holds a strong track record of strategic planning and relationship development.

**Abhishek Das** is a highly skilled and experienced Data Architect and BI lead with a strong focus on data architecture and ETL development. With over 17 years of experience, he possesses expertise in various areas including data modeling, ETL development using IBM Datastage, Azure Data Factory, and SSIS, as well as data visualization using Power BI. He has successfully designed and implemented end-to-end data architecture solutions, collaborating with cross-functional teams and leading a team of data professionals. He is passionate about staying up-to-date with the latest trends and technologies in data and analytics, always seeking new challenges to apply his skills and create value for organizations. In his current role at the NDE, he is responsible for delivering BI solutions, ensuring data consistency and accuracy, and optimizing data warehouses and dimensional models to support business intelligence and reporting requirements.

**Max Reiner** is an experienced professional with a strong background in the Ed-Fi ODS/API and

in data quality. he has held various roles at the NDE, including Director of Data Collections, where he supervised a team and oversaw the Ed-Fi data collections, serves as the Technical Lead for the ADVISER data system, and works with internal and external stakeholders to meet their needs around data and reporting. As a Senior IT Applications Developer, he maintained web applications, developed SQL Server code with SSIS ETL, and created reports using SSRS. With his expertise as an IT Contractor, he worked on an ERP development project and served as a legacy SQL data expert. Max's experience also extends to business analysis, software maintenance, and development, where he utilized skills in .Net applications, SQL, and reporting tools. He has demonstrated his ability to manage teams, work on large projects, and provide technical guidance and support.

**Kor Tot** is an experienced application developer with a strong background in various programming languages such as C#, Visual Basic, HTML, Java, JavaScript, and CSS. He is skilled in cloud platforms like Microsoft Azure and Firebase, as well as version control systems including Git, GitHub, and TFS. With expertise in database management systems like MS SQL and MySQL, he has worked extensively with IDEs such as Visual Studio and Visual Studio Code. Kor's proficiency extends to JavaScript frameworks such as Angular and React, and he is well-versed in agile development methodologies like Scrum, Sprint, and story points. In his current role as Director at the NDE, Kor leads a team of applications developers and a DevOps engineer, providing leadership, project guidance, and overseeing the migration of legacy applications to Azure DevOps. He also focuses on modernizing the agency's user interface technology and recruit staff and contractors for critical enterprise systems.

**Satya Putana Raju** is an experienced IT professional with a strong educational background in computer science engineering. With both a bachelor's and a master's degree in computer science, she possesses a solid foundation in the field. Satya holds multiple Microsoft certifications, including Microsoft Certified Azure Fundamentals, Microsoft Certified Professional Developer, and Microsoft Certified Solutions Associate. In her most recent role as an IT Application Developer Lead at the NDE, Satya has demonstrated expertise in agile methodology, collaborating with cross-functional teams, and utilizing Scrum and Kanban methodologies. Her technical skills encompass a wide range of technologies, such as .NET, MVC, .NET Core, C#, SQL Server, Angular, JavaScript, SharePoint, and more. With exceptional problem-solving abilities, excellent communication skills, and a strong work ethic, Satya is dedicated to meeting project deadlines and delivering high-quality results.

**Benjamin Baumfalk** is an accomplished professional with a diverse background in education and research. Currently working on a Doctor of Philosophy degree in Quantitative, Qualitative, and Psychometric Methods (anticipated 2024), he possesses strong expertise in data analysis. He has held various roles, including being the Project Lead for the (ECIDS at the NDE, where he led the development and implementation of an integrated data system. He has also worked as a Policy Research Analyst at First Five Nebraska, managing data, research, and evaluation activities. With experience as a Graduate Research Assistant and Research and Evaluation Specialist, he has contributed to strategic initiatives and conducted evaluations in the field of education. He is a member of several professional organizations and has published research

articles and presented at conferences. Overall, his extensive experience and passion for utilizing data make him a valuable asset in the education and research field.

**Jared Stevens** is an experienced professional with expertise in quantitative, qualitative, and psychometric methods and is currently working towards a Doctor of Philosophy degree in these areas from the University of Nebraska-Lincoln. Jared has held various positions, including being the Data Outreach Lead for the ECIDS at the NDE, where he coordinates data collection efforts and engages with stakeholders. He also served as an Evaluation/Mixed Methods Research Specialist at the Nebraska Center for Research on Children, Youth, Families, and Schools, where he provided methodological support, conducted research, and prepared reports. Additionally, Jared has experience in baseball research and psychometrics through his internship with the Milwaukee Brewers Baseball Club. He has been actively involved in academia and has contributed to peer-reviewed publications and presented research findings at conferences. Jared is a member of the American Evaluation Association and serves on the board of the Nebraska Evaluation Network.

## **6f) Data Security and Privacy**

Nebraska is committed to ensuring the security and confidentiality of PII and other student data. The Nebraska SLDS deploys industry-standard security measures ensuring technical soundness, as well as related physical and administrative protections. NDE policy and practice support the privacy requirements of the FERPA and other applicable Federal and State laws. Full details of relevant NDE policies and practices, as well as applicable state statutes related to student data collection, use, and access are provided in Appendix C.

Clear policies and procedures are only effective when consistent professional staff development occurs. Coupled with continuous improvement using risk management and audit reviews, embedded privacy and security training is part of every NDE employee orientation.

New training modules on FERPA and other relevant student privacy laws, policies, and procedures are planned as part of this grant. Nebraska's SLDS makes use of industry-standard identity management technologies and strategies, including Active Directory and role-based authorization. Data is encrypted in transport and at rest.

Nebraska revises and annually publishes data dictionaries to provide transparency about the SLDS. Publicly documenting what data is accessible, to which users, and for what purposes, is essential. At the same time, we are careful so as not to undermine data security.

To provide information about keeping PII of NDE's constituents safe from cyber thieves, the Office of Technology Services at the NDE mandates Information Security Training for all NDE staff on an annual basis. Modules included in the training included 1) Why Your Security Awareness Training Program is Important; 2) Passwords and Authentication; 3) Email and Social Engineering; 4) Internet and Cloud Security; 5) Physical Security and Remote Working; 6) Insider Threats; 7) Mobile Device Security; and 8) Workplace Security in Action. **This training was last mandated in the fall of 2022, and 100% of staff completed the training.**

## **7. Budget Narrative (Justification)**

The primary objective of this project is to strengthen Nebraska's SLDS infrastructure in order to provide better support for at-risk student, such as those who are state wards or court wards placed in foster care or other court-ordered settings. Through targeted improvements and adjustments to Nebraska's Statewide Longitudinal Data System (SLDS) and its related policies and procedures, our efforts will be directed towards enhancing the educational outcomes of these students. The grant's overarching goals are outlined as follows.

- Goal A: Implementing Policies, Procedures, and Systems to Improve the Educational Outcomes of At-Risk Students
- Goal B: Access, Privacy, and Security of Data
- Goal C: P-20W SLDS Cooperation
- Goal D: Strengthen NDE Data Governance by incorporating stakeholder input on matters related to data visualizations, as well as the provision of comprehensive training on data privacy, security, and utilization.

### **Overarching Assumptions and Approaches**

#### *Personnel:*

In the past, hiring IT personnel for short-term grant-funded projects has posed significant problems, including the finding candidates who are both highly qualified to complete work that is often new to the agency, and the quality of those staff willing to take on a fixed-term position. To address these issues, an alternative approach involves utilizing existing full-time staff to lead, collaborate, train, and adapt their roles as part of the project. This approach takes advantage of the availability of contract staff and contractors to supplement the team during the primary development and training phases while ensuring the long-term sustainability and capacity of the resources.

Instead, the main source of support will be derived from vendor contracts, staff augmentation contracts acquired through a state IT personnel procurement system, and other contractual service payments. An exception will be made for the grant project manager position, as we believe that maintaining continuity necessitates having an in-house professional dedicated to fulfilling this role.

Since this grant project does not require state nonfederal matching funds, the nonfederal section of ED 524 remains blank. However, to showcase the time that staff will spend on this work, the narrative includes the estimated costs of NDE staff time at industry contractor rates to illustrate the potential added cost of engaging external contractors to complete the work that will, instead, be assigned to NDE staff. These rates significantly exceed the salary and benefits of State of Nebraska employees.

*Travel:*

The travel estimates and calculations for out of state travel use the state-based reimbursement guidelines as well as guidance provided by NDE. The guidelines for the state are available at <https://das.nebraska.gov/accounting/manual.html>.

*Indirect Costs*

The approved restricted indirect cost rate is 8.8% for the Nebraska Department of Education. This percentage was applied to all direct costs proposed in the budget.

**Goal A: Implementing Policies, Procedures, and Systems to Improve the Educational Outcomes of At-Risk Students**

**Estimated Total Cost:**

NDE In Kind Resources: \$339,731  
Federal Resources: \$1,672,556  
Goal A Total: \$2,012,287

**Justification:**

**Personnel Involved:**

Primary NDE Staff involved with Goal A include the following. Resumes for these personnel can be found in Appendix E.

- Dr. Kristin Yates
- Jill Aurand
- Tibor Moldovan
- Ganesan Kanagarajan
- LaDonna Jones-Dunlap
- Bryan Helzer
- Naomi Kohles
- Abhishek Das
- Max Reiner
- Kor Tot
- Satya Putana Raju
- Ben Baumfalk
- Jared Stevens

**Dr. Kristin Yates** is a highly accomplished professional with significant expertise in the field of data management and analysis. As an Associate Vice President for Enterprise Data Solutions and Chief Data Officer at the University of Nebraska Central Administration, she played a

pivotal role in shaping the direction of emerging data services across four campuses. Yates demonstrated exceptional leadership by initiating data policy reforms and revising data governance structures to enhance data accessibility while ensuring security. She spearheaded the planning and implementation of a new integrated data warehouse and provided consultation on the development of data products and visualizations. Additionally, she led efforts to improve data literacy and elevate the visibility of data as a valuable asset. Yates's contributions extended beyond her institution, as she actively collaborated with partnership organizations in establishing a statewide longitudinal data system. Her professional engagements also included presentations at conferences and publications in the field of educational psychology and research.

**Jill Aurand** is an accomplished professional with a strong background in data management, application development, and reporting. With over 26 years of experience, she has consistently delivered exceptional outcomes by driving efficiency and leading teams effectively. Her expertise includes leading staff in enterprise architecture, business intelligence, data collections, and reporting. She has demonstrated her leadership abilities by managing a significant budget for the enhancement and modernization of the SLDS. Additionally, she has led in the implementation of Microsoft Power BI systems for secure data visualization and reporting. Throughout her career, she has been actively involved in data standardization initiatives and has presented at state and national conferences on data collection and reporting. Her strong technical skills in SQL, data analysis, and budgeting have contributed to her successful track record in the field of data management. Her commitment to driving efficiency and delivering impactful solutions makes her a valuable asset in any data-driven organization.

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recruitment and parental engagement. With her expertise in program coordination, staff supervision, and database management, she has made significant contributions in improving outcomes for youth in the juvenile justice system.

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**Abhishek Das** is a highly skilled and experienced Data Architect and BI lead with a strong focus on data architecture and ETL development. With over 17 years of experience, he possesses expertise in various areas including data modeling, ETL development using IBM Datastage, Azure Data Factory, and SSIS, as well as data visualization using Power BI. He has successfully designed and implemented end-to-end data architecture solutions, collaborating with cross-functional teams and leading a team of data professionals. He is passionate about staying up-to-date with the latest trends and technologies in data and analytics, always seeking new challenges to apply his skills and create value for organizations. In his current role at the Nebraska Department of Education, he is responsible for delivering BI solutions, ensuring data consistency and accuracy, and optimizing data warehouses and dimensional models to support business intelligence and reporting requirements.

**Max Reiner** is an experienced professional with a strong background in the Ed-Fi ODS/API and in data quality. he has held various roles at the Nebraska Department of Education, including Director of Data Collections, where he supervised a team and oversaw the Ed-Fi data collections, serves as the Technical Lead for the ADVISER data system, and works with internal and external stakeholders to meet their needs around data and reporting. As a Senior IT Applications Developer, he maintained web applications, developed SQL Server code with SSIS ETL, and created reports using SSRS. With his expertise as an IT Contractor, he worked on an

ERP development project and served as a legacy SQL data expert. Max's experience also extends to business analysis, software maintenance, and development, where he utilized skills in .Net applications, SQL, and reporting tools. He has demonstrated his ability to manage teams, work on large projects, and provide technical guidance and support.

**Kor Tot** is an experienced application developer with a strong background in various programming languages such as C#, Visual Basic, HTML, Java, JavaScript, and CSS. He is skilled in cloud platforms like Microsoft Azure and Firebase, as well as version control systems including Git, GitHub, and TFS. With expertise in database management systems like MS SQL and MySQL, he has worked extensively with IDEs such as Visual Studio and Visual Studio Code. Kor's proficiency extends to JavaScript frameworks such as Angular and React, and he is well-versed in agile development methodologies like Scrum, Sprint, and story points. In his current role as Director at the Nebraska Department of Education, Kor leads a team of applications developers and a DevOps engineer, providing leadership, project guidance, and overseeing the migration of legacy applications to Azure DevOps. He also focuses on modernizing the agency's user interface technology and recruit staff and contractors for critical enterprise systems.

**Satya Putana Raju** is an experienced IT professional with a strong educational background in computer science engineering. With both a bachelor's and a master's degree in computer science, she possesses a solid foundation in the field. Satya holds multiple Microsoft certifications, including Microsoft Certified Azure Fundamentals, Microsoft Certified Professional Developer, and Microsoft Certified Solutions Associate. In her most recent role as an IT Application Developer Lead at the NDE, Satya has demonstrated expertise in agile methodology, collaborating with cross-functional teams, and utilizing Scrum and Kanban methodologies. Her technical skills encompass a wide range of technologies, such as .NET, MVC, .NET Core, C#, SQL Server, Angular, JavaScript, SharePoint, and more. With exceptional problem-solving abilities, excellent communication skills, and a strong work ethic, Satya is dedicated to meeting project deadlines and delivering high-quality results.

**Benjamin Baumfalk** is an accomplished professional with a diverse background in education and research. Currently working on a Doctor of Philosophy degree in Quantitative, Qualitative, and Psychometric Methods (anticipated 2024), he possesses strong expertise in data analysis. He has held various roles, including being the Project Lead for the Early Childhood Integrated Data System (ECIDS) at the Nebraska Department of Education, where he led the development and implementation of an integrated data system. He has also worked as a Policy Research Analyst at First Five Nebraska, managing data, research, and evaluation activities. With experience as a Graduate Research Assistant and Research and Evaluation Specialist, he has contributed to strategic initiatives and conducted evaluations in the field of education. He is a member of several professional organizations and has published research articles and presented at conferences. Overall, his extensive experience and passion for utilizing data make him a valuable asset in the education and research field.

**Jared Stevens** is an experienced professional with expertise in quantitative, qualitative, and psychometric methods and is currently working towards a Doctor of Philosophy degree in these

areas from the University of Nebraska-Lincoln. Jared has held various positions, including being the Data Outreach Lead for the Early Childhood Integrated Data System at the Nebraska Department of Education, where he coordinates data collection efforts and engages with stakeholders. He also served as an Evaluation/Mixed Methods Research Specialist at the Nebraska Center for Research on Children, Youth, Families, and Schools, where he provided methodological support, conducted research, and prepared reports. Additionally, Jared has experience in baseball research and psychometrics through his internship with the Milwaukee Brewers Baseball Club. He has been actively involved in academia and has contributed to peer-reviewed publications and presented research findings at conferences. Jared is a member of the American Evaluation Association and serves on the board of the Nebraska Evaluation Network.

**Direct Costs**

The following table represents the estimations for costs to achieve Goal A. The table provides the estimated hours and cost per year and uses standard rates.

Costs	Rate	Year 1		Year 2		Year 3		Year 4		Total Cost
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	
Application Developer	\$175	64	\$11,200	400	\$70,000	400	\$70,000	400	\$70,000	\$221,200
BA / QA	\$150	99	\$14,880	800	\$120,000	800	\$120,000	800	\$120,000	\$374,880
ETL Developer	\$195	145	\$28,236	760	\$148,200	760	\$148,200	760	\$148,200	\$472,836
Power BI Developer	\$195	144	\$26,640	900	\$166,500	900	\$166,500	900	\$166,500	\$526,140
Total Contractor Costs		452	\$80,956	2860	\$504,700	2860	\$504,700	2860	\$504,700	\$1,595,056
Supplies			\$250		\$250		\$250		\$250	\$1,000
Licensing & Hosting			\$0		\$20,500		\$28,000		\$28,000	\$76,500
Total Costs			\$81,206		\$525,450		\$532,950		\$532,950	\$1,672,556

*Licensing and Hosting* – These costs include the increase in licensing fees for Microsoft Power BI and increased Azure cloud hosting costs. These costs could also include those necessary to connect interim-program schools to the ADVISER environment but cannot be determined at this time.

**Goal B: Access, Privacy, and Security of Data**

**Estimated Total Cost:**

NDE In Kind Resources: \$296,758  
 Federal Resources: \$551,450  
 Goal A Total: \$848,208

**Justification:**

Personnel Involved:

Primary NDE Staff involved with Goal B include the following. Resumes for these personnel can be found in Appendix E.

- Kristin Yates
- Jill Aurand
- Tibor Moldavan
- Ganesan Kanagarajan
- Bryan Helzer
- Naomi Kohles
- Abhishek Das
- Max Reiner
- Kor Tot
- Satya Putana Raju
- Ben Baumfalk
- Jared Stevens

Direct Costs

The following table represents the estimations for costs to achieve Goal B. The table provides the estimated hours and cost per year and uses standard rates.

Costs	Rate	Year 1		Year 2		Year 3		Year 4		Total Cost
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	
Application Developer	\$175	38	\$6,650	998	\$174,650	104	\$18,200		\$0	\$199,500
Azure Security Specialist	\$195	152	\$29,640	8	\$1,560		\$0		\$0	\$31,200
BA / QA	\$150	114	\$17,160	724	\$108,600	116	\$17,400	64	\$9,600	\$152,760
ETL Developer	\$195		\$0	20	\$3,900	80	\$15,600	82	\$15,990	\$35,490
Total Contractor Costs		304	\$53,450	1750	\$288,710	300	\$51,200	146	\$25,590	\$418,950
Training			\$0		\$3,000		\$4,000		\$4,000	\$11,000
Licensing & Hosting			\$0		\$26,500		\$47,500		\$47,500	\$121,500
Total Costs			\$53,450		\$318,210		\$102,700		\$77,090	\$551,450

*Training* – Training for NDE staff on additional technologies has been included over years 2-4 of the budget. These may include the technology chosen for the ADVISER Person ID matching engine (Goal B3) and authentication technologies for the modernized district authentication (Goal B1).

*Licensing and Hosting* - These costs include the technology chosen for the ADVISER Person ID matching engine (Goal B3) and authentication technologies for the modernized district authentication (Goal B1). These solutions will be chosen during the development process.

**Goal C: P-20W SLDS Cooperation**

**Estimated Total Cost:**

NDE In Kind Resources: \$78,074  
Federal Resources: \$800  
Goal A Total: \$78,874

**Justification:**

Personnel Involved:

Primary NDE Staff involved with Goal C include the following. Resumes for these personnel can be found in Appendix E.

- Kristin Yates
- Jill Aurand
- Ganesan Kanagarajan
- Ben Baumfalk
- Jared Stevens

Direct costs for Goal C include \$200 of supplies per year. The work will be undertaken by current staff.

**Goal D: Strengthen NDE Data Governance by incorporating stakeholder input on matters related to data visualizations, as well as the provision of comprehensive training on data privacy, security, and utilization.**

**Estimated Total Cost:**

NDE In Kind Resources: \$312,564  
Federal Resources: \$587,700  
Goal A Total: \$900,264

**Justification:**

Personnel Involved:

Primary NDE Staff involved with Goal C include the following. Resumes for these personnel can be found in Appendix E.

- Jill Aurand

- Tibor Moldavan
- Ganesan Kanagarajan
- Bryan Helzer
- Naomi Kohles

Direct Costs

The following table represents the estimations for costs to achieve Goal D. The table provides the estimated hours and cost per year and uses standard rates.

Costs	Rate	Year 1		Year 2		Year 3		Year 4		Total Cost
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	
BA / QA	\$150	148	\$22,200	200	\$30,000	200	\$30,000	200	\$30,000	\$112,200
Training Designer	\$125	536	\$67,000	1000	\$125,000	1000	\$125,000	1000	\$125,000	\$442,000
Total Contractor Costs		684	\$89,200	1200	\$155,000	1200	\$155,000	1200	\$155,000	\$554,200
Travel			\$7,000		\$7,000		\$7,000		\$7,000	\$28,000
Supplies			\$125		\$125		\$125		\$125	\$500
Training			\$0		\$1,000		\$2,000		\$2,000	\$5,000
<b>Total Costs</b>			\$96,325		\$163,125		\$164,125		\$164,125	\$587,700

*Training* – Training for NDE staff on the platform choosing for delivery of on-demand training has been included over years 2-4 of the budget.

Travel:

District Data Visualization Group (DDVG) members may be asked to meet in person at least once per year to enhance their work. Costs would include a one-night stay in a hotel, meals, and mileage. Because the exact number of participants in the DDVG has not yet been determined, we are budgeting for a total of 20 participants per year over 4 years at an estimated cost \$350 per participant per year and a total of \$28,000 over the life of the grant.

DDVG Travel Cost Estimates			
	Per Participant	Per Year	Grant Total
Lodging	\$140	\$2,800	\$11,200
Meals	\$60	\$1,200	\$4,800
Mileage	\$150	\$3,000	\$12,000
<b>Total</b>	<b>\$350</b>	<b>\$7,000</b>	<b>\$28,000</b>

## Grant Management, Evaluation, and Sustainability

### **Estimated Total Cost:**

Federal Resources: \$621,313

### **Justification:**

#### Personnel Involved:

Primary NDE Staff involved with the Grant Management the following. Resumes for these personnel can be found in Appendix E.

- Kristin Yates
- Jill Aurand

#### Direct Costs

The following table represents the estimations for costs to achieve Goal D. The table provides the estimated hours and cost per year and uses standard rates.

Costs	Rate	Year 1		Year 2		Year 3		Year 4		Total Cost
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	
Grant Evaluation	\$250		\$0		\$0		\$0	200	\$50,000	\$50,000
Total Contractor Costs			\$0		\$0		\$0	200	\$50,000	\$50,000
Personnel - Project Manager			\$75,929		\$86,749		\$90,967		\$95,393	\$349,038
Fringe Benefits - Project Manager			\$38,964		\$43,261		\$44,496		\$45,770	\$172,491
Equipment			\$12,105							\$12,105
Travel			\$7,400		\$7,400		\$7,400		\$7,400	\$29,600
Supplies									\$800	\$800
Total Costs			\$134,398		\$137,410		\$142,863		\$199,363	\$614,034

#### Project Manager Salary and Benefits

The cost for the Project Manager is based off the current step plan for the position, per the NDE Bargaining Agreement. The accounting department at NDE used this information to determine first year benefits and other costs, including equipment costs for new employees which was budgeted in the first year of the grant. Salary was increased at a rate of 5% per year, utilizing the NDE Bargaining Agreement for the 2024-2025 Fiscal year as a basis. Fringe Benefits and other costs included in Personnel were increased at a rate of 2.5% per year.

Travel:

As part of the grant requirements each successful application should budget for 2 senior level staff to attend an annual SLDS conference as part of the grant application. We are budgeting for 4 staff trips per year for a total of 16 staff strips over 4 years at an estimated cost \$1,850 per trip and a total cost of \$29,600 over the life of the grant.

SDLS Staff Travel Cost Estimates			
	Per Participant	Per Year	Grant Total
Flight	\$600	\$2,400	\$9,600
Lodging	\$800	\$3,200	\$12,800
Meals	\$200	\$800	\$3,200
Mileage	\$100	\$400	\$1,600
Other	\$150	\$600	\$2,400
<b>Total</b>	<b>\$350</b>	<b>\$7,400</b>	<b>\$29,600</b>

**Summary Table Proposed Project Budget by Outcome and Overall**

**Goal A: Implementing Policies, Procedures, and Systems to Improve the Educational Outcomes of At-Risk Students**

Costs	Rate	Year 1		Year 2		Year 3		Year 4		Total Cost
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	
Application Developer	\$175	64	\$11,200	400	\$70,000	400	\$70,000	400	\$70,000	\$221,200
BA / QA	\$150	99	\$14,880	800	\$120,000	800	\$120,000	800	\$120,000	\$374,880
ETL Developer	\$195	145	\$28,236	760	\$148,200	760	\$148,200	760	\$148,200	\$472,836
Power BI Developer	\$195	144	\$26,640	900	\$166,500	900	\$166,500	900	\$166,500	\$526,140
Total Contractor Costs		452	\$80,956	2860	\$504,700	2860	\$504,700	2860	\$504,700	\$1,595,056
Supplies			\$250		\$250		\$250		\$250	\$1,000
Licensing & Hosting			\$0		\$20,500		\$28,000		\$28,000	\$76,500
Total Costs			\$81,206		\$525,450		\$532,950		\$532,950	\$1,672,556

**Goal B: Access, Privacy, and Security**

Costs	Rate	Year 1		Year 2		Year 3		Year 4		Total Cost
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	
Application Developer	\$175	38	\$6,650	998	\$174,650	104	\$18,200		\$0	\$199,500
Azure Security Specialist	\$195	152	\$29,640	8	\$1,560		\$0		\$0	\$31,200
BA / QA	\$150	114	\$17,160	724	\$108,600	116	\$17,400	64	\$9,600	\$152,760
ETL Developer	\$195		\$0	20	\$3,900	80	\$15,600	82	\$15,990	\$35,490
Total Contractor Costs		304	\$53,450	1750	\$288,710	300	\$51,200	146	\$25,590	\$418,950
Training			\$0		\$3,000		\$4,000		\$4,000	\$11,000
Licensing & Hosting			\$0		\$26,500		\$47,500		\$47,500	\$121,500
Total Costs			\$53,450		\$318,210		\$102,700		\$77,090	\$551,450

**Goal C: Nebraska's P-20W SLDS Cooperation**

Costs	Year 1	Year 2	Year 3	Year 4	Total Cost
Supplies	\$200	\$200	\$200	\$200	\$800

**Goal D: Strengthen NDE Data Governance by incorporating stakeholder input on matters related to data visualizations, as well as the provision of comprehensive training on data privacy, security, and utilization.**

Costs	Rate	Year 1		Year 2		Year 3		Year 4		Total Cost
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	
BA / QA	\$150	148	\$22,200	200	\$30,000	200	\$30,000	200	\$30,000	\$112,200
Training Designer	\$125	536	\$67,000	1000	\$125,000	1000	\$125,000	1000	\$125,000	\$442,000
Total Contractor Costs		684	\$89,200	1200	\$155,000	1200	\$155,000	1200	\$155,000	\$554,200
Travel			\$7,000		\$7,000		\$7,000		\$7,000	\$28,000
Supplies			\$125		\$125		\$125		\$125	\$500
Training			\$0		\$1,000		\$2,000		\$2,000	\$5,000
Total Costs			\$96,325		\$163,125		\$164,125		\$164,125	\$587,700

**Additional Goal: Scalable Data Use and Development**

Costs	Year 1	Year 2	Year 3	Year 4	Total Cost
Other	\$250,000	\$0	\$0	\$0	\$250,000

**Grant Management**

Costs	Rate	Year 1		Year 2		Year 3		Year 4		Total Cost
		Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	
Grant Evaluation	\$250		\$0		\$0		\$0	200	\$50,000	\$50,000
Total Contractor Costs			\$0		\$0		\$0	200	\$50,000	\$50,000
Personnel - Project Manager			\$75,929		\$86,749		\$90,967		\$95,393	\$349,038
Fringe Benefits - Project Manager			\$38,964		\$43,261		\$44,496		\$45,770	\$172,491
Equipment			\$12,105							\$12,105
Travel			\$7,400		\$7,400		\$7,400		\$7,400	\$29,600
Supplies									\$800	\$800
Total Costs			\$134,398		\$137,410		\$142,863		\$199,363	\$614,034

**Grant Totals**

Costs	Year 1	Year 2	Year 3	Year 4	Total Cost
Total Direct Costs	\$615,579	\$1,144,395	\$942,838	\$973,728	\$3,676,540
Indirect Costs	\$54,158	\$100,683	\$82,951	\$85,668	\$323,460
<b>Total Costs</b>	<b>\$669,737</b>	<b>\$1,245,078</b>	<b>\$1,025,789</b>	<b>\$1,059,396</b>	<b>\$4,000,000</b>

## **Appendix A: Optional Attachments**

Attachment 1 – Nebraska’s Approved and Accredited Facility-Based Schools

Attachment 2 – Technical Diagram of Nebraska’s SLDS



# NEBRASKA'S APPROVED AND ACCREDITED FACILITY-BASED SCHOOLS

<b>INTERIM-PROGRAM SCHOOLS: JUVENILE EMERGENCY SHELTERS</b>				
School / Facility	Address	Contact/Liaison	Phone	Email
Boys Town Intervention and Assessment School Boys Town Intervention and Assessment Program	14124 Norton Drive Boys Town 68010	Danielle Paulson	(531) 355-8414	<a href="mailto:Danielle.paulson@boystown.org">Danielle.paulson@boystown.org</a>
<b>INTERIM-PROGRAM SCHOOLS: JUVENILE DETENTION CENTERS / STAFF SECURE PROGRAMS</b>				
Douglas County Youth Center	1301 South 41 <sup>st</sup> Street Omaha, NE 68105	Mark LeFlore Dave Collins Jennifer McCandless	(402) 444-4767 (402) 444-4054 (402) 444-3833	<a href="mailto:mark.leflore@douglascounty-ne.gov">mark.leflore@douglascounty-ne.gov</a> <a href="mailto:dave.collins@douglascounty-ne.gov">dave.collins@douglascounty-ne.gov</a> <a href="mailto:jennifer.mccandless@douglascounty-ne.gov">jennifer.mccandless@douglascounty-ne.gov</a>
Pathfinder Education Program Lancaster County Youth Services	1200 Radcliff Street Lincoln, NE 68512	Randall Farmer	(402) 441-5959 (402) 441-7090	<a href="mailto:rfarmer@lps.org">rfarmer@lps.org</a>
Northeast Nebraska Juvenile Services, Inc.	1313½ North Main, P.O. Box 50 Madison, NE 68748	Dave Erb	(402) 454-3955	<a href="mailto:daverb911@hotmail.com">daverb911@hotmail.com</a>
Patrick J. Thomas Juvenile Justice Center (Sarpy County)	9701 Portal Road La Vista, NE 68128	Paul Bohn Tami Steensma	(402) 537-7036 (402) 537-7000	<a href="mailto:pbohn@sarpy.gov">pbohn@sarpy.gov</a> <a href="mailto:tsleensma@sarpy.gov">tsleensma@sarpy.gov</a>
<b>INTERIM-PROGRAM SCHOOLS: RESIDENTIAL PROGRAMS</b>				
Residential Treatment Center (RTC) School Alegant / Immanuel Hospital RTC	6901 North 72 <sup>nd</sup> Street Omaha, NE 68122	Denyce Hill Christy Alnemah	(402) 572-2508	<a href="mailto:Denyce.Hill@alegent.org">Denyce.Hill@alegent.org</a> <a href="mailto:Christy.AL-nemah@alegent.org">Christy.AL-nemah@alegent.org</a>
Boys Town RTC School	14092 Hospital Road Boys Town, NE 68010	Christine Osterbuhr	(531) 355-7273	<a href="mailto:Christine.osterbuhr@boystown.org">Christine.osterbuhr@boystown.org</a>
Boys Town Residential Treatment Center	14043 Brookhouser Road Boys Town, NE 68010			
Boys Town Interim-Program School	904 Summer Street Lincoln, NE 68502	Amanda Ledin	(402) 434-2670 Ext. 6	<a href="mailto:aledin@hopespoke.org">aledin@hopespoke.org</a>
Boys Town Child & Adolescent Psychiatric Center				
Child Guidance School				
HopeSpoke Therapeutic Group Home				
Nebraska Youth Academy	5845 Huntington Avenue Lincoln, NE 68507	Seth Lutz	(402) 471-1646	<a href="mailto:Seth.Lutz@nebraska.gov">Seth.Lutz@nebraska.gov</a>
Lincoln Regional Center – Whitehall Campus				
Morton School				
Lincoln Regional Center - Whitehall Campus				
NOVA Alternative School NOVA Treatment Community	8502 Morman Bridge Road Omaha, NE 68152	Tammy Lawrence Lesa Schaller	(402) 991-8556	<a href="mailto:tlawrence@novatc.org">tlawrence@novatc.org</a> <a href="mailto:lschaller@novatc.org">lschaller@novatc.org</a>
<b>INTERIM-PROGRAM SCHOOLS: GROUP HOMES / CHILD CARING AGENCIES</b>				
Omaha Home for Boys School Omaha Home for Boys	4343 North 52 <sup>nd</sup> Street Omaha, NE 68104	Carla Andreesen	(402) 457-7155	<a href="mailto:candreesen@ohb.org">candreesen@ohb.org</a>
Uta Halee Academy Rite of Passage	10625 Calhoun Road Omaha, NE 68112	Barbara Wild	(402) 905-9656	<a href="mailto:Barbara.wild@rop.com">Barbara.wild@rop.com</a>

## STATE AND FEDERAL SPECIAL PURPOSE SCHOOLS

School / Facility	Address	Contact/Liaison	Phone	Email
<b>Nebraska Department of Correctional Services (NDCS)</b>				
NCYF Community High School Nebraska Correctional Youth Facility (NCYF)	2610 North 20 <sup>th</sup> Street Omaha 68110	Susan Harder Trish Brockman Steve Fannon	(402) 636-8690 (402) 636-8620 (402) 479-5723	Susan.Harder@nebraska.gov Trish.Brockman@nebraska.gov Steve.Fannon@nebraska.gov
NDCS High School / Adult Education Program 9 Prison Sites	P.O. Box 94661 Lincoln 68509-4661	Kimberlie McGowan Susan Harder Steve Fannon	(402) 917-5941 (402) 636-8690 (402) 479-5723	Kimberlie.Novotny@nebraska.gov Susan.Harder@nebraska.gov Steve.Fannon@nebraska.gov
<b>Nebraska Department of Health and Human Services (DHHS)</b>				
West Kearney High School Youth Rehab. and Treatment Center – Kearney	2802 30 <sup>th</sup> Avenue Kearney 68845-0435	Greg Welch Teresa Barnes	(308) 338-2010 (308) 338-2011	greg.welch@nebraska.gov Teresa.Barnes@nebraska.gov
West Kearney High School Lincoln Youth Facility - Lincoln	1200 Radcliff Sireet Lincoln 68512	Seth Lutz	(402) 471-1646	Seth.Lutz@nebraska.gov
West Hastings School Youth Rehab. and Treatment Center – Hastings	4200 West 2 <sup>nd</sup> Street Hastings 68901	Debra Turner	(402) 580-4032	Debra.turner@nebraska.gov
<b>United States Department of Agriculture – Forestry Service</b>				
Pine Ridge Job Corps Center	15710 Highway 385 Chadron 69337-7505	John Cattin	(308) 432-8650	john.cattin@usda.gov
<b>RESIDENTIAL NON-PUBLIC SCHOOLS</b>				
Boys Town Schools	13803 Flanagan Boulevard Boys Town 68010	Dr. Lindsay Meier	(531) 355-1134	lindsay.meier@boystown.org
<b>NON-RESIDENTIAL SPECIAL PURPOSE SCHOOL</b>				
University of Nebraska High School	206 South 13 <sup>th</sup> Street Ste. 800 Lincoln 68588-0226	Dr. Jeff Stoehr	(402) 472-4338	jstoehr@nebraska.edu



**UPDATED:** April 2023

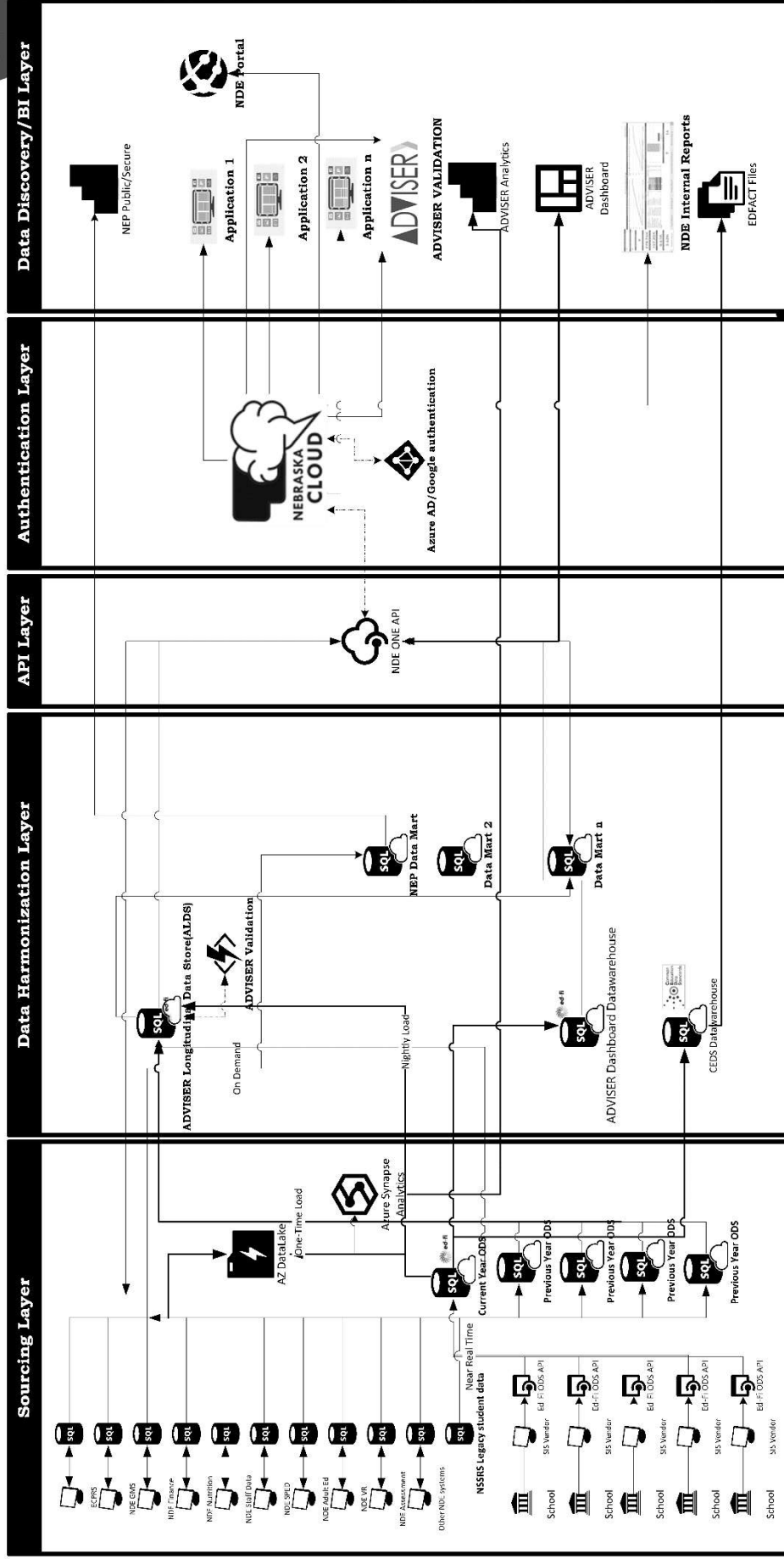
**SOURCE:** Nebraska's "Fostering Connections in Education" Program  
Nebraska Department of Education - Office of Coordinated Student Support Services

**Please Send Updates To:** LaDonna Jones-Dunlap, ladonna.jonesdunlap@nebraska.gov  
"Fostering Connections in Education" Nebraska's State Education Liaison

Appendix A  
Attachment 2 – Technical Diagram of Nebraska’s SLDS

**NDE Central Data Repository (CDR)**

February 9, 2023



## Appendix B: Current Status of the State’s Longitudinal Data System

### Governance and Policy Requirements

Requirement	Status	Current Status
Needs and Uses	A+	Nebraska’s SLDS provides data for the Nebraska Education Profile (NEP) in both public and secure views to all education stakeholders. The NEP presents consolidated data about Nebraska’s education system. The ADVISER data system securely collects and stores the SLDS data. In addition, the ADVISER Dashboard and ADVISER Analytics secure-access tools provide insights directly to educators and leaders to inform decisions that impact teaching and learning. This grant application proposes to incorporate information on at-risk students to the ADVISER Dashboards and ADVISER Analytics tools, enhance tool adoption by engaging stakeholders, and providing training to school and district leaders on the uses of these tools.
Governance	A +	Nebraska’s SLDS governance structure features clear roles and responsibilities focused on: data collection; research reviews; data reporting; data visualization and use; and integration and oversight. Our internal <b>Data Management Committee (DMC)</b> makes collection decisions from insights provided by external stakeholders, District Data Collection Group, and Internal NDE Officers and Administrators from each principal office. <b>Our Research Review Board</b> collaboratively works with our <b>Data policy committee (DPC)</b> to manage data access requests. Any conflict or differences between stakeholders is resolved in our <b>Data Policy Committee (DPC)</b> . Our internal <b>Data Steward Committee (DSC)</b> act as data custodians, ensuring accuracy, quality, and appropriate usage of data at a granular level. Our <b>Innovation Network</b> and future District Visualization Group comprised of school districts will support data visualization to present and use data effectively. In addition, the Early Childhood Integrated Data System (ECIDS), along with a transforming P-20 and workforce governance group, adds oversight and contributes to decisions about data

		ownership, management, and access. Stakeholder communication and engagement runs through our governance effort assuring engagement and voice of the stakeholder are included in the management and administration of the SLDS data assets.
Institutional Support	A	Nebraska’s <i>Quality Education and Accountability Act (Nebraska Revised Statute 79-760.05)</i> provides a strong statutory and regulatory foundation for our SLDS, including setting expectations for using the system to improve student outcomes and to achieve the state’s educational goals. Nebraska’s senior leaders, starting with the Commissioner of Education, are committed to using data to make informed policy decisions and to promote educational equity. The Nebraska Legislature and the Nebraska State Board of Education (“SBOE”) have recently demonstrated clear support of data systems and data-informed decision-making in the context of at-risk students, as evidenced by the Legislature’s recent passage of LB 705 (a bill to study issues around data for system-involved youth) and the SBOE’s adoption of specific legislative priorities around system’s involved youth in 2023.
Sustainability	A +	<p>Multiple strategies are being employed to ensure the sustainability of Nebraska’s SLDS, including formal budget requests to the Nebraska Legislature for additional funding for staff and other resources, initiation of department conversations around apportionment of indirect cost revenue, exploration of the use of a service center model to fund some portion of data and IT activities and preliminary identification of resources/activities that we will no longer support in order to free up funding for continuation of higher value projects.</p> <p>Stakeholder engagement, modernization and interoperability are key constructs in our goal of long-term project sustainability. Grant activities undertaken as part of SLDS 2019 and additional funding provided through ESSER funding have allowed us to make good progress in modernizing resource-intensive activities.</p>

		We are planning additional emphasis on stakeholder engagement going forward. Recent interactions with key internal and external stakeholders are expected to result in the addition of 3 staff FTE to the data and IT area in the upcoming year.
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**Technical Requirements**

<b>Requirement</b>	<b>Status</b>	<b>Current Status</b>
Federal Reporting	A+	The Nebraska ADVISER data system fully supports Federal reporting requirements and expectations. Nebraska uses Ed-Fi, based on the Common Education Data Standards (CEDS) and the Ed Fi API. The state also uses the <b>Generate</b> tool to ensure alignment and integration with the Federal EdFacts reporting requirements. The state uses a real time data validation approach to review the transactional data submitted by districts that requires changes at the data source, increasing long term data quality.
Privacy Protection and Data Accessibility	A+	Nebraska employs a comprehensive framework encompassing policy, procedures, and automated systems to ensure adherence to relevant Federal and state laws and regulations in safeguarding privacy. Public policies and procedures include Nebraska Revised Statutes 84-712 through 84.712.09, 79-776, 79-2,104, 79-318, 79-703; the NDE Data Access and Use Policy and Procedures Including Research and Evaluation; the 2022 State Board of Education Agency Management Policy on Records Access and Use; and Rule 6 Regulations and Standards for Uniform Sharing of Student Data, Records and Information under Nebraska Title 92, Chapter 6. The Ed-Fi infrastructure, Nebraska Education Profile (NEP) and the ADVISER dashboards meet Family Educational Rights and Privacy Act (20 U.S.C. 1232g et seq.) and other requirements. The state also annually publishes the ADVISER Data Elements data dictionary documentation to educate stakeholders about the system’s data elements, use, and requirements. Links to referred documents can be found in Appendix C.
Interoperability	A+	Nebraska utilizes the Ed-Fi Data Standard and the Ed-Fi ODS/API, which consists of a logical data model that references a data dictionary aligned to CEDS. We also

		utilize the CIID Generate Tool, an application based on CEDS, and have mapped the data required for ED Facts reporting into the Generate data store.
Data Quality	A+	Nebraska promotes data quality through a system of training, automated validation reports and submission error checks that validate data quality business rules, a set of actions plans, a service desk, a portal, and a RSS-based Bulletin for data announcements. The Ed-Fi API and downstream ADVISER Validation performs extensive data validation checks before data is accepted into the system. This grant will enhance data quality by providing training for district and school staff on information concerning systems-involved students.
Enterprise-wide Architecture	A+	A unique ID provides a linkage among and across Nebraska’s K-12 and educator systems. The state’s unique ID, published CEDS aligned data dictionaries, implementation of the Ed-Fi Data Model, and related data linking business rules are in place. This grant will improve the unique ID system by enhancing the matching engine and making other improvements to our ADVISER Person ID system.

**Data Use Requirements**

Requirement	Status	Current Status
Secure Access	A+	Nebraska’s SLDS strictly controls access to student-level and staff-level data and permits data and system access based upon roles. The Ed-Fi API restricts access by school district and application. The ADVISER dashboards support a complex set of claims and relationship-based access to fully implement FERPA privacy rules. Nebraska’s secure SLDS exists behind the NDE portal and required role validation occurs before user’s access different levels of information. This grant will improve the access, privacy, and security of data by implementing a modernized district authentication and application access management system.
Data Use Deliverables	A	Through an initiative funded by the Nebraska Legislature, the Education Innovation Network at the NDE established a <i>Data Visualization and Use Network</i> .

Requirement	Status	Current Status
		<p>This Network serves as a statewide Professional Learning Community and stakeholder engagement group. This grant proposes to grow our stakeholder engagement on data visualization implementation and use by the formation of a District Data Visualization Group, one part of an overall strategy to grow stakeholder engagement department-wide for SLDS-related data use deliverables.</p>
Evaluation	A +	<p>NDE strives to promote educator and policymakers' understanding of data to support data-informed decision-making and understanding of the underpinnings of evidence-based practices. NDE established a Data Visualization Network with funding from the Legislature and trained multiple cohorts of district, ESU and NDE staff in best practices for data visualization. The 2023 SLDS projects proposed will greatly improve the state's professional development capacity and provide ample opportunities to gather feedback from about data-related training and metrics surrounding data access and use such as web page visits, length of time spent per web page and participant evaluations of trainings offered.</p>

Requirement	Status	Current Status
Partnerships with the Research Community	A +	<p>The SLDS <i>Data Access and Use Policy and Procedures Including Research and Evaluations</i> policy defines the policies and procedures for evaluating and processing researchers’ data requests. An NDE Research Liaison is assigned to review proposed data uses, ensure proper interpretation of data, review and approve publications that use the data, and to answer questions and inform policy and practice. Research proposals are also reviewed by NDE’s Research Review Board (RRB). Priority is given to proposals that fall under NDE’s published mission, the State Board of Education’s adopted strategic vision and direction, and NDE’s research priorities. NDE’s research priorities are scheduled to be revisited and realigned with new areas of inquiry as needed during 2023-24. Several existing research partners, including the Nebraska Policy Education Research Laboratory at the University of Nebraska at Omaha. NEPRL also provides a critical opportunity to provide hands-on training and mentorship to the next generation of education policy researchers. The proposed SLDS projects around deidentification of data and enhancements to the person ID system will greatly improve the efficiencies and effectiveness of NDE research partnerships.</p>
Sustainability Plan	A	<p>Nebraska participated in the 2019 SLDS Grant Sustainability Planning Workshop in December of 2022, and was a mentor state for participants of another round of workshops in March of 2023. The work completed during both opportunities was invaluable to creating a plan to sustain our SLDS beyond any grant.</p>

## **Appendix C: Documentation pertaining to Data Security and Privacy. List of Appendix A Documents**

Data privacy and security play a crucial role in the area of education data, specifically when it comes to safeguarding student information. By implementing robust security measures and adhering to strict privacy protocols, the Nebraska Department of Education (NDE) ensures the confidentiality, integrity, and availability of student data, enabling a safe and conducive learning environment that adheres to Federal and state requirements. Such measures not only safeguard the personal information of students but also foster a culture of responsible data handling, empowering students, parents, and educators to embrace the benefits of technology while upholding privacy as a fundamental pillar of education.

Documentation related to Data Security and Privacy can be found at the following link

<https://www.education.ne.gov/dataservices/data-security-and-privacy-policies-and-procedures/>

## **Appendix D: Letters of Support, MOUs, and Relevant State Legislation or Executive Orders**

### **Legislation:**

#### **LB705 Provide, change, transfer, and eliminate provisions relating to education**

Introduced January 18, 2023

Approved by the Governor June 1, 2023

LB705 was passed by the Nebraska Legislature on June 1, 2023, and requires the State Department of Education, the Department of Health and Human Services, the Office of Probation Administration, and the State Court Administrator to enter into a memorandum of understanding (MOU) designed to better provide system-wide coordination and improve opportunities and outcomes for students under the jurisdiction of the juvenile court.

Full text of the bill can be found here

<https://www.nebraskalegislature.gov/FloorDocs/108/PDF/Slip/LB705.pdf>

The following three pages are excerpted from the bill and include Sec 122, the section of the bill that is referenced above.

1 of this act 9-812, any other money received by the state in the form of  
2 grants or gifts from nonfederal sources, such other amounts as may be  
3 transferred or otherwise accrue to the fund, and any investment income  
4 earned on the fund. The fund shall be used to carry out the community  
5 college gap assistance program pursuant to the Community College Gap  
6 Assistance Program Act. Any money in the fund available for investment  
7 shall be invested by the state investment officer pursuant to the  
8 Nebraska Capital Expansion Act and the Nebraska State Funds Investment  
9 Act.

10 (2) In addition to community college gap assistance awarded to  
11 students, money in the fund may also be used by the committee:

12 (a) To establish application and funding procedures; and

13 (b) To assist other eligible institutions as specified in contracts  
14 entered into pursuant to subsection (4) of section 85-2010 in defraying  
15 the costs of direct staff support services, including, but not limited  
16 to, marketing, outreach, applications, interviews, and assessments  
17 related to the community college gap assistance program.

18 (3) Each community college may use up to ten percent of any money  
19 received from the fund to defray the costs of direct staff support  
20 services, including, but not limited to, marketing, outreach,  
21 applications, interviews, and assessments.

22 Sec. 122. (1) On or before October 1, 2023, the State Department of  
23 Education, the Department of Health and Human Services, the Office of  
24 Probation Administration, and the State Court Administrator shall enter  
25 into a memorandum of understanding for the sharing of data relevant to  
26 students who are under the jurisdiction of the juvenile court. The  
27 purpose for the sharing of data is to provide systems-wide coordination  
28 to improve educational opportunities and outcomes and to facilitate  
29 service coordination for such students. The memorandum shall include the  
30 intent for the State Department of Education to contract with an outside  
31 consultant with expertise in the education of court-involved students to

1 assist in the development of such policies and procedures.

2 (2) The consultant shall provide recommendations addressing issues  
3 that include, but need not be limited to, the following:

4 (a) Identifying and defining the population of students whose data  
5 should be collected and shared;

6 (b) Defining the specific types of data to be collected and shared;

7 (c) Identifying shared data systems;

8 (d) Identifying the entities and persons for which the data should  
9 be accessible;

10 (e) Identifying both federal and state legal responsibilities and  
11 confidentiality parameters; and

12 (f) Developing a uniform approach for the transfer of educational  
13 credits.

14 (3) The development of such policies and procedures for the sharing  
15 of data shall be collaborative and shall include input from the  
16 appropriate entities including, but not limited to, the State Department  
17 of Education, the Department of Health and Human Services, the Office of  
18 Probation Administration, the State Court Administrator, the juvenile  
19 court system, the superintendent of schools for the youth and  
20 rehabilitation centers, public school districts, educators, and court-  
21 involved students and their parents. The consultant shall provide a draft  
22 report containing the recommendations described in subsection (2) of this  
23 section to the appropriate agency representatives and to the Commissioner  
24 of Education, the chief executive officer of the Department of Health and  
25 Human Services, and the Chief Justice of the Supreme Court on or before  
26 September 1, 2024.

27 (4) The State Department of Education shall complete a final report  
28 detailing the recommendations of the consultant and any policies and  
29 procedures that are being considered for adoption by the State Department  
30 of Education, the Department of Health and Human Services, the Office of  
31 Probation Administration, and the State Court Administrator. The report

1 shall be delivered electronically to the Chief Justice of the Supreme  
2 Court, the Governor, and the Clerk of the Legislature on or before  
3 December 1, 2024.

4       Sec. 123. (1) Except as provided in subsection (2) of this section,  
5 no publicly funded college or university in this state shall, as part of  
6 the student application and admission process for disciplines not  
7 requiring licensure or clinical or field placements, inquire about or  
8 consider any applicant's criminal history or juvenile court record  
9 information.

10       (2)(a) Subsection (1) of this section does not prohibit an inquiry  
11 regarding an applicant's criminal history or juvenile court record  
12 information or consideration of such matters to the extent required by  
13 state or federal law or when such matters are voluntarily submitted by an  
14 applicant.

15       (b) Any inquiry regarding an applicant's criminal history or  
16 juvenile court record information and any consideration of such matters  
17 shall be strictly limited to the extent permitted by this subsection.

18       (3) This section does not apply to inquiries or consideration of  
19 criminal history or juvenile court record information (a) occurring  
20 subsequent to the student application and admission process as part of a  
21 professional licensure process or an academically required clinical or  
22 field placement, (b) in any application or other process relating to  
23 student housing, or (c) in any application or other process relating to  
24 any athletic program.

25       (4) For purposes of this section, criminal history or juvenile court  
26 record information means all records relating to an applicant's criminal  
27 history record or juvenile court record, including, but not limited to,  
28 any information or other data concerning any proceedings relating to a  
29 case, any arrest, being taking into custody, a petition, a complaint, an  
30 indictment, an information, a trial, a hearing, an adjudication, any  
31 correctional supervision, a dismissal, or any other disposition or



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June 22, 2023

Dr. Nancy S. Sharkey  
Institute of Education Sciences  
550 12th Street, SW, Room 4162  
Washington, DC 20202

Dr. Sharkey,

The Nebraska Department of Education (NDE) is committed to the efforts described in our application for the Institute of Education Sciences Grant (CFDA 84.372, ED-GRANTS-050523-002). The mission of the Nebraska Department of Education is to lead and support the preparation of all Nebraskans for learning, earning, and living. Increasingly, fulfilling this mission has required the Department to welcome additional partners into the education ecosystem. This is especially true for at risk and systems-involved youth. The statewide longitudinal data system (SLDS) grant would build upon our state's robust education data systems and ensure better collection and access to data for all those who serve at-risk youth.

The SLDS grant opportunity comes at a perfect time in our state. For the past several years, Nebraska policymakers have coalesced efforts to improve childhood wellbeing. This has resulted in a number of efforts including:

- Three Branch Meeting bringing together members of the executive, legislative, and judicial branches to focus on systems-involved youth,
- LB1173 Work Group, a cross-agency and statewide group seeking to make Nebraska the number one state for childhood well-being,
- Passage of LB705 which included funding for and a call to enter into a data sharing agreement for justice-involved youth.

The priorities outlined in the grant proposal build upon this momentum, continue to modernize data infrastructure, and provide critical connections to work occurring across Nebraska.

We know access to early warning and robust data systems can support the education, social, economic, and overall well-being of systems-involved youth. Unfortunately, data systems in our facilities serving these youth are nascent, disconnected, and siloed. Our grant proposal brings these data into the fold and will ensure better support as students transition into and out of facilities, schools, and services.

The collaboration among other state agencies, non-traditional institutions serving at-risk youth, and non-profit partners continues to increase support for systems-involved youth. The proposed resources requested in this grant application will supplement state investments to ensure sustainability in the future, and more importantly, catalyze the focus around using data to support this vulnerable population.

The NDE supports this grant and the role of extending the possibilities of using data effectively and efficiently. The opportunities created by the proposal will benefit the future of all Nebraskans.

Sincerely,

  
Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education



nebraskachildren  
AND FAMILIES FOUNDATION

Subject: Letter of Support for Grant Application - Statewide Longitudinal Data System Grant

Dear Grant Application Review Committee,

On behalf of the Nebraska Children and Families Foundation, we wholeheartedly support the grant application submitted by the Nebraska Department of Education (NDE) for the Statewide Longitudinal Data System Grant. This grant application aligns perfectly with our organization's mission and goals to ensure the well-being and success of children and families across Nebraska, especially those who are systems-involved.

Nebraska is primed for this work, having made significant advancements such as the passage of LB705 and ongoing efforts around child welfare in LB1173. Additionally, our strong partnerships and collaborations provide a solid foundation to build upon. It is crucial that we capitalize on these achievements and leverage our existing data systems to better serve all students and specifically the population of students who are systems involved.

The proposed goals outlined in the grant application reflect a deep understanding of the challenges faced by at-risk youth and students. By expanding K-12 infrastructure integration to external agencies supporting these vulnerable populations, the Nebraska Department of Education demonstrates a commitment to providing holistic support and resources that will empower these individuals to thrive academically and socially.

We commend the emphasis placed on enhancing the access, privacy, and security of data. In today's rapidly evolving technological landscape, it is crucial to safeguard sensitive information while ensuring that authorized stakeholders have the necessary access to make informed decisions. The proposed measures to develop processes that facilitate coordination between the NDE K-12 SLDS (ADVISER), Pre-K system (ECIDS), and the Nebraska interlocal entity responsible for integrating public K-12, postsecondary, and workforce data (NSWERS) will undoubtedly foster a more cohesive and comprehensive approach to data management.

We are particularly pleased to see the inclusion of initiatives aimed at enhancing data governance and data quality. By creating data quality training programs for districts and the NDE, as well as launching a district data visualization group, this grant application demonstrates a proactive commitment to ensuring accurate and reliable data collection and analysis. Such measures will enable educators, administrators, and policymakers to make data-driven decisions that have a positive impact on the academic outcomes and overall well-being of Nebraska's students.

The Nebraska Children and Families Foundation fully endorses the Statewide Longitudinal Data System Grant application submitted by the Nebraska Department of Education. We firmly believe that this project will make a significant difference in the lives of systems-involved youth and students from high-risk populations.

Thank you for considering our support for this grant application. We are confident that, if approved, this project will bring about meaningful and lasting change in Nebraska's education system.

Sincerely,   
Nebraska Children and Families Foundation



nswers

June 26, 2023

Dr. Nancy S. Sharkey  
Institute of Education Sciences  
550 12th Street, SW, Room 4162  
Washington, DC 20202

Dear Dr. Sharkey:

Subject: Letter of Support for Nebraska's SLDS Grant Application

I am writing this letter to express my support for the Nebraska Department of Education's SLDS grant application. As the Executive Director of Nebraska's P-20W system, I have witnessed the transformative impact of an effective SLDS on our educational ecosystem. The proposed initiatives in this grant align with our commitment to educational advancement, strengthening our capacity to drive positive outcomes for all Nebraska students.

Expanding data capacity to include systems-involved youth will provide a more holistic view of educational progress in our state. This will enable us to identify areas for improvement, personalize instruction, and facilitate smooth educational transitions for all students. The Nebraska Department of Education's plan to modernize data infrastructure highlights their forward-thinking mindset for education technology.

I am confident in the Nebraska Department of Education's leadership, expertise, and dedication to successfully implement the SLDS project. We are committed to collaborating with them in this endeavor.

I wholeheartedly endorse the grant application, believing it will significantly contribute to improving educational outcomes and foster student success.

Sincerely,

Matthew J. Hastings, Ph.D.  
Executive Director, NSWERS

**NEBRASKA STATEWIDE WORKFORCE & EDUCATIONAL REPORTING SYSTEM**



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June 26, 2023

Dr. Deborah A. Frison, Deputy Commissioner  
Nebraska Department of Education  
500 S. 84<sup>th</sup> St., 2<sup>nd</sup> Floor  
Lincoln, NE 68510-2611

Dear Dr. Frison,

On behalf of the Nebraska Early Childhood Integrated Data System (ECIDS) team, I am pleased to submit this letter in support of the Nebraska Department of Education's (NDE) application to the Institute of Education Sciences' for the 2023 State Longitudinal Data System (SLDS) grant (ALN 84.372A).

Research has shown time and time again that the first 5 years of life are critical to success later on, especially for those children most at risk of failure. ECIDS (pronounced "e-kids"), represents a collaboration between state agencies, providers, organizations, and communities to collect, connect, integrate, and report information about the early childhood population and programs across Nebraska. ECIDS is designed to equip stakeholders with the data and information necessary to deliver and coordinate effective early childhood services by informing decision-making at the state, community, and program levels.

Building on over a decade of support and planning, Nebraska made significant progress over the last three years in developing and deploying a robust and secure Minimum Viable Product (MVP) of the cloud-based technical architecture for ECIDS. As an extension of this progress, continued coordination with the NDE SLDS and the Nebraska Statewide Workforce and Reporting System (NSWERS) will allow for both interoperability in technology, data sharing, and the capacity to address additional questions related to the prosperity and success of Nebraska's citizens throughout the lifespan.

We believe strongly that receipt of the 2023 SLDS grant will catalyze coordination between ECIDS, NDE SLDS, and NSWERS and provide a structure for ongoing collaboration and alignment to continue to build the P-20W ecosystem in Nebraska. The ECIDS team is poised and ready to serve as an integral partner in the critical work proposed in Nebraska's SLDS application.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ben Baumfalk", written in a cursive style.

Ben Baumfalk  
ECIDS Project Lead

---



## EDUCATIONAL SERVICE UNIT COORDINATING COUNCIL

Omaha Office  
6949 South 110<sup>th</sup> Street  
Omaha, NE 68128  
402-597-4843  
[www.esucc.org](http://www.esucc.org)

Ainsworth Office  
1292 East 4<sup>th</sup> Street  
Ainsworth, NE 69210  
402-387-1245

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June 21, 2023

Subject: Letter of Support - Enhancing Nebraska's SLDS to Support At-Risk / Systems-Involved Students

To Whom It May Concern:

I am writing this letter to express my enthusiastic support for Nebraska's SLDS project proposal to support at-risk and systems-involved students. Many of these students are highly-mobile. Valuable time and effort is lost when a student arrives at a new placement/school without accurate and up-to-date records to provide a holistic understanding of the student's educational progress, social-emotional development, and behavioral patterns. Having this information available at each step in the student's journey can improve outcomes, which is one of the high-level goals of the project.

In my work with educators from Nebraska's interim-program schools, who serve many at-risk and systems-involved students, I learned that cross-school and cross-agency sharing of the right data can make an important difference in the way these schools serve their students. By carefully navigating the legal requirements and best practices for cooperation and data access between state agencies and schools, the privacy and security of student data is protected while still allowing the right people to have the right access to the information they need to best serve the student's needs.

The data system improvements planned with this project will also provide better data to evaluate the effectiveness and return on supports provided to students. This SLDS project will be an important step forward in Nebraska's support of at-risk and systems-involved students and I highly support the proposed work. Should you require any further information or have any questions, please do not hesitate to contact me.

Cordially,

A handwritten signature in black ink that reads "Scott A Isaacson".

Scott Isaacson  
Technology Director  
[sisaacson@esucc.org](mailto:sisaacson@esucc.org)  
402-597-4866



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June 22, 2023

To whom it may concern,

I write to share my support for our agency's application for the statewide longitudinal data system grant. As the administrator for the Office of Policy and Strategic Initiatives, my role is to support the ideation, crafting, and implementation of education policies and to coordinate internal and external stakeholders towards projects positively impacting our 360,000 public and non-public school students. Without access to robust data systems, I would not be able to effectively support this function. Access to funds from this grant would build upon Nebraska's legacy of a focus on data, and incorporate new systems to better inform policy makers.

In December 2022, the State Board of Education adopted the "Future Ready PK-12 Policy Agenda," a series of six goal areas guiding the agency's legislative and regulatory priorities. One core priority was the improvement of outcomes for systems-involved youth. The objectives and strategies outlined in our state's SLDS grant will ensure all stakeholders serving these students have access to on-demand, useful information.

Our state does relatively well in ensuring the well-being of our children. However, outcomes for our systems-involved youth are consistently lower – a key reason this relatively small group of students is a focus area of our agency and our partners. Unfortunately, a lack of cohesive data across the multiple settings and providers create barriers to efficient, effective services.

The systems-involved student group transitions in and out of a variety of settings, often multiple times per year. One resulting challenge from these transitions is student data - like academic placements/transcripts, IEPs, and language needs - often are transferred *physically* and get to the facility serving these students too late. Students may languish in the wrong classes or without services because proper identifying data was not shared in a timely fashion. Additionally, our agency and others struggle to accurately track the educational outcomes for these students. Better sharing of these data will be transformative for all concerned with this student group.

The policy window is just right for this project. Recent attention from the Nebraska Unicameral, Governor, and Supreme Court have created energy around collaborative approaches to addressing the long-term needs of students who are adjudicated, in foster care, or otherwise in "the system." Connecting extant data systems across the PK-12, higher education, and the workforce to data from facilities and entities serving systems-involved youth will allow us to better investigate the unique needs of these students, thus enabling us to better serve and craft policy.

I appreciate your consideration of the Department's application. Please do not hesitate to reach out with any questions.

Sincerely,

Lane Carr, MPP  
Administrator  
Office of Policy and Strategic Initiatives



Dr. Nancy S. Sharkey  
Institute of Education Sciences  
National Center for Education Statistics  
550 12<sup>th</sup> Street, SW, Room 4162  
Washington, DC 20202

Dear Dr. Sharkey,

We are pleased to offer the support of The Nebraska Department of Education, Office of Special Education (OSE) for the 2023 State Longitudinal Data System grant proposal (CFDA XXX). The goals of this project are strongly aligned with the work of the Nebraska OSE team at the Nebraska Department of Education. We are committed to improving Nebraska's SLDS infrastructure and using the system to better serve the state's at-risk students and other historically marginalized populations. The 2023 State Longitudinal Data System grant proposal, titled **Enhancing Nebraska's SLDS to Support At-Risk/Systems-Involved Students** will primarily work to achieve the following goals:

- Goal A: Implementing Policies, Procedures, and Systems to Improve the Educational Outcomes of At-Risk Students.
- Goal B: Access, Privacy, and Security of Data
- Goal C: Nebraska's P-20W SLDS Cooperation for ECIDS – ADVISER – NSWERS
- Goal D: Enhanced Data Governance, Training, and District-Driven Visualizations

In Nebraska, students can be placed in Rule 18 – Interim Program Schools by the Court/Probation system. There is currently no data sharing/tracking system or mechanism in place that connects the Court/probation system to the education system. Often the Rule 18 placement is one of several that may occur in a student's academic year. When this happens, it is dependent on the staff at Rule 18 to "track down" the resident district in which the student attendance/academic records would be located.

According to Nebraska Revised State Statute – 79-215 (9) When a student as a ward of the state or as a ward of any court (a) has been placed in a school district other than the district in which he or she resided at the time he or she became a ward and such ward does not reside in a foster family home licensed or approved by the Department of Health and Human Services or a foster home maintained or used pursuant to section [83-108.04](#) or (b) has been placed in any institution which maintains a special education program which has been approved by the State Department of Education and such institution is not owned or operated by the district in which he or she resided at the time he or she became a ward, the cost of his or her education and the required transportation costs associated with the student's education shall be paid by the state, but not in advance, to the receiving school district or approved institution under rules and regulations prescribed by the Department of Health and Human Services and the student shall remain a resident of the district in which he or she resided at the time he or she became a ward. Any student who is a ward of the state or a ward of any court who resides in a foster family

home licensed or approved by the Department of Health and Human Services or a foster home maintained or used pursuant to section [83-108.04](#) shall be deemed a resident of the district in which he or she resided at the time he or she became a foster child unless it is determined under section [43-1311](#) or [43-1312](#) that he or she will not attend such district in which case he or she shall be deemed a resident of the district in which the foster family home or foster home is located.

Given this statute, the district in which the student was made a ward is required to maintain the residency and is responsible for developing and maintaining the Individualized Education Program (IEP). When a student is placed at a Rule 18 – interim program school (IPS) and the resident district is unknown due to multiple placements and time away from the resident district, the student may go several weeks, if not months without a developed IEP or specialized instruction to meet their needs. Rule 18- IPS also does not have a resident district to work with to develop the transition of services once the placement is complete back to the resident district. There are often when the student has had so many different placements that there are multiple districts to consider and the Nebraska Department of Education must determine residency for the student. This process can often take a considerable amount of time as court documents, placement records, and other relevant data must be collected to make appropriate determinations, causing the student to go without appropriate services as well.

We believe strongly that the continued build-out and enhancements to Nebraska’s SLDS infrastructure will provide meaningful data and data connections critical to the success of OSE programs and teachers, especially those serving our students in the interim Program Schools. The improved SLDS will provide the data necessary to support the systems designed to enhance the personalization and responsiveness of OSE programs for every Nebraska student. We are excited about this proposal and committed to the subsequent work when funded.

Sincerely,



Amy R. Rhone, Administrator/ State Director  
NDE Office of Special Education  
P.O. Box 94987  
Lincoln, NE 68509-4987  
531-207-9978  
[amy.rhone@nebraska.gov](mailto:amy.rhone@nebraska.gov)

**Appendix E: Resumes of Key Personnel**

KRISTIN E. YATES..... 2  
JILL AURAND ..... 6  
TIBOR MOLDOVAN ..... 9  
GANESAN KANAGARAJAN ..... 11  
LADONNA T. JONES-DUNLAP..... 14  
BRYAN HELZER ..... 18  
NAOMI KOHLES ..... 21  
ABHISHEK DAS..... 24  
MAX REINER..... 28  
KOR TOT..... 30  
SATYA NEELIMA PUTANA RAJU ..... 32  
BENJAMIN F. BAUMFALK..... 35  
JARED T. STEVENS..... 39

**KRISTIN E. YATES**

PHONE (402) 309-0203 • E-MAIL KRISTIN.YATES@NEBRASKA.GOV

**EDUCATION**

Ph.D. University of Nebraska-Lincoln (May, 2006)

- Major: Psychological and Cultural Studies in Education (Educational Psychology: Quantitative, Qualitative and Psychometric Methods) Dissertation Title: Making the Objective Subjective: A Sociopsychometric Exploration of Fairness and Standardized Testing J.D.

University of Nebraska-Lincoln (May, 1998)

- Major: Law M.A. University of Nebraska-Lincoln December, 1993 Major: Educational Psychology with an emphasis in educational statistics and measurement Thesis Title: Measurement Professionals' Ratings of Dimensions of Construct Validity: Implications for Test Use B.A.

University of Nebraska-Lincoln (May, 1991)

- Major: Psychology Minors: Spanish and Anthropology

**WORK EXPERIENCE**

Nebraska Department of Education (October, 2021 to Present)

Information Systems Officer

- Provided leadership to the Information, Data and Technology team, Research team and project contractors within the Nebraska Department of Education. Duties emphasized alignment and coordination of resources, tool and supports to achieve the mission, vision and strategic priorities of the Commissioner of Education and the Nebraska State Board of Education.

Southeast Community College (January 2017 to present)

Board of Governors

- Elected by area voters as a member of the Board of Governors for the 15 county Southeast Community College Area. Established high-level policy objectives for the institution.
- Worked with College President to assess progress on objectives. Approved budget, tax levy and tuition rates.
- Served on Facilities Committee and oversaw construction of new academic buildings and dormitories.

University of Nebraska Central Administration (October, 2017 to October, 2021)

Associate Vice President for Enterprise Data Solutions and Chief Data Officer

- Provided leadership and strategic vision in shaping direction of emerging Enterprise
- Data Services function across four campuses. Initiated data policy reform and revision of data governance structure to increase access to data while ensuring data security. Planned and began

implementation of Phase I of new integrated data warehouse. Consulted on development of new data products and visualizations.

- Lead system effort to improve data literacy and increase visibility of data as an asset. Liated with partnership organizations during drafting and execution of interlocal agreement establishing Nebraska statewide longitudinal data system and helped support acquisition of funding for the system.

**University of Nebraska-Lincoln (November, 2014 to October, 2021)**

Graduate Faculty Associate, Department of Educational Administration

- Appointed as Graduate Faculty Associate. Permitted to teach graduate courses, direct master's theses, serve on or chair master's degree examining committees and serve on doctoral supervisory committees. Appointed to seven doctoral supervisory committees.

**University of Nebraska Central Administration (January, 2008 to October, 2017)**

Assistant Vice President and Director of Institutional Research and Planning

- Served as Interim Director of Institutional Research from January, 2008 to January, 2009 and was appointed to the permanent position in January, 2009. Developed data and policy analyses relevant to University strategic decision-making. Prepared and presented research reports to the Board of Regents.
- Served on Executive Steering Committee for new student information system and participated in system design and implementation. Represented the University of Nebraska on statewide P-16 Data Committee.

**Lower Platte South Natural Resources District (January, 2005 to January, 2009)**

Director

- Elected by area voters as a director for local political subdivision charged with management, development and protection of soil and water resources in southeast Nebraska. Reviewed ongoing district programs and approved new projects.
- Participated in budgeting and fiscal management processes. Responded to constituent concerns and requests for information. Served as Board Secretary and member of Executive Committee in 2007 and 2008.

**University of Nebraska Central Administration (August, 2004 to August, 2007)**

Institutional Research Coordinator and Analyst

- Compiled, analyzed and presented data in response to internal and external requests for information. Planned and implemented new data collections to meet reporting needs.
- Developed data presentations for a range of target audiences. Coordinated system office data submissions to federal and state higher education entities.

**Nebraska Equal Opportunity Commission (October, 2003 to October 2021)**

Commissioner

- Appointed as a commissioner for state agency charged with investigating and resolving charges of unlawful discrimination in employment, housing and public accommodations. Participated in complaint review process.
- Assisted agency in fulfillment of statutory obligations. Elected Vice-Chairperson of the Commission in 2007, 2008 and 2009 and Chairperson in 2010 and 2011.

**State of Nebraska (April, 2001 to July, 2004)**

Research Analyst, Nebraska Coordinating Commission for Postsecondary Education

- Researched, analyzed and interpreted data for research studies. Provided assistance with agency regulations and state and federal statutes. Prepared and delivered presentations on research findings to a variety of audiences.

**Taylor, Charest and Yates Law Office (July, 1998 to April, 2001)**

Attorney

- Managed all phases of case litigation for a wide variety of cases. Prepared briefs and legal memoranda. Interviewed and consulted with firm clients. Provided research assistance to firm attorneys. Areas of Specialty: Civil Rights Litigation, Family Law and Bankruptcy.

**U.S. District Court, District of Nebraska (October, 1997 to May, 1998)**

Intern, Office of the Honorable Richard G. Kopf

- Maintained court library collection. Updated and filed treatises and other library materials. Observed courtroom procedure and administration.

**PROFESSIONAL PRESENTATIONS**

- Ahmed, A., Wynn, C. and Yates, K.E. (2019, May). Data governance: How IR serves as stewards of data and information. Invited panel presentation at the annual meeting of the Association for Institutional Research, Denver, CO.
- Yates, K.E. (1995, April). Legal conceptualizations of test validity: An historical overview. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. Bandalos, D.L.,
- Yates, K.E. & Thorndike-Christ, T. (1994, April). The relationship of failure and success attributions to test anxiety. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Yates, K.E., Bandalos, D.L. & Thorndike-Christ, T. (1993, June). Differential effects of causal attributions and self-efficacy on test anxiety. Paper presented at the annual meeting of the American Psychological Society, Chicago, IL. Bandalos, D.L.,
- Yates, K.E. & Thorndike-Christ, T. (1993, April). Gender differences in a model of test anxiety: Implications for women. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

## **PUBLICATIONS**

- Fritz, S.F., Pratt, L.R. & Yates, K.E. (2013). Strategic investment: A case study of payoffs from targeted university funding. *Journal of Academic Perspectives*, 2013(3). Retrieved from <http://www.journalofacademicperspectives.com/back-issues/vol-2013/no-3>. Bandalos, D.L.,
- Yates, K.E. & Thorndike-Christ, T. (1995). A structural model of test anxiety. *Journal of Educational Psychology*, 87, 611–623.

## **PROFESSIONAL SERVICE**

- Member, Nebraska Statewide Workforce & Educational Reporting System Management Team, 2019 to present.
- Chair, University of Nebraska Data Governance Council, 2019-2021.
- Member, Nebraska P-20W Longitudinal Data System Management Team, 2013 to 2019.
- Member, Conference Program Committee, Association for Institutional Research, 2016 and 2017.
- Subject Matter Expert, National Survey of Institutional Research, Association for Institutional Research/Bill & Melinda Gates Foundation, October 2014.
- Reviewer, Association of Institutional Research Conference Proposals, 2013-2017.
- Member, College Portrait At a Glance Working Group, Association of Public and Land-Grant Universities, 2013.
- Member, University of Nebraska NeSIS Executive Committee, 2008-2010.

## **PROFESSIONAL LICENSURE AND CERTIFICATIONS**

- National Registry of Emergency Medical Technicians Certification, January 2021-present
- Licensed Nebraska Emergency Medical Technician, January 2021-present
- Nebraska State Bar, Active Attorney in good standing, September 1998-present

## **VOLUNTEER AFFILIATIONS**

- Firefighter/EMT, Hickman Rural Fire and Rescue, 2021-present
- Volunteer, Southeast Community College Emergency Medical Technician Program, 2020-present.
- Rotary Club 14 (Lincoln, Nebraska). Chaired key Rotary 14 service project providing service at the Gathering Place from 2017-2021.
- Gathering Place (Lincoln, Nebraska). Member, Gathering Place Advisory Committee, 2019-2020.

## **JILL AURAND**

PHONE (402) 937-6210 • E-MAIL JILL.AURAND@NEBRASKA.GOV

### **SUMMARY**

Results-driven professional with over 26 years of experience in application development, data analysis, and reporting within the agency. Proven expertise in leading staff, collaborating with program offices to meet data and reporting requirements, and coordinating activities across multiple streams of work. Skilled in SQL, budgeting, project leadership, and delivering impactful solutions. A dedicated and adaptable professional with a strong track record of driving efficiency and achieving exceptional outcomes.

### **EXPERIENCE**

#### **Nebraska Department of Education (Jan 2022 – Present)**

IT Administrator, Office of Data Management and Application Development

- Lead a staff of four direct-reports and 25 indirect-reports in the areas of Enterprise Architecture and Business Intelligence, Data Collections and Reporting, and Application Development. These teams manage dozens of different applications and web-based systems, collect millions of data records, and provide data reports, submission, and visualization to comply with Federal and State requirements as well as provide actionable data to legislators, agency leadership and program staff, and district and school leaders.
- Lead and supported staff in implementing Agile development, a software development approach that emphasizes flexibility, collaboration, and iterative progress. It involves breaking down projects into small, manageable tasks, allowing for frequent iterations, continuous feedback, and adaptability to changing requirements. This also included the implementation of DevOps, promoting collaboration, automation, and continuous delivery to streamline the software development and deployment process.
- Provided leadership on the 2019 Statewide Longitudinal Data System grant, including the management of a \$3.5 million budget, for the enhancement and modernization of the department's SLDS. This grant implemented a Longitudinal Data Store which brought together data from disparate student-level and aggregate data systems into a single database system.
- Served as project lead in the development of ADVISER Analytics, a Microsoft Power BI system that delivers secure data visualization and reports to district and school personnel for use in evaluating the performance and outcomes of students.

#### **Nebraska Department of Education (Mar 2021 - Jan 2022)**

Assistant Administrator, Office of Data Management and Application Development

- Performed many of the same duties as IT Administrator tenure.
- Began implementation of a data catalog utilizing Microsoft Purview, as part of the overall data governance strategy for the agency.

#### **Nebraska Department of Education (Sep 2012 - Mar 2021)**

## Director of Data Collections / IT Application Developer Lead, ADVISER Technical Lead

- Lead a staff of four IT Data/Database Analysts in the collection and validation of school district data.
- Lead Nebraska's implementation of the Ed-Fi Data Standard and the Ed-Fi Operational Data Store and API. Beginning in 2018-2019, ADVISER is the official system of record for student-level data collected from all public and state-operated school districts in Nebraska. The system collects data on a transactional basis from school district Student Information Systems into the ADVISER Operational Data Store via an API.
- Served on the Ed-Fi Technical Advisory group in 2018 and 2019. Chaired the Ed-Fi Finance Work Group and participate in the Special Education and Early Childhood Work Groups. Lead for Nebraska's pilot of the Ed-Fi to Generate connection.
- Worked with team and department staff on the validation and verification of student and staff data, including student demographics, enrollment, attendance, special education and other programs, statewide assessment, student courses and grades, and staff data.
- Presented at state and national conferences on Nebraska's ADVISER System, the Ed-Fi to Generate Connection, and the reporting of Civil Rights Data Collection from Ed-Fi.

### **Nebraska Department of Education (Aug 2000 - Sep 2012)**

#### IT Application Developer Senior

- Worked with Data Audit Coordinators, coordinating their work with Program Data Managers during data audit time frames. As the Data Audit Coordinator for some programs, work with Program Data Managers to make sure they have the data they need when reviewing their data. Work as the Program Data Manager for other programs.
- System Lead and programmer for the NSSRS Validation website. Maintained and updated the site as necessary for new and changing validations and verifications.
- Completed requests as assigned in a timely manner and worked to ensure the data was of high quality.
- Responsible for developing collections and related resource material for excessive absenteeism and suspension and expulsions data, working with districts to answer questions concerning the collections and reviewing submissions for data quality.
- Coordinated activities of four staff members to ensure quality and timely submission of data to the Federal EDFacts system. Attended EDFacts conference and webinars and worked with program offices to make certain that necessary data was being collected for all EDFacts files. Worked with Federal CCD Non-Fiscal staff to validate and verify data submitted through EDFacts used for the Non-Fiscal CCD. Worked with department staff on EDFacts data utilized by the Consolidated State Performance Report.

### **Nebraska Department of Education (Oct 1996 - Aug 2000)**

#### School Finance Accountant

- School district budgeting – Developed budgeting materials and performed calculations for annual school district budgeting and budget limitations.
- Annual Financial Report – Developed report materials and submission system.

- Assisted school district personnel – Worked with school district personnel on preparing budgets, Annual Financial Reports and other school finance related topics.
- Presentations – Presented 2-3 times per year both in person and on teleconferences on a variety of school finance related topics.

## **EDUCATION**

### Kansas State University

- Master of Accountancy (1991)

### Kansas State University

- Bachelor of Science in Business Administration, Major in Accounting (1990)
- Graduated Cum Laude

## **TIBOR MOLDOVAN**

PHONE 402-471-1200 • E-MAIL TIBOR.MOLDOVAN@NEBRASKA.GOV

### **SUMMARY**

Highly experienced technology services administrator with expertise in IT strategy development, policy development, BR/BC, and information security.

Skilled in IT procurement, team administration, and change management.

Strong technical background and proficiency in various operating systems, including Linux, OS X, and Windows, network and server administration, helpdesk management, and end-user support.

Bachelor of Arts in Computer Science and Mathematics.

### **EXPERIENCE**

#### **NEBRASKA DEPARTMENT OF EDUCATION (2018 – PRESENT)**

Administrator, Office of Technology Services

- Developed IT strategies aligned with organizational goals for optimized infrastructure and operations. Led IT policy development to ensure compliance, security, and operational efficiency. Formulated and executed Information Security strategies for safeguarding critical systems and data.
- Supervised IT staff, fostering a collaborative and high-performance team environment. Managed IT procurement, including vendor selection, contract negotiation, and budget management. Administered and maintained network infrastructure, servers, and helpdesk operations. Implemented Identity and Access Management (IAM) and Mobile Device Management (MDM) solutions.
- Implemented Change Management processes to ensure seamless technology transitions. Developed Backup process. Coordinated ACFR and SSA audit responses.

#### **NEBRASKA DEPARTMENT OF EDUCATION, NEBRASKA VR (2006 – 2018)**

IT Analyst Senior / IT Analyst Lead

- Provided comprehensive end-user support and managed the helpdesk operations. Implemented Identity and Access Management (IAM) solutions. Managed Linux, OS X, and Windows server environments. Supervised and mentored a team of IT professionals.

#### **University of Nebraska Lincoln | 2003 - 2006**

IT Support

Managed Server and Desktop Administration Tasks. Administered PCs and Provided End-User Support.

#### **MOUNT MARTY COLLEGE, YANKTON, SD (1996 – 2000)**

IT Lab Assistant/Administrator

Unix Server administration, IAM. Computer Lab management.

## **EDUCATION**

### University of Nebraska Lincoln (2000-2003)

- Graduate Coursework in Artificial Intelligence and Machine Learning

### Mount Marty College, Yankton SD (Graduation Year: 2000)

- Bachelor of Arts (BA) in Computer Science and Mathematics

## **SKILLS**

- IT Strategy Development
- IT Policy Development
- Disaster Recovery, Business Resumption
- Information Security
- Network Administration
- Server Administration (Linux, Windows)
- Virtualization
- Helpdesk Administration
- End User Support
- Identity and Access Management (IAM)
- Change Management
- IT Procurement
- Budget Management
- IT Staff Supervision
- Computer Lab Management
- PC Administration
- PC Imaging
- Inventory Management
- Mobile Device Management (MDM)
- Bash/PowerShell Scripting

## **GANESAN KANAGARAJAN**

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### **PROFESSIONAL SUMMARY**

Visionary and goal-oriented servant leadership professional with 28 years of experience in advancing positive high performing organization image through planning, developing, and implementing cutting edge information solutions to address business opportunities.

Adept in providing optimal and innovative solutions through Strong partnerships, Service management & strategy, nimble processes, and efficient delivery.

Expert in leading above the line teams, solving business strategic initiatives with better accountability, relationship, and trust in consistently providing sustainable growth & results to the organization.

### **SKILLS**

- Servant Leadership
- Project/Program/Portfolio Management
- Business process & relationship improvement
- IT Strategy & budgeting
- Agile, DevOps Methodologies
- Change management
- Application solution architecture
- Problem management
- ERP Functional/SME
- Quality Assurance
- Administration
- Risk/crisis management
- Vendor Management, Outsourcing services
- Acquisitions/Mergers

### **RELEVANT ACCOMPLISHMENTS**

#### **Nebraska Department of Education (2020 – 2023)**

IT Office Administrator

- Serve on Executive Leadership team for the Commissioner of Education. Primarily responsible for establishing high performing organization model & providing leadership to the Information systems & services teams. Emphasis on the alignment and coordination of resources, tools, and supports to achieve the mission, vision, and strategic priorities of the Commissioner of Education and the Nebraska State Board of Education.
- Administering Service Desk Management, Quality Management, Procurement Management, Business Process Management, Project Portfolio Management, and Change Management

- Managing data-related collaboration efforts, improving stakeholder experience, grants management support, serving as a steering committee member of the Data Governance, Commissioner’s Leadership Council represent the agency on national boards and work groups.

**Basspro group, LLC & Subsidiaries (2003 – 2020)**

IT Enterprise applications manager

- Led change management, BRMS, SDMs, PMs, TMs, Infrastructure/System admins, release management, problem management, Vendors, contract & engagement management teams.
- Collaborated across the entire business and service teams, delivering solution and feature-driven innovation meeting organization needs.
- Led teams to implement total quality management, process improvement methodologies ensuring data are collected, managed, and disseminated using Data quality best practices.
- Improved Employee Engagement 15%, Customer Satisfaction 25%, Up Time to 99.9%, Budget savings 4%, Sales increases 4%, and Quality (Reduced defects 13%)
- Managed cross-functional teams in USA, India, Europe, and Canada resulting in profitability and efficiency.
- Delivered multimillion-dollar technology programs from inception to completion on time and under budget with over 30% profit, quality assurance of less than 3.1% defect leakage rate, and over 99% system availability to support business critical needs.
- Established & delivered Agile and DevOps release projects (Mobile, Kiosk & Digital Marketing) within a 6% capital planned by leveraging ITIL & PMP frameworks experience.

**DXC/Covansys (2000 – 2003)**

Business Development Manager

**DXC/Covansys (1995 – 2000)**

Lead Program Analyst

- Experienced in IT Global Delivery, Manufacturing, Retail, Transport, Banking, Health care, HR, Insurance, compliance, and security standards.
- Assessed marketing trends and emerging technologies to identify opportunities, strategize process outsourcing services, and maximize IT service offerings.

**EDUCATION**

Utah University, USA.

- Master of Business Administration in Computer Applications

Madras University, India.

- Bachelor of Engineering in Electronics and Communication

LIBA University, India.

- Post Graduate Diploma in Computer Applications

## **CERTIFICATIONS**

- ITIL V3 certified, PMI Certified Project Management Professional (PMP), Lean Six Sigma Process improvement techniques.
- Leadership Bear Track certifications on strategic thinking, relationship building, art of delegation, dealing with conflict, developing people, leadership essentials certifications on managing managers, maximizing employee performance, negotiation.
- Technology certifications on E-Commerce Concept Analyst, HPALM, QA Director, Brio, Hyperion Intelligence, Crystal Reporting Expert, JDA EP/EKB Automation and Integration Administration, MS Visio, MS Project

## **TECHNOLOGY SKILLS SUMMARY**

- Extensive experience in SDLC of ERP packages and services, Microsoft, IBM and Oracle technologies, integrated web services, Client/Server systems, Cloud technologies and distributed applications on various Platforms
- Have managed development, test environment, DevOps, deployment teams and administrators using exceptionally diverse array of programming languages, server-side and client-side scripting, application, and web servers, RDBMS, Web content management systems, modeling tools, change management, source code control systems, development IDEs, testing tools, POS, signage, digital imaging, and operating systems.

**LADONNA T. JONES-DUNLAP**

PHONE (402) 471-1741 • E-MAIL LADONNADUNLAP@GMAIL.COM

**EDUCATION**

University of Nebraska at Omaha

- Bachelor of Science-Criminal Justice

Bellevue University

- Master of Science-Justice Administration and Crime Management

**EMPLOYMENT HISTORY**

**Nebraska Children and Families Foundation/Nebraska Department of Education (October 2021-present)**

Systems-Involved Youth Specialist.

- Communicate with school districts across the State to ensure seamless transition of systems-involved students. Develop communication processes with Rule 18 and Special Schools when youth transition.
- Responsible for communicating with system agencies (Department of Health and Human Services, Nebraska Supreme Court-Juvenile Probation) on out-home-placement information and Superintendent letter submission. Serve as Nebraska’s Fostering Connections education liaison.

**Urban League of Nebraska (June 2021-October 2021)**

Director of Juvenile Justice Initiatives

- Responsible for developing resources and proposals for funding special projects. Prepared monthly student participation reports. Created training for staff professional development.
- Collaborated with community stakeholders for student recruitment efforts. Monitored existing and pending Omaha Public Schools policies. Managed databases for reporting outcomes.

**Urban League of Nebraska (June 2019-June 2021)**

Community Coach Coordinator

- Responsible for overseeing the Community Coach Program. Served as a liaison between the Community Coach Program and the Omaha Public Schools. Ensured staff delivered services in accordance with program rules. Directly supervised Community Coach staff. Collaborated with community organizations. Promoted parental engagement through Urban League sponsored events. Created mid-year and end of year program reports. Created and facilitate staff training.

**Nebraska Supreme Court Administrative Office of the Courts and Probation (Nov. 2018- May 2019)**

Juvenile Justice Specialist

- Responsible for overseeing the in-home multisystemic and ecological family treatment initiative. Managed a three-million-dollar budget for this statewide initiative, by reviewing and submitting invoices and maintaining ongoing records of expenses.
- Assisted statewide districts with accessing the multisystemic therapy services and the ecological family treatment services. Maintained data of service utilization. Communicated with stakeholders regarding services.

**Nebraska Supreme Court Administrative Office of the Courts and Probation (May 2018- Nov. 2018)**

Programs and Services Officer

- Responsible for monitoring youth in short term placement on a weekly basis. Prepared monthly short-term placement reports for the Chief of Nebraska Probation regarding population and length of stay. Assisted Juvenile Justice Specialists with various projects. Supported and assisted local probation districts throughout Nebraska regarding placement of difficult cases.
- Assisted with development of State Probation policy, protocols and processes. Reviewed and followed up with critical incident reports submitted by State Probation districts. Communicated with districts across the State regarding short term transition plans. Responded to inquiries from the Foster Care Review Board.

**Nebraska Supreme Court Judicial Branch (July 2015-May 2018)**

Juvenile Justice Resource Supervisor

- Responsible for ensuring rehabilitative services were arranged in a timely manner. Discussed cases with Probation Officers to ensure proper services were in place. Collaborated with stakeholders to ensure services were being provided adequately.
- Conducted quality assurance of service utilization. Ensured funding streams were properly identified and utilized. Communicated with community service providers. Reviewed service provider reports to ensure services met outlined goals for the youth and/or family. Oversaw and collected data for the in-home multi-systemic therapy initiative.

**Nebraska Supreme Court Judicial Branch (April 2013- July 2015)**

Specialized Probation Officer

- Provided community supervision to the highest risk youth adjudicated under the Separate Juvenile Court in Douglas County, NE. Prepared court reports for the Separate Juvenile Court in Douglas County, NE to include recommendations for rehabilitative services for youth.
- Arranged court ordered services for youth. Facilitated family team meetings. Facilitated cognitive behavior groups. Provided crisis intervention to youth and families. Attended and participated in treatment team meetings. Conducted home visits, school visits and facility visits.

**Nebraska Supreme Court Judicial Branch (September 2012-April 2013)**

Community Based Responsive Officer

- Provided community supervision to low-risk youth adjudicated under the Separate Juvenile Court in Douglas County, NE. Prepared court reports for the Separate Juvenile Court in Douglas County, NE to include recommendations for rehabilitative services for youth.
- Facilitated family team meetings. Communicated with schools, community-based agencies and treatment providers regarding youth attendance and progress.

**Nebraska Supreme Court Judicial Branch (December 2010- September 2012)**

Predisposition Investigations Officer

- Interviewed youth adjudicated under the Separate Juvenile Court in Douglas County, NE. Conducted and prepared presentence investigations for the Separate Juvenile Court of Douglas County, NE. Attended court hearings and testified when needed. Communicated regularly with judges and other court officials.
- Supervised youth temporarily placed on probation post adjudication. Communicated with community-based agencies, mental health providers and school personnel to ascertain collateral information.

**Douglas County Department of Corrections (June 2008-June 2010)**

Classification Officer

- Conducted interviews and classified arrestees who entered the facility, within the allotted time frame as established by the Nebraska Jail Standards.
- Responsible for conducting criminal records checks on inmates utilizing NCIC and NCJIS database. Registered sex offenders pursuant to the Nebraska State Statues and notified the Nebraska State Patrol of registry.
- Responsible for identifying and interviewing inmates in need of protective custody. Responsible for responding to inmate’s grievances in a timely manner.

**United States District Court of Nebraska (August 2007-June 2008)**

Probation Support Technician

- Assigned incoming collateral request from Federal Probation Offices nationwide to other Probation Support Technicians. Contacted and requested police records from local law enforcement agencies. Prepared the criminal history portion of the presentence investigations for investigation officers.
- Communicated with County, District and Federal Courts nationwide to ascertain court documents. Regularly communicated with the Nebraska State Penitentiary for purposes of obtaining classification reports and release date confirmations.

**Nebraska Department of Health and Human Services-Office of Juvenile Services (March 2006-June 2007)**

Protection and Safety Supervisor

- Provided direct supervision to a team of juvenile service officers/juvenile parole officers in a dual adjudicated unit and assigned cases to officers. Communicated and provided direction and support to juvenile service officers/juvenile parole officers.
- Reviewed and authorized financial service referrals prepared by juvenile service officers/juvenile parole officers. Facilitated staff meetings. Assisted officers with case planning.

**Nebraska Department of Health and Human Services-Office of Juvenile Services (August 2000-March 2006)**

Juvenile Service Officer/Juvenile Parole Officer

- Provided community supervision to juveniles in need of intensive supervision. Prepared and submitted court reports that included recommendations for rehabilitative services.
- Arranged and facilitated family team meetings. Apprehended youth in violation of their Conditions of Liberty contract. Prepared case plans with families. Conducted announced and unannounced home visits. Arranged court ordered services for families.

**ORGANIZATIONS/COMMITTEES**

- LB1173 Workgroup (February 2023- current)
- Nebraska Children’s Commission (May 2022- present)
- Supreme Court Commission on Children in the Courts (December 2022-present)
- Juvenile Detention Alternative Initiative Douglas County, NE Racial and Ethnic Disparities Subcommittee Co-Chair (2019-present)
- Center for Holistic Development Board (2019-present)

## **BRYAN HELZER**

PHONE (402) 530-9367 • E-MAIL BRYAN.HELZER@NEBRASKA.GOV

### **PROFESSIONAL SUMMARY**

Seasoned Support Engineer well-versed in supporting users with open and timely communication with the ability to quickly troubleshooting common problems. Well versed in decision making, and judgement validation, reliable and well versed in time management tools and known for critical thinking. Versatile professional bringing remarkable understanding of network operations and using proper judgement to focus on finding root causes and making permanent improvements to resolve issues at discovery. Offering twenty years of experience working in high-pressure environments to address customer concerns and questions.

### **SKILLS**

- Technical Instruction
- Remote desktop services and support
- LAN / WAN
- Network Planning
- Customer support needs assessment
- Technical Troubleshooting
- Organizational leadership
- Microsoft Office Suite
- Expertise in Cobol, Fortran, Assembler computer languages

### **RELEVANT ACCOMPLISHMENTS**

#### **Nebraska Department of Education (August 2022 to present)**

Director of Data Quality and Support

- Managed team of Business and Data Analysts modernizing Data Systems, instilling quality, and supportability by leveraging tools like Azure Cloud / DevOps toolset to enable Agile development methodologies or Purview for Data Dictionary documentation and governance.
- Facilitated identification of reports and information to support data quality improvements and meet education data quality improvement goals.
- Conduct gap analysis of current and planned information compared to data quality needs, including analysis of strengths and limitations of current education data quality programs.
- Oversees development and improvements in implementation of Nebraska Department of Education (NDE) data quality policies and procedures.
- Designs and implements an education data quality improvement program for financial, student, and educator data to center on quantification of data quality. Ensures data used for decision-making is high quality to encourage best decisions possible and eliminate redundancies in data collection.

- Coordinate effort to reduce data collection burden from school districts to improve consistency in data quality and reduce costs.

**Allo Communications (July 2016-June 2022)**

Technical Support Specialist Manager

- Managed and recruited a technical staff of 31 responsible for providing Tier2 support for a Fiber to the premise provider in ten markets across Nebraska and Colorado for business and residential service data communications and networking telecommunications needs
- Implemented performance shift rotation process where agents are allowed to “bid” for their work shifts based on points earned thru key performance metrics collected weekly relating to customer interaction, call adherence to the 14 point quality standard, ticket closure to five days, and issue resolution.

**Valmont Industries (November 2006-November 2015)**

Data Center Manger/IT Director

- Managed a technical IT Infrastructure staff of 19 responsible for Networking, Telecommunication, Server, Data Storage, Testing Equipment, Desktop and Help Desk services building highly efficient teams that effectively supported the Infrastructure of a global 6,000+ user community for IT processing of business-critical applications from the Valley Data Center
- Lead the project including system evaluation which ultimately determined to deploy the IBM Big Fix / IBM Smart Cloud Control Desk tool used for software discovery and management for over 6,000 computer operating systems including desktop and laptop computers.

**Infocrossing, January (1998-April 2006)**

IT Manager

- Managed and recruited a technical staff of 10 Network Engineers to provide robust networked resources that significantly reduced unscheduled core infrastructure downtime, while increasing profits by eliminating higher cost contracts and establishing new business vendor partners with significantly reduced monthly fees.

**State Of Nebraska Central Data Processing (May 1993-May 1995)**

CICS Systems Programmer

- Performed preventive maintenance and upgraded systems and utilities to improve network, system and data availability and integrity.

**State of Nebraska Central Data Processing (January 1989-May 1993)**

CICS Application Programmer

- Assured data integrity by coding to unit of work with roll back in the event of system failures. Programmed to maximize buffers for data access to minimize end user delay in displaying data.

## **EDUCATION/TRAINING**

### Doane University

- Master of Arts
- Management

### University of Nebraska - Kearney

- Bachelor of Science
- Computer Science and Business Administration,

**NAOMI KOHLES**

PHONE (513) 500-9021 • E-MAIL NAOMI.KOHLES@NEBRASKA.GOV

**SUMMARY**

Inquisitive and trusted manager with tenured leadership experience seeking a position which provides the opportunity to improve success and support of Nebraska’s schools, the data they submit, those who support them and the Nebraska Department of Education’s mission to lead and support the preparation of all Nebraskans for learning, earning, and living.

Respected leader with the ability to improve efficiencies through process improvement and positive brand experiences, recognized for superior customer service and laser focus during high pressure deadline environments. Utilizes consistent drive to succeed while strategically planning large projects and developing key relationships.

**EMPLOYMENT HISTORY**

**Nebraska Department of Education (2021-present)**

Service Desk Supervisor

- Transition and develop team members from help desk to service desk by improving ticketing efficiency, program support, system processes and available resources while developing reporting schema, maintaining high levels of quality service and improved response times.
- Collaborate with and advise internal stakeholders to develop and implement system and process improvements, policies, procedures, and documentation to improve data quality and customer service.

**Nebraska Department of Education (2018 – 2021)**

Helpdesk Specialist

- Support Nebraska school/systems student and staff data submissions by providing guidance through ticketed requests, training workdays and documentation updates.

**Flatwater Veterinary Group P.C. (2017-2018)**

Practice and Operations Manager, Human Resources

- Established business management services in 3 veterinary clinics including: effective daily clinic operations, management of staff and scheduling, inventory control/supply ordering, payroll and HR administration, establishing clinic policies/procedures and ensuring positive client relations.
- Provide part time general HR support for a growing, ever changing veterinary company. Administer payroll and benefits, screen potential applicants, ensure new hire paperwork completion and coordinate all administrative Human Resources functions for the organization.

**Denver Art Museum (2015 – 2016)**

Associate Director of Sales and Services

- Identified departmental improvements through creation of strategic departmental plan, development of training and process policies, improved Manager leadership and decreased annual budget.
- Enhanced membership acquisition and retention through improved list management, data analytics and 100% completion for all on site and outbound campaigns.

### **Vail Resorts (2012 – 2015)**

#### Marketing Manager of Events and Promotions

- Established Epic Season Pass brand collateral, signage and event portfolio including development of new items, print production and creative agency management, budget planning and implementation of all below the line marketing materials.
- Achieved increased unit sales over 3 years management for various promotions within the Epic Season Pass Brand including Youth programs (+22%), College sales (+68%) and Retail Partnerships (+195%).
- Ensured increased registrations in ancillary season pass support programs such as Season Pass Auto Renew, Season Pass Insurance and Turn in Your Ticket / Buy Your Season Pass; including creation of operational FAQ's/SOPs, daily front line support, and internal cross functioning departmental project management.
- Guided Front Range Pass Sales Manager through department planning, sales forecasting, and budget oversight.

### **Vail Resorts (2007 – 2012)**

#### Senior Manager of Front Range Sales

- Transitioned part time season pass sales team (up to 275 employees, 17 locations) from processors to sales associates, while implementing new and ever-changing product lines, improving efficiency within department, ROI and outside partner relations.
- Launched Epic Pass presence at annual Snowsports Industry Association Show while running on site logistics, building relationships with outside vendors and decreasing budget 5 years in a row.
- Utilized current ski club, association, and outside company events/sales locations (Colorado Ski and Snowsports Expo, Sniagrab, Park Meadows Shopping Center, CU Ski Club, Ski Rex) to increase event ROI by paring down partnerships and increase appropriate event attendance.

### **Vail Resorts (2004 – 2007)**

#### Colorado Sales Manager

- Efficiently interviewed, hired, trained, evaluated, separated and approved payroll for 225 employees at 12 locations annually by staying on budget and effectively managing time commitments.
- Implemented multilevel Resort POS training program while creating an effective sales manual for Front Range pass sales procedures based on past experience and knowledge.
- Effectively built consignment ticket program to over 300 retail Front Range Merchant Lift Ticket retail sales locations, while accurately reconciling accounting and lift ticket sales; with additional oversight of 26 annual partner contracts.

- Increased bulk pass and ticket program to 90 corporate and nonprofit Colorado based partners while increasing sales 58% by collaborating with partners to offer a desired and beneficial program to all involved.

## **EDUCATION**

### University of Nebraska – Lincoln

- Bachelor of Natural Resources
- Major: Fisheries and Wildlife Management; Minors: Biology and English

## **SKILLS**

- Microsoft Suite
- G Suite
- JitBit
- ATMS+
- Raisers Edge
- TRG Arts PeopleSoft
- SuccessFactors
- ResortPOS
- Avimark
- ClenTrax

## **ABHISHEK DAS**

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### **SUMMARY**

I am a highly skilled and experienced Data Architect and BI lead with over 17 years of experience in the field. Throughout my career, I have developed a broad range of skills and expertise in various areas related to data architecture, including data modeling, ETL development, and data visualization.

My proficiency in ETL development includes expertise in IBM Datastage, Azure Data Factory, and SSIS, enabling me to create efficient and robust ETL pipelines to move data from source systems to the target data warehouse or data lake. Additionally, I have extensive experience in data modeling, having designed and developed data models for various business domains, including healthcare, retail, and finance.

I am also proficient in data visualization tools such as Power BI, enabling me to create informative and interactive dashboards and reports that provide valuable insights to business users. I have a keen eye for detail and a deep understanding of the underlying data, enabling me to create data models that are optimized for analytics and reporting.

In my current role, I am responsible for leading a team of data professionals, overseeing the end-to-end delivery of BI solutions, and working closely with business stakeholders to understand their requirements and provide data-driven insights to support their decision-making processes.

I am passionate about data and analytics and enjoy keeping up with the latest trends and technologies in the field. I am always looking for new challenges and opportunities to apply my skills and expertise to create value for organizations.

Please feel free to connect with me to discuss any potential opportunities or to learn more about my experience and expertise. Thank you for visiting my profile!

### **EXPERIENCE**

#### **Nebraska Department of Education (Mar 2018 – Present)**

Enterprise Data Architect/Business Intelligence Lead

- Design and implement end-to-end data architecture solutions for the department, leveraging IBM Datastage, Power BI, and Azure data engineering technologies. Lead a team of data engineers and analysts to develop and maintain data integration processes, data pipelines, and ETL workflows using IBM Datastage.
- Collaborate with cross-functional teams including business stakeholders, data scientists, and application developers to gather requirements and define data architecture strategies that align with business objectives. Develop data models, data dictionaries, and data governance frameworks to ensure data consistency, accuracy, and compliance with regulatory standards.
- Design and optimize data warehouses, data marts, and dimensional models to support business intelligence and reporting requirements. Develop and implement data visualization solutions using Power BI, enabling stakeholders to gain insights and make data-driven decisions. Perform

data profiling, data quality assessment, and data cleansing activities to ensure data integrity and reliability.

- Implement Azure data engineering solutions, including Azure Data Factory, Azure Databricks, and Azure Synapse Analytics, to enable efficient data processing and analysis. Collaborate with cloud architects to design and implement scalable and secure data solutions on the Azure platform.
- Stay up to date with emerging trends and technologies in data engineering and business intelligence, and provide recommendations for technology adoption and process improvement.

**Wipro (Feb 2013 - Mar 2018)**

Data Warehouse Architect

- Work experience in information technology with specialization in data management and data architecture. Proficient with database architecture tools and programs. Understand the value of architectural design and the standards of best practice.
- Expert in data analysis, migration, modeling, integration and data warehousing concepts and application Ability to translate and present the ideas into design and implementation.
- Work in a team environment and potential of providing individual effort Proficient in fluent communication in more than one language

**Wipro (July 2012 - Feb 2013)**

Technical Lead

- Interacting with client to understand the high level requirement for the project. Documenting the requirements in HLD document and working with team members to prepare the LLD document.
- Review the Mapping document, source to target document and test cases. Assisting the team during coding and presenting to client in the gateway review meeting before deployment.
- Mentoring the team. Providing regular feedbacks to the team members about their work and areas of improvement. Distributing the work assignment among the team based upon the work load.

**Infosys (Feb. 2010 - July 2012)**

Technology Analyst

- Worked as ETL DataStage Technical Lead and developer for a project from design until production and support. Involved in Analysis, Design, Process step flow and Mapping documentation for the ETL process, development, testing and promoting to production. Conducted sessions for mentoring other team members new to DataStage. Code reviews for the jobs developed by other DataStage developers in the team. Performance tuning of the DataStage jobs, tuning the SQL code by analyzing the query plan. Running Integration cycles for daily and weekly processes in the development environment.
- Involved in designing logical and physical modeling of the dimension model architecture. Created Korn shell Scripting to run DataStage job sending parameters, checking lock file.

Extensively worked on DB2/UDB Enterprise Stage to read tables in parallel with DB2 partition. Created many Stored Procedures and SQL scripts for the Quality check of the data load.

- Extensively used Change Capture stage for Type 1 and Type 2 slowly changing dimensions. Surrogate Key Generator stage for the Warehouse Dimension tables while loading new records. Sybase Bulk Load Stage and Enterprise Stage to truncate and load tables in the Warehouse.
- Used Serena DimensionsVersion control tool for maintaining all kind of code versions of DataStage jobs, KSH, SQL load scripts.
- Created an Audit, Balance and Check on all read and write counts of the tables in the Database. Involved in all phases of the project right from loading into Staging (STG) from Mainframes, then loading into the Integrated Data Store (IDS) with common record format and then loading into Integrated Data Warehouse (IDW).
- Created Parallel Shared container of complex codes used repeatedly by other developers. Developed QualityStage jobs to standardize Member Names and Addresses. Created MS Visio process flows to understand the process step flow of the jobs and KSH scripts.

#### **Tech Mahindra (Oct 2006 - Feb 2010)**

- Senior ETL & Datawarehouse Consultant. Understand the ETL specifications and build the ETL applications like jobs on daily basis. Need to fetch the daily data from various sources like relational and flat file sources of OLTP systems. Create the mappings, sessions, and Workflows as per requirement of business to implement the logic. Perform the Unit Testing on the developed code.
- We need to participate in all phases of Data Warehousing like Analysis, requirement gathering and Design and Development of code. Create a mapping document based on High-level design document. Assist development team to maintain all data sources and data storage options. Coordinate with development team to create all all processes. Provide an efficient interface with brand for all processes across various platforms. Evaluate functional requirements and map the documents.

#### **EDUCATION**

##### **Biju Patnaik University of Technology, Odisha**

- Bachelor of Engineering - BE, Electrical and Electronics Engineering

##### **De'Souzas E.M.School**

- Pre Graduation, Science

#### **LICENSES/CERTIFICATIONS**

- IBM Certified Solution Developer - InfoSphere DataStage v8.0 - IBM
- Big Data Foundations - Level 1 – IBM
- Hadoop Foundations - Level 1 - IBM
- Spark - Level 1 - IBM

- Big Data Foundations - Level 2 - IBM
- Microsoft Certified: Azure Fundamentals - Microsoft
- Nebraska State Government Leadership Certificate - State of Nebraska
- How to Be a Positive Leader (Blinkist Summary) - LinkedIn

## **SKILLS**

- Data Architecture
- Data Warehousing
- ETL
- Business Intelligence
- Requirements Analysis
- Extract, Transform, Load (ETL)
- Data Modeling
- Software Project Management
- Big Data
- Software Development Life Cycle (SDLC)

**MAX REINER**

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**WORK EXPERIENCE**

**Nebraska Department of Education**

**Director of Data Collections (2021-Present)**

Nebraska Department of Education, Lincoln, NE

- Supervised team of five employees
- Oversaw Ed-Fi data collection API and associated data
- Provided technical guidance for end-user support

**Senior IT Applications Developer (2013 – 2021)**

Nebraska Department of Education, Lincoln, NE

- Maintained .Net web applications
- Developed and maintained SQL Server code including SSIS ETL
- Developed reports using SSRS
- Worked on long-term project teams, managed IT contractors

**Self-Employed (2011-2012)**

**IT Contractor**

- Contracted solely with Kiewit, primarily offsite
- Worked for the Business Intelligence team on an ERP development project
- Functioned as legacy SQL data expert and created SQL Server code that prepared data for new warehousing and reporting

**Kiewit Corporation, Omaha, NE**

**IM Business Analyst – Custom Applications (2010 – 2011)**

- Managed a team of 3 onsite and 5 offshore contractors
- Used knowledge of business processes to justify cost of changes for all custom-built applications
- Created design specifications for contractors and verified results

**Supervisor – Field Systems Maintenance (2008 – 2010)**

- Managed a team of three employees
- Responsible for all software maintenance for custom-built applications used by field employees, including critical systems

### **Developer / Senior Developer – .Net Applications (2005 – 2008)**

- Promoted to Senior Developer in 2007
- Designed, coded and tested custom internal-use software applications
- Performed ad-hoc database queries for executive reporting team
- Team member for large projects (10,000+ hours)
- Team Lead on smaller projects (up to 500 hours)
- Worked with SQL, classic ASP, VB .Net, Crystal Reports, SQL Server Reporting Services

### **EDUCATION**

#### University of Nebraska – Lincoln

Bachelor of Science, Major in Computer Science, Minor in Business (2004)

#### Honors

Graduate of the Jeffrey S. Raikes School of Computer Science and Management

## **KOR TOT**

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### **SUMMARY OF QUALIFICATIONS**

- Languages: C#, Visual Basic, HTML, Java, JavaScript, Typescript CSS
- Cloud: Microsoft Azure, Firebase
- Version Control: Git, GitHub, TFS
- Database Management Systems: MS SQL, MySQL,
- IDEs: Visual Studio, Visual Studio Code
- JavaScript Frameworks: Angular and React
- Agile Development: Scrum, Sprint, Story points

### **WORK EXPERIENCE**

#### **Nebraska Department of Education (07/2021 – Present)**

Director, Applications Development

- Provide day-to-day leadership and project guidance for a team of more than 7 applications developers and a devOps engineer
- Lead Agile transformation effort to increase the efficiency and effectiveness of the development team
- Oversee the migrations of the agency's fleet of legacy applications from Team Foundation server to Azure devOps with a focus on continuous integration and continuous deployment
- Develop strategies to modernize the agency's user interface technology from legacy Mvc to modern JavaScript Frameworks such as React and Angular
- Recruit both full-time development staff and contractors to develop and maintain some of the agency's mission critical enterprise systems.

#### **Nebraska Department of Education (04/2016 – 07/2021)**

Sr. Information Technology Applications Developer

- Participated in system requirements gathering sessions
- Transformed user requirements into product features
- Developed web-based applications using .NET core technology and Angular framework
- Provided Maintenance support for the organization's legacy solutions
- Wrote unit tests to ensure high quality of diverse code base
- Participated in peer code reviews to ensure compliance with continuous integration policies

#### **Nebraska State Patrol (02/2010 – 04/2016)**

Sr. Information Technology Applications Developer

#### **Nebraska State Patrol (06/2007 – 02/2010)**

Information Technology Applications Developer

- Participated in system requirements gathering sessions
- Transformed user requirements into product features
- Developed web-based applications using .NET Framework technologies with Webforms and Mvc
- Provided Maintenance support for the Nebraska State Patrol's legacy applications
- Wrote unit tests to ensure high quality of diverse code base

## **EDUCATION**

### DeVry University Kansas City, Missouri

Bachelor of Science, Computer Information Systems (2004)

### Concordia University Seward, Nebraska

MBA, Management Information Systems (2012)

## **SATYA NEELIMA PUTANA RAJU**

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### **EDUCATION**

#### JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY INDIA

Bachelor's in computers and Science Engineering

#### GREENWICH UNIVERSITY OF LONDON

Master's in computer systems

#### MICROSOFT CERTIFIED

Professional Developer

Solutions Associate, SQL 2012

Azure Fundamentals

### **PROFESSIONAL EXPERIENCE**

#### **State of Nebraska – Department of Education (Dec 2015 to Present)**

IT Application developer Lead

- Leading main projects with the use of Agile methodologies, such as the Nebraska Department of Education Portal, Adviser Dashboard, Adviser Validation, School reporting system, and many more.
- Implemented .net 4.5 framework, MVC5, .net core, vb.net, c#, SQL server 2019, SSIS, XML, XSTL, Xpath, jQuery, Telerik, Ajax, CSS, CSHTML, Angular, JavaScript, SharePoint Excel. Excellent experience in GitHub for source code management and for version control.
- Working on multiple SLDS grant projects with data and front-end applications.
- Designed and developed Entity Framework 2.0 Code-First approach with Repository-Pattern based backend and used RESTful and Web API as transaction and communication technology to the client-side. Designed and created models, components, modules, and services to apply client-side logic and dependency injection using Angular 2.
- Worked with advanced concepts of ASP.NET Core MVC such as Models and Providers, Filters used for developing backend technology.
- Implemented authorization, authentication, and extensive exception handling. Convention-based CRUD actions like GET, POST, PUT and DELETE. Client-side validation using Angular 2 Custom Form Validation with ng-show and ng-hide. LINQ Query operations like Grouping, Ordering, and Filtering operations to access database for search of routes, drivers, and packages. JWT Token based authentication to secure the ASP.NET Core Web API and provide authorization to different users.
- Developed the front-end of the web application using Angular2, HTML5, CSS3, AJAX, Bootstrap3/2, and jQuery 5.0/4.1. Various Stored Procedures for the data retrieval from the

database and generated different types of reports using SQL Reporting services (SSRS). ASP.NET Core Web API based on departmental requirements and specifications.

- Responsible for checking Cross Browser Compatibility of different elements and tags hence worked on different browsers like Internet Explorer, Google Chrome, Firefox, Opera, and Safari.
- Experience on SOLID principles and Lazy Loading, Factory and Dependency injection design patterns. Knowledge in developing applications in a single page (SPAs) using various JavaScript frameworks like Angular, React. Worked with RESTFUL Web Services and implemented RESTFUL API's. Use the latest software development approaches including MVC, event driven applications using AJAX, Object Oriented (OO) JavaScript, JSON and XML.
- Environment: Agile Technology, C#, ASP.NET 4.5, Angular, CSS, SSIS, MVC5, Telerik, Ajax, VB.net, .Net Core, Visual Studio 2022, Web Service, ADO.NET, CHTML, XML, SOAP, SQL Server 2019, GIT, TFS, CSS, AJAX, IIS 7.0, XSLT, SharePoint, XSD, Telerik, SharePoint Designer 2007.

### **MSA (Management Science Association), Pittsburgh, PA (Oct 2014 to July 2015)**

#### **.Net Developer**

- Worked closely with clients in gathering and analyzing requirements and providing solutions that meet the client requirements. Worked on Agile Methodology (Scrum) to meet timelines with quality deliverables. Used .Net Framework 4.5, N-tier architecture, and Object-Oriented methodologies for application development.
- Implemented Data Access layer, Caching Application block, Application validation, Exception handling and logging components using Microsoft Enterprise Library Application Blocks. Developed and used various Web forms and User controls using ASP.NET, C#, Mocking, WCF, Integration, WPF, MVC4, AngularJS, KnockoutJs, HTML5, Java Script, Telerik, JQuery, XSLT, CSS3, dependency infection, façade design and Ajax.
- Used Share point 2010 for creating the application to share information, manage documents and publish reports from start to end. Used share point Designer 2010 for integrating external data into any Share point solutions. Involved in installation and configuration of the SharePoint Server 2007 along with office 2007. Engineered custom SharePoint 2007 role provider via WCF services to an existing portal access management system.
- Used .NET security features such as Form-Based Authentication and Role-Based Authorization. Developed the Master Pages and applied that Master Pages to all Content Pages using ASP.Net. Used ADO.NET objects Data Reader, Dataset and Data Adapter. Used Vb.net, AJAX and JQuery. Experience with AJAX tool manager for the Asynchronous data transfer.
- Proficient in creating Services and Endpoints using WCF (Windows Communication Foundation) Used Data Contract as the standard mechanism in the WCF for serializing .NET object types into XML. Developed Web Services and invoking them by using XML SOAP and WSDL for creating proxy classes.
- Experience in various Oracle (PL/SQL) and SQL Server tools like SQL Server Management Studio, SQL Server Profiler, SQL Server Reporting Services and Query Analyzer. Developed stored procedures, views and triggers for data manipulation, ensuring setup relations include indexing, constraints and foreign keys in SQL Server 2008.

## TECHNICAL SKILLS

- Methodologies
  - Waterfall, Agile development, DevOps deployment methodology, Rapid application development.
- Azure
  - Azure DevOps, Azure Pipelines, Azure Containers.
- .NET Technologies
  - .NET Framework 4.8/4.5/4.0/3.5/3.0/2.0, C#, VB.NET, ASP.NET, MVC 5.0, ADO.NET, JQUERY, AJAX, WCF, LINQ, Knockouts, AngularJS, Angular.
- Languages
  - .net core, C#.NET, VB.NET, ASP.NET, Oracle (PL/SQL), Toad, T- SQL, C
- Web Technologies
  - Telerik, CHTML, HTML, XHTML, CSS, JavaScript, XML, XSLT, XPath and JQUERY
- Webservers and Versioning Tools
  - IIS Server, Team Foundation Server 2005, 2008, Visual Source Safe
- Middle Ware
  - Web Service, WCF, SOAP, ADO.NET, LINQ, Entity Framework
- Operating Systems
  - Windows 9x/NT/XP, Windows 7/8, Windows Server 2003/2008
- IDE & Portals
  - Visual Studio 2022/2019/2015/2012/2010/2008/2005, Microsoft office SharePoint server 2010, 2007, SharePoint portal server 2003, windows SharePoint services 3.0
- Reporting Tools & BI Tools.
  - Microsoft SQL Server Reporting Services (SSRS), SSIS and SSRS
- Databases
  - SQL Server 2005/2008/2010/2019

**BENJAMIN F. BAUMFALK**

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**EDUCATION**

University of Nebraska

- Doctor of Philosophy - Quantitative, Qualitative, and Psychometric Methods (2024 anticipated)

University of Nebraska

- Master of Arts - Teaching, Learning and Teacher Education (2006)

University of Nebraska

- Bachelor of Arts - Psychology Major, Biology Minor (2003)

**EXPERIENCE**

**Nebraska Department of Education (2020-present)**

Early Childhood Integrated Data System (ECIDS) Project Lead

- Leads the development and implementation of a cross-agency, integrated data system containing information from multiple state-level administrative databases.
- Directs all activities related to planning and management, stakeholder engagement, data governance, system design, data use, and sustainability.
- Supervises two staff and coordinates efforts between technical personnel, program administrators, and agency leadership.

**First Five Nebraska (2017-2020)**

Policy Research Analyst

- Coordinated all data, research, and evaluation activities related to strategic policy initiatives to improve outcomes for families and children from birth to age five.
- Led the development of a successful grant application to the Pritzker Children’s Initiative Prenatal-to-Age Three Policy Impact Grant competition to increase the number of women and children connected to high quality care and services.
- Managed independent evaluations of early childhood policies, including a large-scale evaluation of Nebraska’s Quality Rating and Improvement System (QRIS).

**Buffett Early Childhood Institute (2017)**

Graduate Research Assistant

- Supported the research and evaluation activities related to Buffett’s strategic initiatives around reducing the achievement gap and early childhood workforce development.

**University of Nebraska. Academy of Methodology, Analytics & Psychometrics. Nebraska Center for Youth, Family and Schools. (2014-2016)**

Graduate Research Assistant

- Assisted in launching the Nebraska Bureau for Education Research, Evaluation and Policy, an interdisciplinary initiative to provide rigorous evaluation and policy research for applied issues in education.
- Co-led the development of a framework for evaluating Nebraska's School Improvement Grants, aimed at systematically improving Nebraska's lowest performing public schools.
- Provided methodological support for various University evaluation and research projects.

**Nebraska Department of Education (2012-2014)**

Research and Evaluation Specialist

- Worked collaboratively with educational stakeholders across the state to develop and communicate research and evaluation findings.
- Designed and executed evaluation frameworks and processes for state and local programs within Nebraska. Developed quantitative and qualitative research and evaluation procedures.
- Led the Nebraska P-20 Technical Group in the submission, management, and analysis of postsecondary data.

**Instructional Design and Training Specialist (2009-2012)**

- Functioned as a liaison to over 200 Nebraska school districts in the preparation, submission, and analysis of various data collections related to the K-12 State Longitudinal Data System.
- Worked collaboratively with district superintendents, principals, and technical staff to ensure quality data submissions by providing extensive training and technical assistance.
- Wrote and maintained technical documentation for software user manuals and process guidance.

**Risk Exchange (2007-2008)**

Training Coordinator

- Responsible for the design, delivery, and analysis of training initiatives for company business procedures, internally developed software programs, and reporting tools.
- Led both the training and change management efforts for the implementation of a company-wide software migration.

**Family Service (2007)**

Community Learning Centers Program Supervisor

- Worked in conjunction with school administration, community organizations, families, and students to provide quality after school programs that were enriching and engaging to students of all abilities and learning styles.
- Responsible for the supervision and management of two after school programs and twelve employees.

## PUBLICATIONS

- Baumfalk, B., Bhattacharya, D., Vo, T., Forbes, C., Zangori, L., & Schwarz, C. (2018). Impact of model-based science curriculum and instruction on elementary students' explanations for the hydrosphere. *Journal of Research in Science Teaching*.
- Welch, G. W., Holman, S., & Baumfalk, B. (2014). Evaluating the impact of Nebraska's school improvement grants. Lincoln, NE: University of Nebraska–Lincoln.
- Baumfalk, B., & Nitz, J. (2014). State ward statistical snapshot project 2012-2013. Report for the Nebraska Department of Education, Nebraska Department of Health and Human Services.
- Baumfalk, B., & Shepherd, E. (2012). State ward statistical snapshot project. Report for the Nebraska Department of Education, Nebraska Department of Health and Human Services.

## PRESENTATIONS

- Baumfalk, B. (2020, December). Building data analytics to support resource mapping. Presented at the Preschool Development Grant Birth Through Five (PDG B-5) Annual Meeting, Virtual.
- Baumfalk, B. (2018, November). Economics of quality: Planning for a sustainable early childhood system. Presented at The Ounce Policy Exchange, Chicago, IL.
- Baumfalk, B., Welch, G.W. (2018, April). Nebraska's progress toward an early childhood integrated data system. Presented at the Center for Youth, Family and Schools Summit on Research in Early Childhood, Lincoln, NE.
- Vo, T., Bhattacharya, D., Baumfalk, B., Zangori, L., Welch, G., Forbes, C. (2018, April). Examining the impact of a modeling enhanced water unit on 3rd grade students' scientific explanations. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York City, NY.
- Forbes, C., Bhattacharya, D., Vo, T., Baumfalk, B., Zangori, L., Welch, G., (2017, April). Impact of model-based science instruction on 3rd grade students' scientific explanations for hydrologic cycling. Paper presented at the 2017 annual meeting of the National Association of Research in Science Teaching (NARST), San Antonio, TX.
- Baumfalk, B., Welch, G. W., & Holman, S. (2015, November). Investigating implementation fidelity and impact. Presented at the 2015 American Evaluation Association Conference, Chicago, IL.
- Welch, G. W., Baumfalk, B., & Holman, S. (2015, November). A framework for evaluating the impact of Nebraska's school improvement grants. Presented at the 2015 American Evaluation Association Conference, Chicago, IL.
- Baumfalk, B., Heusman, M. (2013, April). Design, storytelling, and data visualization. Presented at the annual conference of the Nebraska Educational Technology Association, La Vista, NE.
- Baumfalk, B., Heusman, M., Shepherd, E. (2012, July). Moving forward with data quality and graduation cohorts. Presented at the NCES STATS-DC 2012 Data Conference of the National Center for Education Statistics, Washington, DC.
- Baumfalk, B. (2012, July). The evolution of data quality in Nebraska. Presented at the NCES STATS-DC 2012 Data Conference of the National Center for Education

- Statistics, Washington, DC.
- Baumfalk, B. (2009–2013). [Various topics]. Presented at annual Administrators’ Days, Nebraska Council of School Administrators, Kearney, NE.
- Baumfalk, B. (2009–2013). [Various topics]. Presented at annual Nebraska State Data Conferences, Nebraska Council of School Administrators, Kearney, NE.
- Baumfalk, B. (2005, January). Layered curriculum. Presented at the annual National Association of Teachers of Science Convention, Fremont, NE.
- Baumfalk, B. (2003, March). The big five. Presented at the 23rd annual Great Plains Students’ Psychology Convention, University of Nebraska–Kearney, Kearney NE.

## FEATURED MEDIA

- Nebraska ECIDS Spotlight: Guiding Early Childhood Data Work with a Common Purpose and Vision (2021). State Longitudinal Data Systems (SLDS) Grant Program.
- <https://www.youtube.com/watch?v=-f2OjS87iM>
- Childhood Data in Response to Emerging Needs (2021). ECDataWorks. <https://www.youtube.com/watch?v=TK3qZBnCM4s>
- Bridging the Divide: A New Renaissance in Early Childhood Data Use (2019). CPRE: Consortium for Policy Research in Education. <https://www.youtube.com/watch?v=Wu2jBkGNnFo>
- Creating Connections Among Research, Practice & Policy (2018). Nebraska Center for Youth, Family and Schools Summit on Research in Early Childhood. <https://vimeo.com/267128273>
- CEHS Launches Bureau for Education Research, Evaluation (2015). Nebraska Center for Youth, Family and Schools Summit on Research in Early Childhood. <https://cyfs.unl.edu/news/?p=810>
- Graduate Student Q&A with Benjamin Baumfalk (2015). Nebraska Center for Youth, Family and Schools Summit on Research in Early Childhood. <https://cyfs.unl.edu/news/?p=1060>

## MEMBERSHIP

- Evaluation for the Missouri River Basin (EN4MRB; President of the Board in 2013 and 2021)
- American Evaluation Association (AEA)
- American Educational Research Association (AERA)

**JARED T. STEVENS**

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**EDUCATION**

University of Nebraska-Lincoln

- Doctor of Philosophy – Quantitative, Qualitative, Psychometric Methods (2024 anticipated)

University of Nebraska-Lincoln

- Master of Arts – Educational Psychology (2018)

University of Nebraska-Lincoln

- Bachelor of Arts – Psychology & Sociology Major, Spanish minor (2014)

**PROFESSIONAL POSITIONS**

**Nebraska Department of Education. Office of Data Management and Application Development (2020 – Present)**

Early Childhood Integrated Data System (ECIDS) Data Outreach Lead

- Serve as the primary liaison for the agencies and organizations that feed data into our system
- Lead stakeholder engagement and outreach efforts
- Coordinate efforts between technical personnel and program administrators

**University of Nebraska-Lincoln. Nebraska Center for Research on Children, Youth, Families, and Schools (2014 – 2020)**

Evaluation/Mixed Methods Research Specialist

- Provided methodological support for evaluation and research projects
- Performed focus groups, designed surveys, and conducted analyses for various projects
- Prepared findings for reports/publications

**Milwaukee Brewers Baseball Club (2014 – 2017)**

Baseball Research and Psychometric Intern - Operations Department

- Performed a literature review of non-cognitive attributes for baseball players
- Spearheaded the development of a new non-cognitive assessment for potential draftees

**University of Nebraska-Lincoln. Sociology Department (2013 – 2014)**

Teaching Assistant

- Assisted in designing lesson plans, teaching selected classes, and grading assignments

**University of Nebraska-Lincoln. Psychology Department (2013 – 2014)**

## Research Assistant

- Prepared interview questions, conducted focus groups, and summarized findings
- Used statistical analysis software to conduct analyses and summarize findings

## PEER-REVIEWED PUBLICATIONS

- Senaratne, M., Zimbhoff, A., & Stevens, J.T. (2021). An Instrument to Assess Blue Economy Entrepreneurship Ecosystems: A Case Study from the Seychelles. *Journal of the Indian Ocean Region*.
- Howell Smith, M. C., Babchuk, W. A., Stevens, J., Garrett, A. L., Wang, S. C., & Guetterman, T. C. (2020). Modeling the Use of Mixed Methods–Grounded Theory: Developing Scales for a New Measurement Model. *Journal of Mixed Methods Research* 14(2) 184–206.
- Guetterman, T. C., Babchuk, W. A., Howell Smith, M. C., & Stevens, J. (2019). Contemporary approaches to mixed methods-grounded theory research (MM-GT): A field-based analysis. *Journal of Mixed Methods Research*, 13, 179-195.

## RESEARCH PAPERS/PRESENTATIONS

- Pense, S. R., & Stevens, J. T. (2019). Kids Say the Darndest Things: Challenges in Designing and Administering Surveys for Youth. Presentation at the 2019 annual meeting of the American Evaluation Association (AEA) in Minneapolis, MN.
- Stevens, J. T. & Pense, S. R. (2019). Don't Look Back: How Respondents Navigate Retrospective Surveys. Poster accepted for the 2019 annual meeting of the American Evaluation Association (AEA) in Minneapolis, MN.
- Stevens, J. T. (2019). Collecting Your Own Data: Improving Data Quality Through Qualtrics Survey Design. Presentation at the Nebraska Center for Research's Methodology Application Series in Lincoln, NE.
- Stevens, J. T., Pense, S. R., Hawley, L. R., & Howell Smith, M. C. (2018). Through the Looking Glass: Retrospective Surveys with Youth. Presentation at the 2018 annual meeting of the American Evaluation Association (AEA) in Cleveland, OH.
- Pense, S. M., Stevens, J. T., Hawley, L. R., & McGinnis, C. (2018). Thrown in the Deep End: Reflections with Emerging Evaluators. Presentation at the 2018 annual meeting of the American Evaluation Association (AEA) in Cleveland, OH.
- Guetterman, T. C., Babchuk, W. A., Howell Smith, M. & Stevens, J. Strategies for designing and conducting mixed methods-grounded theory. Paper presented at the annual conference of the Mixed Methods International Research Association, University of Vienna, Austria, August 22-24, 2018.
- Stevens, J. T., Howell Smith, M. C., Guetterman, T., & Babchuk, W. (2018). Mixed Methods-Grounded Theory: Strategies for Best Practices for Educational Research. Paper accepted to the 2018 annual meeting of the American Educational Research Association (AERA) in New York, NY.

- Stevens, J. T., Hawley, L. R., & Bovaird, J. A. (2018). The Development of a Situational Judgment Test (SJT) to Assess Adolescent Judgment. Poster accepted for the 2018 biannual meeting of the Society for Research on Adolescence (SRA) in Minneapolis, MN.
- Arthur, A. M., Koziol, N. A., Hawley, L. R., Howell Smith, M. C., Stevens, J. T., & Bovaird, J.A. (2017, August). The Impact of Negative Valence on Responses and Response Times. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Hawley, L. R., Howell Smith, M. C., Arthur, A. M., White, A. S., Koziol, N. A., Stevens, J. T., Birnstihl, B., Lingard, J., & Bauman, J. (2017, April). Creating a Brief Tool for Measuring Positive Youth Development: Applying Validity Theory in Scale Development. Paper presented at the American Educational Research Association Conference, San Antonio, TX.
- Koziol, N. A., Arthur, A. M., Hawley, L. R., Howell Smith, M. C., & Stevens, J. T. (2017, August). Examining the impact of negative valence on factor structures. Poster presented at the American Psychological Association annual meeting, Washington, DC.

#### **TECHNICAL & EVALUATION REPORTS (Selected)**

- Stevens, J.T., Baumfalk, B., and Knust, T. (2021). The Importance of having a distinct count for early childhood. Lincoln, NE: Nebraska Department of Education.
- Walther, J. C., Stamadianou, V., Schiwart, J. M., Yoon, H., Stevens, J.T., & Sloane, A. (2020). 2019–2020 Annual evaluation report for Nebraska’s AWARE-SEA grant project. University of Nebraska Public Policy Center & MAP Academy.
- Stevens, J. T. (2020). 4-H Common Measures 2.0 (CM 2.0) 4-H Common Measures Continued Work: Development of the Animal Science Survey. Lincoln, NE: Nebraska Academy for Methodology, Analytics & Psychometrics.
- Reichenberg, R. , & Stevens, J. T. (2020). 4-H Common Measures 2.0 (CM 2.0) Wave 2 1890 Challenge Cohort: National Summary. Lincoln, NE: Nebraska Academy for Methodology, Analytics & Psychometrics.
- Howell Smith, M. C., & Stevens, J. T. (2019). ELO Design Challenge: 2017-2019 Final Report. Lincoln, NE: Nebraska Academy for Methodology, Analytics & Psychometrics.
- Stevens, J.T., & Wheeler, L. (2019). NOYCE Evaluation: Preliminary Report. Lincoln, NE: Nebraska Academy for Methodology, Analytics & Psychometrics.
- Howell Smith, M. C., Stevens, J. T., Hawley, L. R., & Pense, S. M. (2018). ELO Design Challenge: 2017-2018 Interim Report. Lincoln, NE: Nebraska Academy for Methodology, Analytics & Psychometrics.
- Hawley, L.R., Stevens, J. T., & Pense, S. M. (2017). Nebraska School Improvement Grants: Cohort Achievement Trends. Evaluation report prepared for the Nebraska Department of Education.
- Howell Smith, M. C. & Stevens, J. T. (2016). Evaluation of the 2014-2015 Nebraska Multi-tiered System of Support. Evaluation report prepared for the Nebraska Department of Education.

#### **FUNDED GRANTS AND CONTRACTS (Selected)**

##### **ECIDS Buildout Team (2021 – Present)**

Elevating Nebraska's Early Care and Education System: Preschool Development Grant Renewal Grant. Nebraska Department of Health and Human Services (subaward to Nebraska Department of Education, Kristin Yates, PI): \$1,300,000.

**External Evaluator/Methodologist (2020 – 2023)**

Help Me Grow Centralized Access Point Evaluation. Administration for Children & Families, NE Dept. of Health & Human Services, Children's Hospital and Medical Center (subaward): \$50,000.

**External Evaluator/Methodologist (2018–2020)**

Nebraska's AWARE-SEA Grant Project. Substance Abuse and Mental Health Services Administration (subaward to NE Dept. of Education: D. R. Folkers, PI): \$1,800,000.

**PROFESSIONAL AFFILIATIONS**

- American Evaluation Association Member
- Nebraska Evaluation Network (Board member)

## Appendix F: Acronym List

ADVISER	Advanced Data View Informing Student Educational Response
ADVISER Dashboard	ADVISER data system informed Dashboard
API	Application Program Interface
BI	Business Intelligence
CEDS	Common Education Data Standard
CPS	Child Protective Services
DASAS	Division of Agency Support and Services
DDVG	District Data Visualization Group
DE	US Department of Education
DHHS	Department of Health and Human Services
DMAD	Office of Data Management and Application Development
DMC	Data Management Committee
DPC	Data Policy Committee
DSC	Data Steward Committee
DQI	Data Quality Initiative
DQM	Data Quality and Management
ECIDS	Early Childhood Integrated Data System
ED	US Department of Education
EDS1	Education Data Systems Legislative Study 1
EDS2	Education Data Systems Legislative Study 2
ESSER	Elementary and Secondary School Emergency Relief
ESU	Educational Service Unit
ESUCC	Educational Service Unit Coordinating Council
ETL	Extract Transform and Load
FERPA	Family Educational Rights and Privacy Act
HIPAA	Health Insurance Portability and Accountability Act of 1996
ISO	Information Systems Officer
LEA	Local Education Agency
LMS	Learning Management System
LR	Legislative Resolution
IAM	Identity and Access Management
IDT	Information, Data, and Technology
ISS	Information Systems and Services
MFA	Multi Factor Authentication
MDM	Mobile Device Management
MOU	Memorandum of Understanding
MSA	Master Services Agreement
MS/EeD	Management Services for Education Data
NCSA	Nebraska Council of School Administrators
NDE	Nebraska Department of Education

NEPRL	Nebraska Education Policy Research Laboratory
NEP	Nebraska Education Profile
NITC	Nebraska Information Technology Commission
NLT	Nebraska Leadership Team
NSEA	Nebraska State Education Association
NSWERS	Nebraska State Workforce and Education Reporting System
OATH	Open Authentication
ODS	Operational Data Store
OSC	Open-Source Community
PDG	Preschool Development Grant
PII	Personally Identifiable Information
PTAC	Privacy Technical Assistance Center
REL	Regional Educational Laboratory
RFP	Request for Proposal
RRB	Research Review Board
SAML	Security Assertion Markup Language
SEA	State Education Agency
SIS	Student Information System
SLDS	Statewide Longitudinal Data Systems
SQL	Structured Query Language
SSIS	Server Integration Services
SSO	Single Sign-On
TS	Tech Services



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 12, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Bryce Wilson, Finance Officer

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to submit the Department's deficit budget request for fiscal year 2023-24.

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Other

**RATIONALE/BACKGROUND INFORMATION:**

Section 81-126 R.R. Stat of Nebraska provides for the Governor to make recommendations to the Legislature as to the deficiency funding requirements of the various agencies, boards, and commissions of State government.

Section 81-126 further defines deficiency as "any increase or decrease in any fund source for any budget program for the biennium in progress."

The Department's deficit budget request must be submitted to State Budget Division for consideration by October 15<sup>th</sup>, 2023.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** N/A

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: N/A
- New or Renewal: N/A
- If renewal, date of first approval: N/A

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process: N/A

*\*Updated 08.15.2023*

# 2024 Deficit Request

PRELIMINARY LISTING OF ISSUE REQUESTS

Listing of appropriation and Personal Service Limitation (PSL) deficiencies identified for the 2023-25 biennium in progress. Whereas a deficiency is defined as an existing appropriations not met by the requirements of enacted law. Requested appropriations are subject to change to reflect actual expenditures recognized closer to submission; October 2024.

OPERATIONS						
Issue Description	Regulation	Type of Activity	Funding Source	Fiscal Year 2023-24	Fiscal Year 2024-25	
<b>1 Career &amp; Technical Education (CTE) State Aid</b> Move operational costs from Program 158 (Aid) to 025 (Operations) and acquire PSL.	LB 814e, Sec. 50	Oper	Cash 158	-\$356,960	-\$356,960	
			Cash 025	\$356,960	\$356,960	
			PSL	\$137,390	\$137,390	
<b>2 Program 161: Lottery Programs Spending Authority</b> Increased spending authority to fully expend funds provided through June 30, 2024.	LB 814e, Sec. 51	Oper/Aid	Cash	\$8,837,543	\$0	
<b>3 Statewide Assessment/Reporting: Contracted Services Rates</b> Increased appropriation for NWEA, DRC, and ACT due to MAP growth, increased number of students testing and from 2 to 3 assessments per year.	LB 814e, Sec. 50	Oper	General	\$2,348,517	\$3,806,277	
<b>4 Appropriation/PSL for Care and Development Block Grant</b> To acquire recurring base (Legislative) rather than one-time (Administratively) Federal appropriation for DHHS/NDE statutory partnership and Federal continuation grant.	§43-2620 to 2625	Oper/Aid	Federal	\$3,662,438	\$3,662,438	
			PSL	\$630,000	\$630,000	
<b>5 OCIO* Network/Technology Rate Increases</b> OCIO provided cost estimate of NDE activity and new rates. *Office of the Chief Information Officer		Oper	General	\$18,485	\$21,556	
			Cash	\$636	\$741	
			Federal	\$94,421	\$110,105	
			Revolving	\$113,542	\$132,402	
<b>6 Program 614: Professional Practices Commission PSL</b> To annualize PSL for Clerk of the Commission contracted rate increase.	LB 814e, Sec. 56	Oper	PSL	\$276	\$276	
<b>7 Program 402: NCECBVI* Blind or Visually Impaired</b> To annualize operational costs provided by 2023 Legislature. * Nebraska Center for the Education of Children who are Blind or Visually Impaired	LB 813e, Sec. 14	Oper	General	\$166,724	\$166,724	
				<b>Total General</b>	\$2,533,726	\$3,994,557
				<b>Total Cash</b>	\$8,838,179	\$741
				<b>Total Federal</b>	\$3,756,859	\$3,772,543
				<b>Total Revolving</b>	\$113,542	\$132,402
				<b>Total PSL</b>	\$767,666	\$767,666

WORKFORCE						
Issue Description	Regulation	Type of Activity	Funding Source	Fiscal Year 2023-24	Fiscal Year 2024-25	
<b>8 Vacation/Sick Leave Payout</b> To acquire appropriation/PSL paid to staff through September 2023.		Oper	General	\$64,920	\$0	
			Federal	\$127,429	\$0	
			PSL	\$166,052	\$0	
<b>9 2023-25 Teammate Salary Increase</b> To acquire gap spending authority in salary and non-elective benefits appropriation/PSL due to historical high vacancies during October 2022 data collection period. Original DAS data - 96.5% of October 2022 hired staff, 496.5 FTE. Request utilization of 96.5% September 2023 hired staff, 570 FTE.		Oper	General	\$377,791	\$458,669	
			Federal	\$335,302	\$93,226	
			PSL	\$539,904	\$408,748	
			<b>Total General</b>	\$442,711	\$458,669	
				<b>Total Cash</b>	\$0	\$0
				<b>Total Federal</b>	\$462,731	\$93,226
				<b>Total Revolving</b>	\$0	\$0
				<b>Total PSL</b>	\$705,956	\$408,748

AID						
Issue Description	Regulation	Type of Activity	Funding Source	Fiscal Year 2023-24	Fiscal Year 2024-25	
<b>10 Program 158: Federal Aid Appropriation</b> To acquired Federal appropriations aligned with the Department's Federal continuation grants awarded and to provide programs.	LB 814e, Sec. 50	Aid	Federal	\$6,608,811	\$6,608,811	
<b>11 TEEOSA Aid Adjustment</b> Premium Tax, Based on Certified Valuations/Annexations Aug. 20	§79-1001 to 1033	Aid	General	-\$18,865	\$0	
				<b>Total General</b>	-\$18,865	\$0
				<b>Total Cash</b>	\$0	\$0
				<b>Total Federal</b>	\$6,608,811	\$6,608,811
				<b>Total Revolving</b>	\$0	\$0



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 20, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Krysti Michl  
DDS Administrator

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to approve medical consultant contract for the Office of Disability Determinations.

**AGENDA ITEM TYPE:** Contract

### RATIONALE/BACKGROUND INFORMATION:

- The Department of Education, through its Disability Determinations Section, makes determinations on behalf of the Social Security Administration regarding the eligibility of Nebraska residents for disability benefits under Social Security and Supplemental Security Income. Federal law requires that a physician, psychologist or speech language pathologist review each determination so that medical aspects of the case are adequately considered. In order to comply with federal requirements, the DDS is obligated to arrange for adequate case analysis support from consultants in medicine, psychology, and speech and language pathology. All DDS medical consultants are required to have an active license with the Nebraska Department of Health and Human Services.
- Contractors are selected based on their medical credentials and the needs of the agency.
- Contracts are based on our best estimate of the amount of time required for each specialty area during each contract period. Variations in the caseload mix can require adjustments in hours between categories and are dependent upon workloads and/or consultant availability.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October, 2023

### ESTIMATED COST:

The proposed rate of compensation is \$96.50 per hour for each medical and psychological consultant. The rates are comparable with the rates paid to consultants in the DDS offices in surrounding states.

Kathleen Barrett, Ph.D.  
Steven Arkin, M.D.

Contract total amount \$101,000  
Contract total amount \$101,000

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: 100% federally funded by the Social Security Administration
- New or Renewal: New
- If renewal, date of first approval: N/A

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Competitive negotiation
- Rationale for method of procurement:

The DDS needs multiple medical consultants rather than one sole provider. Competitive negotiation allows the agency find and secure services from more than one provider and more than one medical specialty. An ad is run in the local newspapers and interviews are scheduled to make a selection.

- Rationale for contractor selection:

Contractors are selected based on their medical expertise and ability to learn and adapt their expertise to SSA rules for analyzing disability claims. Dr. Arkin has 6 years of successful experience as a DDS medical consultant in Florida. Dr. Barrett has been in practice at an institutional setting for several years and has the mental health experience required to assist the DDS with medical reviews.

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process: Not applicable



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 25, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Beth Wooster, Administrator Federal Programs  
Dottie Heusman, Assistant Administrator, Federal Programs

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to approve the Bipartisan Safer Communities Stronger Connections Grants awarded to districts.

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Federal Grant

### RATIONALE/BACKGROUND INFORMATION:

- On June 25, 2022, President Biden signed into law the Bipartisan Safer Communities Act (BSCA), an important first step toward reducing the risk of gun violence in our schools and communities. Through this legislation, Congress authorized \$1 billion in formula funding under Title IV, Part A of the *Elementary and Secondary Education Act of 1965* (ESEA) to State educational agencies (SEA) to provide students with safer and healthier learning environments.
- Under the BSCA, SEA's must award these funds competitively to high-need local educational agencies (LEA's) to fund activities allowable under section 4108 of the ESEA. These grants are awarded under the BSCA Stronger Connections grant program (SCG).
- The purpose of the Title IV, Part A subpart is to improve students' academic achievement by increasing the capacity of States, local educational agencies (LEA's), schools and communities to "Improve school conditions for student learning".
- This competitive grant is available from the date of award to September 30, 2026.
- Each application was reviewed by knowledgeable NDE staff from three separate teams that have knowledge of appropriate school safety strategies. Reviewers scored the applications using a weighted rubric with the components of; stakeholder engagement, poverty percentage and needs, program implementation, evidence-based programs, and allowable uses.
- The number of subgrants awarded was determined by the Nebraska Department of Education based on the rubric scores and the available federal funds. Budget negotiation was necessary to accommodate the obligation of all funds.
  - Nineteen districts applied for the grant with seventeen districts awarded the funds.
  - Two districts were not awarded the funds due to activities that did not match the allowability of the grant.

**PROPOSED BOARD MEETING:** October 2023

**ESTIMATED COST:** \$4,591,374 – allocated to districts (Separate Document provided with list of districts, amounts awarded, and uses of funds)

**FOR CONTRACTS AND GRANTS:**

- Stronger Connections Grant (SCG)
  - Federal Funding
- New or Renewal: New One Time Grant
- If renewal, date of first approval: NA

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: NA
- Rationale for method of procurement: NA
- Rationale for contractor selection: NA

**FOR GRANT SUBAWARDS:**

- Subgrants are awarded on a competitive basis and will be made based on the proposed projects quality, an assessment of the educational and related needs of students, and the ability of the applicant to meet these needs. To receive an award, applicants must follow the applicable state and federal requirements on the Safe and Healthy portions of the ESEA Title IV, Part A.

### Bipartisan Safer Communities Act Stronger Connections Grant Program

<b>District</b>	<b>Amount to be Awarded</b>	<b>Allowable Uses Selected for Funds</b>
Beatrice Public Schools	\$226,000	School Based Mental Health Services, Social/Emotional Learning
Bridgeport Public Schools	\$140,000	School Based Mental Health Services
Cedar Bluffs Public Schools	\$127,464	School Based Mental Health Services
Centennial Public Schools	\$59,600	School Based Mental Health Services, Violence Prevention
Crete Public Schools	\$461,500	Preventing Bullying and Harassment, Violence Prevention, Social/Emotional Learning, Schoolwide Positive Behavioral Interventions
Fremont Public Schools	\$182,993	School Based Mental Health Services
Gering Public Schools	\$154,000	Preventing Bullying and Harassment, School Based Mental Health Services, Social/Emotional Learning
Grand Island Public Schools	\$48,200	Violence Prevention, Crisis Management and Conflict Resolution Training
Gretna Public Schools	\$196,689	Social/Emotional Learning, Coordinate with Community Based Programs
Kearney Public Schools	\$305,000	Violence Prevention, Crisis Management and Conflict Resolution Training
Lincoln Public Schools	\$1,060,852	School Based Mental Health Services, Schoolwide Positive Behavioral Intervention Support Activities and Programs, Violence Prevention, Crisis Management and Conflict Resolution Training
Omaha Public Schools	\$530,326	School Based Mental Health Services
Papillion-La Vista Public Schools	\$143,500	School Based Mental Health Services, Social/Emotional Learning, Relationship Building Activities and Programs
Scottsbluff Public Schools	\$255,000	Violence Prevention, Crisis Management and Conflict Resolution Training, Preventing Bullying and Harassment Activities and Programs
Seward Public Schools	\$212,000	School Based Mental Health Services
So Sioux City Community Schools	\$220,000	School Based Mental Health Services, Coordinate with Other Community-Based Services and Programs, Suicide Prevention Training, Trauma Informed Classroom Management Training and Programs
Umo N Ho N Nation Public Schools	\$268,250	School Based Mental Health Services



## STATE BOARD OF EDUCATION PLANNING AND EVALUATION COMMITTEE REPORT

Date: October 6, 2023

The Planning and Evaluation Committee reports on their committee meeting which occurred on October 5, 2023. The members present were chair, Deborah Neary, Lisa Fricke, Patti Gubbels, and Sherry Jones.

The committee reviewed the approval of the Priority School Progress Plan for Isanti Elementary School and Isanti High School. School representatives provided clarification and shared adjustments made from the September board meeting. Both schools will return mid-year to provide an update on the implementation of their plans.

The committee reviewed the approval of the Rule 11 teacher waiver request for Auburn Public Schools. The committee also reviewed the approval of the Rule 10 waiver for Blue Hill Community Schools for the 2023-24 academic year regarding 6<sup>th</sup> grade participation in athletics.

The committee recommends the approval of these items.

The committee discussed the annual plan for the Nebraska statewide assessment and reporting system. NDE staff described the components and requirements of the plan and provided a timeline for submission. NDE staff answered questions related to student participation in assessment. NDE staff also provided a brief update on the Technical Advisory Committee which occurred earlier in this week.

The committee received an update on the Fall 2023 state and federal accountability processes. NDE staff members answered questions related to graduation rate indicator calculations, as well as provided a tentative timeline for accountability results. NDE staff will return to share updates with the full board during the next meeting.

The committee received an update on the planned review of the 2017 Nebraska College and Career Ready Standards for Science. NDE staff members provided information and answered questions related to the review process, stakeholder engagement, and provided a tentative timeline.

The committee received an update regarding a draft timeline for a comprehensive ESSA plan amendment and seek initial input on key policy questions. NDE staff will return to discuss with the full board at the next board meeting.

The committee received an update on the Workforce Innovation and Opportunity Act (WIOA) combined state plan development, as you might have heard during the special presentation earlier in this meeting. All states are required to submit a plan to the U.S. Department of Labor that outlines a four-year strategy for the state's workforce development system and Nebraska VR contributes to a portion of that plan. NDE staff will share their completed section at the next board meeting.

The committee also received an update on the Rule 10 accreditation process for Lawrence-Nelson Public Schools and Sandy Creek Public Schools. NDE staff shared context of the deunification of South Central Unified School District 5. NDE staff will share recommendations at the next board meeting.

This concludes the Planning and Evaluation report.

Deborah Neary, Chair

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



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 25, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Shirley Vargas, Ed.L.D.  
School Transformation Officer

**PROPOSED AGENDA ITEM:** Approve the Priority School Progress Plan for Isanti Elementary School.

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Other

**RATIONALE/BACKGROUND INFORMATION:** Isanti Elementary School has been identified as Priority Schools for three consecutive years. They were initially identified in June 2019. Per N.R.S. 79-760.07, if a school has been designated as a Priority School for three consecutive years, the State Board shall reevaluate the progress plan to determine if:

- A significant revision of the progress plan is necessary,
- An entirely new progress plan shall be developed, or
- An alternative administrative structure is warranted.

Each Priority School is required to submit a Progress Plan for approval by the State Board of Education. The purpose of the Progress Plan is to identify:

- goals and areas for growth and improvement;
- measurable indicators of progress;
- strategies and actions to achieve improvement; associated timelines and resources; and
- evidence to monitor progress.

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). The significantly revised plans include feedback and input from school community stakeholders and has been reviewed, approved by, and revised with their local school board. The plan outlines measurable indicators of progress and strategies to achieve improvement for one school year (2023-2024).

The description and table below provide context and a rationale for the quantitative measures within the Elementary Priority Plan.

Overall approach and rationale:

- While the school is sharing the Absolute Targets for purposes of accountability, the focus will remain on core priorities of the school community: improving Tier I instruction, implementation of High-Quality Instructional Materials (HQIM), creating aligned and coherent interventions, and the growth of all students.
- Growth measures – as defined by NDE – are not accessible on the timeline of the state priority review (June 2024).
- The school piloted, with success, a focus on implementing the Knowledge component of CKLA ELA curriculum in the Spring. This school year, the elementary school is adding (to teacher development structures, coaching, and para-professional development) aligned intervention for Reading (Boost & Burst), implementing HQIM in math, implementing aligned interventions for Math (Zearn). As elementary school teachers are not departmentalized (teachers teach both ELA, Math, and lead responsive small group instruction with their students), the school leadership would like to take a comprehensive, balanced approach to scale and improving ELA & Math in tandem.
- Teachers and leaders are clear on their role in improving instruction and implementing HQIM, as well as working on coherent interventions. The SMART goals (measure) below contribute to teachers’ investment in their own development, satisfaction, and retention. Overemphasizing one area or setting targets beyond what is reasonable for Year 1-2 of a plan, may cause teachers to focus too much on students on the “cusp” of proficiency, rather than strong Tier I instruction for all students. For example, students should move from “Well Below Benchmark” in their reading level to “Below Benchmark” rather than just focusing on pushing “Below Benchmark” students to “Benchmark”.

<i>Measure</i>	<i>23-24 Target</i>	<i>Supporting Information</i>	<i>Revisions to Plan</i>
<b>K-2: Percent of students scoring above 40th percentile on MAP (ELA) by End of Year</b>	20%	<ul style="list-style-type: none"> <li>• At beginning of year (BOY) 23-24; 3 students of 54 scored above the 40<sup>th</sup> percentile in their current grade level. To reach 20% of students K-2, the school will need to raise that number to 11/54 students K-2.</li> <li>• The new kindergarten class, at 21 students, is the largest in recent school history. Many Isanti students enter kindergarten without core school-readiness skills; meaning there is quite a bit of instructional ground to cover to reach the 40<sup>th</sup> percentile or above benchmark.</li> <li>• In Spring of 22-23, 6 of the then 45 K-2 students ended the year above 40<sup>th</sup> percentile. 2 are still enrolled, 1 is now in 3<sup>rd</sup> grade (moved to NSCAS Growth) and the other declined.</li> <li>• Spring 22-23 work in ELA focused primarily on CKLA Knowledge; work to address CKLA Skills began in the summer of 2023. Teachers will be balancing the Skills implementation with aligned interventions, CKLA Knowledge, and math – and the school would like to set sustainable growth across all subjects and tiered</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted language to “above 40<sup>th</sup> percentile” to align with MAP portal reporting.</li> <li>• <b>Raised target by 5% to 20% of students.</b></li> </ul>

		<p>instruction.</p> <ul style="list-style-type: none"> <li>Isanti included this measure in order to demonstrate commitment to vertical gains (not just starting accountability at 3<sup>rd</sup> grade NSCAS Growth) and build shared accountability for teachers at all grade levels.</li> </ul>	
<i>Measure</i>	<i>23-24 Target</i>	<i>Supporting Information</i>	<i>Revisions to Plan</i>
<b>K-2: Percent of students scoring above 40<sup>th</sup> percentile on MAP (ELA) by End of Year</b>	20%	<ul style="list-style-type: none"> <li>At BOY 23-24; 3 students of 54 scored above the 40<sup>th</sup> percentile in their current grade level. To reach 20% of students K-2, the school will need to raise that number to 11/54 students K-2.</li> <li>The new Kindergarten class, at 21 students, is the largest in recent school history. Many Isanti students enter kindergarten without core school-readiness skills; meaning there is quite a bit of instructional ground to recover to reach the 40<sup>th</sup> percentile or above benchmark.</li> <li>In Spring of 22-23, 7 of the then 45 K-2 students ended the year above 40<sup>th</sup> percentile. 4 are still enrolled, 3 still in the K-2 group, and 1 maintained performance over summer.</li> <li>Spring 22-23 curriculum implementation work focused on ELA rather than Math; teachers are now adding professional development and aligned interventions in MAP to their coaching structures.</li> <li>Isanti included this measure in order to demonstrate commitment to vertical gains (not just starting accountability at 3<sup>rd</sup> grade NSCAS Growth) and build shared accountability for teachers at all grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Adjusted language to “above 40<sup>th</sup> percentile” to align with MAP portal reporting.</li> <li><b>Raised target by 5% to 20% of students.</b></li> </ul>
<b>K-5: Percent of students scoring at “Benchmark” or above on DIBELS by End of Year</b>	35%	<ul style="list-style-type: none"> <li>At BOY 23-24, 14 of 93 students K-5 are performing at Benchmark or Above (15% of K-5).</li> <li>To reach 35%, the school will need to double the number of students at Benchmark to 33/93.</li> <li>Of the 30/95 students that ended 22-23 at Benchmark, 16 are still in the K-5 group and 10 retained their status at Benchmark in the new grade level.</li> <li>The large group of kindergarten students (21) also creates a new challenge; to build toward Benchmark status with the incoming group is always a multi-year effort and in the coming year they represent a large proportion of the denominator.</li> </ul>	<ul style="list-style-type: none"> <li><b>Clarifying the goal is 35%.</b></li> </ul>

<i>Measure</i>	<i>23-24 Target</i>	<i>Supporting Information</i>	<i>Revisions to Plan</i>
<b>3-5: Percent of students scoring “On Track” or “Advanced” on NSCAS (ELA) by End of Year</b>	15%	<ul style="list-style-type: none"> <li>Isanti Elementary is entering Year 2 of CKLA Implementation (begun in Spring of 23).</li> <li>BOY NSCAS Growth with the current group of students shows that 1 student of the 39 (3-5) is starting the year “On Track”. To reach 15%, 6 students will need to reach this target.</li> <li>In the 21-22 school year, 2% of students grades 3-5 were “On Track” on NSCAS Growth.</li> </ul>	<ul style="list-style-type: none"> <li><b>Recommendation remains at 15%</b></li> </ul>
<b>3-5: Percent of students scoring “On Track” or “Advanced” on NSCAS (Math) by End of Year</b>	15%	<ul style="list-style-type: none"> <li>Isanti Elementary is entering the 1st year of Open Up Resources implementation this year; work began in Summer of 23 with teachers to understand the curriculum and plan for implementation.</li> <li>BOY NSCAS Growth with the current group of students shows that 1 student of the 39 (3-5) is starting the year “On Track”. To reach 15%, 6 students will need to reach this target.</li> <li>In the 21-22 school year, 4% of students were “On Track” on NSCAS Growth.</li> </ul>	<ul style="list-style-type: none"> <li><b>Raised target by 5% to 15% of students.</b></li> </ul>
<b>K-5: Reduce chronic absenteeism by 10% from prior year.</b>	10% reduction from prior year	<ul style="list-style-type: none"> <li>Pending AQuESTT results, Isanti Elementary School anticipates that approximately 48% of K-5 students did not meet attendance expectations last year (did not attend school 90% of the time).</li> <li>Isanti Elementary will aim to reduce chronic absenteeism by 10% for the 23-24 school year; this is twice the statewide target of 5%.</li> </ul>	<ul style="list-style-type: none"> <li><b>Recommendation remains at 10%</b></li> <li>Changed framing to match AQuESTT language.</li> <li>Implementation plan is now appended to the priority plan.</li> </ul>

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** NA

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: (*--e.g., Federal, State*)
- New or Renewal:
- If renewal, date of first approval:

*(--Following the funding source, include a statement that indicates if/ how the activity is part of an annual budget or allocation, or, approved as an activity for a grant. For example, “The funds for this contract are budgeted in the Office’s annual allocation of state funds.” Another example, “The funds for this activity are included in the grant award for this program.”)*

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process:

*\*Updated 08.15.23*

AQuESTT

**2023-2024**

Priority School Progress Plan

Isanti Community Schools

**Isanti Elementary School**



# AQ<sub>u</sub>ESTT

## 2023-2024 Priority School Progress Plans for Isanti Elementary School

<b>School Name:</b> Isanti Elementary School	<b>School District:</b> Isanti Community Schools	
<b>School Address:</b> 206 East Frazier Avenue Niobrara, Nebraska 68760		
<b>School District Superintendent:</b> Mr. Dave Mroczek	<b>Superintendent Signature:</b>	<b>Date:</b>
<b>Elementary Principal:</b> Mrs. Cindy Nagel	<b>Principal Signature:</b>	<b>Date:</b>
<b>Secondary Principal:</b>	<b>Principal Signature:</b>	<b>Date:</b>
<b>Board of Education President:</b> Ms. Stacy Johnson	<b>Board President Signature:</b>	<b>Date:</b>
<b>Commissioner of Education:</b> Dr. Brian Maher	<b>Commissioner Signature:</b>	<b>Date:</b>
<b>State Board of Education President:</b> Dr. Patti Gubbels	<b>State Board President Signature:</b>	<b>Date:</b>

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

### Overview

As they enter the 2023-2024 school year, the Isanti Community Schools Leadership Team is working to build a *school that the community trusts*. The role of educators at Isanti Community Schools is to ensure all students have access to high quality instruction every day, that their Dakota Language and Culture is reflected in the practices and curriculum they engage with, and to sustain systems of continuous improvement. At the core of the goals and strategies listed for each school are these fundamental priorities:

- Strengthen relationships and trust among staff, students, leadership, and the community
- Intentionally seek resources to indigenize the students' experience of school, through practices, curriculum, and community engagement
- Invest time and resources in developing staff to deliver strong Tier I instruction using High Quality Instructional Materials

The Principals of each school will work collaboratively with one another, the Superintendent, Instructional Coach, Dean of Students, Operations Coordinator, Director of Language and Culture, and other key leaders of the school to create systemic conditions for strong instruction, improved attendance, community engagement, and a positive school climate.

### Demographics



**Student Membership**  
**258**

Peers  
176  
State  
327,055



**Teachers**  
**32**

Peers  
21  
State  
23,962

### Program Participation



**English Learners**  
**\***

Peers  
8%  
State  
8%



**Free/Reduced Lunch**  
**\***

Peers  
40%  
State  
41%



**Gifted**  
**\***

Peers  
12%  
State  
13%



**Special Education**  
**24%**

Peers  
16%  
State  
16%

### Metrics



**Attendance Rate**  
**83%**

Peers  
94%  
State  
92%



**Dropout Rate**  
**\***

Peers  
\*  
State  
2%

Additional school and district information can be accessed on the [Nebraska Education Profile](#).

# AQuESTT

## 2023-2024 Priority School Progress Plans for Isanti Elementary School

Overall approach and rationale:

- While the school is sharing the Absolute Targets for purposes of accountability, the focus will remain on core priorities of the school community: improving Tier I instruction, implementation of High-Quality Instructional Materials (HQIM), creating aligned and coherent interventions, and the growth of all students.
- Growth measures – as defined by NDE – are not accessible on the timeline of the state priority review (June 2024).
- The school piloted, with success, a focus on implementing the Knowledge component of CKLA ELA curriculum in the Spring. This school year, the elementary school is adding (to teacher development structures, coaching, and para-professional development) aligned intervention for Reading (Boost & Burst), implementing HQIM in math, implementing aligned interventions for Math (Zearn). As elementary school teachers are not departmentalized (teachers teach both ELA, Math, and lead responsive small group instruction with their students), the school leadership would like to take a comprehensive, balanced approach to scale and improving ELA & Math in tandem.
- Teachers and leaders are clear on their role in improving instruction and implementing HQIM, as well as working on coherent interventions. The SMART goals (measure) below contribute to teachers’ investment in their own development, satisfaction, and retention. Overemphasizing one area or setting targets beyond what is reasonable for Year 1-2 of a plan, may cause teachers to focus too much on students on the “cusp” of proficiency, rather than strong Tier I instruction for all students. For example, students should move from “Well Below Benchmark” in their reading level to “Below Benchmark” rather than just focusing on pushing “Below Benchmark” students to “Benchmark”.

The table below provides context and a rationale for the quantitative measures within the Isanti Elementary School Priority Plan.

<i>Measure</i>	<i>23-24 Target</i>	<i>Supporting Information</i>	<i>Revisions to Plan</i>
<b>K-2: Percent of students scoring above 40th percentile on MAP (ELA) by End of Year</b>	20%	<ul style="list-style-type: none"> <li>● At beginning of year baseline (BOY) 23-24; 3 students of 54 scored above the 40<sup>th</sup> percentile in their current grade level. To reach 20% of students K-2, the school will need to raise that number to 11/54 students K-2.</li> <li>● The new kindergarten class, at 21 students, is the largest in recent school history. Many Isanti students enter kindergarten without core school-readiness skills; meaning there is quite a bit of instructional ground to cover to reach the 40<sup>th</sup> percentile or above benchmark.</li> <li>● In Spring of 22-23, 6 of the then 45 K-2 students ended the year above 40<sup>th</sup> percentile. 2 are still enrolled, 1 is now in 3<sup>rd</sup> grade (moved to NSCAS Growth) and the other declined.</li> <li>● Spring 22-23 work in ELA focused primarily on CKLA Knowledge; work to address CKLA Skills began in the summer of 2023. Teachers will be balancing the Skills implementation with</li> </ul>	<ul style="list-style-type: none"> <li>● Adjusted language to “above 40<sup>th</sup> percentile” to align with MAP portal reporting.</li> <li>● <b>Raised target by 5% to 20% of students.</b></li> </ul>

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

		<p>aligned interventions, CKLA Knowledge, and math – and the school would like to set sustainable growth across all subjects and tiered instruction.</p> <ul style="list-style-type: none"> <li>Isanti included this measure in order to demonstrate commitment to vertical gains (not just starting accountability at 3<sup>rd</sup> grade NSCAS Growth) and build shared accountability for teachers at all grade levels.</li> </ul>	
<i>Measure</i>	<i>23-24 Target</i>	<i>Supporting Information</i>	<i>Revisions to Plan</i>
<b>K-2: Percent of students scoring above 40th percentile on MAP (ELA) by End of Year</b>	20%	<ul style="list-style-type: none"> <li>At BOY 23-24; 3 students of 54 scored above the 40<sup>th</sup> percentile in their current grade level. To reach 20% of students K-2, the school will need to raise that number to 11/54 students K-2.</li> <li>The new Kindergarten class, at 21 students, is the largest in recent school history. Many Isanti students enter kindergarten without core school-readiness skills; meaning there is quite a bit of instructional ground to recover to reach the 40<sup>th</sup> percentile or above benchmark.</li> <li>In Spring of 22-23, 7 of the then 45 K-2 students ended the year above 40<sup>th</sup> percentile. 4 are still enrolled, 3 still in the K-2 group, and 1 maintained performance over summer.</li> <li>Spring 22-23 curriculum implementation work focused on ELA rather than Math; teachers are now adding professional development and aligned interventions in MAP to their coaching structures.</li> <li>Isanti included this measure in order to demonstrate commitment to vertical gains (not just starting accountability at 3<sup>rd</sup> grade NSCAS Growth) and build shared accountability for teachers at all grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Adjusted language to “above 40<sup>th</sup> percentile” to align with MAP portal reporting.</li> <li><b>Raised target by 5% to 20% of students.</b></li> </ul>
<b>K-5: Percent of students scoring at “Benchmark” or above on DIBELS by End of Year</b>	35%	<ul style="list-style-type: none"> <li>At BOY 23-24, 14 of 93 students K-5 are performing at Benchmark or Above (15% of K-5).</li> <li>To reach 35%, the school will need to double the number of students at Benchmark to 33/93.</li> <li>Of the 30/95 students that ended 22-23 at Benchmark, 16 are still in the K-5 group and 10 retained their status at Benchmark in the new grade level.</li> <li>The large group of kindergarten students (21) also creates a new challenge; to build toward Benchmark status with the incoming group is always a multi-year effort and in the coming year they represent a large proportion of the denominator.</li> </ul>	<ul style="list-style-type: none"> <li><b>Clarifying the goal is 35%.</b></li> </ul>

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

<i>Measure</i>	<i>23-24 Target</i>	<i>Supporting Information</i>	<i>Revisions to Plan</i>
<b>3-5: Percent of students scoring “On Track” or “Advanced” on NSCAS (ELA) by End of Year</b>	15%	<ul style="list-style-type: none"> <li>● Isanti Elementary is entering Year 2 of CKLA Implementation (begun in Spring of 23).</li> <li>● BOY NSCAS Growth with the current group of students shows that 1 student of the 39 (3-5) is starting the year “On Track”. To reach 15%, 6 students will need to reach this target.</li> <li>● In the 21-22 school year, 2% of students grades 3-5 were “On Track” on NSCAS Growth.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Recommendation remains at 15%</b></li> </ul>
<b>3-5: Percent of students scoring “On Track” or “Advanced” on NSCAS (Math) by End of Year</b>	15%	<ul style="list-style-type: none"> <li>● Isanti Elementary is entering the 1st year of Open Up Resources implementation this year; work began in Summer of 23 with teachers to understand the curriculum and plan for implementation.</li> <li>● BOY NSCAS Growth with the current group of students shows that 1 student of the 39 (3-5) is starting the year “On Track”. To reach 15%, 6 students will need to reach this target.</li> <li>● In the 21-22 school year, 4% of students were “On Track” on NSCAS Growth.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Raised target by 5% to 15% of students.</b></li> </ul>
<b>K-5: Reduce chronic absenteeism by 10% from prior year.</b>	10% reduction from prior year	<ul style="list-style-type: none"> <li>● Pending AQuESTT results, Isanti Elementary School anticipates that approximately 48% of K-5 students did not meet attendance expectations last year (did not attend school 90% of the time).</li> <li>● Isanti Elementary will aim to reduce chronic absenteeism by 10% for the 23-24 school year; this is twice the statewide target of 5%.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Recommendation remains at 10%</b></li> <li>● Changed framing to match AQuESTT language.</li> <li>● Implementation plan is now appended to the priority plan.</li> </ul>

**Measurable Goals, Reporting Plan, and Strategies & Structures**

The Isanti Elementary School Goals are based in Academics, Attendance, Staff Development and Satisfaction, and School Climate and Culture.

Category	Measure	Target
<p><b>Academics</b></p> <p><i>AQuESTT Tenets:</i></p> <p><input type="checkbox"/> Educational Opportunities &amp; Access</p> <p><input type="checkbox"/> Student Achievement &amp; Growth</p>	K-2: Percent of students meeting grade level expectations on MAP (ELA)	20%
	K-2: Percent of students meeting grade level expectations on MAP (Math)	20%
	K-5: Percent of students meeting Benchmark on DIBELS by End of Year (ELA)	35%
	3-5: Percent of students meeting “On Track” or “Advanced” on NSCAS (ELA) by End of Year	15%
	3-5: Percent of students meeting “On Track” or “Advanced” on NSCAS (Math) by End of Year	15%
<p><b>Attendance</b></p> <p><i>AQuESTT Category:</i></p> <p><input type="checkbox"/> Educational Opportunities &amp; Access</p> <p><input type="checkbox"/> Transitions</p> <p><input type="checkbox"/> Positive Partnerships, Relationships, and Success</p>	K-5: Reduce chronic absenteeism by 10% from prior year (48% → 38% students not meeting attendance expectations) by the end of the 2023-2024 school year.	38%
<p><b>Staff Development</b></p> <p><i>AQuESTT Category:</i></p> <p><input type="checkbox"/> Educational Opportunities &amp; Access</p> <p><input type="checkbox"/> Educator Effectiveness</p>	Isanti Elementary School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.	<a href="#">Qualitative Report</a>
	Isanti Elementary School will adopt and implement High Quality Instructional Materials in ELA and Math as	<a href="#">Qualitative Report</a> + <a href="#">TNTP</a>

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

<input type="checkbox"/> Leadership	well as aligned interventions.	<a href="#">Monthly Observation</a>
<p style="text-align: center;"><b>School Culture &amp; Climate</b></p> <p style="text-align: center;"><i>AQuESTT Category:</i></p> <input type="checkbox"/> Positive Partnerships, Relationships, and Success <input type="checkbox"/> Leadership	Isanti Elementary School will administer a quarterly survey to staff, students, and families to understand their experiences related to the vision of the school.	Qualitative Report + Survey Results
	Isanti Elementary School will host monthly family nights to build relationships with caregivers and stakeholders.	<a href="#">Qualitative Report</a>

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

### Reporting Plan

Category	Measure	Target	22-23 Result	BOY Baseline (Sept 30)	MOY Baseline (Jan 30)	EOY Result (May 30)
Academics	K-2: Percent of students meeting grade level expectations on MAP (ELA)	20% 11/54 Students in K-2	13% 6/45 students K-2 ended 40%+	<b>6%</b> 3/54 students		
	K-2: Percent of students meeting grade level expectations on MAP (Math)	20% 11/54 Students K-2	16% 7/45 students K-2 ended 40% +	<b>6%</b> 3/54 students		
	K-5: Percent of students meeting Benchmark on DIBELS by End of Year (ELA)	35% 32/93 students K-5	32% 30/95 students K-5	<b>15%</b> (14/93 students K-5)		
	3-5: Percent of students meeting "On Track" or "Advanced" on NSCAS (ELA) by End of Year	15%	<i>Results Pending</i>	<b>3%</b> (1/39 3-5)		
	3-5: Percent of students meeting "On Track" or "Advanced" on NSCAS (Math) by End of Year	15%	<i>Results Pending</i>	<b>3%</b> (1/39 3-5)		
Attendance	K-5: Reduce chronic absenteeism by 10% from prior year (48% → 38% students not meeting attendance expectations) by the end of the 2023-2024 school year.	< 38 (Less than 35/93 K-5 students)	48%	<b>19%</b> 18/93 K-5 students		

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

Staff Development	Isanti Elementary School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students	<a href="#">Qualitative Report</a>	N/A	On Track		
	Isanti Elementary School will adopt and implement High Quality Instructional Materials in ELA and Math as well as aligned interventions.	Qualitative Report + Monthly Observation	N/A	On Track		
School Culture & Climate	Isanti Elementary School will administer a quarterly survey to staff, students, and families to understand their experiences related to the vision of the school.	Qualitative Report	N/A	On Track		
	Isanti Elementary School will host monthly family nights to build relationships with caregivers and stakeholders.	Qualitative Report	N/A	On Track		

### Strategies & Structures

<i>Academic School Improvement &amp; Staff Development Strategies</i>				
<b>Strategy</b>	<b>Data Source</b>	<b>BOY Status</b>	<b>MOY Update</b>	<b>EOY Update</b>
Implement CKLA & Open Up Resources for Tier I Instruction with coaching and feedback structures for continuous improvement. These may include curriculum-based professional learning structures for teachers such as unit and lesson internalization, data analysis, and practice.	<a href="#">TNTP Monthly Observations</a>	<p><i>After beginning of year observations from TNTP staff:</i></p> <ul style="list-style-type: none"> <li>• <i>All teachers were using the appropriate</i></li> </ul>		

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

		<p><i>HQIM for the content observed</i></p> <ul style="list-style-type: none"> <li><i>We saw an average rating on the Core Rubric of 2.2 in the elementary school, with the highest score being Essential Content and the lowest being student ownership</i></li> </ul> <p><i>100% of core content teachers are engaging in coaching cycles with an Isanti or TNTP coach</i></p> <p><i>Sept PD is planned to continue to develop teachers on Strong Tier 1 instruction practices</i></p>		
<p>Adopt Zearn, Boost and Burst as aligned interventions for instructional coherence, using a daily scheduled intervention time for all students.</p>	<p>Zearn Student Data Boost Student Data</p>	<p>ELA and Math intervention blocks</p>		

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

		<p>have been started for all K-5 classes, with Zearn being utilized for Math intervention and Amplify Burst being utilized for ELA intervention.</p> <p>For the ELA intervention, DIBELS data is used to group students and provide small group instruction specific to their skill gaps.</p>		
<p>Create a data cycle for student outcomes using curriculum-based assessments as well as MAP, NSCAS, and DIBELS.</p>	<p>Quarterly Data Reports Curriculum Data Structures</p>	<p><i>All students have been assessed on MAP, NSCAS, and DIBELS for their beginning of year data</i></p> <p><i>Teachers have also started using a summative assessment tracker to be used every time they give a math or ELA summative assessment from the curriculum</i></p>		

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

<i>School Culture &amp; Climate Strategies, Including Attendance</i>				
<b>Strategy</b>	<b>Data Source</b>	<b>BOY Status</b>	<b>MOY Update</b>	<b>EOY Update</b>
<p>Develop attendance monitoring and intervention team that includes key stakeholders and identifies mechanisms for engagement, support, and building community investment in student attendance.</p> <p><b>Team:</b> Superintendent, Principals, Truancy Officer, Dean of Students, Operations Coordinator</p>	Monthly chronic absenteeism prediction	<p><i>Weekly attendance meetings have been started with the Attendance team</i></p> <p><i>As of 9/13, the elementary school has 82% of students meeting attendance expectations</i></p>		
Create a leadership reflection structure that analyzes staff feedback on leadership, systems, their development in order to improve school climate.	Quarterly Survey	<p><i>The staff survey questions have been drafted</i></p> <p><i>The first survey will be given to staff to take on the October all staff PD day</i></p>		
Work with educators to Indigenize practices and content such that student identity is reflected in their experience.	Weekly Meetings with Consultants Monthly Development Opportunities	<i>Under development - school pursuing coaching structures for Indigenizing practices in K-8 to supplement HS.</i>		

# AQuESTT

## 2023-2024 Priority School Progress Plans for Isanti Elementary School

<p>Develop leadership team systems to engage with the community, reflect on feedback, and improve community perceptions of the school’s climate and effectiveness.</p> <p><b>Team:</b> Superintendent, Principals, Dean of Students, Instructional Coach, Director of Language and Culture, Operations Coordinator</p>	<p>Monthly events &amp; Quarterly Survey</p>	<p><i>The leadership team has planned all community events for the semester</i></p> <p><i>The first community event will be held on September 20th</i></p>		
--	--	--	--	--

## Implementation Plan Details and Examples

- [Appendix A](#): Professional Development Overview
  - Staff professional development will be a 2 pronged approach this year, consisting of 1:1 coaching sessions and full day all staff development. The Appendix below outlines the purpose of each form of development, who will be receiving the development, at what frequency, and what that development will include
- [Appendix B](#): TNTP Core Rubric
  - To guide our coaching and professional development, we are using the TNTP Core Rubric as a vision for excellence. Monthly observations are done with teachers using the rubric to see where we have made progress, where there are still areas for growth, and which development structure will be utilized to build skill with our teachers. There are 4 components of the Core Rubric: Culture of Learning, Essential Content, Student Ownership, and Demonstration of Learning. For each of the components, we look to see how many students are meeting the effective elements.
- [Appendix C](#): Attendance Initiative
  - With attendance being one of the primary goals that the school is working on, we spent the summer and first month of school updating attendance systems to bring clarity to how we are gathering that data effectively and then reviewing the data consistently to action plan on the trends. Our attendance initiative has included reflecting on what needs to be true of the school to improve student attendance, creating a daily attendance protocol to ensure attendance is being captured accurately, and implementing a weekly attendance meeting to review, reflect, and action plan around the data
- [Appendix D](#): Community Engagement
  - Community investment and engagement is critical for the Isanti School. This year, we are ensuring that there are multiple opportunities to 1) partner with the community members in key school events and 2) invite community members into the school community. The Isanti Leadership Team has planned out Community Events monthly that celebrate the culture of the tribe and/or celebrate important events for students.
- [Appendix E](#): Stakeholder Feedback
  - A priority this year will be gathering feedback from a variety of stakeholders to ensure that the school is gathering feedback from the voices of the people whom it serves. There will be 3 stakeholder surveys that are given throughout the year: staff survey, student survey, and family/caregiver survey. After each survey, the Isanti leadership team will meet to review the trends and comments in the survey and determine what shifts or adjustments can be made to better meet the needs of staff, students, or families.
- [Appendix F](#): Current Status of Curriculum Implementation
  - Isanti has worked over the last year to purchase (if needed) and implement high quality curriculum in ELA and Math across K-12. The linked appendix shows the current status of curriculum selection and implementation across those contents, as well as what support will look like this year.

**Appendix A: Professional Development Overview**

	1:1 Coaching	All Staff Professional Development
<b>Purpose</b>	Develop teachers based on their individual needs and tailor support directly	Develop all staff based trends across the schools and aligned to school priorities
<b>Frequency</b>	Weekly 1:1 coaching with a TNTP coach or ISanti Instructional Coach	Monthly all day PDs, proactively scheduled into the year long calendar
<b>Who</b>	All Core Content teachers K-12 will be receiving coaching	All teaching staff, including Paras and Special Ed teachers
<b>Development Includes...</b>	All coaching contains a virtual or in person observation and either a planning meeting or an observation debrief	We will spend time developing teachers on both best teaching practices as well as content specific PD

All Staff PD: High Level Overview

- 8:00-8:30 Breakfast
- 8:30-9:00 State of School Update
- 9-11:30 Redefining Transformational Relationships
- 11:30-12:00 Lunch
- 12:00-2:00 Content Deep Dive
  - Math Fall Focus: 5 Mathematical Practices
  - ELA Fall Focus: Literacy Best Practices
- 2pm-2:30: HR/Staff Updates
- 2:30-3:30 Staff relationship building

**Appendix B: TNTP Core Rubric**

**CULTURE OF LEARNING** Are all students engaged in the work of the lesson from start to finish?

1. NOT YET (49% or less of students)	2. SOMEWHAT (50% - 69% of students)	3. MOSTLY (70% - 89% of students)	4. YES (90% or more of students)	5. YES, and...
Very few or no students complete <b>instructional tasks</b> when directed, volunteer responses and/or ask appropriate questions.	Some students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	Most students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	All or almost all students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students can articulate the purpose of and assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>
Very few or no students follow <b>behavioral expectations</b> and/or directions.	Some students follow behavioral expectations and/or directions	Most students follow behavioral expectations and/or directions.	All or almost all students follow behavioral expectations and/or directions.	
Students do not execute transitions, <b>routines and procedures</b> in an orderly manner.	Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.	Most students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.	All or almost all students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.	
Students are left without work to do for a significant portion of the observation. ( <b>pace</b> )	Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.	Class has a quick <b>pace</b> and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.	

**ESSENTIAL CONTENT** Are all students engaged in content aligned to the appropriate standards for their subject and grade?

1. NOT YET (49% or less of the lesson)	2. SOMEWHAT (50–69% of the lesson)	3. MOSTLY (70–89% of the lesson)	4. YES (90% or more of the lesson)	5. YES, and...
The lesson does not focus on <b>content</b> that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i>
Most of the <b>activities</b> students engage in are not aligned to the stated or implied learning goal(s) or to each other	Only some activities students engage in are aligned to the stated or implied learning goal(s).	Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).	All or almost all activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.	Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.
<b>Instructional materials</b> students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	All or almost all instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	Students independently connect lesson content to real-world situations.

**STUDENT OWNERSHIP** Are all students responsible for doing the thinking in this classroom?

1. NOT YET (49% or less of students)	2. SOMEWHAT (50% - 69% of students)	3. MOSTLY (70% - 89% of students)	4. YES (90% or more of students)	5. YES, and...
Students complete very little of the <b>cognitive work</b> during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work	Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work	Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>
Very few or no students <b>provide meaningful oral or written evidence</b> to support their thinking.	Some students provide meaningful oral or written evidence to support their thinking.	Most students provide meaningful oral or written evidence to support their thinking.	All or almost all students provide meaningful oral or written evidence to support their thinking.	
Very few or no students are <b>using knowledge and resources</b> to form, articulate, and defend their answers and opinions.	Some students are using knowledge and resources to form, articulate, and defend their answers and opinions.	Most students are using knowledge and resources to form, articulate, and defend their answers and opinions.	All or almost all students are using knowledge and resources to form, articulate, and defend their answers and opinions.	
Very few or no students <b>respond</b> to their peers' thinking, ideas, or answers, or do not provide feedback.	Some students respond to their peers' thinking, ideas, or answers, or do not provide feedback.	Most students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.	Students respond to and build on their peers' thinking, ideas or answers, routinely providing constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.	

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

No students or very few students <b>try hard</b> to complete challenging academic work or answer questions	Some students try hard to complete challenging academic work and answer questions.	Most students try hard to complete academic work and answer questions, even if the work is challenging.	All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.	
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### DEMONSTRATION OF LEARNING

Do all students demonstrate that they are learning?

1. NOT YET (49% or less of students)	2. SOMEWHAT (50% – 69% of students)	3. MOSTLY (70% – 89% of students)	4. YES (90% or more of students)	5. YES, and...
Questions, tasks or assessments do not <b>yield data</b> that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i>
Students have very few or no opportunities to <b>express learning through academic writing and/or explanations</b> using academic language.	Students have few opportunities to express learning through academic writing and/or explanations using academic language.	Students have some opportunities to express learning through academic writing and/or explanations using academic language.	Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.	Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.
Very few or no students <b>demonstrate how well they understand</b> lesson content and their progress toward learning goals.	Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. Students monitor their own progress, identify their own errors and seek additional opportunities for practice.

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

Student responses, work and interactions demonstrate that most students are not <b>on track</b> to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.	
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**Appendix C: Attendance Initiative**

**Core Beliefs about Student Attendance**

1. The #1 way to encourage students to attend school is creating a school culture where they feel welcome, cared for, and a true sense of belonging and acceptance
2. There are clear Tier 1 strategies that need to be done to create that type of school environment before extensive Tier 2 and 3 strategies will be fully effective
3. Every staff member and community member has a role and responsibility in ensuring that our students are attending school consistently

**Structures to Support Attendance:**

<b>Engagement</b>	<ul style="list-style-type: none"> <li>● The highest leverage thing we can do is teach engaging, relevant, important lessons and meaningful connections with school staff</li> <li>● Connection to the future for our students</li> </ul>
<b>Social Interaction</b>	<ul style="list-style-type: none"> <li>● Advisory - student accountability piece - building strong structures- define themes and structures</li> <li>● End of week in-class party</li> <li>● Events led by Student Council</li> <li>● Monday Gatherings &amp; End of Week Gatherings</li> <li>● Breakfast &amp; Lunch: High school eats in the commons for breakfast &amp; lunch (and they decorate)</li> <li>● Create 1-2 student-driven activities and clubs that can be led by a teacher</li> </ul>
<b>Routines &amp; Safety</b>	<ul style="list-style-type: none"> <li>● Schedule is clear and consistent daily</li> <li>● Attendance is taken at the beginning of each class where students transition to ensure all students are accounted for</li> <li>● Dean of Students supports if needed</li> </ul>
<b>Coming to Class</b>	<ul style="list-style-type: none"> <li>● Administrator Walk thoughts at the start of EVERY period</li> <li>● Identify “blind spots” in the building and have folks stationed there at transitions</li> <li>● Teachers at the door actively greeting students</li> </ul>
<b>Support Systems</b>	<ul style="list-style-type: none"> <li>● Family Support Meetings/Circle of Care</li> <li>● Transportation - community second round (for elementary)</li> </ul>
<b>Community Messaging</b>	<ul style="list-style-type: none"> <li>● Family nights - message about attendance and curriculum, potentially cultural nights</li> <li>● Working and coordinating tribal council and initiatives to support young caregivers</li> </ul>

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

	<ul style="list-style-type: none"> <li>Connect the resources in the community to ensure that we have strong structures in place</li> </ul>
<b>Incentives</b>	<p><b>Weekly Recognition:</b></p> <ul style="list-style-type: none"> <li>All School: Individual - any student that has full attendance this week gets school swag on Thursday afternoon before they leave</li> <li>Class and Advisory Competitions: We want to recognize any classes that had above 95% Average Daily Attendance (Call them out)</li> </ul> <p><b>Monthly Recognition:</b></p> <ul style="list-style-type: none"> <li>Perfect Attendance for this month:</li> <li>Students hear at least 95% of the time?</li> <li>Advisory</li> </ul>
<b>Support Structures/Response</b>	<ul style="list-style-type: none"> <li>Sports Eligibility - tie to attendance and collaborate with coaches</li> </ul>

### Daily Attendance Protocols

To ensure that our data is accurate, we implemented a daily attendance protocol that outlines exactly what should happen each day to have the most accurate attendance data

Time	Teachers & Administrators	Attendance Clerk
7:45 Doors Open	Assign one administrator that stands outside and greets parents <ul style="list-style-type: none"> <li>Schedule para to be at:               <ul style="list-style-type: none"> <li>MPR</li> <li>HS Advisory</li> </ul> </li> </ul>	Paula answers phones - can she answer and ask questions to support
8:00 - 8::30	Doors Open with administrators at entrance; Teachers at Breakfast positions <ul style="list-style-type: none"> <li>HS: Common Area (eat, message)</li> <li>MS: In between</li> <li>ES: MPR (eat)</li> </ul>	Answer phones as they come in. Framing at this time is “what do you need from us to get here?”  Natalie answering phones and identifying transportation plan or support to get here this day
8:30 - 8:45	All teachers take attendance -	Natalie: Put a desk out front to greet students (Ruth joins when possible) <ul style="list-style-type: none"> <li>Breakfast snack box at the desk</li> </ul>

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

		<ul style="list-style-type: none"> <li>● Sign in and student set up for success</li> <li>● Tardy -collect reason</li> <li>● Identify and radio for when students need a space to set themselves</li> </ul>
8:45-9:00	Emily follow up with any teachers haven't put in at 8:45	
9:00-9:15	Emily runs attendance report again to confirm all attendance has been taken	
9:15-9:45	Data Check In <ul style="list-style-type: none"> <li>● Phone calls - split between Principals, Natalie, Paula, Ruth</li> <li>● Make our transportation plan</li> </ul>	
9:00 - 10:00		Transportation Round 2 Secretary making calls for other students Bring kids back to school
Post Morning Routines		
Class Transitions	First 5 Mins: Enter Attendance First 10 Mins: Checking all students are in class	If student is missing from a class transition - do the in-building check Call family
12:00 - 12:30		Phone calls to families with repeat absences to set up a meeting students + families
12:30 - 3:00		
Early Dismissal		**Communicate the people that are able to call out and have students leave early

2023-2024 Priority School Progress Plans for Isanti Elementary School

**Weekly Attendance Meeting Protocol**

As part of our new attendance systems, we have put in place a weekly attendance meeting to monitor data and respond quickly to address any concerning trends that are seen

Attendance Team	<ul style="list-style-type: none"> <li>● Supt: Dave</li> <li>● Principals: Cindy and Shawn</li> <li>● HS Assistant Principal: Noella</li> <li>● Dean of Students: Ruth</li> <li>● Data/Ops: Emily</li> <li>● Natalie and Paula</li> </ul>
Pre-Work	<ul style="list-style-type: none"> <li>● Attendance data is pulled morning of the meeting, separated out by grade level</li> </ul>
During Meeting Agenda (60 mins)	<ul style="list-style-type: none"> <li>● (5 mins) Opener</li> <li>● (5 mins) Review of last week’s next steps (RYG if they happened or not)</li> <li>● (10 mins) Data Review             <ul style="list-style-type: none"> <li>○ Identify trends from the data</li> <li>○ Work to identify root cause use</li> </ul> </li> <li>● (25 mins) School Planning             <ul style="list-style-type: none"> <li>○ School review their specific data, including which students have started accumulating absences/tardies</li> <li>○ Did the action steps last week make any impact on student attendance?                 <ul style="list-style-type: none"> <li>■ If not, why do we think?</li> </ul> </li> <li>○ For each student, identify a next step and WHO will be completing it</li> </ul> </li> <li>● (5 mins) Close out and review all action steps</li> </ul>
Post Work	School teams execute action steps assigned in meeting

2023-2024 Priority School Progress Plans for Isanti Elementary School

**Data Samples of Weekly Tracking**

% of students meeting attendance expectations

	Week 1 8/3-8/9	Week 2 8/10-8/17	Week 3 Through 8/23	Week 4 Through 8/30	Week 5 Through 9/8	Week 6 Through 9/13
K-5 Overall 60% goal	79%	70%	83.33%	82%	81%	82%
K			80%	93%	80%	93%
1st			77%	75%	83%	90%
2nd			89%	89%	85%	81%
3rd			80%	67%	70%	63%
4th			100%	93%	86%	92%
5th			71%	73%	80%	73%

**Appendix D: Community Engagement**

Below you will find the Semester 1 Community Events schedule. We will be gathering feedback from the Semester 1 events to be able to use and plan for Semester 2.

**Community Events Semester 1 Schedule**

Month	Date	Event
August	August 3rd	Back to School Open House
September	Sept 20th	Dakota Fall Feast
	Sept 25th	(HS) FAFSA Night
October	Oct 19th	(K-8) Title Night–Literacy Best Practices
	Oct 19th	High School Credit Night
	Oct 25th	Parent Teacher Conferences
November	Nov 10th	Tribal Council and Society of Care to host a Veterans Day Assembly
December	Exact Date TBD	Native Sports - Host a Family Gathering in conjunction with Basketball LNI

**Appendix E: Stakeholder Feedback**

**Staff Survey**

Purpose:

- To get feedback from the staff on key priorities of the school
- To get a sense of overall teacher satisfaction with the school and their intent to return
- To create a space for open feedback from the staff

Frequency: 3 times per year

1. October PD
2. Feb PD
3. May PD (End of Year)

<b>Leadership (All Staff)</b>
School leaders promote a safe and productive learning environment in my school.
I have the opportunity to provide input on key school decisions that affect me.
Leaders at my school value my feedback.
Leaders are clear and transparent in their communication to staff about things that are happening at the school
Leaders hold our staff accountable for high expectations
I feel confident in the standard operating procedures of the school.
I feel supported by the Principal(s) at my school
I feel supported by the Superintendent at my school
Open Ended Feedback: <ol style="list-style-type: none"> <li>1. Please provide any feedback for your school principal</li> <li>2. Please provide any feedback for your Superintendent</li> </ol>
<b>Professional Development (All Staff)</b>

2023-2024 Priority School Progress Plans for Isanti Elementary School

My school is committed to improving my instructional practice.
Professional development opportunities at my school are a valuable use of my time and help me improve my effectiveness as an educator.
Open Ended Feedback:
<ol style="list-style-type: none"> <li>1. What PD has felt most valuable for you so far this year?</li> <li>2. What professional development would you like to see happen?</li> </ol>
<b>Coaching Supports (Teacher Specific)</b>
I am currently working with a coach
I am satisfied with the support I receive for instructional planning and delivering high quality lessons
Planning time that I have with my coach is effective and helps improve my practice.
Classroom observations and coaching conversations help me improve my practice.
I get enough feedback on my instructional practice.
Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice.
<b>Staff Satisfaction and Retention (All Staff)</b>
My school is a good place to teach and learn.
School leaders promote a safe and productive learning environment in my school.
School leaders provide me with the support I need to maintain high standards for student behavior in my classroom.
ADD Question about retention (i.e. How many years do you plan to continue teaching at Isanti ? Rate how they feel about staying at Isanti next year)?
<b>Prioritizing Culture and Language</b>
I am invested in indigenizing the curriculum of the class and content I teach.
I understand how to indigenize curriculum and feel confident doing it with my lessons
I am satisfied with the support I am getting to indigenize my curriculum

<b>Roles and Responsibilities</b>
I feel clear on my assigned roles and responsibilities
I feel like the work I do in my role is impactful for students and valued by the school community
Open ended feedback

**Student Survey**

Purpose:

- To get feedback from the staff on key priorities of the school
- To get a sense of overall teacher satisfaction with the school and their intent to return
- To create a space for open feedback from the staff

Frequency: 2 times per year (Dec, June)

Draft Questions: Most of these questions are on a scale of 1-5, strong disagree to strongly agree

<b>School Belonging (All Grades)</b>
At my school, I feel like I fit in.
My teachers make me feel like I belong.
There is at least one adult at my school that I can talk with about how I’m doing.
People at my school care about me.
Students at my school respect me.
People at my school know me well.
Which adult (or should this be teacher) do you feel like you have the strongest relationship with?
<b>Trusting Relationships</b>

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## 2023-2024 Priority School Progress Plans for Isanti Elementary School

<b>3-5</b>	<b>6-12</b>
My teachers care about what I think	My teachers make me feel like my ideas really count.
I trust my teacher.	My teachers work hard to build a trusting relationship with me.
My teachers listen to my ideas about how to best teach me.	My teachers think of me as a partner in my education
I can talk to my teachers if I have a problem.	I can talk to my teachers if I have a problem.
<b>Academic Expectations</b>	
<b>3-5</b>	<b>6-12</b>
My teachers expect me to do my best.	My teachers challenge me to do my best work.
My teachers know I can do well on hard assignments.	My teachers expect that I will succeed, even on challenging assignments.
When I feel like giving up, my teachers ask me to keep trying.	When I feel like giving up, my teachers ask me to keep trying.
My teachers encourage me to try again when I don't understand right away.	My teachers encourage me to try again when I don't understand right away.
I know how to do well in my classes.	I know what I need to do to be successful in my grade
<b>Academic Support (All Grades)</b>	
I receive enough support from my teachers to learn what I need to learn.	
My teachers take the time to make sure I understand what we are learning in class.	
I feel supported by my school.	
I feel comfortable asking my teachers questions when I have them.	
<b>Engagement (All Grades)</b>	
In my classes, I like what we do.	
In my classes, what we learn is interesting.	
In my classes, I think more about what we are learning than anything else.	
In my classes, I am so into what we are doing, I lose track of time	

What is your favorite class?

**School Environment (All Grades)**

I enjoy going to school.

Things at my school run smoothly.

**Family/Caregiver Survey**

Purpose:

- To get feedback from the staff on key priorities of the school
- To get a sense of overall teacher satisfaction with the school and their intent to return
- To create a space for open feedback from the staff

Frequency: 2 times per year (Dec, June)

Draft Questions: Most of these questions are on a scale of 1-5, strong disagree to strongly agree

**Trusting Relationships with School**

I have a good relationship with school staff.

This school thinks of me as a partner in educating my children.

School staff work hard to build trusting relationships with families.

This school creates an environment that emphasizes the importance of positive relationships between school and home.

**Value of Feedback**

I feel comfortable sharing my concerns with someone at this school

This school takes my opinion seriously

This school listens to my suggestions about how to best support my children

<b>Information about Student Progress</b>
I know whether my children are performing above, at, or below grade-level.
I can use the information this school provides me to help my children improve academically.
<b>Quality of Student Experience</b>
<b>Inequitable Opportunities</b> <ul style="list-style-type: none"><li>• This school provides all students the same academic opportunities.</li><li>• This school treats students differently based on their race or ethnicity.*</li></ul>
<b>Quality</b> <ul style="list-style-type: none"><li>• My children’s experiences in this school will ensure they are performing at grade-level or higher.</li><li>• My children will be as prepared as possible for their future because of the preparation they receive at this school.</li></ul>
<b>Access</b> <ul style="list-style-type: none"><li>• I am satisfied with this school's ability to incorporate my children's goals, strengths, and talents in their learning.</li></ul>
<b>Overall Satisfaction</b> <ul style="list-style-type: none"><li>• Overall, I am satisfied with this school.</li></ul>
<b>Open Ended Feedback</b>
What do you want the school to continue doing?
What adjustments or changes would you want the school to make?

**Appendix F: Current Status of Curriculum Implementation**

	Materials Purchased	Materials Implemented	SY 23-24 Support
<b>K-5 ELA</b>	CKLA	Year 2 of formal implementation	Isanti leadership team will provide support through coaching of teachers
<b>K-5 Math</b>	Open Up Resources	Year 1 of formal implementation	Isanti and TNTP will partner to provide direct implementation support to teachers through coaching
<b>6-8 ELA</b>	Amplify ELA	Year 1 of formal implementation	TNTP will provide direct implementation support to teachers through coaching
<b>6-8 Math</b>	Open Up Resources	Year 1 of formal implementation	TNTP will provide direct implementation support to teachers through coaching
<b>9-12 ELA</b>	Odell	Year 1 of formal implementation	TNTP will provide direct implementation support to teachers through coaching
<b>9-12 Math</b>	Open Up Resources	Year 1 of formal implementation	Isanti leadership team will provide support through coaching of teachers



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 22, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Shirley Vargas, Ed.L.D.  
School Transformation Officer

**PROPOSED AGENDA ITEM:** Approve the Priority School Progress Plan for Isanti High School.

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Other

**RATIONALE/BACKGROUND INFORMATION:** Isanti High School has been identified as Priority Schools for three consecutive years. They were initially identified in June 2019. Per N.R.S. 79-760.07, if a school has been designated as a Priority School for three consecutive years, the State Board shall reevaluate the progress plan to determine if:

- A significant revision of the progress plan is necessary,
- An entirely new progress plan shall be developed, or
- An alternative administrative structure is warranted.

Each Priority School is required to submit a Progress Plan for approval by the State Board of Education. The purpose of the Progress Plan is to identify:

- goals and areas for growth and improvement;
- measurable indicators of progress;
- strategies and actions to achieve improvement; associated timelines and resources; and
- evidence to monitor progress.

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). The significantly revised plans include feedback and input from school community stakeholders and has been reviewed, approved by, and revised with their local school board. The plan outlines measurable indicators of progress and strategies to achieve improvement for one school year (2023-2024).

The description and table below provide context and a rationale for the quantitative measures within the High School Priority Plan.

Overall approach and rationale:

- Isanti High School has had a high rate of turnover in its Principal leadership (in addition to the Superintendent). With new leadership starting in Summer of 2023 for this coming school year, including a Principal, Assistant Principal, and Dean of Students, **the high school is in a building phase toward sustainable systems and conditions for success.**
- The school used their CSI Designation as some milestones for future success; those targets will be adjusted yearly but begin to paint a picture of what the school will need to build toward to no longer be CSI designated in 2027. The single year plan for Priority Designation put forth here **begins to build toward incremental improvement across all the measures**, rather than focusing on one measure.
- The schools’ focus on Culturally Responsive Teaching, Indigenizing practices and curriculum, and creating strong student relationships are **foundational to building trust with the students and community and improving attendance**; the leadership is focused on addressing system conditions over surface-level incentives that might get “quick” wins but not create meaningful change.
- The school and district administrators will be pursuing updated Board Policies and other community engagement measures through the year to **determine how to treat absences related to Dakota Language and Culture**, including connecting out of school experiences to the curriculum and activities students engage with during the school day. As of mid-September, for example, absences for Cultural education (participating in a Memorial Ride, participating in regional events for cultural singing, etc.) account for 17% of high school absences.

<i>Measure</i>	<i>23-24 Target</i>	<i>Supporting Information</i>	<i>Revisions to Plan</i>
<b>9-12: Reduce chronic absenteeism by 10% from prior year.</b>	10% reduction from prior year	<ul style="list-style-type: none"> <li>• Pending AQuESTT results, Isanti Elementary school anticipates that 100% of Isanti high school students did not meet attendance expectations last year.</li> <li>• Isanti High School will aim to reduce chronic absenteeism by 10% for the 23-24 school year; <i>this is twice the statewide target of 5%.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reduce chronic absenteeism by 10% (from 100% to 90%).</b></li> <li>• Changed framing to match AQuESTT language.</li> <li>• Implementation plan is now appended to the priority plan.</li> </ul>

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** NA

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: (*--e.g., Federal, State*)
- New or Renewal:
- If renewal, date of first approval:

*(--Following the funding source, include a statement that indicates if/ how the activity is part of an annual budget or allocation, or, approved as an activity for a grant. For example, “The funds for this contract are budgeted in the*

*Office's annual allocation of state funds." Another example, "The funds for this activity are included in the grant award for this program.")*

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process:

*\*Updated 08.15.2023*

AQUESTT

**2023-2024**

Priority School Progress Plan

Isanti Community Schools

**Isanti High School**



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## 2023-2024 Priority School Progress Plans for Isanti High School

<b>School Name:</b> Isanti High School	<b>School District:</b> Isanti Community Schools	
<b>School Address:</b> 206 East Frazier Avenue Niobrara, Nebraska 68760		
<b>School District Superintendent:</b> Mr. Dave Mroczek	<b>Superintendent Signature:</b>	<b>Date:</b>
<b>Elementary Principal:</b>	<b>Principal Signature:</b>	<b>Date:</b>
<b>Secondary Principal:</b> Mr. Shawn McDiffett	<b>Principal Signature:</b>	<b>Date:</b>
<b>Board of Education President:</b> Ms. Stacy Johnson	<b>Board President Signature:</b>	<b>Date:</b>
<b>Commissioner of Education:</b> Dr. Brian Maher	<b>Commissioner Signature:</b>	<b>Date:</b>
<b>State Board of Education President:</b> Dr. Patti Gubbels	<b>State Board President Signature:</b>	<b>Date:</b>

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# AQuESTT

## 2023-2024 Priority School Progress Plans for Isanti High School

### Overview

As they enter the 2023-2024 school year, the Isanti Community Schools Leadership Team is working to build a *school that the community trusts*. The role of educators at Isanti Community Schools is to ensure all students have access to high quality instruction every day, that their Dakota Language and Culture is reflected in the practices and curriculum they engage with, and to sustain systems of continuous improvement. At the core of the goals and strategies listed for each school are these fundamental priorities:

- Strengthen relationships and trust among staff, students, leadership, and the community
- Intentionally seek resources to indigenize the students' experience of school, through practices, curriculum, and community engagement
- Invest time and resources in developing staff to deliver strong Tier I instruction using High Quality Instructional Materials

The Principals of each school will work collaboratively with one another, the Superintendent, Instructional Coach, Dean of Students, Operations Coordinator, Director of Language and Culture, and other key leaders of the school to create systemic conditions for strong instruction, improved attendance, community engagement, and a positive school climate.

### Demographics



**Student Membership**  
**258**

Peers  
176  
State  
327,055



**Teachers**  
**32**

Peers  
21  
State  
23,962

### Program Participation



**English Learners**  
**\***

Peers  
8%  
State  
8%



**Free/Reduced Lunch**  
**\***

Peers  
40%  
State  
41%



**Gifted**  
**\***

Peers  
12%  
State  
13%



**Special Education**  
**24%**

Peers  
16%  
State  
16%

### Metrics



**Attendance Rate**  
**83%**

Peers  
94%  
State  
92%



**Dropout Rate**  
**\***

Peers  
\*  
State  
2%

Additional school and district information can be accessed on the [Nebraska Education Profile](#).

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## 2023-2024 Priority School Progress Plans for Isanti High School

Overall approach and rationale:

- Isanti High School has had a high rate of turnover in its Principal leadership (in addition to the Superintendent). With new leadership starting in Summer of 2023 for this coming school year, including a Principal, Assistant Principal, and Dean of Students, the high school is in a building phase toward sustainable systems and conditions for success.
- The school used their CSI Designation as some milestones for future success; those targets will be adjusted yearly but begin to paint a picture of what the school will need to build toward to no longer be CSI designated in 2027. The single year plan for Priority Designation put forth here begins to build toward incremental improvement across all the measures, rather than focusing on one measure.
- The schools’ focus on Culturally Responsive Teaching, Indigenizing practices and curriculum, and creating strong student relationships are foundational to building trust with the students and community and improving attendance; the leadership is focused on addressing system conditions over surface-level incentives that might get “quick” wins but not create meaningful change.
- The school and district administrators will be pursuing updated Board Policies and other community engagement measures through the year to determine how to treat absences related to Dakota Language and Culture, including connecting out of school experiences to the curriculum and activities students engage with during the school day. As of mid-September, for example, absences for Cultural education (participating in a Memorial Ride, participating in regional events for cultural singing, etc.) account for 17% of high school absences.

The table below provides context and a rationale for the quantitative measures within the Isanti High School Priority Plan.

<i>Measure</i>	<i>23-24 Target</i>	<i>Supporting Information</i>	<i>Revisions to Plan</i>
<b>9-12: Reduce chronic absenteeism by 10% from prior year.</b>	<b>10% reduction from prior year</b>	<ul style="list-style-type: none"> <li>● Pending AQuESTT results, Isanti Elementary school anticipates that 100% of Isanti high school students did not meet attendance expectations last year.</li> <li>● Isanti High School will aim to reduce chronic absenteeism by 10% for the 23-24 school year; <i>this is twice the statewide target of 5%.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reduce chronic absenteeism by 10% (from 100% to 90%).</b></li> <li>● <b>Changed framing to match AQuESTT language.</b></li> <li>● <b>Implementation plan is now appended to the priority plan.</b></li> </ul>

**Measurable Goals, Reporting Plan, and Strategies & Structures**

The Isanti High School Goals are based in Academics, Attendance, Staff Development and Satisfaction, School Climate and Culture, and CSI Exit Criteria.

Category	2023-2024 Aligned Priority Plan Measure	Target	22-23 Result	CSI Plan Measure (2026 Exit Criteria)
<p>Academics</p> <p><i>AQuESTT Category:</i></p> <p><input type="checkbox"/> Educational Opportunities &amp; Access</p> <p><input type="checkbox"/> Student Achievement &amp; Growth</p>	<p>Isanti High School will implement High Quality Instructional Materials in ELA &amp; Math by the end of 2023-2024 School Year.</p>	Qualitative monthly report	N/A	<p><b>ACT:</b> Isanti High School juniors will demonstrate proficiency on at least 11% of ACT (ELA and Math) assessments by the end of the 2024-2025 school year.</p>
	<p>Isanti High School will develop and implement an ACT Preparation, Participation, and investment program to support students in skill development by the end of 2023-2024 school year.</p>	Qualitative monthly report	N/A	
	<p>Isanti High School will develop a standards-aligned assessment and reflection protocol that communicates progress toward College and Career Readiness.</p>	Qualitative monthly report	N/A	
<p>Attendance</p> <p><i>AQuESTT Category:</i></p> <p><input type="checkbox"/> Educational Opportunities &amp; Access</p> <p><input type="checkbox"/> Transitions</p> <p><input type="checkbox"/> Positive Partnerships, Relationships, and Success</p>	<p><b>9-12:</b> Reduce chronic absenteeism by 10% (from 100% →90%) by the end of the 2023-2024 school year.</p>	<90%	100% (pending AQuESTT data)	<p><b>9-12:</b> At least 20% of Isanti High School Students will meet attendance expectations.</p>
<p>Graduation Rate</p> <p><i>AQuESTT Category:</i></p> <p><input type="checkbox"/> Transitions</p>	<p>Isanti High School will reach at least 90% graduation rate for 2023-2024.</p>	90%	<i>Results Pending</i>	<p>The Combined 7 Year Graduation Rate at Isanti will be at least 79% by the end of the 2024-2025 School Year.</p>

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## 2023-2024 Priority School Progress Plans for Isanti High School

<input type="checkbox"/> Postsecondary, Career, and Civic Readiness <input type="checkbox"/> Positive Partnerships, Relationships, and Success				
<p style="text-align: center;">Staff Development <i>AQuESTT Category:</i></p> <input type="checkbox"/> Educational Opportunities & Access <input type="checkbox"/> Educator Effectiveness <input type="checkbox"/> Leadership	Isanti High School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.	<a href="#">Qualitative Report</a>	N/A	N/A
<p style="text-align: center;">School Culture &amp; Climate <i>AQuESTT Category:</i></p> <input type="checkbox"/> Positive Partnerships, Relationships, and Success <input type="checkbox"/> Leadership	Isanti High School will administer a quarterly survey to staff, students, and families to understand their experiences related to the vision of the school.	Qualitative monthly report	N/A	N/A
	Isanti High School will host monthly family nights to build relationships with caregivers and stakeholders.	<a href="#">Qualitative Report</a>	N/A	

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## 2023-2024 Priority School Progress Plans for Isanti High School

### Reporting Plan

Category	Measure	Target	22-23 Result	BOY Baseline (Sept 30)	MOY Baseline (Jan 30)	EOY Result (May 30)
Academics	Isanti High School will implement High Quality Instructional Materials in ELA & Math by the end of 2023-2024 School Year.	<a href="#">Qualitative Report</a> + <a href="#">TNTP Monthly Observation</a>	N/A	On Track		
	Isanti High School will develop and implement an ACT Preparation, Participation, and investment program to support students in skill development by the end of 2023-2024 school year.	Qualitative monthly report	N/A	Under Development		
	Isanti High School will develop a standards-aligned assessment and reflection protocol that communicates progress toward College and Career Readiness.	Qualitative monthly report	N/A	Under Development		
Attendance	<b>9-12:</b> Reduce chronic absenteeism by 10% (from 100% →90%) in the 2023-2024 School Year.	<90%	100%	<b>67%</b> (37/55 students)		
Staff Development	Isanti High School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students.	<a href="#">Qualitative Report</a>	N/A	On Track		
School Culture & Climate	Isanti High School will administer survey to staff tri-annually, and bi-yearly surveys to students and families to understand their experiences related to the vision of the school.	Qualitative Report	N/A	On Track		
	Isanti High School will host monthly family nights to build relationships with caregivers and stakeholders.	<a href="#">Qualitative Report</a>	N/A	On Track		

**Strategies & Structures**

<i>Academic School Improvement &amp; Staff Development Strategies</i>				
<b>Strategy</b>	<b>Data Source</b>	<b>BOY Status</b>	<b>MOY Update</b>	<b>EOY Update</b>
<p>Implement Odell &amp; Open Up Resources for Tier I Instruction with coaching and feedback structures for continuous improvement. These may include curriculum-based professional learning structures for teachers such as unit and lesson internalization, data analysis, and practice.</p>	<p><a href="#">TNTP Monthly Observation</a></p>	<p><i>After beginning of year observations from TNTP staff:</i></p> <ul style="list-style-type: none"> <li>• <i>All teachers were using the appropriate HQIM for the content observed</i></li> <li>• <i>We saw an average rating on the Core Rubric of 2 in the elementary school, with the highest score being Essential Content and the lowest being student ownership and demonstration of learning</i></li> </ul>		

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## 2023-2024 Priority School Progress Plans for Isanti High School

		<p><i>100% of core content teachers are engaging in coaching cycles with a TNTP coach</i></p> <p><i>Sept PD is planned to continue to develop teachers on Strong Tier 1 instruction practices</i></p>		
Isanti High School will develop and implement an ACT Preparation, Participation, and investment program to support students in skill development by the end of 2023-2024 school year.	Qualitative Report	<i>Plan is being drafted on creating and implementing an ACT Prep program</i>		
Isanti High School will develop a standards-aligned assessment and reflection protocol that communicates progress toward College and Career Readiness.	Curriculum-Based Unit Assessments Grading Structures			

<i>School Culture &amp; Climate Strategies, Including Attendance</i>				
<b>Strategy</b>	<b>Data Source</b>	<b>BOY Status</b>	<b>MOY Update</b>	<b>EOY Update</b>
<p>Develop attendance monitoring and intervention team that includes key stakeholders and identifies mechanisms for engagement, support, and building community investment in student attendance.</p> <p><b>Team:</b> Superintendent, Principals, Truancy Officer, Dean of Students, Operations Coordinator</p>	Monthly chronic absenteeism prediction	<p><i>Weekly attendance meetings have been started with the Attendance team</i></p> <p><i>As of 9/13, the elementary school has</i></p>		

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		<i>33% of students meeting attendance expectations</i>		
Create a leadership reflection structure that analyzes staff feedback on leadership, systems, their development in order to improve school climate.	Quarterly Survey	<i>The staff survey questions have been drafted</i>  <i>The first survey will be given to staff to take on the October all staff PD day</i>		
Work with educators to Indigenize practices and content such that student identity is reflected in their experience.	Weekly Meetings with Consultants Monthly Development Opportunities			
Create positive student experiences and routines such as culture-based gatherings, opportunities to connect with Elders in the community, and connecting learning to post-secondary goals.	Qualitative Report			
Develop leadership team systems to engage with the community, reflect on feedback, and improve community perceptions of the school's climate and effectiveness. <b>Team:</b> Superintendent, Principals, Dean of Students, Instructional Coach, Director of Language and Culture, Operations Coordinator	<a href="#">Monthly events</a> & Bi-annual Survey	<i>The leadership team has planned all community events for the semester</i>  <i>The first community event will be held on September 20th</i>		

## Implementation Plan Details and Examples

- [Appendix A](#): Professional Development Overview
  - Staff professional development will be a 2 pronged approach this year, consisting of 1:1 coaching sessions and full day all staff development. The Appendix below outlines the purpose of each form of development, who will be receiving the development, at what frequency, and what that development will include
- [Appendix B](#): TNTP Core Rubric
  - To guide our coaching and professional development, we are using the TNTP Core Rubric as a vision for excellence. Monthly observations are done with teachers using the rubric to see where we have made progress, where there are still areas for growth, and which development structure will be utilized to build skill with our teachers. There are 4 components of the Core Rubric: Culture of Learning, Essential Content, Student Ownership, and Demonstration of Learning. For each of the components, we look to see how many students are meeting the effective elements.
- [Appendix C](#): Attendance Initiative
  - With attendance being one of the primary goals that the school is working on, we spent the summer and first month of school updating attendance systems to bring clarity to how we are gathering that data effectively and then reviewing the data consistently to action plan on the trends. Our attendance initiative has included reflecting on what needs to be true of the school to improve student attendance, creating a daily attendance protocol to ensure attendance is being captured accurately, and implementing a weekly attendance meeting to review, reflect, and action plan around the data
- [Appendix D](#): Community Engagement
  - Community investment and engagement is critical for the Isanti School. This year, we are ensuring that there are multiple opportunities to 1) partner with the community members in key school events and 2) invite community members into the school community. The Isanti Leadership Team has planned out Community Events monthly that celebrate the culture of the tribe and/or celebrate important events for students.
- [Appendix E](#): Stakeholder Feedback
  - A priority this year will be gathering feedback from a variety of stakeholders to ensure that the school is gathering feedback from the voices of the people whom it serves. There will be 3 stakeholder surveys that are given throughout the year: staff survey, student survey, and family/caregiver survey. After each survey, the Isanti leadership team will meet to review the trends and comments in the survey and determine what shifts or adjustments can be made to better meet the needs of staff, students, or families.
- [Appendix F](#): Current Status of Curriculum Implementation
  - Isanti has worked over the last year to purchase (if needed) and implement high quality curriculum in ELA and Math across K-12. The linked appendix shows the current status of curriculum selection and implementation across those contents, as well as what support will look like this year.

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- [Appendix G](#): Timeline of Developing ACT Preparation Program Year 1
  - As part of the High School Plan, we are developing an ACT Preparation Program to support students in a test that we know can be a gatekeeper for further opportunities. We hope to spend the fall and winter doing some collective learning as a leadership team, developing a pilot ACT preparation program, and getting input and feedback from stakeholders to adjust the plan as needed. Our ultimate goal will be to pilot the program with juniors this spring, and then spend the summer reflecting and updating to launch in SY 24-25.
- [Appendix H](#): Project plan to Connect Post Secondary Readiness and Graduation Requirements
  - Over the course of the year, we will be working on a plan to ensure that the requirements for graduating from Isanti align with setting up students for success post graduation, in whatever path is right for them. That includes re-evaluating our grading and academic policies, as well as considering what alternative and additional opportunities we want for students in their 4 years at Isanti High School.

**Appendix A: Professional Development Overview**

	1:1 Coaching	All Staff Professional Development
<b>Purpose</b>	Develop teachers based on their individual needs and tailor support directly	Develop all staff based trends across the schools and aligned to school priorities
<b>Frequency</b>	Weekly 1:1 coaching with a TNTP coach or ISanti Instructional Coach	Monthly all day PDs, proactively scheduled into the year long calendar
<b>Who</b>	All Core Content teachers K-12 will be receiving coaching	All teaching staff, including Paras and Special Ed teachers
<b>Development Includes...</b>	All coaching contains a virtual or in person observation and either a planning meeting or an observation debrief	We will spend time developing teachers on both best teaching practices as well as content specific PD

All Staff PD: High Level Overview

- 8:00-8:30 Breakfast
- 8:30-9:00 State of School Update
- 9-11:30 Redefining Transformational Relationships
- 11:30-12:00 Lunch
- 12:00-2:00 Content Deep Dive
  - Math Fall Focus: 5 Mathematical Practices
  - ELA Fall Focus: Literacy Best Practices
- 2pm-2:30: HR/Staff Updates
- 2:30-3:30 Staff relationship building

**Appendix B: TNTP Core Rubric**

**CULTURE OF LEARNING** Are all students engaged in the work of the lesson from start to finish?

1. NOT YET (49% or less of students)	2. SOMEWHAT (50% - 69% of students)	3. MOSTLY (70% - 89% of students)	4. YES (90% or more of students)	5. YES, and...
Very few or no students complete <b>instructional tasks</b> when directed, volunteer responses and/or ask appropriate questions.	Some students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	Most students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	All or almost all students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students can articulate the purpose of and assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>
Very few or no students follow <b>behavioral expectations</b> and/or directions.	Some students follow behavioral expectations and/or directions	Most students follow behavioral expectations and/or directions.	All or almost all students follow behavioral expectations and/or directions.	
Students do not execute transitions, <b>routines and procedures</b> in an orderly manner.	Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.	Most students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.	All or almost all students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.	
Students are left without work to do for a significant portion of the observation. ( <b>pace</b> )	Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.	Class has a quick <b>pace</b> and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.	

**ESSENTIAL CONTENT** Are all students engaged in content aligned to the appropriate standards for their subject and grade?

1. NOT YET (49% or less of the lesson)	2. SOMEWHAT (50–69% of the lesson)	3. MOSTLY (70–89% of the lesson)	4. YES (90% or more of the lesson)	5. YES, and...
The lesson does not focus on <b>content</b> that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i>
Most of the <b>activities</b> students engage in are not aligned to the stated or implied learning goal(s) or to each other	Only some activities students engage in are aligned to the stated or implied learning goal(s).	Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).	All or almost all activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.	Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.
<b>Instructional materials</b> students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	All or almost all instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	Students independently connect lesson content to real-world situations.

**STUDENT OWNERSHIP** Are all students responsible for doing the thinking in this classroom?

1. NOT YET (49% or less of students)	2. SOMEWHAT (50% - 69% of students)	3. MOSTLY (70% - 89% of students)	4. YES (90% or more of students)	5. YES, and...
Students complete very little of the <b>cognitive work</b> during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work	Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work	Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>
Very few or no students <b>provide meaningful oral or written evidence</b> to support their thinking.	Some students provide meaningful oral or written evidence to support their thinking.	Most students provide meaningful oral or written evidence to support their thinking.	All or almost all students provide meaningful oral or written evidence to support their thinking.	
Very few or no students are <b>using knowledge and resources</b> to form, articulate, and defend their answers and opinions.	Some students are using knowledge and resources to form, articulate, and defend their answers and opinions.	Most students are using knowledge and resources to form, articulate, and defend their answers and opinions.	All or almost all students are using knowledge and resources to form, articulate, and defend their answers and opinions.	
Very few or no students <b>respond</b> to their peers' thinking, ideas, or answers, or do not provide feedback.	Some students respond to their peers' thinking, ideas, or answers, or do not provide feedback.	Most students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.	Students respond to and build on their peers' thinking, ideas or answers, routinely providing constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.	

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No students or very few students <b>try hard</b> to complete challenging academic work or answer questions	Some students try hard to complete challenging academic work and answer questions.	Most students try hard to complete academic work and answer questions, even if the work is challenging.	All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.	
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### DEMONSTRATION OF LEARNING

Do all students demonstrate that they are learning?

1. NOT YET (49% or less of students)	2. SOMEWHAT (50% - 69% of students)	3. MOSTLY (70% - 89% of students)	4. YES (90% or more of students)	5. YES, and...
Questions, tasks or assessments do not <b>yield data</b> that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i>
Students have very few or no opportunities to <b>express learning through academic writing and/or explanations</b> using academic language.	Students have few opportunities to express learning through academic writing and/or explanations using academic language.	Students have some opportunities to express learning through academic writing and/or explanations using academic language.	Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.	Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.
Very few or no students <b>demonstrate how well they understand</b> lesson content and their progress toward learning goals.	Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. Students monitor their own progress, identify their own

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Student responses, work and interactions demonstrate that most students are not <b>on track</b> to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.	errors and seek additional opportunities for practice.
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**Appendix C: Attendance Initiative**

**Core Beliefs about Student Attendance**

1. The #1 way to encourage students to attend school is creating a school culture where they feel welcome, cared for, and a true sense of belonging and acceptance
2. There are clear Tier 1 strategies that need to be done to create that type of school environment before extensive Tier 2 and 3 strategies will be fully effective
3. Every staff member and community member has a role and responsibility in ensuring that our students are attending school consistently

**Structures to Support Attendance:**

<b>Engagement</b>	<ul style="list-style-type: none"> <li>● The highest leverage thing we can do is teach engaging, relevant, important lessons and meaningful connections with school staff</li> <li>● Connection to the future for our students</li> </ul>
<b>Social Interaction</b>	<ul style="list-style-type: none"> <li>● Advisory - student accountability piece - building strong structures- define themes and structures</li> <li>● End of week in-class party</li> <li>● Events led by Student Council</li> <li>● Monday Gatherings &amp; End of Week Gatherings</li> <li>● Breakfast &amp; Lunch: High school eats in the commons for breakfast &amp; lunch (and they decorate)</li> <li>● Create 1-2 student-driven activities and clubs that can be led by a teacher</li> </ul>
<b>Routines &amp; Safety</b>	<ul style="list-style-type: none"> <li>● Schedule is clear and consistent daily</li> <li>● Attendance is taken at the beginning of each class where students transition to ensure all students are accounted for</li> <li>● Dean of Students supports if needed</li> </ul>
<b>Coming to Class</b>	<ul style="list-style-type: none"> <li>● Administrator Walk thoughts at the start of EVERY period</li> <li>● Identify “blind spots” in the building and have folks stationed there at transitions</li> <li>● Teachers at the door actively greeting students</li> </ul>
<b>Support Systems</b>	<ul style="list-style-type: none"> <li>● Family Support Meetings/Circle of Care</li> <li>● Transportation - community second round (for elementary)</li> </ul>
<b>Community Messaging</b>	<ul style="list-style-type: none"> <li>● Family nights - message about attendance and curriculum, potentially cultural nights</li> <li>● Working and coordinating tribal council and initiatives to support young caregivers</li> </ul>

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## 2023-2024 Priority School Progress Plans for Isanti High School

	<ul style="list-style-type: none"> <li>Connect the resources in the community to ensure that we have strong structures in place</li> </ul>
<b>Incentives</b>	<p><b>Weekly Recognition:</b></p> <ul style="list-style-type: none"> <li>All School: Individual - any student that has full attendance this week gets school swag on Thursday afternoon before they leave</li> <li>Class and Advisory Competitions: We want to recognize any classes that had above 95% Average Daily Attendance (Call them out)</li> </ul> <p><b>Monthly Recognition:</b></p> <ul style="list-style-type: none"> <li>Perfect Attendance for this month:</li> <li>Students hear at least 95% of the time?</li> <li>Advisory</li> </ul>
<b>Support Structures/Response</b>	<ul style="list-style-type: none"> <li>Sports Eligibility - tie to attendance and collaborate with coaches</li> </ul>

### Daily Attendance Protocols

To ensure that our data is accurate, we implemented a daily attendance protocol that outlines exactly what should happen each day to have the most accurate attendance data

Time	Teachers & Administrators	Attendance Clerk
7:45 Doors Open	Assign one administrator that stands outside and greets parents <ul style="list-style-type: none"> <li>Schedule para to be at:               <ul style="list-style-type: none"> <li>MPR</li> <li>HS Advisory</li> </ul> </li> </ul>	Paula answers phones - can she answer and ask questions to support
8:00 - 8:30	Doors Open with administrators at entrance; Teachers at Breakfast positions <ul style="list-style-type: none"> <li>HS: Common Area (eat, message)</li> <li>MS: In between</li> <li>ES: MPR (eat)</li> </ul>	Answer phones as they come in. Framing at this time is "what do you need from us to get here?"  Natalie answering phones and identifying transportation plan or support to get here this day
8:30 - 8:45	All teachers take attendance -	Natalie: Put a desk out front to greet students (Ruth joins when possible) <ul style="list-style-type: none"> <li>Breakfast snack box at the desk</li> </ul>

# AQuESTT

## 2023-2024 Priority School Progress Plans for Isanti High School

		<ul style="list-style-type: none"> <li>● Sign in and student set up for success</li> <li>● Tardy -collect reason</li> <li>● Identify and radio for when students need a space to set themselves</li> </ul>
8:45-9:00	Emily follow up with any teachers haven't put in at 8:45	
9:00-9:15	Emily runs attendance report again to confirm all attendance has been taken	
9:15-9:45	Data Check In <ul style="list-style-type: none"> <li>● Phone calls - split between Principals, Natalie, Paula, Ruth</li> <li>● Make our transportation plan</li> </ul>	
9:00 - 10:00		Transportation Round 2 Secretary making calls for other students Bring kids back to school
Post Morning Routines		
Class Transitions	First 5 Mins: Enter Attendance First 10 Mins: Checking all students are in class	If student is missing from a class transition - do the in-building check Call family
12:00 - 12:30		Phone calls to families with repeat absences to set up a meeting students + families
12:30 - 3:00		
Early Dismissal		**Communicate the people that are able to call out and have students leave early

# AQuESTT

## 2023-2024 Priority School Progress Plans for Isanti High School

### Weekly Attendance Meeting Protocol

As part of our new attendance systems, we have put in place a weekly attendance meeting to monitor data and respond quickly to address any concerning trends that are seen

Attendance Team	<ul style="list-style-type: none"> <li>● Supt: Dave</li> <li>● Principals: Cindy and Shawn</li> <li>● HS Assistant Principal: Noella</li> <li>● Dean of Students: Ruth</li> <li>● Data/Ops: Emily</li> <li>● Natalie and Paula</li> </ul>
Pre-Work	<ul style="list-style-type: none"> <li>● Attendance data is pulled morning of the meeting, separated out by grade level</li> </ul>
During Meeting Agenda (60 mins)	<ul style="list-style-type: none"> <li>● (5 mins) Opener</li> <li>● (5 mins) Review of last week's next steps (RYG if they happened or not)</li> <li>● (10 mins) Data Review             <ul style="list-style-type: none"> <li>○ Identify trends from the data</li> <li>○ Work to identify root cause use</li> </ul> </li> <li>● (25 mins) School Planning             <ul style="list-style-type: none"> <li>○ School review their specific data, including which students have started accumulating absences/tardies</li> <li>○ Did the action steps last week make any impact on student attendance?                 <ul style="list-style-type: none"> <li>■ If not, why do we think?</li> </ul> </li> <li>○ For each student, identify a next step and WHO will be completing it</li> </ul> </li> <li>● (5 mins) Close out and review all action steps</li> </ul>
Post Work	School teams execute action steps assigned in meeting

# AQuESTT

## 2023-2024 Priority School Progress Plans for Isanti High School

### Data Samples of Weekly Tracking

% of students meeting attendance expectations

	Week 1 8/3-8/9	Week 2 8/10-8/17	Week 3 Through 8/23	Week 4 Through 8/30	Week 5 Through 9/8	Week 6 Through 9/13
K-5 Overall 60% goal	79%	70%	83.33%	82%	81%	82%
K			80%	93%	80%	93%
1st			77%	75%	83%	90%
2nd			89%	89%	85%	81%
3rd			80%	67%	70%	63%
4th			100%	93%	86%	92%
5th			71%	73%	80%	73%
6-8 Overall 60% goal	87%	70%	66.67%	68%	68%	65%
6th			77%	72%	78%	72%
7th			46%	53%	50%	50%
8th			75%	88%	75%	75%
9-12 Overall 10% goal	69%	36%	42.86%	40%	32%	33%
9th			57%	50%	50%	50%
10th			22% (2 students)	11%	22%	25%
11th			38%	36%	31%	31%
12th			45%	48%	25%	25%

**Appendix D: Community Engagement**

Below you will find the Semester 1 Community Events schedule. We will be gathering feedback from the Semester 1 events to be able to use and plan for Semester 2.

**Community Events Semester 1 Schedule**

Month	Date	Event
August	August 3rd	Back to School Open House
September	Sept 20th	Dakota Fall Feast
	Sept 25th	(HS) FAFSA Night
October	Oct 19th	(K-8) Title Night–Literacy Best Practices
	Oct 19th	High School Credit Night
	Oct 25th	Parent Teacher Conferences
November	Nov 10th	Tribal Council and Society of Care to host a Veterans Day Assembly
December	Exact Date TBD	Native Sports - Host a Family Gathering in conjunction with Basketball LNI

**Appendix E: Stakeholder Feedback**

**Staff Survey**

Purpose:

- To get feedback from the staff on key priorities of the school
- To get a sense of overall teacher satisfaction with the school and their intent to return
- To create a space for open feedback from the staff

Frequency: 3 times per year

1. October PD
2. Feb PD
3. May PD (End of Year)

<b>Leadership (All Staff)</b>
School leaders promote a safe and productive learning environment in my school.
I have the opportunity to provide input on key school decisions that affect me.
Leaders at my school value my feedback.
Leaders are clear and transparent in their communication to staff about things that are happening at the school
Leaders hold our staff accountable for high expectations
I feel confident in the standard operating procedures of the school.
I feel supported by the Principal(s) at my school
I feel supported by the Superintendent at my school
Open Ended Feedback: <ol style="list-style-type: none"> <li>1. Please provide any feedback for your school principal</li> <li>2. Please provide any feedback for your Superintendent</li> </ol>
<b>Professional Development (All Staff)</b>

My school is committed to improving my instructional practice.
Professional development opportunities at my school are a valuable use of my time and help me improve my effectiveness as an educator.
Open Ended Feedback:
<ol style="list-style-type: none"> <li>1. What PD has felt most valuable for you so far this year?</li> <li>2. What professional development would you like to see happen?</li> </ol>
<b>Coaching Supports (Teacher Specific)</b>
I am currently working with a coach
I am satisfied with the support I receive for instructional planning and delivering high quality lessons
Planning time that I have with my coach is effective and helps improve my practice.
Classroom observations and coaching conversations help me improve my practice.
I get enough feedback on my instructional practice.
Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice.
<b>Staff Satisfaction and Retention (All Staff)</b>
My school is a good place to teach and learn.
School leaders promote a safe and productive learning environment in my school.
School leaders provide me with the support I need to maintain high standards for student behavior in my classroom.
ADD Question about retention (i.e. How many years do you plan to continue teaching at Isanti ? Rate how they feel about staying at Isanti next year)?
<b>Prioritizing Culture and Language</b>
I am invested in indigenizing the curriculum of the class and content I teach.
I understand how to indigenize curriculum and feel confident doing it with my lessons
I am satisfied with the support I am getting to indigenize my curriculum

**Roles and Responsibilities**

I feel clear on my assigned roles and responsibilities

I feel like the work I do in my role is impactful for students and valued by the school community

Open ended feedback

**Student Survey**

Purpose:

- To get feedback from the staff on key priorities of the school
- To get a sense of overall teacher satisfaction with the school and their intent to return
- To create a space for open feedback from the staff

Frequency: 2 times per year (Dec, June)

Draft Questions: Most of these questions are on a scale of 1-5, strong disagree to strongly agree

**School Belonging (All Grades)**

At my school, I feel like I fit in.

My teachers make me feel like I belong.

There is at least one adult at my school that I can talk with about how I'm doing.

People at my school care about me.

Students at my school respect me.

People at my school know me well.

Which adult (or should this be teacher) do you feel like you have the strongest relationship with?

**Trusting Relationships**

# AQuESTT

## 2023-2024 Priority School Progress Plans for Isanti High School

<b>3-5</b>	<b>6-12</b>
My teachers care about what I think	My teachers make me feel like my ideas really count.
I trust my teacher.	My teachers work hard to build a trusting relationship with me.
My teachers listen to my ideas about how to best teach me.	My teachers think of me as a partner in my education
I can talk to my teachers if I have a problem.	I can talk to my teachers if I have a problem.
<b>Academic Expectations</b>	
<b>3-5</b>	<b>6-12</b>
My teachers expect me to do my best.	My teachers challenge me to do my best work.
My teachers know I can do well on hard assignments.	My teachers expect that I will succeed, even on challenging assignments.
When I feel like giving up, my teachers ask me to keep trying.	When I feel like giving up, my teachers ask me to keep trying.
My teachers encourage me to try again when I don't understand right away.	My teachers encourage me to try again when I don't understand right away.
I know how to do well in my classes.	I know what I need to do to be successful in my grade
<b>Academic Support (All Grades)</b>	
I receive enough support from my teachers to learn what I need to learn.	
My teachers take the time to make sure I understand what we are learning in class.	
I feel supported by my school.	
I feel comfortable asking my teachers questions when I have them.	
<b>Engagement (All Grades)</b>	
In my classes, I like what we do.	
In my classes, what we learn is interesting.	
In my classes, I think more about what we are learning than anything else.	
In my classes, I am so into what we are doing, I lose track of time	

What is your favorite class?

**School Environment (All Grades)**

I enjoy going to school.

Things at my school run smoothly.

**Family/Caregiver Survey**

Purpose:

- To get feedback from the staff on key priorities of the school
- To get a sense of overall teacher satisfaction with the school and their intent to return
- To create a space for open feedback from the staff

Frequency: 2 times per year (Dec, June)

Draft Questions: Most of these questions are on a scale of 1-5, strong disagree to strongly agree

**Trusting Relationships with School**

I have a good relationship with school staff.

This school thinks of me as a partner in educating my children.

School staff work hard to build trusting relationships with families.

This school creates an environment that emphasizes the importance of positive relationships between school and home.

**Value of Feedback**

I feel comfortable sharing my concerns with someone at this school

This school takes my opinion seriously

This school listens to my suggestions about how to best support my children

**Information about Student Progress**

I know whether my children are performing above, at, or below grade-level.

I can use the information this school provides me to help my children improve academically.

**Quality of Student Experience**

**Inequitable Opportunities**

- This school provides all students the same academic opportunities.
- This school treats students differently based on their race or ethnicity.\*

**Quality**

- My children’s experiences in this school will ensure they are performing at grade-level or higher.
- My children will be as prepared as possible for their future because of the preparation they receive at this school.

**Access**

- I am satisfied with this school's ability to incorporate my children's goals, strengths, and talents in their learning.

**Overall Satisfaction**

- Overall, I am satisfied with this school.

**Open Ended Feedback**

What do you want the school to continue doing?

What adjustments or changes would you want the school to make?

**Appendix F: Current Status of Curriculum Implementation**

	Materials Purchased	Materials Implemented	SY 23-24 Support
<b>K-5 ELA</b>	CKLA	Year 2 of formal implementation	Isanti leadership team will provide support through coaching of teachers
<b>K-5 Math</b>	Open Up Resources	Year 1 of formal implementation	Isanti and TNTP will partner to provide direct implementation support to teachers through coaching
<b>6-8 ELA</b>	Amplify ELA	Year 1 of formal implementation	TNTP will provide direct implementation support to teachers through coaching
<b>6-8 Math</b>	Open Up Resources	Year 1 of formal implementation	TNTP will provide direct implementation support to teachers through coaching
<b>9-12 ELA</b>	Odell	Year 1 of formal implementation	TNTP will provide direct implementation support to teachers through coaching
<b>9-12 Math</b>	Open Up Resources	Year 1 of formal implementation	Isanti leadership team will provide support through coaching of teachers

Appendix G: Timeline of Developing ACT Preparation Program in Year 1

Month	Milestone
Oct	<ul style="list-style-type: none"> <li>● Current state analysis                             <ul style="list-style-type: none"> <li>○ What has been done in the past?</li> <li>○ What are the previous student results?</li> <li>○ How invested are students in the ACT</li> <li>○ Align on the goals</li> </ul> </li> </ul>
Nov	<ul style="list-style-type: none"> <li>● Leader learning on the ACT                             <ul style="list-style-type: none"> <li>○ Take the test</li> <li>○ What are the skills that students need to pass the ACT?</li> <li>○ What will be the largest growth area for students?</li> </ul> </li> <li>● Student Interviews                             <ul style="list-style-type: none"> <li>○ How do students feel about the ACT? How invested in it are they?</li> </ul> </li> </ul>
Dec	<ul style="list-style-type: none"> <li>● Create plan for ACT Prep program                             <ul style="list-style-type: none"> <li>○ Identify options for where ACT prep course would happen in the school day</li> <li>○ Who will lead that time</li> <li>○ What materials will be used</li> <li>○ What are the planning expectations</li> <li>○ Identify if all students will take ACT prep</li> </ul> </li> <li>● Student Planning                             <ul style="list-style-type: none"> <li>○ Goal setting conversations with students</li> <li>○ Incentive plan</li> <li>○ Consistent data reflection</li> </ul> </li> </ul>
Jan	<ul style="list-style-type: none"> <li>● Gather stakeholder input (staff, students, and families)                             <ul style="list-style-type: none"> <li>○ could be through various avenues like surveys, focus groups, individual interviews, etc.</li> </ul> </li> </ul>

# AQuESTT

## 2023-2024 Priority School Progress Plans for Isanti High School

	<ul style="list-style-type: none"> <li>● Make any adjustments to plans and expectations based on feedback</li> </ul>
Feb	<ul style="list-style-type: none"> <li>● Purchase any materials needed for ACT prep program</li> <li>● Plan for any teacher professional development needed to execute ACT Prep program</li> </ul>
March	<ul style="list-style-type: none"> <li>● Start ACT Prep Program pilot for Juniors</li> <li>● Leaders progress monitor and collect data</li> </ul>
April	<ul style="list-style-type: none"> <li>● Leaders progress monitor and collect data</li> </ul>
May	<ul style="list-style-type: none"> <li>● Gather student feedback on the pilot</li> <li>● Leaders progress monitor and collect data</li> </ul>
June	<ul style="list-style-type: none"> <li>● Year long stepback on what worked, what didn't, and what needs to be adjusted for previous year</li> <li>● Identify any larger shifts that need to be planned over the summer</li> </ul>

### Appendix H: Project Plan to Connect Postsecondary Readiness and Graduation Requirements

Month	Milestone
Oct	<ul style="list-style-type: none"> <li>● Current state analysis                             <ul style="list-style-type: none"> <li>○ Current graduation requirements</li> <li>○ Status of each high school student in meeting the requirements</li> <li>○ Preparedness of past graduates for post secondary pathway</li> <li>○ Current alternative/additional opportunities for students while in high school</li> </ul> </li> <li>● Meet with graduation coach about supports</li> <li>● Determine and updates to the grading policy</li> <li>● Determine any updates to the absence makeup policy</li> </ul>
Nov	<ul style="list-style-type: none"> <li>● Start monthly meeting with graduation coach to check on status of students and progress</li> </ul>

# AQuESTT

## 2023-2024 Priority School Progress Plans for Isanti High School

	<ul style="list-style-type: none"> <li>● Identify any additional or alternative opportunities that we want to provide iSanti students (dual credit, apprenticeships, internships, etc.)</li> <li>● Gather stakeholder input (staff, students, and families)             <ul style="list-style-type: none"> <li>○ could be through various avenues like surveys, focus groups, individual interviews, etc.</li> </ul> </li> </ul>
Dec	<ul style="list-style-type: none"> <li>● Gather stakeholder input (staff, students, and families)             <ul style="list-style-type: none"> <li>○ could be through various avenues like surveys, focus groups, individual interviews, etc.</li> </ul> </li> <li>● Make any adjustments to plans and expectations based on feedback</li> <li>● Communicate any updates and changes to students, staff, and families</li> </ul>
Jan	<ul style="list-style-type: none"> <li>● Execute plan and progress monitor implementation</li> </ul>
Feb	<ul style="list-style-type: none"> <li>● Execute plan and progress monitor implementation</li> <li>● Data stepback on what is working and what needs to be adjusted</li> </ul>
March	<ul style="list-style-type: none"> <li>● Execute plan and progress monitor implementation</li> <li>● Data stepback on what is working and what needs to be adjusted</li> </ul>
April	<ul style="list-style-type: none"> <li>● Execute plan and progress monitor implementation</li> <li>● Data stepback on what is working and what needs to be adjusted</li> </ul>
May	<ul style="list-style-type: none"> <li>● Execute plan and progress monitor implementation</li> <li>● Data stepback on what is working and what needs to be adjusted</li> </ul>
June	<ul style="list-style-type: none"> <li>● Year long stepback on what worked, what didn't, and what needs to be adjusted for previous year</li> <li>● Identify any larger shifts that need to be planned over the summer</li> </ul>



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 20, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Melody Hobson

**PROPOSED AGENDA ITEM:** Approve Rule 11 teacher waiver request from Auburn Public Schools

**AGENDA ITEM TYPE:** Action – Rule 11 teacher waiver request

### RATIONALE/BACKGROUND INFORMATION:

- Operation of school district and educational service unit (ESU) early childhood programs are governed by the Nebraska Department of Education Rule 11: Regulations for the Approval of Prekindergarten Programs Established by School Boards and Educational Service Units and for the Issuance of Early Childhood Education Grants (Title 92, Nebraska Administrative Code, Chapter 11).
- The Nebraska State Board of Education is charged with approving prekindergarten (Early childhood education and care programs for children birth to kindergarten entrance age) programs operated by school districts and educational service units annually.
- Teachers in school district and ESU prekindergarten classrooms are required to hold a valid Nebraska Teaching Certificate with an early childhood endorsement.
- School districts that hire individuals with a valid teaching certificate but no early childhood endorsement must ensure that the teacher must work toward earning an early childhood endorsement.
- School districts that cannot hire one or more teacher(s) who hold a valid teaching certificate of any kind must apply for a Rule 11 waiver for the teacher(s).
- Nebraska State Board has the authority/responsibility to either approve or deny the Rule 11 waiver.
- Auburn public schools had two part time preschool positions that they were not able to fill with fully certified teachers.
- Teachers hired have TEACH Early Childhood Nebraska® scholarships and receive scholarship support as well as mentoring through the TEACH licensee.
- The school district has submitted all required information for the teacher waiver.

**PROPOSED BOARD MEETING:** October 2023

**ESTIMATED COST:** NA

*\*Updated 08.15.2023*



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 22, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Brad Dirksen, Administrator  
Dr. Decua Jean-Baptiste, Director of Accreditation

**PROPOSED AGENDA ITEM:** Approve Rule 10 waiver for Blue Hill Community Schools for the 2023-24 academic year regarding 6<sup>th</sup> grade participation in athletics as outlined in the request.

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** other

### **RATIONALE/BACKGROUND INFORMATION:**

Waiver requests are allowed to be made by school systems in accordance with section 0013 of [Rule 10](#). The request is to waive the requirements of section 004.02C related to 6<sup>th</sup> grade participation in athletic contests as described in the attached waiver request.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** \$0.00

### **FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

### **FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process:

*\*Updated 08.15.2023*

# BLUE HILL PUBLIC SCHOOLS



**Joél Ruybalid**  
Superintendent

**Patrick Moore**  
Junior/Senior High Principal

**Lori Toepfer**  
Elementary Principal

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September 21, 2023

Dr. Decua Jean-Baptiste  
Director of Accreditation at NDE  
P.O. Box 94987  
Lincoln, NE 68509-4987

Subject: Waiver Request to Title 10 Section 004.02C

I, Joél Ruybalid, Superintendent of Blue Hill Community Schools, am writing this letter to ask you to kindly consider our request to waive requirements related to enrollment numbers for the participation of 6th-grade students in the 7th and 8th-grade designed school girl's basketball team.

This request includes pertinent information related to our request for waiver provided by our school athletic director, Mr. Riley Armes. I hope you will consider the participation situation we find ourselves in, as I believe a waiver is necessary to address the situation appropriately.

I am open to further discussing this matter and providing additional documentation to support our request. Your understanding and consideration in this matter are highly appreciated.

Thank you for your time and attention.

Sincerely,  
Joél Ruybalid

# BLUE HILL PUBLIC SCHOOLS



**Joél Ruybalid**  
Superintendent

**Patrick Moore**  
Junior/Senior High Principal

**Lori Toepfer**  
Elementary Principal

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DATE: 09/20/2023

TO: Commissioner and State Board of Education

FROM: Riley Armes, Blue Hill Activities Director

RE: Waiver Request to Title 10 Section 004.02C

Blue Hill Community Schools are requesting a waiver to Rule 10 Section 004.02C for the 2023-2024 academic school year. Please see attached Board Policy 506.51 - SIXTH GRADE SPORTS ELIGIBILITY as proof of our compliance with Rule 10.

**013.01A** - Please go to <https://sites.google.com/bluehillschools.org/cip2017-2022/home> to view our latest School Improvement Plan. Additional information relating to our Strategic Plan will be sent upon request.

**013.01B** - Despite having 7th and 8th grade enrollment of 20 girls total, participation in junior high girls basketball is at an unprecedented low. With the addition of girls' wrestling during this time of year, a few participants have been drawn to that activity. We currently have only 4 girls interested in playing basketball so the district would not be able to field a 7th and 8th grade team. This would deprive our 7th and 8th grade girls that wish to play basketball the opportunity to compete for their school and community. In order to provide this opportunity, we would like to allow our 6th grade students to participate in junior high girls basketball in order to have enough players to field a full team. We have passed a Sixth Grade Sports Eligibility Policy (See Board Policy below).

**013.01C** - Allowing 6th grade participation in this activity would add an additional 5 players providing enough players to have a full team with a few substitutes. This would provide the 7th and 8th grade girls the opportunity to participate in basketball and provide our 6th grade students to participate and contribute to the team.

**013.01D** - Due to having two coaches already for junior high, the district will not incur any additional resources to be allocated. We will, however, actively recruit and encourage elementary students to participate in sports at a younger age.

**013.01E** - We will evaluate our participation numbers at the conclusion of the 2023-2024 basketball season and will continue to encourage all students to participate in activities. If warranted, we will apply for an extension of this waiver. As noted above, we will actively recruit and encourage elementary students to participate in sports at a younger age.

# BLUE HILL PUBLIC SCHOOLS



**Joél Ruybalid**  
Superintendent

**Patrick Moore**  
Junior/Senior High Principal

**Lori Toepfer**  
Elementary Principal

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**013.01F** - Our Athletic Director and Principal will begin meeting in January 2024 with all junior high students to gauge interest for all activities to determine if an extension should be requested. These meetings will be reported to the school board at their monthly meetings.

File: 506.51  
Page 1 of 1

## SIXTH GRADE SPORTS ELIGIBILITY

School activities provide the benefits of promoting additional interests and ability in the students during their school years and for their lifetime. The district may in some instances find it lacks adequate numbers of students in grades 7 and 8 to participate in NSAA sports activities.

When combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls, **or if the number of girls or boys participating does not meet the need for fielding a team**, the Board authorizes the Superintendent to apply to the Nebraska Department of Education (NDE) for a waiver to allow sixth-grade participation under such terms and conditions as allowed by NDE and NSAA.

Legal Reference:                      NDE Rule 10, sects 004 & 013  
   NSAA Constitution & Bylaws, 9.9 Eligibility Req.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 27, 2023

**TO:** Brian L. Maher.  
Commissioner of Education

**FROM:** Trudy K Clark, Director of Statewide Assessment

**PROPOSED AGENDA ITEM:** Update and discussion of the annual plan for the Nebraska statewide assessment and reporting system.

**AGENDA ITEM TYPE:** Other

### RATIONALE/BACKGROUND INFORMATION:

- The Assessment and Reporting Plan and Assessment Technical Report for 2023-2024 provides information on: the categories of achievement, nationally normed referenced test, confidentiality of student information, the technical reports, and performance data.
- Section 79-760.03(2) requires the State Board to adopt a plan for an assessment and reporting system annually, and submit that plan to the Governor, Clerk of the Legislature, and Chair of the Education Committee.
- This work serves a statutory requirement to inform the legislature and the Governor regarding the assessment plan for the state of Nebraska.
- The assessment plan must be approved and submitted annually. Since the last assessment plan was submitted in 2022, the assessment plan must be submitted in 2023.

**PROPOSED BOARD MEETING (MONTH/YEAR):** Adoption November 2023

**ESTIMATED COST:** None

**FOR CONTRACTS AND GRANTS:** None

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

None

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

**FOR GRANT SUBAWARDS:** None

- Describe the grantee selection process:

*\*Updated 07.06.2023*

## Summative Assessment Administration and Reporting Plan

The Nebraska Department of Education Summative Assessment Administration and Reporting Plan includes information for the Nebraska Student-Centered Assessment System (NSCAS) for the 2023-2024 school year.

- The State Board of Education has adopted Nebraska College and Career Ready (CCR) standards for English Language Arts, Mathematics, and Science. The assessment plan reflects the transition of the statewide summative assessments to measure Nebraska’s College and Career Ready Standards.
  - English Language Arts assessments transitioned to measure CCR in spring 2017.
  - Mathematics assessments transitioned to measure CCR in spring 2018.
  - Science assessments transitioned to measure CCR in spring 2022. Implementation was delayed due to the cancellation of assessments in the spring 2020 due to the COVID-19 pandemic.
  
- All Nebraska statewide assessments are reported in three categories of achievement.
  - Content area assessments that are measured with the ACT, report three performance levels:
    - Developing
    - On Track
    - ACT Benchmark

Note: Students who score in the On Track and ACT Benchmark levels are identified as meeting expectations.
  - Assessments that have transitioned to measure Nebraska’s College and Career Ready Standards for general assessment, at grades 3-8 and for alternate assessment at grades 3-8 and High School, report three performance levels:
    - Developing
    - On Track
    - Advanced

Note: Students who score in the On Track and Advanced levels are identified as proficient.
  
- Districts are required to test students on a nationally normed referenced test for the purpose of comparing Nebraska student achievement to other states.
  - NSCAS Growth was able to provide national normed percentile information for this purpose for the first time in spring 2022.
  - NSCAS Growth provides comparison data for NE students as compared to national norms determined by NWEA’s MAP Growth assessment.
  - Using NSCAS Growth will be the first time that all districts/schools use the same test for the reporting of the national norm data.
  - The percentage of students at the 50<sup>th</sup> percentile or higher are included in this report on page 6 and 7.
    - Students that perform at the 50<sup>th</sup> percentile perform the same or better than 50% of students that take the test nationally.

## **Summative Assessment Administration and Reporting Plan**

- Pages three and four cover two items:
  - NDE protects the confidentiality of student information.
  - NDE assures inclusion of all students in statewide summative assessments, including students with disabilities and English learners. Nebraska schools have high participation rates, easily meeting the 95% federal requirement with many schools at 100%.
- At the top of page six is a link to the Statewide Summative Assessment Technical Reports. These reports include hundreds of pages explaining item validity, reliability of scoring, use of universal design, and hundreds of other technical requirements of large-scale testing.
- Pages six and seven include tables showing how Nebraska students perform on assessments compared to national norms.

## Summative Assessment Administration and Reporting Plan

Nebraska Department of Education Summative Assessment Administration and Reporting Schedule 2023-2024				
Name of Summative Assessment	Grades Tested	Administration Dates	Performance Levels Reported	Released on Nebraska Education Profile
English Language Proficiency Assessment for the 21 <sup>st</sup> Century (ELPA21)	Kindergarten-12	February 5- March 15, 2024	Proficient Progressing Emerging	Fall 2024
NSCAS Growth English Language Arts and Mathematics	3-8	April 1 - May 10, 2024	Advanced On Track Developing	Fall 2024
NSCAS Alternate English Language Arts and Mathematics	3-8 and 11 (third-year cohort)	April 1 - May 10, 2024	Advanced On Track Developing	Fall 2024
NSCAS General Science	5 and 8	April 1 - May 10, 2024	Advanced On Track Developing	Fall 2024
NSCAS Alternate Science	5, 8, and 11 (third-year cohort)	April 1 - May 10, 2024	Advanced On Track Developing	Fall 2024
NSCAS ACT English Language Arts Mathematics Science	11 (third-year cohort)	March 26 - May 3, 2024 Dependent on mode	ACT Benchmark On Track Developing	Fall 2024
Nationally Norm-Referenced Assessment	At least one grade in each of the following two levels: grades 2-5; grades 6-8	April 1 - May 10, 2024	Percent of Students at or above the 50 <sup>th</sup> Percentile	Fall 2024

## Summative Assessment Administration and Reporting Plan

- **Nebraska Department of Education provides measures to protect confidentiality of student information.**

NDE shall utilize various procedures and security measures to ensure the confidentiality of student records collected and maintained by the agency. These procedures shall include assignment of a unique identifier to each student, a system of restricted access to data, and statistical cutoff procedures.

  - A unique student identification number (Student State ID) is assigned to each Nebraska student. The Student State ID is computer-generated and contains no embedded meaning. After being checked for duplicates, it becomes permanently assigned.
  - Security protocols shall be designed and implemented by NDE. They shall limit who may have access to the data and for what purposes.
  - NDE has adopted masking rules to ensure that confidentiality is maintained in all public reporting of personally identifiable student information from educational records.
  - All NDE personnel collecting or using personally-identifiable student information shall be provided instruction regarding procedures adopted in accordance with this policy.
  - NDE shall maintain a current listing of agency personnel who have access to personally-identifiable student information through authentication and internal links.
  
- **Nebraska Department of Education provides measures to assure inclusion of students with disabilities, students who are English Learners, and students entering school for the first time.**
  - Students with Disabilities
    - All students with disabilities are expected to participate in the statewide summative assessments. No student, including students with disabilities, may be excluded from the state assessment and accountability system. All students are required to have access to grade-level content, instruction, and assessment.
    - Students with disabilities may be included in state assessment and accountability in the following ways:
      - Students may be tested on the statewide tests without accommodations.
      - Students may be tested on the statewide tests with accommodations specified in the student’s IEP. Accommodations appropriate for the statewide tests are found in the [Nebraska Student-Centered Assessment System Accessibility Manual](#)
      - Students may be tested on alternate statewide summative assessment measures.
  - Students Learning the English Language
    - Both state and federal laws require the inclusion of all students in the statewide summative assessments; therefore, English Learner students must be tested on statewide summative assessments.
      - ESEA requirements allow appropriate testing accommodations for all EL students.
      - In determining appropriate accommodations for students, districts should use the [Nebraska Student-Centered Assessment System Accessibility Manual](#)

## Summative Assessment Administration and Reporting Plan

- Recently Arrived Limited English Proficient Students
    - A Recently Arrived Limited English Proficient Student is defined by the U.S. Department of Education as a student with limited English proficiency who has attended schools in the United States for less than twelve months.
    - Under NCLB, students who had attended a U.S. school for less than 12 months could be granted a waiver from the NSCAS-ELA assessment. Under ESSA, all ELs in Nebraska must participate in all statewide summative assessments.
    - For the purpose of state accountability:
      - In Year 1: students are included in participation calculations, but results are excluded on the English language arts and math assessments in the state accountability system.
      - In Year 2: students are included in participation calculations and results are used in growth measures but not achievement indicators in the state accountability system.
      - In Year 3: students are included in all accountability calculations.
- §1111(b)(3)(A)(ii)

## Technical Reports for Administration of Statewide Summative Assessment

- The department shall conduct studies to verify the technical quality of assessment instruments.

All Technical Reports of summative statewide assessment are available on the Nebraska Department of Education website.

<https://www.education.ne.gov/assessment/technical-reports/>

- The department shall conduct studies to demonstrate the comparability of assessment instrument results.
  - NSCAS Growth English Language Arts and Mathematics provide an Estimated RIT score for each student. The Estimated RIT is reflective of the score a student would have likely received if they had taken NWEA’s MAP Growth Reading or Mathematics assessments.

**Comparison of National Assessment Instruments (NAI) and  
Nebraska Student-Centered Assessment System (NSCAS)  
NSCAS Growth-ELA-2022**

**Percentile** is a comparison score between a particular score and the scores of the rest of the group. It shows the percentage of scores that a particular score surpassed. For example, a score at the 50<sup>th</sup> percentile means that the score is above 50% of the scores. The table below indicates the percentage of Nebraskan students that scored at or above the 50<sup>th</sup> percentile when compared to national norms for the same time period.

<b>Nebraska Student Achievement as Determined by National Norms on MAP Growth Reading</b>		
<b>NSCAS Growth English Language Arts- RIT</b>		
<b>GRADE</b>	<b>Percent of Students at or above the 50<sup>th</sup> Percentile</b>	<b>Number of Tests</b>
<b>3</b>	<b>61.58%</b>	<b>23217</b>
<b>4</b>	<b>59.64%</b>	<b>22888</b>
<b>5</b>	<b>56.14%</b>	<b>22967</b>
<b>6</b>	<b>49.66%</b>	<b>22834</b>
<b>7</b>	<b>48.42%</b>	<b>23409</b>
<b>8</b>	<b>46.41%</b>	<b>23877</b>

The results in the table represent that at least half of Nebraskan students perform better than the national average.

**Comparison of National Assessment Instruments (NAI) and  
 Nebraska Student-Centered Assessment System (NSCAS)  
 NSCAS Growth-Mathematics-2022**

**Percentile** is a comparison score between a particular score and the scores of the rest of the group. It shows the percentage of scores that a particular score surpassed. For example, a score at the 50<sup>th</sup> percentile means that the score is above 50% of the scores. The table below indicates the percentage of Nebraskan students that scored at or above the 50<sup>th</sup> percentile when compared to national norms for the same time period.

<b>Nebraska Student Achievement as Determined by National Norms on MAP Growth Mathematics</b>		
	<b>NSCAS Growth Mathematics- RIT</b>	
<b>GRADE</b>	<b>Percent of Students at or above the 50<sup>th</sup> Percentile</b>	<b>Number of Tests</b>
<b>3</b>	<b>60.29%</b>	<b>23224</b>
<b>4</b>	<b>58.42%</b>	<b>22882</b>
<b>5</b>	<b>56.64%</b>	<b>22970</b>
<b>6</b>	<b>54.69%</b>	<b>22840</b>
<b>7</b>	<b>51.54%</b>	<b>23436</b>
<b>8</b>	<b>53.29%</b>	<b>23867</b>

The results in the table represent that at least half of Nebraskan students perform better than the national average.



# Annual Statewide Assessment Plan 2023

Nebraska Department of Education

Dr. Trudy Clark  
Director of Statewide Assessment

October 5-6, 2023

# Statewide Assessment Plan

## **79-760.03(2)**

The state board shall adopt a plan for an assessment and reporting system and implement and maintain the assessment and reporting system according to such plan. The plan shall be submitted annually to the State Department of Education, the Governor, the chairperson of the Education Committee of the Legislature, and the Clerk of the Legislature. The plan submitted to the committee and the Clerk of the Legislature shall be submitted electronically.

*This has not been done for 2023-2024.*

# Components of Statewide Assessment Plan

These components have traditionally been reported:

- 1) Standards adoption
- 2) Categories of achievement
  - a) Developing
  - b) On Track
  - c) Advanced (ACT Benchmark)
- 3) Nationally normed-referenced test
- 4) Confidentiality of student information
- 5) Inclusion of all students in statewide summative assessments
- 6) Links to Technical Reports
- 7) Data on how Nebraska students perform nationally
- 8) Test administration and reporting schedules



## STATE BOARD OF EDUCATION RULES AND REGULATIONS COMMITTEE REPORT

Date: October 5, 2023

The Rules and Regulations Committee reports on the October 5, 2023, meeting of the committee.

Members present were chair Elizabeth Tegtmeier and Kirk Penner.

On June 2, 2023, the State Board of Education approved revisions to Rule 21 (Educator Certification). The rule was then submitted to the Attorney General's Office for the required review. The Attorney General's Office returned the rule with four areas of concern. The changes will require the State Board of Education to adopt the rule with new revisions but will not require a new public hearing. The four changes reflected in the revised draft include:

- Removing the ability to use a conditional permit to teach prior to meeting the human relations training requirement. Conditional permits are authorized by § 79-814.02, which focuses on applicants waiting for completion of the criminal history record information check.
- Listing the requirements for military permits instead of relying on a cross reference to a statute that only applies to spouses of active-duty service members.
- Adding the statutory directive to expedite applications submitted by the spouses of active-duty service members; and
- Reinstating explanations of use of the social security numbers on the forms contained in each appendix to meet the disclosure requirements of section 7b of the federal Privacy Act of 1974.

The committee discussed the need to development a rule for security-related infrastructure grant program. NDE staff presented some policy questions to the committee that guided the discussion and provided an overview on the Administrative Procedure Act, explaining the need of the development of a rule to establish and administer a competitive grant program. The committee agreed on establishing a rule for security-related infrastructure grant program. The committee will review public input of the draft in October 2023 and the Hearing Draft in November 2023. A public hearing will be scheduled in January 2024. The committee will discuss the final draft and the full Board will consider the proposed rule for school safety and security during the January 2024 committee meeting.

NDE Staff provided an update to the committee on policy decisions related to potential revisions to Rule 21 and Rule 24, requirements of boarder states' certification requirements and policy level decisions related to certification regulations.

This concludes the Rules and Regulations Committee report.

Elizabeth Tegtmeier, Chair

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



To: Dr. Brian L. Maher  
Commissioner of Education

From: Tammy Barry  
Legal Counsel III

Date: October 3, 2023

Subject: Report on Rules

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**Rule Revisions Returned by the Office of the Attorney General for Technical Revisions  
Potential Readoption by the State Board of Education – October**

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Title 92, Nebraska Administrative Code, Chapter 21, *Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools*

Public Hearing Held: May 30, 2023  
Approved by the State Board of Education: June 2, 2023  
Returned by the Attorney General: September 21, 2023

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**Awaiting Approval by the Attorney General**

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Title 92, Nebraska Administrative Code, Chapter 10, *Regulations and Procedures for the Accreditation of Schools*

Public Hearing Held: January 31, 2023  
Approved by that State Board of Education: March 3, 2023

Title 92, Nebraska Administrative Code, Chapter 14, *Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools*

Public Hearing Held: January 31, 2023  
Approved by the State Board of Education: March 3, 2023

Title 92, Nebraska Administrative Code, Chapter 20, *Regulations for the Approval of Educator Preparation Programs (formerly Regulations for Approval of Teacher Education Programs)*

Public Hearing Held: May 30, 2023  
Approved by the State Board of Education: June 2, 2023

Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*

Public Hearing Held: May 30, 2023  
Approved by the State Board of Education: June 2, 2023

Title 93, Nebraska Administrative Code, Chapters 1-16, *Personnel Rules*

Public Hearing Held: May 30, 2023  
Approved by the State Board of Education: June 2, 2023

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**Public Input Period Completed – Hearing Draft Being Prepared**

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Title 92, Nebraska Administrative Code, Chapter 59, *Regulations for School Health and Safety*  
- Response to legislation and stakeholder concerns

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**Update - Rules and Regulations Committee – October**

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Security-Related Infrastructure Grants  
- Response to legislation with funding for 2023-24

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**Continuing Discussion – Rules and Regulations Committee – October**

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Title 92, Nebraska Administrative Code, Chapter 21, *Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools*

Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*

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**Revision In Progress After Initial Discussion with Rules and Regulations Committee**

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Teach In Nebraska Today Program  
- Response to legislation with funding for 2023-24

Nebraska Teacher Recruitment and Retention Act  
- Response to legislation with 2023-24 implementation

Title 92, Nebraska Administrative Code, Chapter 3, *Regulations Governing High Ability Learners*  
- Update provisions

Title 92, Nebraska Administrative Code, Chapter 19, *Regulations Regarding School Enrollment*  
- Response to legislation being implemented for 2023-24

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**Initial Consultation with Legal Counsel has been Requested or Conducted**

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Mental Health Training Grants  
- Response to legislation

College Pathway Program Act  
- Response to legislation

Title 92, Nebraska Administrative Code, Chapter 4, *Regulations for Textbook Loans to Children Enrolled in Private Schools in Nebraska*  
- Response to legislation

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**Revision or Repeal Is Anticipated**

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Title 92, Nebraska Administrative Code, Chapter 2, *Uniform System of Accounting for Nebraska Public School Districts*  
- Response to legislation

Title 92, Nebraska Administrative Code, Chapter 6, *Regulations and Standards for Uniform Sharing of Student Data, Records and Information*

- Response to legislation and requested review

Title 92, Nebraska Administrative Code, Chapter 8, *Regulations for School Finance and Budgeting/ State Funding of Educational Service Units and Learning Communities*

- Response to legislation being implemented for 2023-24

Title 92, Nebraska Administrative Code, Chapter 10, *Regulations and Procedures for the Accreditation of Schools*

- Required in response to legislation

Title 92, Nebraska Administrative Code, Chapter 13, *Regulations And Procedures For Exempting Schools For Which Parents Elect Not To Meet Legal Requirements For School Approval And Accreditation*

- Update provisions

Title 92, Nebraska Administrative Code, Chapter 22, *Regulations Governing the Master Teacher Program*

- Repeal in response to legislation repealing authorizing statutes

Title 92, Nebraska Administrative Code, Chapter 25, *Regulations Governing the Excellence in Teaching Act*

- Repeal in response to legislation

Title 92, Nebraska Administrative Code, Chapter 27, *Regulations and Standards for Professional Practices Criteria*

- Coordinate with revisions to Title 95 by the PPC and update provisions

Title 92, Nebraska Administrative Code, Chapter 28, *Regulations and Standards for Investigations and Nonpublic Professional Practices Hearings*

- Coordinate with revisions to Title 95 by the PPC and update provisions

Title 92, Nebraska Administrative Code, Chapter 29, *Regulations and Standards for Professional Practices Case Determinations by the State Board*

- Coordinate with revisions to Title 95 by the PPC and update provisions

Title 92, Nebraska Administrative Code, Chapter 47, *Regulations For Career Academy Programs Established By School Districts*

- Review requested

Title 92, Nebraska Administrative Code, Chapter 51, *Regulations and Standards for Special Education Programs*

- Response to legislation and recommendations by the Special Education Advisory Council to the State Board of Education

Title 92, Nebraska Administrative Code, Chapter 52, *Regulations and Standards for the Provision of Early Intervention Services*

- Update provisions

Title 92, Nebraska Administrative Code, Chapter 55, *Rules of Practice & Procedure for Due Process Hearings in Special Education Contested Cases*

- Update provisions

Title 92, Nebraska Administrative Code, Chapter 71, *Procedures for Formal Review of Vocational Rehabilitation Determinations*

- Update provisions in response to federal monitoring visit

Title 92, Nebraska Administrative Code, Chapter 72, *Cost Sharing and Cost Containment Rules for Vocational Rehabilitation Services*

- Update provisions in response to federal monitoring visit

Title 92, Nebraska Administrative Code, Chapter 81, *Rules and Regulations for the High School Equivalency Program*

- Update provisions

Title 92, Nebraska Administrative Code, Chapter 82, *Regulations Governing the Diploma of High School Equivalency Assistance Act*

- Update provisions



**PROPOSED AGENDA ITEM RATIONALE**  
**(Revised)**

**DATE:** October 5, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Tammy Barry, Legal Counsel III

**PROPOSED AGENDA ITEM:** Adopt Rule 21 Revisions

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Rule

**RATIONALE/BACKGROUND INFORMATION:**

On June 2, 2023, the State Board of Education approved revisions to Rule 21, Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools. The rule was then submitted to the Attorney General's Office pursuant to Neb. Rev. Stat. § 84-905.01 for "consideration as to the statutory authority and constitutionality of such amendment or rule or regulation..." On September 21, 2023, the Attorney General returned Rule 21 to the Department of Education to make four relatively minor changes. The changes will require the State Board of Education to adopt the rule with new revisions but will not require a new public hearing.

The first change is the most substantive and consists of removing the opportunity for teacher certification applicants to receive a conditional permit to allow time to meet the human relations training requirement and reinstating the provisions for temporary certificates. The conditional permit requirements are contained in Neb. Rev. Stat. § 79-814.02 and are focused on allowing an applicant to teach while waiting for the completion of the criminal history record information check, not the completion of the human relations training requirement. The temporary certificate provisions were being removed as unnecessary with the inclusion of time for human relations training being added to conditional permits. The use of temporary permits to allow time to meet the human relations training requirement is authorized in Neb. Rev. Stat. § 79-808.

The second change is a restructuring of the way the requirements are stated for military permits. Requirements that were included by cross reference to Neb. Rev. Stat. § 79-813 need to be spelled out. Section 79-813 only applies to military permits issued to spouses of active duty service members. To apply the criteria to all military permit applicants, the requirements cannot be invoked through the cross reference. The restructured requirements may be found in section 008.02 on pages 30 and 31 of the attached draft.

The third change was to add a directive for the department to expedite applications submitted by the spouses of active duty service members. This addition mirrors a requirement in subdivision (1)(d) of Neb. Rev. Stat. § 79-813 and may be found in section 008.03 on page 31 of the attached draft.

The final change reinstates language in each of the appendices regarding the use of social security numbers. The reinstated explanation restates the restricted use of the social security numbers as provided in the cross referenced Neb. Rev. Stat. § 79-810. The reinstated language meets the disclosure requirements of section 7b of the federal Privacy Act of 1974 and is found on the forms contained in each appendix.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** \$650

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: N/A
- New or Renewal: N/A
- If renewal, date of first approval: N/A

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process: N/A

*\*Updated 08.15.2023*

**NEBRASKA DEPARTMENT  
OF EDUCATION**

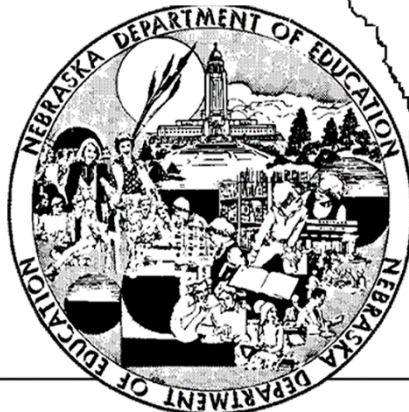
# **RULE 21**

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

**TITLE 92, NEBRASKA ADMINISTRATIVE CODE,  
CHAPTER 21**

**MODIFIED IN RESPONSE  
TO THE ATTORNEY GENERAL  
(OCTOBER 5, 2023, REVISED DRAFT)**

State of Nebraska  
Department of Education  
500 S. 84<sup>th</sup> Street, 2<sup>nd</sup> Floor  
Lincoln, Nebraska 68510





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

ALPHABETICAL TABLE OF CONTENTS

<u>SUBJECT</u>	<u>STATUTORY AUTHORITY</u>	<u>CODE SECTION</u>
Administrative Certificates and Permits	79-318, 79-808, <u>79-814.01</u>	004
Appeals Procedure	79-318, 84-913	<u>010 009</u>
Conditional Permits	79-808, <u>79-814.01</u> , 79-814.02	008
Definitions	79-318, 79-807 79-808	002
General Provisions	79-318, 79-808	003
<u>Military Permits</u>	<u>79-318, 79-808, 79-813</u>	<u>009</u>
Scope and Authority	79-318, 79-808	001
Special Services Certificates and Permits	79-318, 79-808, <u>79-814.01</u>	007
Teaching Certificates and Permits	79-318, 79-808, <u>79-814.01, 79-8,145</u>	005
Temporary Certificates	79-318, 79-808	006

APPENDICES:

Appendix A – *Application for a Nebraska Educator Certificate or Permit*

Appendix B – *Criminal Charges Self-Reporting Form*

Appendix C – *United States Citizenship Attestation Form*

Appendix D – Courses Required for Completion of an Approved Program (CRC)

Appendix D E – *Alternative Program Teaching Permit*

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

NUMERICAL TABLE OF CONTENTS

<u>SUBJECT</u>	<u>STATUTORY AUTHORITY</u>	<u>CODE SECTION</u>
Scope and Authority	79-318, 79-808	001
Definitions	79-318, 79-807 79-808	002
General Provisions	79-318, 79-808	003
Administrative Certificates and Permits	79-318, 79-808, <u>79-814.01</u>	004
Teaching Certificates and Permits	79-318, 79-808, <u>79-814.01, 79-8,145</u>	005
Temporary Certificates	79-318, 79-808	006
Special Services Certificates and Permits	79-318, 79-808, <u>79-814.01</u>	007
Conditional Permits	79-808, <u>79-814.01</u> , 79-814.02	008
<u>Military Permits</u>	<u>79-318, 79-808, 79-813</u>	<u>009</u>
Appeals Procedure	79-318, 84-913	<u>010</u> <del>009</del>

APPENDICES:

Appendix A – *Application for a Nebraska Educator Certificate or Permit*

Appendix B – *Criminal Charges Self-Reporting Form*

Appendix C – *United States Citizenship Attestation Form*

~~Appendix D – *Courses Required for Completion of an Approved Program (CRC)*~~

Appendix D ~~E~~ – *Alternative Program ~~Teaching~~ Permit*

TITLE 92  
CHAPTER 21

001 Scope and Authority

001.01 Statutory Authority. This chapter is adopted pursuant to ~~Neb. Rev. Stat. §§ 79-318, 79-806 through 79-815, and 79-8,145 Sections 79-318, and 79-806 through 79-815 of the Revised Statutes of Nebraska (R.R.S.).~~

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

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

002 Definitions. As used in this chapter:

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

002.02 Application means, ~~unless otherwise required by the context,~~ the *Application for a Nebraska Educator Certificate or Permit form Form*, found in Appendix A ~~of this chapter~~, which is properly signed by the applicant, all professional conduct and professional fitness questions are completed with answers that allow the issuance of a Nebraska certificate or permit under this chapter, is accompanied by the payment of the prescribed certification fee as provided in Section 003.05 of this chapter, and is filed and recorded by the Department;:

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

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

002.04 002.05 Board means the Nebraska State Board of Education;:

~~002.05 002.06 Certificate has the same meaning as in Neb. Rev. Stat. § 79-807; means authorization issued by the Commissioner to an individual who meets the qualifications to engage in teaching, administration, or providing of special services as required by law.~~

002.06 002.07 Certification Officer means an employee designated by the chief academic officer or

TITLE 92  
CHAPTER 21

unit administrator of each standard institution of higher education with an approved program to receive correspondence regarding this chapter from the Department and to provide certified records, transcripts, reports, and/or recommendations to the Department, as required, for the purpose of certification and/or endorsement;:-

~~002.07~~ ~~002.08~~ Commissioner means the Nebraska ~~State~~ Commissioner of Education;:-

~~002.08~~ ~~002.09~~ Comparable and equivalent certificate means a certificate issued by another state, by the U. S. Department of Defense, or by a foreign country pursuant to standards comparable and equivalent to those in this chapter 92-NAC-21. The certificate, for the purpose of supporting or justifying the initial issuance of a Nebraska certificate or permit, will be given the same consideration as if it were a Nebraska certificate;:-

~~002.09~~ ~~002.10~~ Content area means college coursework taken by an individual for the purpose of gaining a college recommended endorsement on their Administrative, Teaching or Special Services certificate or permit;:-

~~002.10~~ ~~002.11~~ Department means the Nebraska State Department of Education, which is comprised of the Board and the Commissioner;:-

~~002.11~~ ~~002.12~~ Education-related coursework means any education preparation course from a standard institution of higher education, ~~or~~ coursework in an applicant's content area, or human relations training;:-

~~002.12~~ ~~002.13~~ Employment experiences means work by an individual as an employee (a) in an approved, accredited, or otherwise legally operated school while holding or qualifying to hold a regular certificate issued by another state, by the U. S. Department of Defense, or by a foreign country based upon the successful completion of an approved program; (b) in postsecondary education; or (c) in a community organization or agency that provides services to students;:-

~~002.13~~ ~~002.14~~ Endorsement means an area of specialization indicated on a certificate issued pursuant to this chapter signifying that the individual has met specific requirements contained in 92 NAC 24;:-

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

~~002.14~~ ~~002.16~~ Faculty member means a person who is employed ~~half-time or more~~ to teach professional education courses in an approved program;:-

~~002.15~~ ~~002.17~~ Governing body means the school board of a public school district, a board elected or appointed to provide direction to a nonpublic school, or an individual or corporate owner of a nonpublic school;:-

~~002.16~~ ~~002.18~~ Human relations training ~~has the same meaning as in Neb. Rev. Stat. § 79-807; means coursework or employment experiences that lead to (a) an awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society; (b) the ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations; (c) the ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students; (d) the ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials; (e) respect for human dignity and individual rights; and (f) the ability to relate effectively to other individuals and to groups in a pluralistic society other than the~~

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~~applicant's own.~~

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

~~002.17 002.20 Nebraska school system means an institution that is accredited or approved by the Department to provide instruction at any grade level prekindergarten through grade twelve (12), an educational service unit accredited by the Department, or a special education service agency approved by the Department.~~

~~002.18 002.21 Permit means restricted authorization issued by the Commissioner to an individual who does not yet meet the qualifications for a regular certificate to engage in teaching, administration, or providing of special services as required by this chapter.~~

~~002.19 002.22 Postsecondary educational entity means a community college, a state college or university, or a regionally accredited nonprofit private postsecondary educational institution.~~

~~002.20 002.23 Regular certificate means an Initial, Standard, or Professional Nebraska certificate, or a comparable and equivalent certificate from another state.~~

~~002.21 002.24 Resident means an individual who has established a home where the individual is habitually present and to which having departed therefrom, intends to return.~~

~~002.22 Service provider means an individual or service agency, excluding a school district or approved cooperative, provisionally approved by the Nebraska Department of Education or similar entity in another state.~~

~~002.23 002.25 Special education training has the same meaning as in Neb. Rev. Stat. § 79-807; means coursework or employment experiences that provide an individual with the knowledge of (a) the exceptional needs of the disabilities defined under the Special Education Act; (b) the major characteristics of each disability in order to recognize its existence in children; (c) the various alternatives for providing the least restrictive environment for children with disabilities; (d) methods of teaching children with disabilities in the regular classroom; and (e) pre-referral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.~~

~~002.24 002.26 Standard institution of higher education has the same meaning as in Neb. Rev. Stat. § 79-807; means any college or university whose educator preparation program is fully approved by the Board, or by a comparable agency in any other state or country.~~

~~002.25 002.27 Teaching means, but is not limited to, the following responsibilities: (a) The organization and management of the classroom or the physical area in which the learning experiences of pupils take place; (b) the assessment and diagnosis of the individual educational needs of the pupils; (c) the planning, selecting, organizing, prescribing, and directing of the learning experiences of pupils; (d) the planning of teaching strategies and the selection of available materials and equipment to be used; and (e) the evaluation and reporting of student progress; and.~~

~~002.26 002.28 Teach or Administer full-time day means any day during which more than three (3)~~

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hours is spent teaching or in administration.

~~002.27~~ ~~002.29~~ Teach or Administer half-time day means any day during which three (3) hours or less is spent teaching or in administration. For computation under this chapter, two (2) half-time days equal one (1) full-time day.

003 General Provisions

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

003.02 Armed Forces Extension. Upon application, the Commissioner may extend the term of any certificate or permit of any person who has served in the armed forces of the United States ~~and whose certificate or permit was in force on the day of induction~~ or the spouse of such person as provided in Neb. Rev. Stat. § 79-803. ~~This extension shall be equal in length of time to the total number of months which intervene between the date of entrance into military service and the date of discharge therefrom. Each person applying for an extension of the term of a certificate or shall furnish the Commissioner with proper evidence of service in the armed forces and of sound physical and mental health at the time the person applies for such extension.~~

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

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

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

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

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

003.08 Life or Permanent Certificates. For purposes of Nebraska certification, Life or Permanent

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

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

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

003.10A ~~The applicant~~ ~~Such person~~ is, at the time of the consideration of the ~~applicant's person's~~ fitness to hold a certificate or permit, a mentally ill ~~and~~ dangerous person under ~~Neb. Rev. Stat. § 71-908 Section 83-1009 R.R.S.~~ as evidenced by a declaration or order to that effect by a mental health board of this state, or as evidenced by a similar finding by a similar body of another state.

003.10B ~~The applicant~~ ~~Such person~~ is, at the time of the consideration of the ~~applicant's person's~~ fitness to hold a certificate or permit, a mentally ill individual as defined in ~~Neb. Rev. Stat. § 20-162 Section 20-164 R.R.S., ("an individual who has a significant mental illness or emotional impairment as determined by a mental health professional qualified under the laws, rules and regulations of this state and who is an inpatient or resident in a facility for mentally ill individuals.")~~, or a similar determination has been made by similarly qualified mental health professional(s) of another state.

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

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

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

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

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

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

- 003.12A Abandonment; cruel neglect; harassment of a police animal (28-1009);
- 003.12B Abandonment of Spouse, ~~or~~ Child, or Dependent Stepchild (28-705);
- 003.12C Assault (third degree) (28-310);
- 003.12D Child Abuse (28-707);
- ~~003.12E Child Enticement (28-311)~~
- 003.12E ~~003.12F~~ Child/Vulnerable Adult Contact with Methamphetamine (28-457);
- 003.12F ~~003.12G~~ Contributing to the Delinquency of a Child (28-709);
- 003.12G ~~003.12H~~ Debauching a Minor (28-805);
- 003.12H ~~003.12I~~ Domestic Assault (28-323);
- 003.12I ~~Failure to Report Child Abuse/Neglect (28-717);~~
- 003.12J False Imprisonment (28-315);
- 003.12K Hazing (28-311.06);
- 003.12L Indecency with an Animal (28-1010);
- 003.12M Intimidation by Phone Call (28-1310);
- ~~003.12N Keeping a Place of Prostitution (28-804)~~
- 003.12N ~~003.12O~~ Obscene Literature Distribution (28-813);
- 003.12O ~~003.12P~~ Obscene Motion Picture Show, Admitting Minor (28-809);
- ~~003.12Q Pandering (28-802)~~
- 003.12P ~~003.12R~~ Prostitution (28-801);
- 003.12Q ~~003.12S~~ Public Indecency (28-806);
- 003.12R ~~003.12T~~ Resisting Arrest (28-904), when the conviction involves use or threat of physical force or violence against a police officer;
- 003.12S ~~003.12U~~ Sale of Obscene Material to Minor (28-808);
- 003.12T ~~003.12V~~ Sexual Assault (third degree) (28-320);
- 003.12U ~~003.12W~~ Sexually Explicit Conduct (28-813.01);
- 003.12V ~~003.12X~~ Solicitation of Prostitution (28-801.01);
- 003.12W ~~003.12Y~~ Stalking (28-311.03);
- 003.12X ~~003.12Z~~ Unlawful Intrusion (28-311.08);
- 003.12Y ~~003.12AA~~ Violating a Harassment Protection Order (28-311.09);
- 003.12Z ~~003.12BB~~ Violating a Protection Order (42-924); and
- 003.12AA ~~003.12CC~~ Violence on a Service Animal (28-1009.01).

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

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

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

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

003.16 Expiration Dates. The expiration date on a valid certificate or permit that was issued by the Department prior to January 1, 1964, is subject to the provisions of Neb. Rev. Stat. § 79-815 the effective date of this chapter remains in effect, unless otherwise suspended or revoked as provided by law, or converted as provided in Section 003.08 of this chapter.

004 Administrative Certificates and Permits

004.01 Administrative Certificates and Permits, Types, General Requirements. The Department may issue Standard or Professional Administrative certificates, and Alternative Program or Nebraska Entry Administrative permits a Provisional Administrative permit. Each applicant for any such Administrative certificate or permit may, depending on the type of certificate or permit, be required to:

004.01A Complete the application, ~~found in Appendix A,~~ and meet the requirements of lawful presence in the United States as set forth in Neb. Rev. Stat. §§ Sections 4-108 through 4-114 4-112 R.R.S. including completion of the *United States Citizenship Attestation Form*, found in Appendix C of this chapter;

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

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

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

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

004.01F Be of good moral character;

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

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

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

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

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

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

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

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

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

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

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

004.03C Within five (5) years prior to the date of application;

004.03C1 ~~Have~~ have received six (6) semester hours of graduate credit for coursework recognized in 92 NAC 24 as meeting all or part of the requirements for an Administrative endorsement; however, if the applicant has never held a regular Administrative certificate in any state and applies more than five (5) years after completion of an approved program, then the applicant meets this requirement with fifteen (15) semester hours of graduate credit as described in this chapter; or

~~004.03C2~~ ~~004.03D~~ ~~Have~~ Within five (5) years prior to the date of application, ~~have~~ administered half-time or more for two (2) consecutive school years in the same accredited, approved, or otherwise legally operated school or educational service unit in another state wherein the applicant qualified for or held a Standard Administrative certificate or its equivalent.

004.04 Professional Administrative Certificate. ~~A~~ The Professional Administrative certificate is valid for teaching and administration in all Nebraska school systems, except that such certificate is valid for the position of superintendent of schools only if so endorsed. If so requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. ~~Each~~ The

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Professional Administrative certificate expires August 31 in the tenth year following the year of issuance or renewal.

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

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

004.05B Hold a Master's Degree;

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

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

004.05E Complete:

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

004.05E2 ~~An~~ an Educational Specialist or doctorate program; or

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

004.05F Within five (5) years prior to the date of application;~~;~~

004.05F1 ~~Have~~ have received six (6) semester hours of graduate credit for coursework recognized in 92 NAC 24 as meeting all or part of the requirements for an Administrative endorsement; or

004.05F2 ~~004.05G~~ ~~Have~~ ~~Within five (5) years prior to the date of application,~~ have for two (2) consecutive school years:

004.05F2a ~~004.05G1~~ ~~Administered~~ administered half time or more in the same accredited, approved, or otherwise legally operated school system or educational service unit; ~~or~~

004.05F2b ~~004.05G2~~ ~~Been~~ been employed as a faculty member in the educator preparation program of a standard institution of higher education as ~~defined~~ stated in Section ~~002 of this chapter~~ ~~002.16~~ with employment verified by a written statement from the administrator of the teacher education preparation program; or

004.05F2c ~~004.05G3~~ ~~Been~~ been employed in the Department.

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

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

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

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004.06C Within five (5) years prior to the date of application:

004.06C1 ~~Have~~ have administered half-time or more for one (1) school year:

004.06C1a ~~004.06C1-In in~~ a Nebraska school system;

004.06C1b ~~004.06C2-In in~~ a pre-kindergarten early childhood program which is required by law to employ certificated teachers;

004.06C1c ~~004.06C3-In in~~ an accredited, approved, or otherwise legally operated school in another state; or

004.06C1d ~~004.06C4-In in~~ a U.S. Department of Defense school system; ~~or~~

004.06C2 ~~004.06D-Within five (5) years prior to the date of application,~~ have been employed as a faculty member in the educator preparation program of a standard institution of higher education as ~~defined~~ stated in Section 002 of this chapter ~~002.16~~ with employment verified by a written statement from the administrator of the teacher education preparation program; ~~or~~

004.06C3 ~~004.06E-Within five (5) years prior to the date of application,~~ have been employed in the Department; or

004.06C4 ~~004.06F-Within five (5) years prior to the date of application,~~ have received six (6) semester hours of graduate credit in areas related to Educational Administration or Educational Leadership from a standard institution of higher education taken after the completion of the baccalaureate degree.

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

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

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

004.07C Either:

004.07C1 Hold a current Administrative certificate from another state and have administered one (1) year within the past five (5) years; or

004.07C2 ~~004.07D~~ Within five (5) years prior to the date of application, received fifteen (15) semester hours of graduate coursework in areas related to Educational Administration or Educational Leadership.

004.08 Alternative Program Provisional Administrative Permit. ~~An Alternative Program The Provisional Administrative permit is valid for teaching and administration in all Nebraska school systems, except that such certificate is valid for the position of superintendent of schools only if so endorsed. If requested by the applicant at the time of application, such certificate is valid only in Nebraska nonpublic school systems. Each Alternative Program administration only in the Nebraska school system~~

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~~requesting the issuance of such permit and only in the area of administrative endorsement for which qualifications are described in 92-NAC-24. The Provisional~~ Administrative permit expires August 31 in the second year following the year of issuance. ~~An Alternative Program The Provisional~~ Administrative permit may not be renewed.

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

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

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

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

004.09D Fulfill the requirements of one of the following pathways:

004.09D1 For pathway one, the applicant must have:

~~004.09D1a004.09C~~ Completed at least fifty (50) percent of the credit hours required for Completion of an approved program for the endorsement of curriculum supervisor or principal, or seventy five (75) percent of an approved program for an endorsement as superintendent sought by the applicant; or

004.09D2 For pathway two, the applicant must have:

004.09D2a Completed an approved program at a standard institution of higher education; and

004.09D2b Held a regular administrative certificate that has not been expired more than five (5) years; and

004.09D2c Prior to the expiration of the Alternative permit, submit an official transcript showing the completion of six (6) semester hours of graduate coursework in the areas of Educational Administration or Educational Leadership from a standard institution of higher education taken after the completion of the baccalaureate as outlined in subsection 004.06C4; or

004.09D3 For pathway three, the applicant must have:

004.09D3a Completed an approved program at a standard institution of higher education; and

004.09D3b Held a regular administrative certificate that has been expired more than five (5) years; and

004.09D3c Prior to the expiration of the Alternative permit, submit an official transcript

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showing the completion of fifteen (15) semester hours of graduate coursework in the areas of Educational Administration or Educational Leadership from a standard institution of higher education taken after the completion of the baccalaureate as outlined in subsection 004.07C2.

004.10 Nebraska Entry Administrative Permits. A Nebraska Entry Administrative Permit is valid for administration in the school system, public or private, that requests the issuance of the permit. Each Nebraska Entry Administrative Permit expires on August 31 in the third year following the year of issuance and may not be renewed. No individual may hold a Nebraska Entry Administrative Permit for a cumulative total of more than three school years. A Nebraska Entry Administrative Permit may be transferred to a different school system pursuant to Sections 004.13 and 004.14 of this chapter.

004.11 Nebraska Entry administrative Permit Requirements. Each applicant for a Nebraska Entry Administrative Permit must:

004.11A Fulfill the requirements in subsections 004.01A through 004.01H and 004.01L of this chapter;

004.11B Have received a Master's degree in Educational Administration or Educational Leadership, or received a subject matter Master's degree with completion of additional coursework in an approve program in the area(s) of endorsement sought by the applicant;

004.11C Hold a valid certificate or permit to administer that:

004.11C1 Is currently in force in another state; and

004.11C2 Has been held by the applicant for at least one (1) year;

004.11D Not have any pending investigations or complaints against any certificate or permit to teach or administer held by the applicant;

004.11E Submit a statement signed by a certification officer, or the equivalent in another state, as evidence of completion of the academic requirements for issuance of the applicant's certificate or permit to administer in another state. A recommended form (Institutional Verification) is available on the Educator Certification website; and

004.11F Submit a written request for the issuance of a Nebraska Entry Administrative Permit to the applicant from the superintendent of schools or the governing body of the school system in which the applicant intends to administer.

004.12 Nebraska Entry Administrative Permit Holder Requirements to Qualify for a Regular Certificate. To qualify for a regular (Standard, or Professional) administrative certificate at the expiration of a Nebraska Entry Administrative Permit, a permit holder must:

004.12A Fulfill the requirements in subsections 004.01A through 004.01G of this chapter;

004.12B If the permit holder had two or more years of verified administrative experience prior to the issuance of the Nebraska Entry Administrative Permit, submit evidence of:

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004.12B1 The verified administrative experience that occurred prior to the issuance of the permit; and

004.12B2 Either:

004.12B2a Half-time or more employment as an administrator for three (3) consecutive years while holding a Nebraska Entry Administrative Permit in the school system that requested the issuance of the permit; or

004.12B2a Completion of fifteen (15) semester hours of graduate level coursework in the areas related to Educational Administration or Educational Leadership while holding the Nebraska Entry Administrative Permit;

004.12C If the permit holder did not have two or more years of verified administrative experience prior to the issuance of the Nebraska Entry Administrative Permit, submit evidence of:

004.12C1 Fulfillment of the requirements in subsection 004.01L of this chapter; and

004.12C2 Completion of fifteen (15) semester hours of graduate level coursework in the areas related to Educational Administration or Educational Leadership while holding the Nebraska Entry Administrative Permit.

004.13 Nebraska Entry Administrative Permit Holder Transfer to Another School System. A Nebraska Entry Administrative Permit holder may apply to transfer the permit to another school system. The transfer of a Nebraska Entry Administrative Permit does not change the permit's expiration date or any requirements for a permit holder to subsequently qualify for a standard certificate.

004.14 Nebraska Entry Administrative Permit Holder Transfer to Another School System Requirements. Each Nebraska Entry Administrative Permit holder applying to transfer the permit to another school system must:

004.14A Fulfill the requirements in subsections 004.01A through 004.01G of this chapter;

004.14B Submit a statement of assurance signed by the permit holder that the permit holder will not abrogate any contract with the original school system if the transfer of the permit is granted; and

004.14C Submit a written request for the transfer of the applicant's Nebraska Entry Administrative Permit from the superintendent of schools or the governing body of the school system to which the permit would be transferred and in which the applicant intends to administer.

005 Teaching Certificates and Permits

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

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005.01A Complete the application, ~~found in Appendix A,~~ and meet the requirements of lawful presence in the United States as set forth in ~~Neb. Rev. Stat. §§ Sections 4-108 through 4-114 4-112 R.R.S.~~ including completion of the *United States Citizenship Attestation Form* if necessary, found in Appendix C of this chapter;

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

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

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

005.01E Be of good moral character;

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

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

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

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

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

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

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

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

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

005.03B Have received a baccalaureate degree;

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

005.03D Either:

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005.03D1 Within five (5) years prior to the date of application, have:

005.03D1a ~~005.03D1~~ Taught for one (1) school year in an accredited, approved, or otherwise legally operated school or service provider in any state; ~~or~~

005.03D1b ~~005.03D2~~ Received six (6) semester hours of college credit in education-related coursework; or

005.03D1c ~~005.03D3~~ Received fifteen (15) semester hours of college credit as set forth in subsection 005.10C3 ~~Section 005.10D~~ of this chapter if the applicant, more than five (5) years after completion of an approved program, has never held a regular teaching certificate and verified employment in another state; or

005.03D2 ~~005.03E~~ Be a person participating in an approved teacher exchange program.

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

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

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

005.04C Either:

005.04C1 Have taught or held a position requiring a certificate half time or more for one (1) school year in an accredited, approved, or otherwise legally operated school or service provider during the past five (5) years; or as a faculty member in a postsecondary educational entity; or

005.04C2 ~~005.04D~~ Within five (5) years prior to the date of application, have received six (6) semester hours of credit from a standard institution of higher education in education-related coursework.

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

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

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

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

005.06C Within five (5) years prior to the date of application, have:-

005.06C1 Taught ~~have taught~~ half-time or more for two (2) consecutive school years while

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holding a regular certificate:

~~005.06C1a 005.06C1~~ In a Nebraska school system or service provider;

~~005.06C1b 005.06C2~~ In an accredited, approved, or otherwise legally operated school or service provider in another state;

~~005.06C1c 005.06C3~~ In a U.S. Department of Defense school system;

~~005.06C1d 005.06C4~~ As a faculty member in a postsecondary educational entity;

~~005.06C1e 005.06C5~~ In a pre-kindergarten early childhood program which is required by law to employ certificated teachers or which requires its teachers to hold a certificate; or

~~005.06C1f 005.06C6~~ As a Nebraska certified teacher providing distance learning or dual enrollment instruction to students in a Nebraska school system as defined in Neb. Rev. Stat. § 79-1201.01, pursuant to Section 79-1201 (1) and (2) R.R.S.; or

~~005.06C2 005.06D-Taught Within five (5) years prior to the date of application, have taught~~ half-time or more for two (2) consecutive school years in a nonpublic school in a state that does not require certification of nonpublic school teachers; or

~~005.06C3 005.06E Been Within five (5) years prior to the date of application, have been~~ employed by the Department.

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

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

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

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

005.08C Either:

~~005.08C1~~ Within ten (10) years prior to the date of application, have received a Master's degree from an approved standard institution of higher education in Curriculum and Instruction, Educational Technology, Special Education, or in the applicant's content area; ~~or~~

~~005.08C2 005.08D~~ Hold current credentials from a credentialing organization approved by the Department pursuant to 92 NAC 22; or

~~005.08C3 005.08E~~ Have received a six (6) year specialist's certificate or a doctorate degree from

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a standard institution of higher education in an area related to the applicant's content area completed at the Master's degree level.

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

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

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

005.09C Within five (5) years prior to the date of application, have:

005.09C1 ~~Been~~ been employed to teach or administer half-time or more for one (1) school year:

005.09C1a ~~005.09C1~~ In a Nebraska school system or service provider;

005.09C1b ~~005.09C2~~ In an accredited, approved, or otherwise legally operated school or service provider in another state;

005.09C1c ~~005.09C3~~ In a nonpublic school in a state that does not require certification of nonpublic school teachers;

005.09C1d ~~005.09C4~~ In a U.S. Department of Defense school system;

005.09C1e ~~005.09C5~~ As a faculty member in the educator preparation program of a standard institution of higher education with employment verified by a written statement from the administrator of the teacher preparation program;

005.09C1f ~~005.09C6~~ In a pre-kindergarten early childhood program which is by law required to employ certificated teachers or which requires its teachers to hold a certificate; ~~or~~

005.09C1g ~~005.09C7~~ As a Nebraska certified teacher providing distance learning or dual enrollment instruction to students in a Nebraska school system as defined in Neb. Rev. Stat. § 79-1201.01, pursuant to Section 79-1201 (1) and (2) R.R.S.; or

005.09C1h As a Nebraska certified teacher employed by a service provider;

005.09C2 ~~005.09D~~ Been ~~Within five (5) years prior to the date of application, have been~~ employed or contracted by the Department; or

005.09C3 ~~005.09E~~ Received ~~Within five (5) years prior to the date of application, have received~~ six (6) semester hours of credit in education-related coursework from a standard institution of higher education.

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

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

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

005.10C Either:

005.10C1 Hold a current regular ~~Teaching~~ certificate from another state and have taught for one (1) year out of the past five (5) years; ~~in an accredited, approved or otherwise legally operated school in another state; or~~

005.10C1a In an accredited, approved, or otherwise legally operated school or service provider in another state;

005.10C1b In a U.S. Department of Defense school system; or

005.10C1c In a prekindergarten early childhood program which is, by law, required to employ certificated teachers or which requires its teachers to hold a certificate;

005.10C2 Within five (5) years prior to the date of application, have been employed to teach or administer half-time or more for one (1) school year as a faculty member in the educator preparation program of a standard institution of higher education with employment verified by a written statement from the administrator of the teacher preparation program; or

005.10C3 ~~005.10D~~ Within the five (5) years prior to the date of application, have received fifteen (15) semester hours of education-related coursework taken after completion of the baccalaureate degree which includes (a) a course in instructional techniques; (b) a field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which shall consist of performing instructional duties; (c) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law; and (d) the remaining course work be directly related to the applicant's content area on the expired certificate.

005.11 Alternative Program Teaching Permit. ~~An~~ ~~The~~ Alternative Program teaching permit is issued to applicants who do not meet all requirements for a regular certificate and is valid for teaching in all Nebraska school systems, except that if requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. Each only in the Nebraska school system requesting the issuance of such permit. ~~The~~ Alternative Program teaching permit expires August 31 in the second year following the year of issuance. ~~The Alternative Program teaching permit may not be renewed.~~

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

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

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

005.12C Have received a baccalaureate degree;

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

005.12E Fulfill the requirements of one of the following pathways:

005.12E1 For pathway one, the applicant must have:

005.12E1a ~~005.12E~~ Completed ~~Have completed~~ at least one half ~~one-half~~ of the pre student ~~pre-student~~ teaching requirements, including a course in teaching methods, of an approved program; and

005.12E1b ~~005.12E1~~ Fulfilled ~~Have fulfilled~~ at least three fourths ~~three-fourths~~ of the requirements for at least one subject or field endorsement pursuant to 92 NAC 24; ~~or~~

005.12E2 For pathway two, the applicant must have:

005.12E2a ~~005.12F~~ Completed ~~Have completed~~ a state approved alternative program for teaching, which includes some education related coursework;

005.12E2b ~~005.12F1~~ Hold a current regular teaching certificate in another state; and

005.12E2c ~~005.12F2~~ Submit evidence of employment of at least one year of teaching experience in the last five years in an approved, accredited or otherwise legally operated school in another state. A recommended form (*Verification of Employment Experience*) is available on the Educator ~~Teacher~~ Certification website;:-

005.12E3 For pathway three, the applicant must have:

005.12E3a Completed a teacher education program at a standard institution of higher education; and

005.12E3b Currently possess a certificate to teach in good standing from another state;

005.12E4 For pathway four, the applicant must have:

005.12E4a Earned and been awarded a baccalaureate degree, graduate degree, or professional degree from a college or university accredited by an accrediting organization recognized by the U. S. Department of Education; and

005.12E4b Passed any appropriate subject area examination as designated by the Board;

005.12E5 For pathway five, the applicant must have:

005.12E5a A baccalaureate degree which includes at least three fourths of the course requirements for preparation in the endorsement area, pursuant to 92 NAC 24, that addresses the teacher position to be filled by the applicant; and

005.12E5b Submitted a written plan from the school system for mentoring and supervision of the applicant;

005.12E5c Completed a pre-teaching seminar offered by an educational service unit or standard institution of higher education that includes information and skill development in the areas of diversity, classroom management, curriculum planning, and instructional strategies; and

005.12E5d Submitted a written agreement with an educator preparation program from a Nebraska standard institution of higher education to complete the program for an Initial teaching certificate which includes a commitment by the standard institution of higher education to provide at least one (1) supervisory visit each semester to the school system and classroom of the applicant; or

005.12E6 For pathway six, the applicant must have:

005.12E6a Completed an approved program at a standard institution of higher education; and

005.12E6b Held a regular teaching or administrative certificate that has not been expired for more than five (5) years; and

005.12E6c Prior to the expiration of the Alternative permit, submit an official transcript showing the completion of six (6) semester hours of education-related coursework from a standard institution of higher education taken after the completion of the baccalaureate as outlined in subsection 005.09C3; or

005.12E7 For pathway seven, the applicant must have:

005.12E7a Completed an approved program at a standard institution of higher education; and

005.12E7b Held a regular teaching or administrative certificate that has been expired for more than five (5) years; and

005.12E7c Prior to the expiration of the Alternative permit, submit an official transcript showing the completion of fifteen (15) semester hours of education-related coursework from a standard institution of higher education taken after the completion of the baccalaureate as outlined in subsection 005.10C3.

005.13 Alternative Program Teacher Permit Renewal Requirements. Each applicant for renewal of an Alternative Program teacher permit must:

005.13A Fulfill the requirements in Section 005.12 of this chapter;

005.13B Submit a transcript documenting completion of at least fifteen (15) semester hours towards completion of a program outlined in subsection 005.12D of this chapter for the current Alternative Program teacher permit; and

005.13C Submit evidence of human relations training as required in section 005.01H of this chapter.

005.13 Provisional Teaching Permit. The Provisional teaching permit may be issued to applicants who

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

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

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

~~005.14B Have received a baccalaureate degree;~~

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

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

~~005.14 005.15 Career Education Teaching Permit. ~~A~~ The Career Education teaching permit may ~~be issued~~ ~~be issued~~ to ~~an applicant~~ ~~applicants~~ who ~~does~~ ~~do~~ not meet the Nebraska requirements for a regular certificate and shall be valid ~~only~~ in the Nebraska school system requesting the issuance of such permit and only in the career education endorsement areas described in 92 NAC 24. ~~Each~~ ~~The~~ Career Education teaching permit expires August 31 in the third year following the year of issuance.~~

~~005.15 005.16 Career Education Teaching Permit Requirements. Each applicant for a Career Education teaching permit must:~~

~~005.15A 005.16A Fulfill the requirements in subsections 005.01A through 005.01H and 005.01J 005.01K of this chapter; and,~~

~~005.15B 005.16B Submit verification from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach. The recommended form (*Career Education Permit Verification*) is available on the Educator ~~Teacher~~ Certification website.~~

~~005.16 005.17 Career Education Teaching Permit Renewal Requirements. Each applicant for renewal of a Career Education teaching permit must:~~

~~005.16A 005.17A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;~~

~~005.16B 005.17B Submit verification for the renewal of such permit from the Superintendent of Schools or the governing body of the school system in which the applicant intends to teach. A recommended form (*Career Education Permit Verification*) is available on the Educator ~~Teacher~~ Certification website; and~~

~~005.16C 005.17C Hold or have held a Nebraska Career Education teaching certificate or permit.~~

~~005.17 005.18 Postsecondary Teaching Permit. ~~A~~ ~~The~~ Postsecondary teaching permit is valid only for teaching courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such~~

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courses and only in the applicant's postsecondary subject area. ~~Each~~ The Postsecondary teaching permit expires August 31 in the third year following the year of issuance.

005.18 ~~005.19~~ Postsecondary Teaching Permit Requirements. Each applicant for a Postsecondary teaching permit must:

005.18A ~~005.19A~~ Fulfill the requirements in subsections 005.01A through 005.01H of this chapter; and

005.18B ~~005.19B~~ Be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses as documented by the Nebraska postsecondary educational entity. A recommended form (Employment Verification for a Postsecondary Permit-~~Verification~~) is available on the Educator-~~Teacher~~ Certification website.

005.19 ~~005.20~~ Postsecondary Teaching Permit Renewal Requirements. Each applicant for renewal of a Postsecondary teaching permit must:

005.19A ~~005.20A~~ Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.19B ~~005.20B~~ Hold or have held a Postsecondary teaching permit;

005.19C ~~005.20C~~ Continue to be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses as documented by the Nebraska postsecondary educational entity. A recommended form (Employment Verification for a Postsecondary Permit-~~Employment Verification~~) is available on the Educator-~~Teacher~~ Certification website; and

005.19D ~~005.20C1~~ Within three (3) years prior to the date of application, have:

005.19D1 ~~Taught~~ ~~taught~~ one (1) or more courses that generate college credit and have been approved for high school credit in Nebraska school systems requesting the delivery of such; or

005.19D2 ~~005.20C2~~ ~~Received~~ ~~Within three (3) years prior to the date of application, have~~ ~~received~~ three (3) semester hours of graduate credit in the applicant's postsecondary content area.

005.20 ~~005.21~~ State Substitute Teaching Permit. ~~A~~ ~~The~~ State Substitute teaching permit is valid for teaching in all teaching endorsement areas in all Nebraska school systems. ~~A~~ ~~The~~ State Substitute permit holder may be employed to teach by a school system only on a non-contractual basis. If requested by the applicant at the time of application, such permit is valid only in Nebraska nonpublic school systems. ~~Each~~ ~~The~~ State Substitute teaching permit expires August 31 in the fifth year following the year of issuance.

005.21 ~~005.22~~ State Substitute Teaching Permit Requirements. Each applicant for a State Substitute teaching permit must:

005.21A ~~005.22A~~ Fulfill the requirements in subsections 005.01A through 005.01H of this chapter; and

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~~005.21B~~ ~~005.22B~~ Have held a Nebraska regular teaching certificate or a comparable and equivalent certificate in another state that has expired, or qualify for or hold a comparable and equivalent certificate.

005.22 ~~005.23~~ State Substitute Teaching Permit Renewal Requirements. Each applicant for renewal of a State Substitute teaching permit must:

~~005.22A~~ ~~005.23A~~ Fulfill the requirements in subsections 005.01A through 005.01F of this chapter; and

~~005.22B~~ ~~005.23B~~ Within five (5) years prior to the date of application, have taught in one (1) or more school systems for at least fifty (50) full-time days; or

~~005.22C~~ ~~005.23C~~ Within five (5) years prior to the date of application, have received three (3) semester hours of education related coursework.

005.23 ~~005.24~~ Local Substitute Teaching Permit. The Local Substitute teaching permit is valid for substitute teaching in all Nebraska school systems. ninety (90) full-time days per school year only in the Nebraska school system or Local Substitute Teacher Consortium requesting the issuance of such permit. The permit holder may substitute teach no more than ninety (90) full-time days in the same school system ~~regardless of the number of Local Substitute permits held.~~ Additional days may be authorized by the Commissioner upon written request from the Nebraska school system that demonstrates a need for additional days. The permit expires August 31 in the fifth ~~third~~ year following the year of issuance of the permit.

005.24 ~~005.25~~ Local Substitute Teaching Permit Requirements. Each applicant for a Local Substitute teaching permit must:

~~005.24A~~ ~~005.25A~~ Fulfill the requirements in subsections 005.01A through 005.01H of this chapter; and

~~005.24B~~ ~~005.25B~~ Have at least sixty (60) semester hours of college credit with credit in education-related coursework. ~~;~~ and

~~005.24C~~ ~~005.25C~~ ~~Submit a written request for the issuance of such permit from the superintendent or the governing body of the school system or Local Substitute Teacher Consortium in which the applicant intends to substitute teach.~~

005.25 ~~005.26~~ Local Substitute Teaching Permit Renewal Requirements. The Local Substitute teaching permit can be renewed upon meeting the requirements in Section 005.24 ~~005.25~~ of this chapter.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

005.26 Nebraska Entry Teaching Permit. A Nebraska Entry Teaching Permit is valid for teaching in the school system, public or private, that requests the issuance of the permit. Each Nebraska Entry Teaching Permit expires on August 31 in the third year following the year of issuance and may not be renewed. No individual may hold a Nebraska Entry Teaching Permit for a cumulative total of more than three school years. A Nebraska Entry Teaching Permit may be transferred to a different school system pursuant to Sections 005.29 and 005.30 of this chapter.

005.27 Nebraska Entry Teaching Permit Requirements. Each applicant for a Nebraska Entry Teaching Permit must:

005.27A Fulfill the requirements in subsections 005.01A through 005.01G and 005.01J of this chapter;

005.27B Have received a baccalaureate degree;

005.27C Hold a valid certificate or permit to teach or administer that:

005.27C1 Is currently in force in another state; and

005.27C2 Has been held by the applicant for at least one (1) year;

005.27D Not have any pending investigations or complaints against any certificate or permit to teach or administer held by the applicant;

005.27E Submit a statement signed by a certification officer, or the equivalent in another state, as evidence of completion of the academic requirements for issuance of the applicant's certificate or permit to teach in another state. A recommended form (Institutional Verification) is available on the Educator Certification website; and

005.27F Submit a written request for the issuance of a Nebraska Entry Teaching Permit to the applicant from the superintendent of schools or the governing body of the school system in which the applicant intends to teach.

005.28 Nebraska Entry Teaching Permit Holder Requirements to Qualify for a Regular Certificate. To qualify for a regular (Initial, Standard, or Professional) teaching certificate at the expiration of a Nebraska Entry Teaching Permit, a permit holder must:

005.28A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.28B If the permit holder had two or more years of verified teaching experience prior to the issuance of the Nebraska Entry Teaching Permit, submit evidence of:

005.28B1 The verified teaching experience that occurred prior to the issuance of the permit; and

005.28B2 Either:

005.28B2a Half-time or more employment as a teacher for three (3) consecutive years while holding a Nebraska Entry Teaching Permit in the school system that requested the issuance of the permit; or

005.28B2b While holding the permit, completion of fifteen (15) semester hours of education-related coursework taken after the completion of the baccalaureate degree that includes (i) a course in instructional techniques; (ii) a field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which must consist of performing instructional duties; and (iii) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law, with the remaining coursework directly related to the applicant's content area on the permit;

005.28C If the permit holder did not have two or more years of verified teaching experience prior to the issuance of the Nebraska Entry Teaching Permit, submit evidence of:

005.28C1 Fulfillment of the requirements in subsection 005.01J of this chapter; and

005.28C While holding the permit, completion of fifteen (15) semester hours of education-related coursework taken after the completion of the baccalaureate degree that includes (i) a course in instructional techniques; (ii) a field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting, fifty (50) percent of which must consist of performing instructional duties; and (iii) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law, with the remaining coursework directly related to the applicant's content area on the permit.

005.29 Nebraska Entry Teaching Permit Holder Transfer to Another School System. A Nebraska Entry Teaching Permit holder may apply to transfer the permit to another school system. The transfer of a Nebraska Entry Teaching Permit does not change the permit's expiration date or any requirements for a permit holder to subsequently qualify for a regular certificate.

005.30 Nebraska Entry Teaching Permit Holder Transfer to Another School System Requirements. Each Nebraska Entry Teaching Permit holder applying to transfer the permit to another school system must:

005.30A Fulfill the requirements in subsections 005.01A through 005.01F of this chapter;

005.30B Submit a statement of assurance signed by the permit holder that the permit holder will not abrogate any contract with the original school system if the transfer of the permit is granted; and

005.30C Submit a written request for the transfer of the applicant's Nebraska Entry Permit from the superintendent of schools or the governing body of the school system to which the permit would be transferred and in which the applicant intends to teach.

## 006 Temporary Certificates

006.01 Temporary Teaching, Special Services, or Administrative Certificates Validity Restrictions. The Department may issue a Temporary certificate to allow the applicant time to complete the Human

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Relations requirement. This certificate is valid in all Nebraska school systems. The Temporary certificate expires one-hundred eighty (180) days after the date of issuance. The Temporary certificate is not renewable.

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

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

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

007 Special Services Certificates and Permits

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

007.01A Complete the application, ~~found in Appendix A,~~ and meet the requirements of lawful presence in the United States as set forth in ~~Neb. Rev. Stat. §§ Sections~~ 4-108 through ~~4-114 4-112 R.R.S.~~ including completion of the *United States Citizenship Attestation Form* if necessary, found in Appendix C ~~of this chapter;~~

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

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

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

007.01E Be of good moral character;

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

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

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

007.02 Standard Special Services Certificate. ~~A~~ The Standard Special Services certificate is valid for

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

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

007.03A Fulfill the requirements in Section 007.01 ~~of this chapter~~; and

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

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

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

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

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

007.06A Fulfill the requirements in Section 007.01 ~~of this chapter~~; and

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

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

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

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

007.07C ~~Either:~~

007.07C1 ~~007.07C~~ Within five (5) years prior to the date of application ~~for renewal~~, have been employed as a coach for ~~at least~~ one (1) year ~~in the past five (5) years~~ in a Nebraska school system while holding a Standard Special Services certificate with a Coaching endorsement or a Special Services permit; or

007.07C2 ~~007.07D~~ Within two (2) years prior to the application for renewal, have completed coursework in first aid, health and safety for coaches, and fundamentals of coaching as set forth in the Special Services Coaching endorsement in 92 NAC 24.

007.08 Provisional Special Services Permit. ~~A~~ ~~The~~ Provisional Special Services permit is valid for

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

008 Conditional Permits

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

008.02 Conditional Permit Issuance Requirements. A conditional permit may be issued while the application ~~for a certificate or permit~~ is being processed by the Department if the Nebraska school

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system requests, and the Commissioner determines that the documents and information submitted by the applicant would allow for the issuance of a certificate or permit sought by the applicant pending receipt of any additional documentation.

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

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

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

008.04 Voiding of Conditional Permits. The applicant's conditional permit is void upon the issuance of a certificate or permit to the applicant or upon a final determination that the applicant does not meet the requirements for issuance of a certificate or permit. For purposes of this chapter, a determination is final upon expiration of the time for which the applicant may appeal a denial as provided in Section 010 009 of this chapter or upon issuance of a final order by the Board regarding an appeal by an applicant.

009 Military Permit

009.01 Military Permit. A Military Permit is valid for either teaching, administering, or providing special services in all Nebraska school systems, except if requested by the applicant at the time of application, such permit will be valid only for Nebraska nonpublic school systems. Each Military Permit expires August 31 of the third year following the year of issuance.

009.02 Military Permit Requirements. Each applicant for a Military Permit must:

009.02A Hold a valid certificate or permit currently in force in another state to teach, administer, or provide special services;

009.02B Have held such certificate or permit for at least one year;

009.02C Be in good standing in all states where a certificate or permit to teach, administer, or provide special services is held;

009.02D Not have any pending investigations or complaints against any such certificate or permit;

009.02E Pay any applicable fees;

009.02F Submit a complete, legible set of the applicant's fingerprints to the Department for processing a criminal history record check if the applicant is seeking the first issuance of a Nebraska certificate or permit and has not been a resident of Nebraska for at least five (5) continuous years immediately preceding the date of application;

009.02G Submit evidence of current service in the armed forces of the United States, or evidence of having retired from such service within five (5) years of the date of application. If the applicant for a Military Permit is the spouse of active or retired military personnel, the applicant must present

the same evidence pertaining to his or her spouse; and

009.02H Submit a U.S. Department of Defense Dependent Identification and Privilege Card establishing the applicant's status as a spouse of a person who is serving on active duty if the applicant is not a current service member in the armed forces of the United States or retired from such service within five (5) years of the date of application.

009.03 The Department must expedite the processing of any application for a Military Permit submitted by an applicant whose spouse is serving on active duty at the time of such submission.

#### 009 010 Appeals Procedure

010.01 009.01 Notice. The Department notifies in writing an applicant for a certificate, permit, or endorsement if the Department intends to deny an application and provide the reason(s) for the denial.

010.02 009.02 Request for Review. The applicant may request in writing a review by the Commissioner within twenty calendar (20) days after receipt of the written notice provided for in Section 010.01 009.01 of this chapter. Failure of an applicant to request a review by the Commissioner within twenty (20) calendar days after receipt of the notice will shall be a waiver of any further appeal by the applicant and results in a denial of the certificate, permit, or endorsement. After receipt of the request for review, the The Commissioner must:

010.02A 009.02A Notify the applicant that the Department will issue the certificate, permit, or endorsement being sought;

010.02B 009.02B Notify the applicant that the application for a certificate, permit, or endorsement is denied; or

010.02C 009.02C Notify the applicant that the application for a certificate, permit, or endorsement is denied for the reason(s) set forth in the notice and that, as a result of the applicant's failure to request a review pursuant to Section 010.02 009.02 of this chapter, the applicant has waived any further appeal to the Board regarding the current application.

010.03 009.03 Hearings. Within twenty (20) calendar days of receipt of the notice of the Commissioner's denial of the certificate, permit, or endorsement pursuant to subsection 010.02B 009.02B of this chapter, the applicant may appeal the Commissioner's decision pursuant to 92 NAC 61. If the Board finds that the requirements in this or related chapters have been improperly applied to the applicant or in the case of an applicant whom who the Commissioner has rejected due to criminal convictions, that the applicant has good moral character and possesses the moral fitness for teaching, then the Board may direct the Commissioner to issue a certificate or permit to the applicant.

010.04 009.04 Guidelines for Review. In considering whether to deny, not issue, or not renew a certificate or permit of an applicant based upon criminal convictions, the Commissioner and the Board shall take into account the following factors in determining moral character and moral fitness to teach:

010.04A 009.04A The nature of the crime, the facts and circumstances surrounding the applicant's conviction including whether the conduct of the applicant would constitute a crime in Nebraska, the sentence received, and whether the sentence was commuted, set aside, or pardoned;

010.04B 009.04B The applicant's age at the time of the conduct;

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010.04C ~~009.04C~~ The recency of the conduct;

010.04D ~~009.04D~~ The applicant's positive social contributions since the conduct; and

010.04E ~~009.04E~~ The reliability of the information concerning the conduct.

010.05 Applicants who have failed to request a review pursuant to Section 010.02 of this chapter are prohibited from re-applying for any certificate or permit for one year from the date the Commissioner denied the application.

010.06 Applicants who have appealed a denial pursuant to Section 010.03 of this chapter and the denial was affirmed by the State Board are prohibited from re-applying for any certificate or permit for one year from the State Board's order.

**PERSONAL INFORMATION**

Social Security Number\*: \_\_\_\_\_ Birth Date: \_\_\_\_\_  
M M – D D – Y Y Y Y

Name: \_\_\_\_\_  
Last First Middle Former Name(s)

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

Daytime Phone: \_\_\_\_ (\_\_\_\_) \_\_\_\_\_ Home Phone: \_\_\_\_ (\_\_\_\_) \_\_\_\_\_

Email Address: \_\_\_\_\_ Fax Number: \_\_\_\_ (\_\_\_\_) \_\_\_\_\_

Gender:  Male  Female  Undeclared

**FIRST TIME APPLICANT**

(Mark one in each column below)

OR  
↓

- Teaching
- Administrative
- Special Services

- Certificate with no deficiencies
- ~~Alternative Program Provisional Permit (deficiencies)~~
- ~~Nebraska Entry Transitional Permit~~
- ~~State Substitute Permit~~

**RENEWAL**

(Mark one in each column below)

OR  
↓

- Teaching
- Administrative
- Special Services

- Certificate with no deficiencies
- ~~Alternative Program Transitional Permit~~
- ~~State Substitute Permit~~

**OTHER**

(Mark one below)

- ~~Alternative Program Teaching Permit~~
- ~~Local Substitute Permit~~
- Special Services Coaching Permit
- Postsecondary Permit
- Career Education Permit
- Duplicate (no charge)
- Added Endorsement
- Name Change (no charge)

**ACADEMIC RECORD**

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

College/University	Month/Year	Semester Hours Completed	Degree Earned

**ENDORSEMENTS**

Areas completed for a teacher, administrator or special services program: (Example: Math ~~6-12~~)

\_\_\_\_\_

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

Name: \_\_\_\_\_ Social Security Number\*: \_\_\_\_\_

**FINGERPRINTING REQUIREMENT**

**CHECK ONLY ONE**

- A.  I am exempt from the criminal record history check because I now hold, or at some time in the past did hold, a Nebraska educator certificate or permit. (If you checked this box proceed to Personal and Professional Fitness Section.)
- B.  I have not held a Nebraska certificate or permit so I am submitting a record of my residences during the past five years on the Record of Residence Form in the forms section of the Applicant Manual or on a separate sheet of paper signed and dated. I have included the dates of residence (from month/year to month/year) with each address. Since the record demonstrates that I have been a continuous "resident" of Nebraska for five (5) or more years from the filing date of my application form with the Nebraska Department of Education, I am exempt from the criminal record history check.  
**"Resident" shall mean an individual who has established a home where the individual is habitually present and to which having departed therefrom, intends to return.** 92 NAC 21 S002.24 ~~18~~
- C.  I have not lived in Nebraska continuously for the five (5) years immediately prior to filing this application with the Nebraska Department of Education; therefore, I am submitting two (2) complete and legible sets of my fingerprints on two (2) fingerprint cards provided by the Nebraska Department of Education. I am also submitting the fingerprint processing fee in addition to any certification processing fee.

**PERSONAL AND PROFESSIONAL FITNESS**

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

**DECLARATION, AUTHORIZATION AND SIGNATURE**

I declare that the information furnished herein is true, correct, and complete to the best of my knowledge. I hereby grant the permission and authorize the release of any information that would otherwise be confidential to the Nebraska Department of Education to verify all responses contained herein, including but not limited to verification with any mental health facility, hospital or other facility that provides psychiatric or professional mental health services, including records from any commitment by any board of mental health or other agency authorized by law to order mental health commitment, or governmental agency ~~to obtain and review all and records maintained by any criminal justice agency,~~ including a criminal history record information check, regarding any of my criminal charges or convictions, and to contact previous employers for information regarding the term of my employment. I hereby release, discharge, and exonerate the Nebraska Department of Education, its employees, and any person so furnishing information from any and all liability to every nature and kind arising out of the furnishing of such records and information. I understand that any material submitted in connection with this application will become the property of the State of Nebraska, will be considered a public record and will not be returned. I further understand that application status information, including application denial and underlying reason for a denial may be provided to personnel of any school district where I have applied for, being considered for employment or are currently employed by. I understand that inaccurate information submitted in support of an application shall be cause for denial or revocation of such certificate or permit.

\_\_\_\_\_, 20\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Applicant

Name: \_\_\_\_\_ Social Security Number\*: \_\_\_\_\_

**EXPERIENCE AS AN EDUCATION PROFESSIONAL DURING THE PAST FIVE YEARS**

Send copies of ALL out-of-state certificates

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

**NON-REFUNDABLE FEES**

CHECK ONLY ONE

All School Certificate or Permit (valid in public and nonpublic schools)	<input type="checkbox"/> \$755.00	All School Certificate or Permit plus Fingerprint Fee (valid in public and nonpublic schools)	<input type="checkbox"/> \$12590.00
Nonpublic School Certificate or Permit (valid in nonpublic schools ONLY)	<input type="checkbox"/> \$5540.00	Nonpublic School Certificate or Permit plus Fingerprint Fee (valid in nonpublic schools ONLY)	<input type="checkbox"/> \$10575.00
Added Endorsement	<input type="checkbox"/> \$5540.00		
Added Endorsement plus Renewal for All School Certificate	<input type="checkbox"/> \$7555.00		
Added Endorsement plus Renewal for Nonpublic School	<input type="checkbox"/> \$5540.00	Duplicate or Name Change	<input type="checkbox"/> <del>NO CHARGE</del> \$30.00

**NAME CHANGE DOES NOT REQUIRE A FEE**

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

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

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

**DISCLAIMER**

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

**CANDIDATE APPLICATION STATUS**

Applicants can check the status of their application by logging on to their TEACH dashboard at <https://teach.education.ne.gov>. going on-line at [www.education.ne.gov/tcert](http://www.education.ne.gov/tcert) and clicking "Current Application Status." ~~If it no longer appears, click "Current Certificates and HR Training Lookup" on the TC website to see your new certificate.~~

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



## CRIMINAL CHARGES SELF-REPORTING FORM

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

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

**SIGN AT THE BOTTOM OF THIS FORM.**

Please print

Name \_\_\_\_\_ Social Security Number\*: \_\_\_\_\_

Criminal Charge: \_\_\_\_\_

Date of Offense: \_\_\_\_\_

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

Court of Jurisdiction: \_\_\_\_\_

Plea and conditions of probation, if any: \_\_\_\_\_

Details of the incident: \_\_\_\_\_

You may attach any further explanation of the incident.

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

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

Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Website: [www.education.ne.gov/tcert](http://www.education.ne.gov/tcert)  
Email: [nde.tcertweb@nebraska.gov](mailto:nde.tcertweb@nebraska.gov)  
Twitter: @nde\_tcert  
Phone: 402-471-0739 Fax: (402) 742-2359

Teacher Certification  
301 Centennial Mall South  
PO Box 94987  
Lincoln, NE 68509-4987

NDE 20-022 Revised ~~01-2023~~ 10-16



## UNITED STATES CITIZENSHIP ATTESTATION FORM

\_\_\_\_\_  
**Printed Name of Applicant**

\_\_\_\_\_  
**Social Security Number\***

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

I am a citizen of the United States

OR

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

\_\_\_\_\_  
\_\_\_\_\_

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

### DECLARATION, AUTHORIZATION AND SIGNATURE

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

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_\_

\_\_\_\_\_  
**Signature of Applicant**

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



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

~~NDE 20-007-  
Revised 10-16~~

Name: \_\_\_\_\_ Social Security Number\* \_\_\_\_\_

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

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

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

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

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

<del>Department</del>	<del>Course Number</del>	<del>Title of Courses</del>	<del>Semester Hours</del>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Signature of Authorized Certification Officer \_\_\_\_\_ Date \_\_\_\_\_

Institution Name and Address \_\_\_\_\_

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



NDE 20-070  
Revised 01-2023 ~~10-16~~

ALTERNATIVE PROGRAM ~~TEACHING~~ PERMIT

Name \_\_\_\_\_ Social Security Number\* \_\_\_\_\_

Employing District: \_\_\_\_\_ Endorsement Area Requested \_\_\_\_\_

School District Contact: \_\_\_\_\_

**To the ~~NE~~ Certification Officer:** After reviewing the applicant's submitted documents, please recommend coursework that would lead this person to gain a regular Nebraska certificate once that work is completed. Recommendations will be used by the Nebraska Department of Education ~~NDE~~ to format an applicant's deficiency plan. The approved program area is \_\_\_\_\_ and at the \_\_\_\_\_ grade level.

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

Human Relations Training  Basic Skills ~~CORE~~  Special Education Training ~~SPED~~  Content Test

<del>Department</del>	Course Number	Title of Course	Semester Hours
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Total number of Semester Hours listed** \_\_\_\_\_

**Endorsement Recommended:** \_\_\_\_\_

~~Nebraska Authorized~~ Signature of Certification Officer ~~Completing for NDE Consideration~~ \_\_\_\_\_ Date \_\_\_\_\_

Institution Name and Address: \_\_\_\_\_  
\_\_\_\_\_

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



STATE OF NEBRASKA  
**Office of the Attorney General**

2115 STATE CAPITOL BUILDING  
LINCOLN, NE 68509-8920  
(402) 471-2682  
TDD (402) 471-2682  
FAX (402) 471-3297 or (402) 471-4725

**MIKE HILGERS**  
ATTORNEY GENERAL

**LESLIE S. DONLEY**  
ASSISTANT ATTORNEY GENERAL

September 21, 2023

Via email at [brian.maher@nebraska.gov](mailto:brian.maher@nebraska.gov)

Dr. Brian L. Maher  
Commissioner of Education  
P.O. Box 94987  
Lincoln, NE 68509-4987

RE: Title 92, *Nebraska Administrative Code*, Chapter 21  
*“Regulations for the Issuance of Certificates and Permits to Teach, Provide  
Special Services, and Administer in Nebraska Schools”*

Dear Commissioner Maher:

At the request of the State Department of Education (“Department”), we reviewed the above-referenced rule (“Rule 21”) for statutory authority and constitutionality in accordance with § 84-905.01 of the Administrative Procedure Act, Neb. Rev. Stat. §§ 84-901 to 84-920 (2014, Cum. Supp. 2022). For the reasons set forth below, we cannot approve Rule 21 in its current form, and we are returning it to the Department.

The substantive defects identified in Rule 21 include the following:

1. Section 007.02 Conditional Permit Issuance Requirements. Section 79-814.02 states, in part, that

[a]n applicant *subject to a criminal history record information check* shall be issued a conditional permit prior to receipt by the commissioner of criminal history record information of the applicant, which conditional permit shall be valid for up to one year, if the applicant signs a statement that identifies all crimes of which the applicant has been convicted and the commissioner determines the applicant to be of good moral character and meets all other certification requirements. An applicant's conditional permit is void upon a final determination that the applicant does not meet the requirements for issuance of a certificate. . . .

(Emphasis added.) The amended version provides that a conditional permit may also be issued “to allow the applicant time to complete the human relations training requirement.”

See § 007.02. We note that § 79-808(2) authorizes the State Board of Education to “issue a temporary certificate, valid for a period not to exceed two years, to any applicant for certification who has not completed the human relations training requirement.” Since § 79-814.02 establishes a conditional permit, and sets out the basis for issuing such permits, the Department may not supplement that basis by rule. Consequently, the proposed language in § 007.02 noted above must be struck.

2. Section 008 Military Permit. The current Military Teaching Permit [§ 005.30 *et seq.*] was added to Rule 21 in 2018 pursuant to the Department’s general rulemaking authority in § 79-808. These sections authorize the issuance of teaching permits to (1) applicants currently serving in the military, (2) applicants who have retired from military service within five years of the date of application, and (3) spouses of active and retired military personnel.

Section 79-813 was amended in 2021 to provide for the issuance of certificates and permits to “an applicant whose spouse is serving on active duty at the time of such submission . . . .” See *generally* 2021 Neb. Laws LB 389, § 1.<sup>1</sup>

Applicants for a “Military Permit” include the same individuals listed in § 005.30. Under § 008.02A, applicants must “[f]ulfill the requirements as provided in Neb. Rev. Stat. § 79-813.” However, § 79-813 pertains to military spouses whose spouse is on active duty. The Department cannot generally apply the requirements § 79-813 to the other applicants seeking a Military Permit. We would request that the Department add specific language setting out the requirements for the other applicants seeking Military Permits.

In addition, § 79-813(1)(d) provides in part that

[t]he board shall adopt and promulgate rules and regulations to (i) expedite the processing of an application submitted under this subsection by an applicant whose spouse is serving on active duty at the time of such submission . . . .

The Department has proposed no rules or regulations addressing this statutory requirement, and should remedy this omission in its revised rule.

3. Appendices, generally. Provisions describing the Department’s uses of social security numbers requested in forms were deleted in proposed Rule 21. However, these disclosures are required under Section 7b of the federal Privacy Act of 1974. The struck language must be replaced.

---

<sup>1</sup> Section 79-813 was further amended in 2022 to include an applicant who “has been offered employment to teach, administer, or provide special services by an accredited school district in Nebraska or an approved and accredited private, denominational, or parochial school in Nebraska . . . .” 2022 Neb. Laws LB 1218, § 15.

Dr. Brian L. Maher  
September 21, 2023  
Page 3

The correction to Rule 21 will not make the regulation “substantially different” under the factors set forth in Neb. Rev. Stat. § 84-907.05 (2014). Therefore, so long as no other alterations are made to the Rule 21, the Department will not be required to conduct another public hearing on this rule. The State Board of Education will be required to re-adopt the regulation once it has been corrected.

Please contact the undersigned with questions or comments regarding this matter.

Sincerely,

MIKE HILGERS  
Attorney General



Leslie S. Donley  
Assistant Attorney General

c: Brian Halstead  
Ryan Foor

49-3339-30

TO: Brian L. Maher, Commissioner of Education

FROM: Bryce Wilson, Denise Thege

DATE: October 6, 2023

SUBJECT: MONTHLY LIST OF CONTRACTS \$10,000 TO \$50,000

RATIONALE: As stated in the Nebraska State Board of Education Agency Management Policies 2.02 the Commissioner shall provide the Board each month with a list of contracts between \$10,000 and \$50,000.

1. Contractor(s): AVdude LLC  
Contract Amount: \$10,000  
Funding Source: Federal  
Scope of Services: Create audiovisual materials.  
Date of Contract: 9/1/23-8/31/24  
Contact Person: Melody Hobson
2. Contractor(s): FBLA  
Contract Amount: \$14,300  
Funding Source: General  
Scope of Services: Conference assistance.  
Date of Contract: 9/13/23-5/31/24  
Contact Person: Katie Graham
3. Contractor(s): ESU 2  
Contract Amount: \$12,000  
Funding Source: Federal  
Scope of Services: Job Expo  
Date of Contract: 10/2/23-5/17/24  
Contact Person: Lindy Foley
4. Contractor(s): FCCLA  
Contract Amount: \$10,000  
Funding Source: General  
Scope of Services: Conference assistance.  
Date of Contract: 9/13/23-5/31/24  
Contact Person: Katie Graham
5. Contractor(s): Jennifer Burkey  
Contract Amount: \$18,000  
Funding Source: Federal  
Scope of Services: Coaching/training services.  
Date of Contract: 9/15/23-9/14/24  
Contact Person: Melody Hobson
6. Contractor(s): Kimberly Jacobson  
Contract Amount: \$42,000  
Funding Source: Federal  
Scope of Services: Assist with development of suicide prevention.  
Date of Contract: 10/1/23-6/30/24  
Contact Person: Zainab Rida

7. Contractor(s): Harleigh Claussen  
Contract Amount: \$24,000  
Funding Source: Federal  
Scope of Services: Serve as 2023-24 Educators Rising State Officer Coordinator.  
Date of Contract: 9/11/23-8/31/24  
Contact Person: Katie Graham
8. Contractor(s): Partnership for a Healthy Nebraska  
Contract Amount: \$30,875  
Funding Source: Federal  
Scope of Services: Develop Harvest of Month materials.  
Date of Contract: 9/11/23-9/10/24  
Contact Person: Zainab Rida
9. Contractor(s): ESU 4  
Contract Amount: \$49,999  
Funding Source: Federal  
Scope of Services: Send up to 4 students and up to 12 parents/guardians/parental figures to attend the 2023 American Printing House InSights Art Showcase.  
Date of Contract: 10/1/23-10/10/23  
Contact Person: Amy Rhone
10. Contractor(s): Susan Jensen  
Contract Amount: \$13,000  
Funding Source: General  
Scope of Services: Conduct program quality reviews.  
Date of Contract: 10/1/23-9/30/24  
Contact Person: Melody Hobson
11. Contractor(s): NCSA  
Contract Amount: \$25,000  
Funding Source: Federal  
Scope of Services: Collaborate with NDE to executive two conferences; arrange speakers and handle registration.  
Date of Contract: 9/25/23-4/30/24  
Contact Person: Amy Rhone
12. Contractor(s): Amanda Mills  
Contract Amount: \$30,500  
Funding Source: General  
Scope of Services: Training and completion of program quality observations.  
Date of Contract: 10/1/23-9/30/24  
Contact Person: Melody Hobson
13. Contractor(s): Emspace  
Contract Amount: \$49,830  
Funding Source: Federal  
Scope of Services: Social media campaign/web development.  
Date of Contract: 9/20/23-9/19/24  
Contact Person: Zainab Rida

14. Contractor(s): Melanie Willis  
Contract Amount: \$10,000  
Funding Source: Federal  
Scope of Services: Serve as Bullying Specialist.  
Date of Contract: 10/1/23-6/30/24  
Contact Person: Zainab Rida
15. Contractor(s): Gee Whiz Education  
Contract Amount: \$25,000  
Funding Source: General  
Scope of Services: Curriculum subscription for family childcare homes.  
Date of Contract: 10/1/23-9/30/24  
Contact Person: Melody Hobson
16. Contractor(s): Michelle Gall  
Contract Amount: \$15,000  
Funding Source: General  
Scope of Services: Assist with 2017 College & Career Ready Science K-12 standards.  
Date of Contract: 10/5/23-7/31/24  
Contact Person: Allyson DenBeste
17. Contractor(s): Vivayic  
Contract Amount: \$45,840  
Funding Source: Federal  
Scope of Services: Update comprehensive needs assessment process.  
Date of Contract: 10/2/23-5/31/24  
Contact Person: Katie Graham
18. Contractor(s): University of Massachusetts-Boston  
Contract Amount: \$23,139.53  
Funding Source: Federal  
Scope of Services: Facilitate Progressive Employment Community of Practice.  
Date of Contract: 10/1/23-9/30/24  
Contact Person: Lindy Foley



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** September 25, 2023

**TO:** Dr. Brian L. Maher  
Commissioner of Education

**FROM:** Amy Rhone, Administrator – Office of Special Education

**PROPOSED AGENDA ITEM:** 2022 - 2023 Special Education Advisory Council (SEAC) Annual Report.

**AGENDA ITEM TYPE (contract/grant/rule/program/other):** Other

**RATIONALE/BACKGROUND INFORMATION:** Pursuant to the federal, Individuals with Disabilities Education Act (IDEA), the NDE has established the Special Education Advisory Council (SEAC) for the purpose of providing advice and policy guidance with respect to special education and related services for children with disabilities in Nebraska to the State Board of Education. The State Board approves membership on SEAC annually and receives advice and comments from SEAC, as necessary, throughout the year on special education issues. The 2022-23 Annual Report provides information about SEAC, SEAC committees and a summary of Council activities that occurred in the report year.

**PROPOSED BOARD MEETING (MONTH/YEAR):** October 2023

**ESTIMATED COST:** None

### FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: N/A
- New or Renewal:
- If renewal, date of first approval:

### FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

### FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

*\*Updated 08.15.2023*

SPECIAL EDUCATION ADVISORY COUNCIL

# ANNUAL REPORT



2022-2023



Nebraska Department of Education | Office of Special Education  
500 S. 84<sup>th</sup> Street, 2<sup>nd</sup> Floor | Lincoln, NE 68510-2611 | (402) 471-2471

Funded by Nebraska Department of Education (NDE) Part B funds, grant H027A200079. Copies of this report, and additional information regarding SEAC and the NDE Office of Special Education can be obtained at <https://www.education.ne.gov/sped>.



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# DIRECTORY

Commissioner of Education .....Matthew Blomstedt, Ph.D.

## OFFICE OF SPECIAL EDUCATION (SPED)

Administrator .....Amy Rhone

Assistant Administrator .....Kris Elmshaeuser

## SPECIAL EDUCATION ADVISORY EXECUTIVE COMMITTEE (SEAC)

Chair .....Kasey Alexander

Facilitator .....Kris Elmshaeuser

Recorder .....Leslie Galloway

Ex-Officio ..... Terry Houlton

..... Kami Jessop

..... Graciela Sharif

.....Sr. Janelle Buettner

## STATE BOARD MEMBERS

Matthew Blomstedt, Ph.D. ....Commissioner of Education

Patsy Koch Johns .....District 1

Lisa Fricke .....District 2

Patti Gubbels ..... President .....District 3

Jacquelyn Morrison .....District 4

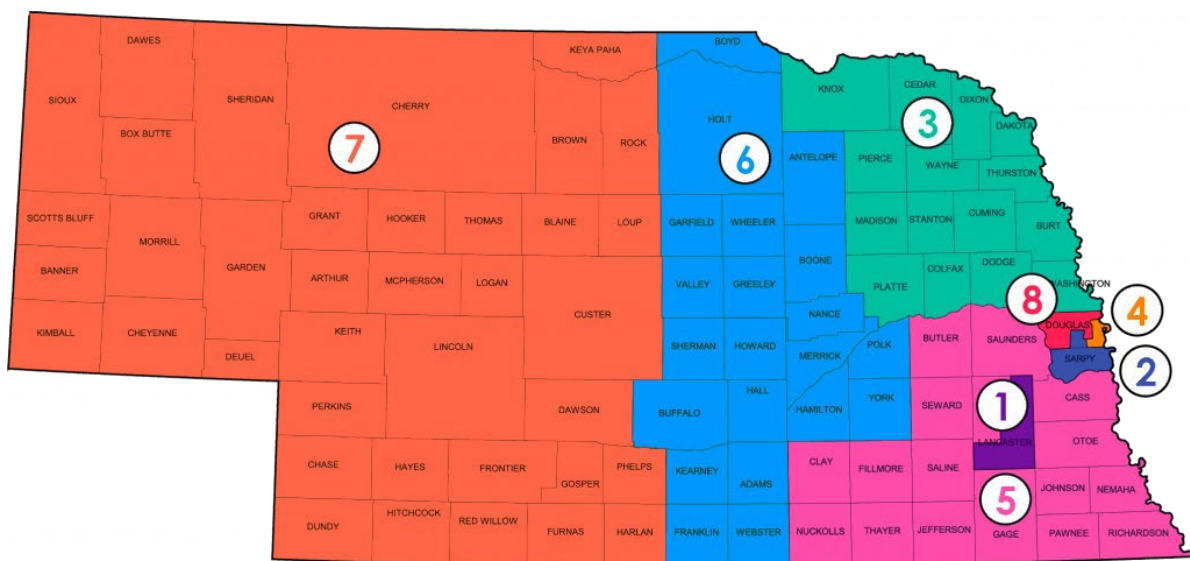
Kirk Penner ..... Vice President .....District 5

Sherry Jones .....District 6

Elizabeth Tegtmeier .....District 7

Deborah Neary .....District 8

## NEBRASKA DEPARTMENT OF EDUCATION DISTRICT MAP



Funded by Nebraska Department of Education (NDE) Part B funds, grant H027A200079. Copies of this report, and additional information regarding SEAC and the NDE Office of Special Education can be obtained at <https://www.education.ne.gov/sped>.

## A NOTE FROM THE SEAC CHAIR

Starting off on the Special Education Advisory Council as the first representative from the Nebraska Youth Leadership Council, my journey has been a long and fulfilling one. After two, four-year terms ending as the chair on the executive board, the knowledge I have gained through the decade is truly phenomenal.

As a general education English teacher, my individual knowledge of special education was quite limited. And, with each meeting, my educational toolbox started to fill up. I want to thank all of the presenters, leaders, and advisors over the years as well as all of my fellow committee members. One of the most valuable times during SEAC meetings were the small conversations between all of the committee members. I was amazed at the knowledge of all of the professionals around the table. Also, thank you to the staff of the Nebraska Department of Education--Special Education Office. Being a part of the meeting, the staff at NDE were also so welcoming and open to answer specific questions. These conversations before and after the meetings as well as during lunchtime was where the true reality of Nebraska education took place.

This year was a first for the SEAC committee. Due to the massive amount of legislative bills impacting special education and education as a whole, our conversations revolved around how can we, as a SEAC committee, better advise the State Board of Education. This year, our committee drafted and sent a letter to all of the members on the State Board about our concerns of LB 811. Through this conversation, SEAC has opened doors to continuing this direct line of communication with our leaders.

I am very thankful to be a part of SEAC and to serve as the Executive Chair this past year. Thank you to my fellow committee members for trusting me in this position. As a general education teacher, at times, I felt completely lost and confused, but I continued to soak up all of the information possible. Thank you NDE for making me a more informed, knowledgeable, and impactful teacher.

Respectfully,

*Kasey Alexander*

Kasey Alexander  
Educator- Wisner-Pilger Schools SEAC  
Chair 2022-2023



## WHAT IS THE NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL?

The Special Education Advisory Council (SEAC) is an advisory panel established to provide policy guidance with respect to special education and related services for children with disabilities. SEAC members become knowledgeable about research-based educational practices and review Nebraska Department of Education, Office of Special Education activities designed to improve outcomes for children with disabilities. The Council reviews and approves Nebraska's State Performance Plan and Annual Performance Report.

SEAC Members are selected for a term of four years and seek information from the perspectives of their constituency groups and share information with these same constituency groups. Members include parents and professionals from all areas of the state. SEAC serves in an advisory capacity to the NDE Office of Special Education, the Commissioner of Education, and to the Nebraska State Board of Education.

The responsibility of each Council member is to advise, (i.e., inform, counsel, recommend, suggest or guide) the Department of Education, not to advocate for individual issues. Recommendations are made by SEAC for the consideration and possible action by the NDE Special Education Office and the State Board.



2022-23 EXECUTIVE COMMITTEE INCLUDED (L-R): TERRY HOULTON, EX-OFFICIO, KASEY ALEXANDER, CHAIR, SISTER JANELLE BUETTNER, TAMMY VOISIN, KRIS ELM SHAEUSER, ASSISTANT ADMINISTRATOR OF THE OFFICE OF SPECIAL EDUCATION AND FACILITATOR FOR SEAC, AMY RHONE, ADMINISTRATOR OF THE OFFICE OF SPECIAL EDUCATION, GRACIELA SHARIF

## REGULATORY AUTHORITY

By the authority of the Individuals with Disabilities Education Act of 2004, each state is required to have a state advisory panel that provides policy guidance in the area of serving children with disabilities. The IDEA regulations specify the duties and make-up of each state advisory panel. In Nebraska, this panel is called the Nebraska Special Education Advisory Council.

EXCERPTS FROM THE FEDERAL INDIVIDUALS WITH DISABILITIES EDUCATION ACT OF 2004 (IDEA):

### I. Regulatory Authority for Committee

#### *Sec. 1412(21)(A) State Advisory Panel*

- a. The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State.

### II. Committee

#### *Sec. 1412(21)(D)*

#### d. The state advisory panel shall –

- i. Advise the state education agency of unmet needs within the state in the education of children with disabilities;
- ii. Comment publicly on the state plan and rules or regulations proposed for issuance by the state regarding the education of children with disabilities;
- iii. Advise the State educational agency in developing evaluations and reporting on data to the Secretary under section 618;
- iv. Advise the State educational agency in developing corrective action plans to address findings identified in Federal monitoring reports under this part; and
- v. Advise the State educational agency in developing and implementing policies relating to the coordination of services for children with disabilities.

## 2022-2023 SEAC MEMBERSHIP

NAME	REPRESENTATION	TERM EXPIRATION	SERVICE
Kris Elmshaeuser			Facilitator
Leslie Galloway			NDE / Recorder
Terry Houlton	†		Immediate Past Chair
Kasey Alexander	† ‡ (i) (ii)	2023/24	State Board District 3
Jean Anderson	(v)	2024	State Board District 7
Paul Bohn	(x)	2024	State Board District 2
Amy Bonn	§ (i)	2026	State Board District 2
Adia Brightman	(v)	2025	State Board District 4
Sr. Janelle Buettner	† (vii)	2024/25	State Board District 1
Stacey Carnazzo	§ (i)	2026	State Board District 8
Julie Czepa	(i)	2024	State Board District 2
Melisa Dobish	§ (v)	2026	State Board District 6
Jennie Dyer	§ (i)	2026	State Board District 7
Chelsea Feusner	§ (iii)	2026	State Board District 7
Kristin Flott	§ (i) (vi)	2026	State Board District 4
Jill Franco	§ (v) (vii)	2026	State Board District 8
Angela Gleason	§ (i)	2026	State Board District 8
Samantha Jacobson	(i) (ii)	2025	State Board District 5
Seamus Kelly	(i)	2023	State Board District 8
Kristen Larsen	(vi)	2023	State Board District 1
Matthew McNiff	§ (i) (v)	2026	State Board District 5
Jennifer Meints	(i)	2025	State Board District 1
Mandy Plog	(i) (v)	2024	State Board District 7
Kirk Russell	(iv)	2025	State Board District 1
Carlos Serván	(i) (viii)	2025	State Board District 1
Graciela Sharif	† (i) (viii)	2025/26	State Board District 8
Heidi Sommer	(i) (vi)	2024	State Board District 2
Lupe Stevens	(viii)	2025	State Board District 1
Anne Thomas	(iii)	2025	State Board District 1
Tammy Voisin	† § (v)	2026	State Board District 8
Shannon Watkins	§ (vii)	2026	State Board District 4
Angela Wille	§ (i)	2026	State Board District 2
Allison Wilson	(ix)	2025	State Board District 1

**LEGEND:** **(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 Rule – a majority of the members of the panel shall be individuals with disabilities or parents of children with disabilities.

† SEAC EXECUTIVE COMMITTEE

‡ SEAC SPEAKER / CHAIR

§ NEW OR REAPPOINTED MEMBER

## SEAC 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 Rule – a majority of the members of the panel shall be individuals with disabilities or parents of children with disabilities.

Special Rules – a majority of the members of the panel shall be individuals with disabilities or parents of children with disabilities (ages 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.

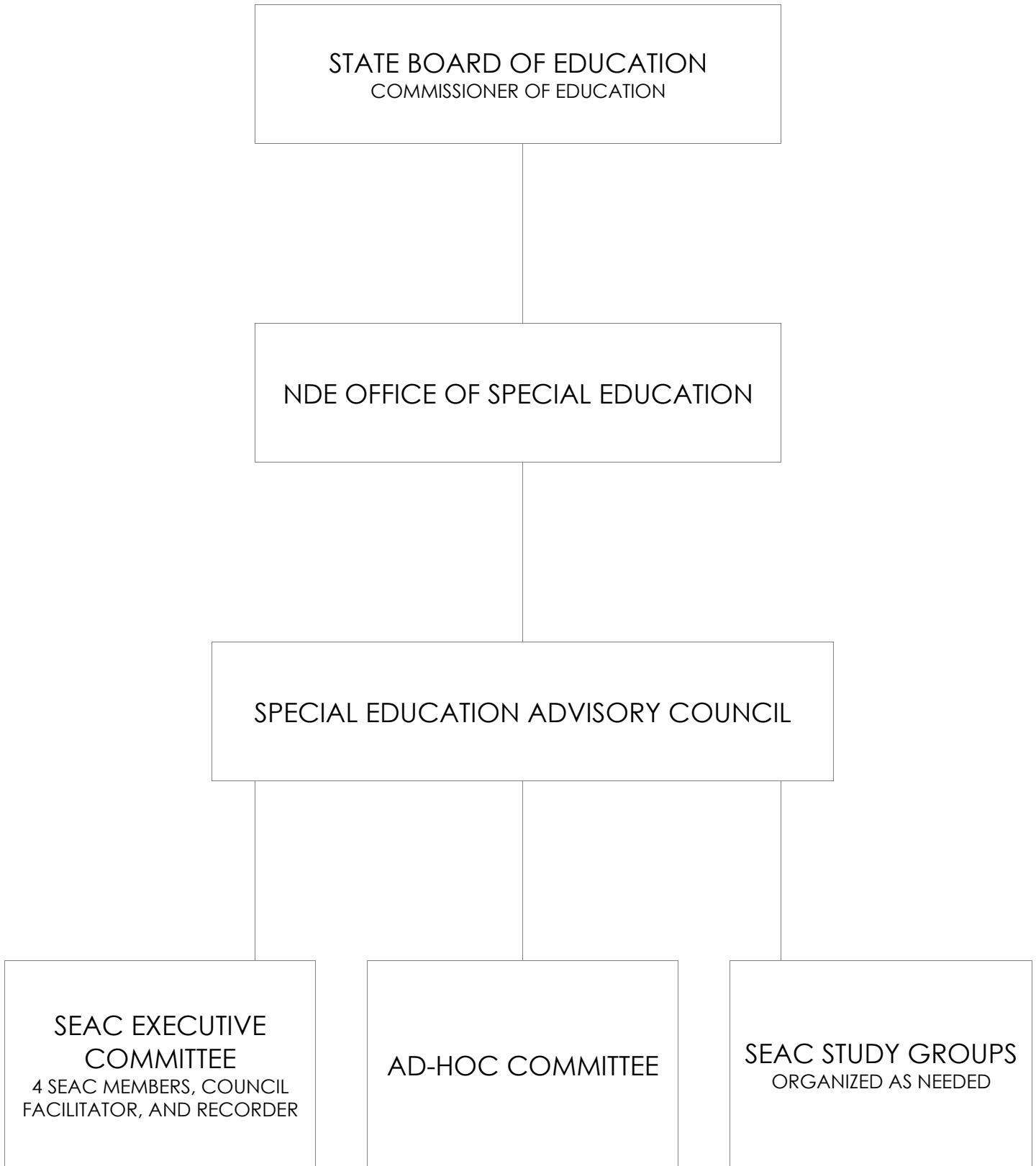
## SEAC PRIORITIES

For the purpose of providing policy 4803y guidance to the Nebraska Department of Education, with respect to special education and related services for children with disabilities, the following priorities will serve for a focus of continuity from 2020-2025.

1. To participate in the development, review and revision of the State Systemic Improvement Plan Process with input on the Targeted Improvement Plan implementation at the local level to improve results for students with disabilities in the following areas:
  - a. Impact Area 1: Improving Academic Achievement, Functional Outcomes and Child Outcomes in Natural and Inclusive Environments
  - b. Impact Area 2: Improving Communication and Relationships Among Families, Schools, Communities and Agencies
  - c. Impact Area 3: Improving Transitions from the Early Development Network to Preschool and School to Living
2. To review the effectiveness of the current State Performance Plan (SPP) through the analysis of data in the Annual Performance Report (APR) to determine that Nebraska is demonstrating continuous improvement in the compliance and results indicators. To inform the NDE in the development and improvement of The LEA Level Determinations.
3. To monitor state and federal legislation, including the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) to assure the linkage between ESSA and IDEA.
4. To inform NDE – The Office of Special Education in initiatives that are relevant to both federal and state priorities within special education, specific to:
  - a. Health/Medical
  - b. Family and Professionals Support
  - c. Discipline/Behavior - Suspension/Expulsion
  - d. Mental Health
  - e. Social/Emotional Learning
  - f. Transition Supports

*Approved by SEAC - August 2019*

# SPECIAL EDUCATION ADVISORY COUNCIL STRUCTURE



## REVIEWING THE WORK OF SEAC 2022-2023

The Special Education Advisory Council held 4 scheduled meetings this year with the first meeting of the year on September 8, 2022 at the Embassy Suites in Lincoln. The meetings on December 8th and March 9, 2023 were held in a hybrid model with those able to be in person at the Embassy Suites in Lincoln and other attending via Zoom. Our last meet was held on May 11, 2023 and all participants were in person.

A new member orientation meeting was provided at the first meeting in September. Additionally, new Council members and current members reviewed the SEAC Priorities, the duties of the SEAC, council structure, and roles and responsibilities. New members this year include Stacy Carnazzo, Missy Dobish, Jennie Dyer, Chelsea Feusner, Jill Franco and Angela Gleason.

Prior to each meetings, the SEAC Executive Committee met to develop meeting agendas, monitor the progress of any SEAC committee work, and prioritize agenda items that required SEAC recommendations or specific actions.

At each meeting, SEAC members were afforded the opportunity to share information from their respective constituent groups, learned about professional learning activities sponsored by the Nebraska Department of Education – Office of Special Education, and engaged in learning about the status of critical initiatives.

This year's NDE updates included reports from Assistive Technology, submission of the SPP/APR and the State Systemic improvement Plan, New State Autism Plan, Journey to Inclusion, sharing of new Technical Assistance Documents, NeCounts & Determinations, monitoring, Get SET Nebraska, Transition, and updates in Low Incidence disabilities.

The work of the Council this past year primarily focused on the SEAC priorities and possible position statements to take a more proactive role in advising the State Board of Education. Special presentations this year included Deputy Commissioner Brian Halstead sharing with SEAC members roles and responsibilities and the Statute.

Lane Carr, Dr. Vicky Munoz and Dr. Shirley Vargas presented on Accountability and Assessment updates and outlined resources for school improvement. The team discussed ways to plan for improvement with special education students in mind and



sought feedback from SEAC members on these topics as well as welcoming new topics for discussion.

Other discussion items included Terry Houlton and Kris Elmshaeuser presented on the Complexity of Special Education Finance. This was a basic overview of how special education is funded within the state. Kris Elmshaeuser shared information on Equitable Services vs FAPE services for students placed by their parents in nonpublic or exempt homeschools. Much discussion by the council regarding meeting the needs of students with disabilities in nonpublic schools. Stacy presented to the council on ENable a savings plan for families of children with disabilities.

The Council discussed several Legislative issues at the March meeting specifically LB 811: changing the provisions in the Student Discipline Act and the use of physical contact or restraint and removal from class for students with behavioral concerns. The council made a motion for the Executive Board to write another letter and present/send to all State Board members again sharing SEAC's opposition to LB 811 and the use of physical restraint on students. The bill has significant impact to the rights of students with disabilities.

During the year we had several SEAC member resign due to change in positions: Tracey Kovar, Felicity Post, Tom Kadavy and Christina Edelbrock. Those going off the board after 8 years of service include: Seamus Kelly, Kristen Larsen and Terry Houlton.

SEAC priorities shaped the foundation of the construction of each SEAC meeting agenda. All SEAC agendas, including the SEAC meeting minutes are included herein.





# NEBRASKA

## DEPARTMENT OF EDUCATION

### NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

An advisory panel providing policy guidance to the Nebraska Department of Education with respect to special education and related services for children with disabilities.

## September 8, 2022 – AGENDA

### ATTENDANCE IS IN-PERSON ONLY

Embassy Suites  
1040 P. Street  
Lincoln, NE 68508

8:00 Orientation for New Members (Review of SEAC Operating Procedures & Orientation Materials).

- Stacey Carnazzo – Parent, District 8
- Melisa Dobish - Director of Special Education, District 6
- Jennie Dyer - Parent, District 7
- Angela Gleason - Parent, District 8
- Tammy Voisin - Director of Special Education, District 8

10:00 WELCOME & INTRODUCTIONS

Kris Elmshaeuser  
Kasey Alexander

### COUNCIL BUSINESS

Kasey Alexander

- Open Meetings Law Announcement
- Notification posted in the Omaha World-Herald on August 25, 2022
- Approval of September 8, 2022 agenda \*
- Approval of May 12, 2022 Minutes \*
- SEAC Members Eligible for Executive Committee
- Notice of Conferences/Meetings
- Annual Report for 2021-2022
- NASES Update – McKayla LaBorde
- SEAC Member Updates/News/Sharing
- Executive Board Meeting Report

PUBLIC COMMENT \*\*

AGENDA ITEM UPDATES

Kasey Alexander

- SEAC Flyer
- Professional Development from the Universities/Colleges that is Available for Special/Regular Education Teachers to Increase their Knowledge

DISCUSSION ITEMS

Kris Elmshaeuser  
Kasey Alexander

- Subcommittee Work on SEAC Operating Procedures Around Working with the State Board of Education and Other Entities.
- Creating SEAC Position Statements Around SEAC Priorities
- Archiving Previous Position Statements
- Continue Discussion on How SEAC Can Be More Proactive, Engaged and Visible
- How Do We Reach Out to Tet More Diversity Within Our Council

NDE / OFFICE OF SPECIAL EDUCATION TEAM REPORTS

Amy Rhone  
Kris Elmshaeuser  
Jorydn Brummund  
Jamie Chambers  
Marci Haight  
Megan Kasing  
Tara Korshoj  
Darsha Pelland  
Brian Wojcik  
Kelly Wojcik  
Tammy Barry  
Juan Roman  
Tamra Walz

- Assistive Technology Partnership (ATP)
- Director/Administrator Updates
  - Introduce New NDE/SPED Staff
- Dispute Resolution

ADJOURN

Kasey Alexander

NEXT MEETING DATE: December 8, 2022

UPCOMING CONFERENCES:

- October 13-14, 2022 - NeMTSS Summit - Hybrid-Younes Conf. Center North, Kearney, NE
- November 3-4, 2022 - Tri-State Law Conference - CHI Health Center, Omaha, NE
- November 8, 2022 - ParaEducator Conference - Hybrid-Younes Conf. Center South, Kearney, NE

NE SEAC EXECUTIVE COMMITTEE MEMBERS:

**Chairman** - Kasey Alexander, (2022-2023) Educator, Wisner-Pilger Public Schools, Wisner, NE  
Sr. Janelle Buettner, (2023-2024) Principal, North American Martyrs Catholic School, Lincoln, NE  
Graciela Sharif, (2024-2025) Parent of a Student with a Disability, Community Parent Resource Coordinator-UNMC  
New Member TBD, (2025-2026) (Eligible Members - Bonn, Carnazzo, Dobish, Dyer, Flott, Gleason, McNiff, Voisin)  
*Immediate Past Chairman* - Terry Houlton, (2021-2022) Director of Special Education Millard Schools, Omaha, NE

\* Items requiring Council action

\*\* Per the SEAC Operating Procedures, opportunity for public comment is requested in advance

## UNDERSTANDING THE ADVISORY COUNCIL FUNCTIONS UNDER IDEA

*All Council activities should relate to one or more of the functions*

1. Advise the SEA of unmet needs within the State in the education of children with disabilities. CFR 300.169(a)
  - a) Training educations on working with children with Autism
  - b) Students not being adequately served in juvenile and adult correctional facilities
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. CFR 300.169(b)
  - a) The federal law is reauthorized, and the State makes revisions to their regulations
3. Advise the State in developing evaluations and reporting on data to the Secretary under Section 618 of the Act. CFR 300.169(c) \*Grown the most since 2004
  - a) The SEA is reviewing and refining APR improvement strategies
  - b) Upon completion of a State and school district drill down, it was concluded that students with disabilities had lower graduation rates than students without disabilities.
4. Advise the State in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act. CFR 300.169(d)
  - a) The State has just experienced an OSEP Visit and was found to be in noncompliance on various fiscal issues.
5. Advise the State in developing and implementing policies relating to the coordination of services for children with disabilities. CFR 300.169€
  - a) The SEA is proposing a new MOU with the Department of Corrections
  - b) The SEA is revising its MOU with the Department of Health
6. The SEA, after deleting personally identifiable information must
  - Provide the Advisory Council with the DPH findings and decisions and
  - Make those findings and decisions available to the public. CFR 300.513(d) & 300.514(c)
  - a) DPH decisions identify consistent issues.
  - b) The SEA has experienced a spike in DPHs
7. Waiver of non-supplant requirement. State must consult with the Advisory Council regarding provisions of FAPE. CFR 300.164(c)(4)
8. States retain discretion to determine the risk ration threshold above which disproportionality is significant so long as that threshold is reasonable and based on advice from their stakeholders, including their State Advisory Councils. 34 CFR 600.647(b)(iii)(A)



# NEBRASKA

## DEPARTMENT OF EDUCATION

### NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

Embassy Suites – Lincoln

September 8, 2022

### MINUTES

**SEAC MEMBERS PRESENT:** Alexander, Anderson, Bohn, Bonn, Brightman, Buettner, Carnazzo, Czepa, Dobish, Dyer, Edelbrock, Flott, Gleason, Houlton, McNiff, Meints, Russell, Sharif, Sommer, Thomas, Voisin, Wilson.

**MEMBERS ABSENT:** Jacobson, Kelly, Larsen, Plog, Serván, Stevens

**NDE STAFF PRESENT:** Barry, Brummund, J. Chambers, Galloway, Haight, Pelland, Rhone, Walz, Wojcik.

**SEAC FACILITATOR:** Elmshaeuser

*This meeting of the Special Education Advisory Council (SEAC) commenced at 10:01 a.m. Public notification of the meeting was on the Nebraska Department of Education website and in the Omaha World-Herald on August 25, 2022.*

#### **Welcome – Kris Elmshaeuser & Kasey Alexander**

Kris and Kasey welcomed the committee and reminded everyone about open meeting laws.

#### **Approval of September 8, 2022, Agenda**

Kristin Flott made a motion to approve today's agenda. Jennifer Meints seconded the motion and the motion passed unanimously by member vote.

**The motion carried.**

#### **Approval of May 12, 2022, Meeting Minutes**

Jean Anderson made a motion to approve the amended minutes of the meeting. Anne Thomas seconded the motion and the motion passed unanimously by member vote.

**The motion carried.**

#### **SEAC Members Eligible for Executive Committee – Kasey Alexander**

Kasey explained the role of the executive council and that voting for the 2022/2023 new member representative would be held at the December meeting.

#### **Notice of Conferences/Meetings – Kasey Alexander**

- September 2022 – February 2023 – [FEAT Resources & ADA +](#) - Contact PTI Nebraska for more information
- October 13-14, 2022 – [NeMTSS Summit](#) – Hybrid / Younes Conference Center North, Kearney, NE
- October 14-16, 2022 – [People First of NE Annual Convention](#) – Holiday Inn, Kearney, NE
- November 3-4, 2022 – [Tri-State Law Conference](#) – CHI Center, Omaha, NE
- November 8, 2022 – [ParaEducator Conference](#) – Hybrid / Younes Conference Center South, Kearney, NE

## **SEAC Annual Report for 2021-2022 – Kasey Alexander**

Kasey shared the 2021-2022 SEAC Annual Report with members.

### **NASES Update – McKayla LaBorde**

McKayla gave a brief overview of the Nebraska Association of Special Education Supervisors (NASES) and explained that Nebraska is divided into 5 regions. Each region has regional representatives that organize regional meetings for administrators to collaborate, learn and connect throughout the year. NASES facilitates high-quality learning nationally for special education students. The main goal of NASES is to support new special education directors by mentoring and supporting their growth. To help with this, each new director is given a mentor to work with throughout their first year.

McKayla shared that the most recent event hosted by NASES was the annual fall conference where attendees participated in presentations on such topics as PTI – Nebraska, special education finances, and current legal-related topics and that there is an upcoming Legislative Advocacy conference as well as the NASES Spring Conference where attendees will collaborate efforts on Inclusion and working together with the Nebraska Department of Education.

### **SEAC Member Updates/News/Sharing – Kasey Alexander**

Amy Bonn shared that The ARC of Nebraska received official approval for a grant starting October 1<sup>st</sup>, 2022. Angie Gleason, Matt McNiff, and Mary Phillips will be offering trainings to enhance collaboration on Individual Education Plans (IEPs) around the support of inclusion and to ensure that special education students are safely and quickly returned to mainstream environments. Updates to the ARC website with user-friendly language explaining how Due Process works and what the process entails.

On behalf of Kristen Larsen who was unable to attend today's meeting, Amy Rhone shared that the Nebraska Council on Developmental Disabilities (NCDD) re-released a competitive RFA to fund a project that will develop an online professional development clearinghouse of classes and trainings, by universities and/or colleges, for professional development for special/general education teachers to build capacity and address workforce issues. NCDD intends for the online professional clearinghouse to provide a listing of accessible trainings and professional development opportunities to strengthen the professional development and retention of Nebraska special/general education teachers. NCDD believes the project will address the issue that Nebraska is facing unprecedented staffing shortages and the field of education is in desperate need of teachers and trained staff. The RFA was posted on Monday, August 22, 2022. Applications are due October 3, 2022. To access the full RFA, please visit <https://dhhs.ne.gov/Pages/Grants-and-Contract-Opportunities.aspx>. Questions regarding the information needed for an application, as well as the meaning or interpretation of any RFA provision, must be submitted in writing to [DHHS.RFAResponses@nebraska.gov](mailto:DHHS.RFAResponses@nebraska.gov) via email and marked "RFA Number (5699); Questions."

Amy also shared that the NCDD Newsline provides information on legislative bills that pertain to persons with disabilities that were selected as a priority by the NCDD this past session. It provides a summary of the legislative bills selected by the Council and includes the Council's position on these bills. SEAC members who would like to be included on the mailing list should email Nikki Krause at [Nikki.Krause@nebraska.gov](mailto:Nikki.Krause@nebraska.gov) or [DHHS.DDCouncil@nebraska.gov](mailto:DHHS.DDCouncil@nebraska.gov).

Lastly, Amy shared that at the beginning of 2022, NCDD released the updated *Along the Way* guides, a series of resource guides for persons with intellectual and developmental disabilities (I/DD) and their families. This series is based upon a core belief that all people should be allowed to live, love, work, play, and pursue their chosen life. Originally developed in 2018, the updated guides reflect information current as of December 31, 2021. Updates include verified website links, contact information, and phone numbers; reformatting for improved readability; and additional, new resources. The guides (English and Spanish) are available on the Council's webpage at [www.dhhs.ne.gov/DDCouncil](http://www.dhhs.ne.gov/DDCouncil) under the Resources tab. The guides can be shared widely and anyone can print these resources for further distribution.

### **Executive Committee Meeting Report – Kasey Alexander**

Kasey shared that the Executive Committee met on August 23, 2022, to set today's agenda and reminded members to contact a member of the executive committee with topics they would like considered for future agenda topics.

Kris also shared that Tracey Kovar and Felicity Post have resigned from their SEAC positions leaving two vacancies that will be filled as soon as possible.

### **Motion to Amend the September 8, 2022, Agenda to Allow for Public Commenting**

Jean Anderson made a motion to amend today's agenda to allow for public comment as public commenting had not been requested before the start of the meeting. Heidi Sommer seconded the motion and the motion passed unanimously by member vote.

**The motion carried.**

### **Public Comment:**

Brad Meurrens, Public Policy Director for Disability Rights Nebraska discussed Supported Decision Making (SDM) for the Fiscal Year 2023 and the need to increase awareness of SDM as an option for families when considering guardianship; Brad is working to expand organizations and fields of education is one focus area.

He also shared that Inclusive Lay Advocacy training will be held from September 13<sup>th</sup> through October 20<sup>th</sup> and that registration will remain open.

Lastly, Brad discussed LB 154 (2021; Wayne) and collecting data on student discipline; State Board set up the system by 8/1; which requires annual reporting, including the use of restraint/seclusion.

### **SEAC Flyer – Kasey Alexander**

Kasey shared the draft of the SEAC Flyer with members and after members discussed changes opened the meeting for a motion to approve the new flyer.

### **Motion to Approve SEAC Flyer for it to be Reviewed and Approved by the NDE Communications Team for Distribution.**

Anne Thomas made a motion to approve the SEAC Flyer and have it forwarded to the NDE Communications Team for final approval and distribution. Sr. Janelle Buettner seconded the motion and the motion passed unanimously by member vote.

**The motion carried.**

### **Subcommittee Work on SEAC Operating Procedures Around Working with the State Board of Education & Other Entities – Kasey Alexander**

Kasey shared that SEAC sub-committees would continue to be developed to work with the State Board of Education and other entities.

### **Creating SEAC Position Statements Around SEAC Priorities – Kris Elmshaeuser**

Jean Anderson asked for clarification on the process of SEAC creating position statements and Kris and Amy Rhone explained that the topic must first be discussed as an agenda item, then an action item with a motion for SEAC to approve before it may be submitted to the Nebraska State Board of Education. Amy also explained that SEAC not only advises the State Board of Education but the Office of Special Education as well. The Office of Special Education values and takes into consideration topics discussed and learned about at SEAC meetings when creating training, and guidance documents and deciphering how assistance and support can be provided by the office. Allison Wilson discussed the importance of having statements prepared before the Legislative Session begins by suggesting the council meet in small groups during future meetings to discuss such topics and Amy Bonn discussed the importance of following up on what happens with SEAC position statements after they have been presented to the State Board.

SEAC Members worked in small groups during lunch to discuss possible future position statements and how to work with the NDE on such statements in the future. The full council then came together to share what small groups had discussed.

### *Member Discussion Share-Out:*

Matt McNiff's group discussed how to coordinate efforts for transition services amongst all involved agencies, and partners. They also discussed promoting the need for transitioning students at the earliest possible time and building family involvement. Amy Rhone advised that SEAC could be of assistance with these efforts in the scope of priority setting.

Jean Anderson's group discussed the importance of including general education partners from the Career Technology and Transition Cadre across the state. Jean shared that there are several who work on transition but not in a coordinated way and that needs to improve. Their group also discussed how to fund these efforts and whether or not funding from NDE and, or grants would be a possibility. Jean also pointed out that rural districts need assistance with improving programming support for transition students, especially when there is a need for a specialized plan.

Angela Gleason spoke about assistance for students with verified Autism. She shared that there is a parent consulting program and law regarding Autism in Massachusetts and expressed her desire to see something similar in Nebraska. Currently, when drafting an IEP, IEP teams consider if the student is verbal or non-verbal, their social skills, and repetitive activities and these conversations can be mandated at an IEP meeting.

Anne Thomas shared that her group discussed the broader area of consultation and what that looks like in a school setting with mentor programs. Her group also discussed collaborative goal setting being an area that could require additional training, dialogue, and awareness to ensure goals are being implemented effectively and strategically. Anne shared that looking for ways to collaboratively write goals that address multiple areas as many overlap and/or can be embedded in daily activities would be ideal.

Jennie Dyer shared that she would like to see more research on transition services and the results of students who do not receive the transition services needed.

Jennifer Meints discussed the importance of parental involvement and working together with NDE, DHHS, and other agencies. Jennifer also encouraged members to be mindful of sharing information with teachers who aren't able to attend conferences as they can sometimes be inadvertently overlooked. Heidi Sommer also encouraged accountability for follow-through after training sessions and who is responsible for ensuring the students' family knows what they need and how to obtain it.

### **Archiving Previous Position Statements – Kris Elmshaeuser**

Kris explained to members that previous SEAC position statements would be archived on the SEAC Goole Site and discussed previous statements.

### **How SEAC Can Be More Proactive, Engaged and Visible & How Does SEAC Reach Out to Get More Diversity Within Council – Kris Elmshaeuser**

Kris reminded members that it is federally required that SEAC representation include parents, and agencies, with the majority of members being parents of students with disabilities. NDE ensures SEAC has representation from all required categories as well as representation from all state board regions. Currently, neither race nor ethnicity is a required representation but the State Board of Education has discussed including this requirement.

Graciella shared that as Nebraska is becoming more diverse as refugees and immigrants move to the state, it would be ideal to have more representation from these groups on the council. Graciella discussed being more intentional about mentoring and encouraging involvement by starting to educate future leaders and getting them involved.

### **NDE- Assistive Technology Partnership (ATP) – Brian Wojcik**

Brian Wojcik, the ATP Education Program Supervisor, explained to members that the ATP office is funded through the Office of Special Education. Brian also shared their vision is to ensure that individual Nebraska children/students receiving special education services can be successful by creating systemic capacity that results in quality Assistive Technology (AT) services for every child/student who needs AT. Brian detailed how ATP honors its vision and led a discussion around creating systemic capacity (doing the job independently or knowing how to access help) and explained that quality assistive technology (AT) services are based on years of research, evaluation of AT needs like slant boards, enlarged

print/monitors, Duolingo, and communication devices. Assigning AT to a student takes consideration, assessment and progress monitoring, provision and implementation as well as having a plan to address issues such as broken equipment and if the technology is meeting the needs of the student. Brian also explained that the definition of 'Quality' AT services is derived from the Quality Indicators of Assistive Technology or QIAT. QIAT is based on research conducted by Joy Zabala and has been refined through the efforts of the QIAT Consortium. Brian also discussed the ATP Education Academy opportunities including Webinar Series, and the ATIA Learning Center, and explained AT Professional Development opportunities including Targeted Trainings and Coaching, and AT Cadre Experiences, and explained that the program and services goal is to make sure every IEP and IFSP team have at least one team member who understands the potential scope of AT and AT services. ATP has developed a support structure to work with every school, ESU, and program with intensive, targeted, and universal services.

Lastly, Brian shared that ATP will be creating guidance documents and welcoming involvement from parents. The document(s) will be created in the following phases; Phase 1 - Conducting a Field Scan (Summer 2022), Phase 2 - Engaging Key Stakeholders (Summer 2022, Fall 2022), Phase 3 - Developing a Draft with Stakeholder Input and Feedback (Fall 2022, Spring 2023), and finally Phase 4 - Submit Draft to NDE Office of Special Education for Review, Revision, and Publication (June 2023). To become involved, visit the ATP website at <https://atp.nebraska.gov/education>.

Discussion and feedback amongst members regarding if ATP is doing what they need to be doing and what other things could ATP be doing. Heidi Sommer discussed having IEPs and possibly even Rule 51 states clear instructions on what steps should be taken for students needing assistive technology. Sr. Janelle Buettner asked for more clarification regarding how ATP considers what a student needs and if the consideration is based on need or because they are on an IEP and Brian explained that all AT is based on the student's need. Adia Brightman questioned how many people (specifically parents) are aware of and tapping into these resources and if families know what to do in the event an AT device breaks or is not functioning properly Brian explained that collaboration needs to improve in these areas and that ATP is working on improving this area.

#### **NDE-SPED Team Report – Director/Administrator Updates – Amy Rhone**

Amy introduced the SPED staff, including new staff members who were in attendance, and then discussed Nebraska's Journey to Inclusion. The Nebraska Department of Education is on a Journey to Inclusion, the last two years have provided states with a great opportunity to "rethink" where they were at with Special Education Instruction delivery. With the additional ESSERS dollars provided by the USDOE, the department of education in Nebraska focused key resources on a rethink, renew, revive approach with the end goal being renewal and acceleration. There are 244 districts spread amongst Nebraska with many of these districts being extremely rural and containing less than 500 students. However, every district in the state serves students with disabilities. 19% of the student population are students with disabilities. Of this 19% student population, 50% of students with disabilities fall in two disability categories - 29% of students with disabilities being identified as SLD and 21% being identified as SLI. Also, according to Nebraska districts, 68% of Nebraska Students with Disabilities are within a general education classroom for 80% or more of the day.

Amy stated that the proficiency rates for students with disabilities show where renewal and acceleration efforts should be focused. In 2021, according to the statewide assessment data, only 25.63% of 4th-grade students with disabilities were proficient on the ELA assessment as compared to 54% of 4th graders without disabilities.

Amy then expressed the need to understand how well the unique needs of students with disabilities in accessing grade-level learning are being supported. The data shows the proficiency of students at the 4th grade level by disability category and includes both students who took the general education assessment as well as the alternate assessment. Students with specific learning disabilities are the lowest-performing group of students, while students with speech and language impairments are the highest-performing. There is also a huge gap in performance between students with SLD to students with OHI, ED, and Autism, followed by another gap between students with ID and SLI.

Further data from the Measures of Academic Progress (MAP), which shows progress toward targets for a measurable result, shows that both students with and without disabilities show an increase in their RIT scores (or scale scores that inform teachers where students are performing and what they are "ready to learn" next) from the Fall of 2020 to the Spring of 2021. Students without disabilities had an increase of 6.59 points whereas students with disabilities had an

increase of 7.54 points showing that during the pandemic, students with disabilities showed more growth than students without disabilities. This may be due to students with disabilities having greater access to general education instruction while schools were providing remote instruction. In 2019, 274 schools in Nebraska were identified as needing Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) due to poor performance for students with disabilities

One key idea that Amy shared was that All students can meet rigorous goals with aligned support from the adults around them. To achieve this, school leaders must demonstrate they believe this is possible for all learners by embodying the mindsets of inclusive education.”

Amy touched on the Journey to Inclusion Resources, mainly the Equity for all Learners: Inclusion at Every Level Guide.

She then began speaking on how beginning in Spring 2022 and lasting over the next 3 years, NDE and SPED Strategies will partner with local systems to design the school-level conditions for inclusive education, equip general and special educators with the tools and skills they need to reach every learner, and provide ongoing support and collaboration for inclusive education. These small-scale pilots can inform change in additional schools and across Nebraska.

Amy introduced these education pilots, one being the Inclusive Governance structure, which will include working with district and school leaders to identify and execute the key governance structures for a strong inclusion model. Another is Inclusive Classroom Practices, where SPED Strategies will directly support pilot teachers with professional learning so they are equipped to meet the needs of all learners in an inclusive setting. Lastly, there will be Ongoing Support and Collaboration to support ongoing implementation efforts, this approach will provide Nebraska with twice-a-month meetings with school leaders, and Lincoln with twice-a-month meetings with Justin.

Lastly, Amy discussed the importance of getting general education teachers the skills to work with special education students, and how it's been an objective to get the general education side to understand the significance of classes on SPED support in colleges.

#### **New OSE Guidance/Technical Assistance – Amy Rhone**

Amy shared that the NDE Office of Special Education is creating and updating guidance documents continuously and reminded members to check the NDE Office of Special Education Website and mailings for further information on these documents.

#### **NDE-SPED Team Report – Dispute Resolution – Kelly Wojcik**

Kelly explained that complaint data is tracked annually from July 1 - June 30 and that complaints must include; contact information of the complainant and student, the name of the school or district the child is attending, a statement that the agency has violated a requirement of Rule 51 or IDEA, facts on which statement is based and a proposed resolution. Kelly also reminded members that issues that occurred more than one year before the filing of the complaint cannot be investigated. Beginning with the 2020-21 school year, all Investigation Reports are posted on the NDE-Office of Special Education website as they become available. Kelly explained that complaint investigations are managed and tracked by the NDE/SPED Director of Accountability with support from the Director & Assistant Director and that NDE/SPED contracts with several trained investigators to investigate complaints and that corrective action is overseen by selected Special Education Staff who are members of the Dispute Resolution Team.

Kelly briefly reviewed the complaints from the 2021-22 school year and shared that NDE received 35 written state complaints but three were not investigated as two were included in a systemic complaint already in process and the third did not contain any Rule 51 or IDEA allegations so it was recommended to Office of Civil Rights. Six of the 32 investigated had no findings of noncompliance and were closed, 31 contained Other Rule 51 and IDEA, six contained timeline issues, four contained Parent Participation; Implementation of the IEP; Prior Written Notice; IEP Development, three contained Revision of the IEP; Inclusion of accommodation/modifications for extracurricular, and one Manifestation Determination Procedures; Inclusion of Positive Behavior Interventions/Supports. Kelly also clarified that complaints contain multiple issues and do not relate to the total number of complaints that had “No Findings” and that 1 Complaint successfully submitted a Resolution Agreement between NDE and the District.

Kelly shared that as of September 6, 2022, there have been 4 complaints filed for the 2022-23 school year and reminded members that this is half of what was filed same time last year. Discussion amongst members was held regarding the significant increase in complaints being filed and the impact the Covid-19 pandemic had on complaint filing. Lastly, moving forward, Kelly asked members to reach out to the constituents whom they represent to remind them of the Dispute Resolution processes available, encourage staff and parents to try to work out conflict(s) with whom the conflict(s) exist, and obtaining assistance from outside entities when resolution cannot be found and to encourage staff and parents to understand Rule 51 and IDEA. She also encouraged them to remember that districts can respond to a complaint by admitting an error and offering a method of correction and that parents/guardians should be cognizant of avoiding delays in reporting and to be sure to include the district in the complaint that is emailed to the State, Cover the bases - include allegations, facts to support allegations, and potential resolution and most importantly to only include concerns that have occurred no more than one year ago.

#### **Approval to Adjourn Meeting**

Jean Anderson made a motion to adjourn the meeting, Jennifer Meints seconded, and the motion passed unanimously by member vote. The meeting adjourned at 2:40 p.m.

#### **The Motion carried**

The next meeting will be **Thursday, December 8, 2022, at 8:30 am** in-person at the Embassy Suites – Lincoln, and via Zoom Conferencing as there will be a virtual attendance option for this meeting.

Respectfully submitted by:

Leslie Galloway  
SEAC Recorder



# NEBRASKA

## DEPARTMENT OF EDUCATION

### NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

An advisory panel providing policy guidance to the Nebraska Department of Education with respect to special education and related services for children with disabilities.

## December 8, 2022 – AGENDA

#### ATTEND IN-PERSON

Embassy Suites  
1040 P. Street  
Lincoln, NE 68508

#### ATTEND VIA ZOOM MEETING

<https://educationne.zoom.us/j/97526753601?pwd=ZTVrZzhSL3g3OEYdY1lSm1CSWNQZz09>

Meeting ID: 975 2675 3601  
Passcode: 2426

8:30 WELCOME & INTRODUCTIONS

Kris Elmshaeuser

#### COUNCIL BUSINESS

Kasey Alexander

- Open Meetings Law Announcement
- Notification posted in the Omaha World-Herald on November 25, 2022
- Approval of December 8, 2022, agenda \*
- Approval of September 8, 2022, Minutes \*
- New Members:
  - Chelsea Feusner – Representing Higher Education
  - Shannon Watkins – Representing Non-Public Schools
- SEAC Members' Nomination for Executive Committee
  - Amy Bonn
  - Stacey Carnazzo
  - Melisa Dobish
  - Jennie Dryer
  - Chelsea Feusner
  - Kristin Flott
  - Angela Gleason
  - Tammy Voisin
  - Shannon Watkins
- Notice of Conferences/Meetings
- NASES Update – McKayla LaBorde
- SEAC Member Updates/News/Sharing
- Executive Board Meeting Report

PUBLIC COMMENT \*\*

AGENDA ITEMS

- SEAC Members' Role and Responsibilities
  - NDE Deputy Commissioner, Brian Halstead
- Accountability and Assessment
  - NDE Office of Policy & Strategic Initiatives Administrator Lane Carr
  - NDE Office of Coordinated School & District Support Administrator, Shirley Vargas
  - NDE Office of Accountability, Accreditation and Program Approval, Vicky Munoz

ACTION ITEMS:

- Next Steps for Priority Statements
  - Transition
  - Requirements on IEP for Students with Autism
  - Consultative Model
  - Parents/NDE/DHHS Working Together to Best Serve Students with Disabilities
  - Accountability for Fidelity in IEP Services

DISCUSSION ITEMS

- NeCounts & Determinations
- State Systemic Improvement Plan (SSIP)
- Monitoring
- Get Set Nebraska, (Teacher Retention Program)
  - Teacher Retention Program Project Manager, Pam Brezinski

NDE / OFFICE OF SPECIAL EDUCATION TEAM REPORTS

- Director/Administrator Updates Amy Rhone
- Technology Jamie Chambers
- Misc. Reports Mary Lenser  
Tammy Barry  
Tamra Walz

ADJOURN

NEXT MEETING DATE: March 9, 2023 (Hybrid Meeting)

UPCOMING CONFERENCES:

- February 21-22, 2022 - Transition Conference - Hybrid-Younes Conf. Center South, Kearney, NE

NE SEAC EXECUTIVE COMMITTEE MEMBERS:

**Chairman** - Kasey Alexander, (2022-2023) Educator, Wisner-Pilger Public Schools, Wisner, NE  
Sr. Janelle Buettner, (2023-2024) Principal, North American Martyrs Catholic School, Lincoln, NE  
Graciela Sharif, (2024-2025) Parent of a Student with a Disability, Community Parent Resource Coordinator-UNMC  
New Member TBD, (2025-2026) (Eligible - Bonn, Carnazzo, Dobish, Dyer, Feusner, Flott, Gleason, McNiff, Voisin, Watkins)  
**Immediate Past Chairman** - Terry Houlton, (2021-2022) Director of Special Education Millard Schools, Omaha, NE

\* Items requiring Council action

\*\* Per the SEAC Operating Procedures, opportunity for public comment is requested in advance

## UNDERSTANDING THE ADVISORY COUNCIL FUNCTIONS UNDER IDEA

*All Council activities should relate to one or more of the functions*

1. Advise the SEA of unmet needs within the State in the education of children with disabilities. CFR 300.169(a)
  - a) Training educations on working with children with Autism
  - b) Students not being adequately served in juvenile and adult correctional facilities
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. CFR 300.169(b)
  - a) The federal law is reauthorized, and the State makes revisions to their regulations
3. Advise the State in developing evaluations and reporting on data to the Secretary under Section 618 of the Act. CFR 300.169(c) \*Grown the most since 2004
  - a) The SEA is reviewing and refining APR improvement strategies
  - b) Upon completion of a State and school district drill down, it was concluded that students with disabilities had lower graduation rates than students without disabilities.
4. Advise the State in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act. CFR 300.169(d)
  - a) The State has just experienced an OSEP Visit and was found to be in noncompliance on various fiscal issues.
5. Advise the State in developing and implementing policies relating to the coordination of services for children with disabilities. CFR 300.169€
  - a) The SEA is proposing a new MOU with the Department of Corrections
  - b) The SEA is revising its MOU with the Department of Health
6. The SEA, after deleting personally identifiable information must
  - Provide the Advisory Council with the DPH findings and decisions and
  - Make those findings and decisions available to the public. CFR 300.513(d) & 300.514(c)
  - a) DPH decisions identify consistent issues.
  - b) The SEA has experienced a spike in DPHs
7. Waiver of non-supplant requirement. State must consult with the Advisory Council regarding provisions of FAPE. CFR 300.164(c)(4)
8. States retain discretion to determine the risk ration threshold above which disproportionality is significant so long as that threshold is reasonable and based on advice from their stakeholders, including their State Advisory Councils. 34 CFR 600.647(b)(iii)(A)



# NEBRASKA

## DEPARTMENT OF EDUCATION

### NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

Embassy Suites – Lincoln

December 8, 2022

### MINUTES

**SEAC MEMBERS PRESENT:** Alexander, Anderson, Bohn, Bonn, Brightman, Buettner, Carnazzo, Czepa, Dobish, Dyer, Feusner, Flott, Gleason, Jacobson, Kelly, Larsen, McNiff, Meints, Plog, Russell, Serván, Sharif, Sommer, Stevens, Thomas, Voisin, Watkins, Wilson.

**MEMBERS ABSENT:**

**SEAC IMMEDIATE PAST CHAIRMAN:** Houlton

**SEAC FACILITATOR:** Elmshaeuser

**NDE STAFF PRESENT:** Carr, J. Chambers, Galloway, Haight, Halstead, Lenser, Korshoj, Munoz, Pelland, Rhone, Vargas.

*This meeting of the Special Education Advisory Council (SEAC) commenced at 8:36 a.m. Public notification of the meeting was on the Nebraska Department of Education website and in the Omaha World-Herald on November 25, 2022.*

#### **Welcome – Kris Elmshaeuser & Kasey Alexander**

Kris and Kasey welcomed the committee and reminded everyone about open meeting laws.

#### **Motion to Amend December 8, 2022, Meeting Agenda**

Paul Bohn made a motion to amend the December 8, 2022 meeting minutes to allow Brian Halstead to present at the beginning of the meeting and before Council Business. Jean Anderson seconded the motion and the motion passed unanimously by voice vote.

#### **The motion carried**

#### **SEAC Member's Role and Responsibilities – NDE Deputy Commissioner, Brian Halstead**

NDE Deputy Commissioner, Brian Halstead introduced himself, explained his role at the NDE, and expressed his gratitude to members for their role in the SEAC.

Deputy Halstead reminded members that the role of the SEAC in relation to the law, is simple, SEAC advises and provides input to the state agency which is the NDE via the State Board of Education and the Commissioner of Education as to the varying aspects of assisting individuals with disabilities and ensuring they have an education that prepares them to be a valuable adult member of our society. SEAC members are all valuable stakeholders in the system of the state of Nebraska in addressing the needs of all Nebraskans.

## DISCUSSION:

\*Question and answer session between members and Deputy Halstead\*

How does the NDE respond to SEAC recommendations? When applicable, the State Board works with the Office of Special Education within its role as a policy-forming body along with the Legislature, Congress, and the U.S. Department of Education to interpret and provide funding under IDEA.

How do SEAC decisions/recommendations get passed on to the state board? – The annual SEAC Final Report is shared with the State Board to be used as an aid when making policy decisions for the entire state. The State Board has made it a priority to work with the legislature to receive full funding from the Nebraska legislature for special education funding. Another priority for this next legislative session is staffing challenges.

Amy Rhone also clarified that advice SEAC provides throughout the year, is also shared at State Board meetings, as well as many other forms of communication. emails, etc. throughout the year, and not just with the final report.

Kristen Larsen asked about ongoing concerns with the legislature addressing student discipline and how that coincides with SEACs priorities of addressing discipline, behavior, suspension/expulsion mental health, and social learning. Kristen explained that these concerns are not just statewide and that there is some confusion in the process of graceful work toward functional behavioral analysis and BIPs and specifically asked, how members make ensure they are being heard and making their stance known. The NDE is not isolated from the state government, the NDE works with many state agencies that are interconnected. Student behavior is one issue identified by the impacts of the Covid-19 pandemic and aspects of issues exposed during the pandemic are still emerging and being dealt with. One of the many ways that the NDE is working with districts is by applying for federal grants to enhance positive behaviors for safety and social-emotional learning. Brian also reiterated that all of us need to model the correct behavior and reinforce what is right and wrong.

SEACs in other states are permitted to submit written statements directly to their state legislatures, despite not having state laws that differ from ours. Can our SEAC do that, and if not, why not? This ties back to the role of SEAC which is to advise the state education agency. Not speaking for other states, but in Nebraska, it is straightforward that SEAC advises the state board. That communication is done through a written report that can also be sent to every senator in the unicameral. Each of you as individuals and SEAC members can speak with senators regarding issues as it is not “SEAC” speaking to them but rather a member from their role as a SEAC member. The best way to have an impact is to develop a relationship with elected representatives and help them understand your role and how valuable it is in their district.

May the SEAC Executive Council submit SEAC subcommittee proposals directly to state senators? The role of SEAC is to advise the State Board of Education. The State Board and the NDE then share the information with various entities. This process can take time but it is always included and shared in considerations of issues on the Legislative agenda and the work is ongoing.

Is SEAC allowed to submit its annual report directly to state legislators? Officially, the report and advisory information are delivered to the State Board but members may choose to share the report with others as they deem appropriate. However, the only bodies SEAC is advising are the NDE via the State Board of Education, and the Commissioner of Education.

### **Approval of December 8, 2022, Agenda**

Mandy Plog made a motion to approve today’s agenda. Kristin Flott seconded the motion and the motion passed unanimously by member vote.

**The motion carried.**

### **Approval of September 8, 2022, Meeting Minutes**

Tammy Voisin made a motion to approve the amended minutes of the meeting. Graciela Sharif seconded the motion and the motion passed by member vote.

Yes = 20 / Abstain = 4

**The motion carried.**

**Executive Committee Nominations/Election – Kasey Alexander**

New members, Amy Bonn, Jennifer Dyer, and Shannon Watkins declined to be considered at this time for nomination. An election amongst the remaining new members was held and, Tammy Voisin was elected as the newest member of the Executive Committee.

**Notice of Conferences/Meetings – Kasey Alexander**

- February 9-10, 2023 - NASES Legislative Conference – Cornhusker Marriott, Lincoln, NE
- February 21-22, 2023 – Transition Conference – Hybrid / Younes Conference Center South, Kearney, NE
- March 30-31, 2023 - ASD Conference – Hybrid / Younes Conference Center North, Kearney, NE

**NASES Update – McKayla LaBorde**

McKayla LaBorde reminded members that the Nebraska Association of Special Education Supervisors (NASES) is a professional organization that supports Special Education Directors across the state under the umbrella and in partnership with the Nebraska Council of School Administrators (NCSA).

McKayla shared that the November Tri-State Law Conference conducted in partnership with Iowa and Kansas had excellent participation with presentations addressing mental and behavioral health, Multi-Tiered Systems of Support (MTSS), and teacher shortages impacting the nation. Several NDE staff helped to organize, work at, and/or attend the event. The NASES Board also met during the conference to discuss relevant topics, generate ideas and engage in discussions with the NDE, Liaison Committee, and 5 State Regions.

The upcoming legislative session and how NASES can help support important issues that could arise like social-emotional learning and advocating against misconceptions were also discussed. McKayla shared that NASES will typically create a summative document regarding finance to present to senators during the session and will work with the NDE to provide this.

Lastly, she announced that the NASES Legislative Conference will be held on February 9, & 10 in Lincoln. NASES will partner with the NDE to provide professional learning and advocacy with the state legislature.

**SEAC Member Updates/News/Sharing – Kasey Alexander**

Kristen Larsen asked about potential SPED funding bills and working with non-public agencies regarding the possibility of school choice and broadening special education services. Amy Rhone explained that SEAC should be discussing this topic as in the future the SEAC Executive Committee may be asked to participate in meetings regarding this topic and that this topic is currently being discussed with several advocacy groups as Nebraska already has school choice options being discussed in the legislature.

Currently in Nebraska, private schools do not provide special education services but rather equitable services/FAPE is provided through the public schools. The bill being discussed would have funds specific to special education follow the student regardless of where they are attending. Should this occur, it would create additional discussions as including federal dollars would require private schools to adhere to all federal laws when it comes to hiring and training within school systems. The NDE would need to work closely with whoever is proposing such a bill to ensure all state laws are being met as well, as state laws cannot supersede federal laws.

Another concern is the lack of regulation in regulatory form or state law regarding the use of restraint and seclusion and the training of staff who use it. Currently, in Nebraska, there is only one regulation in Rule 10 (not Rule 51) requiring all districts to have a policy at their local board level. Advocacy groups are concerned that, that isn't enough in Nebraska.

McKayla LaBorde shared that NASES also has two liaisons for legislature representation.

Terry Houlton shared that when working with non-public agencies, the discussion should be more about partnering together in better ways for students rather than diverting funds. For many, there is a misconception that public school districts receive student dollars per pupil when in reality districts do not receive any funds upfront and only get reimbursed for excess costs a year in arrears. Reimbursement is now down to 40 percent, so his concerns are around the tax burden shift for local districts to keep trying to come up with more and more funds. In addition, districts do not receive funding for children aged Birth through 5, but the number of children being identified in that age group is continually climbing and districts need to be able to intervene sooner.

Amy Rhone shared that she and McKayla have been attending and working with non-public agencies to better explain how special education funding works and many have agreed that they did not understand how the funding structure worked and mistakenly believed the NDE was choosing to not give them access to these funds. This is concerning because if the legislature diverts special education funding based on these misconceptions, it will be taking away from what is already lacking in special education support, which neither the public nor the non-public wants to see happen.

Amy Bonn shared that in terms of having funding follow the student, is that the idea is educational services but also fundamental rights, procedural and substantive rights that private agencies cannot grant as only the government can do that.

Shannon Watkins shared that the partnership and opportunity for non-public and public to meet would be greatly appreciated as it is much better to begin understanding the realm of non-public etc. from the get-go, rather than once a concern has begun.

Kris Elmshaeuser shared that all Legislative bills and the Legislative calendar can be found at:

<https://nebraskalegislature.gov/pdf/session/2023tentativecalendar.pdf>

Graciela Sharif shared that she agrees with Amy's suggestion regarding private schools. She shared that many parents have called her for assistance after transferring their children to a private school, and not understanding how special education was provided at private schools. She also shared that in discussing Birth-5 services, her concern is the lack of understanding of refugee families about EI, and ECSE services to a point that they decline these services and how to better assist them in understanding these services.

Amy Bonn shared from the perspective of a military family member, that it would be very useful to learn about how special education funding works in NE as it seems to differ in various states.

Sr. Janelle Buettner shared from the perspective of being a private school representative, that she agrees there is a lot of misconception and misunderstanding both on the part of the public school district and the private school district. It's very complicated. In addition, the difference in private school availability of services at different schools is very hard to reconcile for public school districts.

Tammy Voisin shared that it's also important to know that non-public in Nebraska also includes homeschooled children.

Heidi Sommer shared her concerns that there have been many severe reports about restraint and seclusion that resulted in potential harm to students in many areas of the State and that this needs to be a continued priority. She also shared recent staffing changes at PTI and explained that they too are experiencing staffing shortages.

Lane Carr shared that the Nebraska Ready Policy Agenda was approved by the State Board at the December 2022 meeting and is now in front of the legislature.

Amy Rhone reminded members that last year SEAC finalized additions they wanted to see included in Rule 51 regarding Functional Behavioral Assessment (FBA) and Behaviour Intervention Planning (BIP). Amy then shared that the plan is to re-open Rule 51 in early 2023 and to hopefully include those regulatory changes and updates in the updates.

#### **Executive Committee Meeting Report – Kasey Alexander**

Kasey shared that the Executive Committee met on November 16, 2022, to set today's agenda.

#### **Public Comment:**

Edison McDonald, Executive Director of Arc of Nebraska, was unable to attend during the public comment portion of the meeting and thus asked Amy Rhone to speak on his behalf.

The Arc is working with the Nebraska State Education Association (NSEA ) regarding proposed legislation around increasing SPED funding to 80%, offering hiring bonuses for special educators, and making the teacher/body of adult-to-student ratio 3 to 1 with incentive pay included in the funding. Edison reminded members that these proposals will require taking into consideration restraint-seclusion language.

In discussing restraint-seclusion language and teacher-to-student ratios, Amy shared that there has been an increase in state complaints being submitted with over 90% also containing allegations of abuse/neglect. Amy explained since Rule 51 does not investigate allegations of abuse/neglect, the NDE Office of Special Education partners with Rule 27 to investigate certificated individuals. However, the majority of complaints involve paraeducators who have not received nor who are required to receive specialized training, so with the new bill there would need to be an emphasis on the training of educators regardless of their certificated position. Amy asked SEAC members to pay close attention to this topic as members will be asked to help determine potential regulation changes within Rule 51 that would include this component. Currently, Rule 51 states that PARAs must be appropriately trained and supervised but without a definition of what that means, and thus allows districts to decide what the training of SPED PARAs is. It is important to note that with teacher shortages impacting special education greatly, a compromise between adequate training and allowance for staffing issues also be considered to allow for the greatest outcome for students.

Edison also wanted members to know that he is always open to hearing stakeholder concerns, including restraint/seclusion concerns.

#### **Accountability and Assessment – Lane Carr, Dr. Vicky Muñoz, Amy Rhone & Dr. Shirley Vargas**

Lane Carr, Dr. Vicky Muñoz, Amy Rhone, and Dr. Shirley Vargas provided updates on state and federal accountability, outlined resources for school improvement, reviewed available resources, discussed ways to plan for improvement with special education students in mind, and sought feedback from SEAC members on these topics as well as welcoming new topics for discussion.

Some key messages that were shared with SEAC that have also been shared with state senators were that Nebraska fared well compared to other states on the National Assessment of Educational Progress but must focus on achievement gaps as 19 % of students with disabilities were proficient in English Language Arts and 18% were proficient in math (NSCAS, Spring 2022). Nebraska should prioritize additional funds, resources, and supports to the schools, educators, and students who need them the most and Nebraskans must work collaboratively to address challenges and make key investments in our education system. It is important to recognize that some of these findings are related to the return to school after the Covid-19 pandemic and we must determine the steps needed to move forward from the impact the pandemic had on students.

Dr. Muñoz explained the classification and federal designation processes used to classify all schools and districts in Nebraska each year and advised that State and Federal statutes stipulate that this classification be done each year. The model used for the classification and designation process is Status (Percent Proficient):  $4, 3, 2, 1$  (# of Proficient ELA + # of Proficient Math)/(Total ELA Assessments + Total Math Assessments). The model is based on factors such as eliminating negatives from the system accounts for the negative externalities beyond the control of a school over the last year (e.g., adjustments to the accountability system and disrupted teaching and learning as a result of quarantines and isolation, and the significant increase in rates of chronic absence). Also, a slight increase in schools classified as Needs Support for Improvement reflects the decrease in statewide proficiencies across grade levels, the additional schools classified as Excellent provide an opportunity to highlight those schools with improved student achievement, and finally, since the EBA has been discontinued as part of the AQuESTT system, the NDE had to account for schools that would have been negatively affected (i.e., their classification was lowered) without it. The NDE is thankful to the school districts that brought this issue to their attention.

Terry Houlton discussed concerns regarding medically fragile students whose absenteeism rate was significantly higher last year than in previous years, which may skew a district's chronic absenteeism rate. He is concerned that districts, especially those in larger metro areas where there is a greater opportunity for specialized medical resources are being held accountable for an issue that they have no control over. Amy Rhone and Dr. Vargas explained, that yes, this is an issue the NDE is continuously discussing how to improve upon as growth will always be needed in accountability.

Amy Bonn agreed with Terry that the data is likely being skewed but also shared that from a parent's perspective, when medically fragile students with disabilities miss a lot of school due to health issues, a concern is, are districts providing appropriate services (e.g. via temporary homebound placements) to those children and wouldn't they then not be considered absent? Amy Rhone explained that the NDE Office of Special Education has released guidance around shortened school days. She shared that the NDE is also looking for ways to improve upon ways to partner with private providers as well as taking into consideration students who must travel and thus miss entire days of school to receive private medical care. Amy Bonn also noted that she believes the NDE has one of the very best Shortened School Day guidance docs in the country and that It's so helpful for families.

Dr. Vargas also discussed the Atlas Protocol which ensures that teams focus on understanding what the data is telling them, the implications for their work, and creating meaningful action plans that address the identified needs. She shared that thus far, key findings have been students have big, clear plans for college and career, and most students do what they're asked in school - but are still not ready to succeed after school. students spend most of their time in school without access to four key resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations, students of color, those from low-economic families, English learners, and students with mild to moderate disabilities have even less access to these resources than their peers, and finally, greater access to the four resources can and does improve student achievement-particularly for students who start the school year behind.

Dr. Vargas went on to explain that the four key components influencing student outcomes are (1) consistent opportunities to work on grade-level assignments, which are assignments that give students a chance to meet the demands of the standards, (2) strong instruction, which is an instruction that asks students to do the majority of the thinking about grade-level content, (3) deep engagement, which involves students sharing that they found

what they were working on in class interesting and enjoyable, and they were concentrating deeply on it, and (4) teachers with high expectations, which involve teachers who report that they believe their students can meet the demands of rigorous standards and do grade-level work.

It was also discussed that in planning for improvement with students with disabilities in mind, assess current improvement plans currently underway and look at the involvement in its creation, the intended outcome if the school/district has been successful in implementing the strategies and activities (are there specific strategies to address needs of students with disabilities), what data is being used to track process and in what ways does the plan support or contradict other plans in place. The four types of data used, demographics, school process, perception, and student learning were also discussed.

Assessing current improvement plans was also discussed and it was shared that assessing should be done by looking at who is/has been involved in its creation, what is the intended outcome of the plan, has the school/district has been successful in implementing the strategies and activities in the plans (are there specific strategies to address the needs of the students with a disability), what data is used to track progress, and In what ways does the plan support or contradict other plans in place?

Lastly, some common thoughts or misconceptions regarding students with disabilities were shared and members were asked to be brainstorming how we collectively address these misconceptions.

#### DISCUSSION:

Brad Meurren shared that Disability Rights Nebraska offers assistance and training for individuals with disabilities (including students) to engage in self- or systems advocacy (especially with the Legislature). There is also the Unicameral Youth Legislature program over the summer, for more information please visit <https://nebraskalegislature.gov/education/unicamyouth.php>.

Amy Bonn shared that she feels a lot of IEP goals say things like "Student will reach 80% proficiency in math," with no clear "as measured by" explanations. Amy believes a lot of IEPs could benefit from the team pulling a few specific skills from the NDE content-area standards where the data shows the child is lagging and using those as goals. Parents can then assist by providing data on specific percentages as far as how the child is doing on that particular skill. More transparency, and more specific focus. Tammy Voisin agreed with this and shared that she feels sometimes goals are more difficult than they need to be and that data-based decisions with baselines and clarity on how to measure progress are what everyone should be goals on.

Kasey Alexander agreed that this begins at the core and thus this needs to start with general education teachers.

Heidi Sommer asked about looking at the IEP document and seeing how we could add some guidance there to improve the general education experience and involvement as she has attended meetings where a random general education teacher was brought into the meeting.

Brad Meurrens shared that Disability Rights Nebraska operates a Lay Advocacy program to help parents help other parents understand their rights in and navigate the educational system for families with students with disabilities: <https://www.disabilityrightsnebraska.org/what-we-do/inclusive-education-lay-advocacy-project.html>

Amy Bonn stated that teachers and parents should bring actual work samples and graded tests to the IEP table. Many teachers are overworked, and parents can share in the heavy lifting when it comes to collecting data. Discussions tend to be too vague about how a child is doing, and that can lead to anger and frustration.

Dr. Muñoz shared the Nebraska Education Profile: <https://nep.education.ne.gov/>.

For those who would like more information about AQuESTT, go to: <https://aquestt.com/about/> and <https://aquestt.com/resources/>

**Next Steps for Priority Statements – Kris Elmshaeuser**

Kris asked members to review the 2020 through 2025 SEAC Priorities and to then rank the following topics in order of where they align with SEAC’s current priorities for SEAC to address at future meetings. Kris reminded members that the topics for consideration were chosen at previous SEAC meetings and that Legislative and SPED Funding topics are already slated to be discussed.

The topics were ranked in the following order, (1) Parents/NDE/DHHS Working Together to Best Serve Students with Disabilities, (2) Accountability for Fidelity in IEP Services, (3) Transition, (4) Requirements on IEP for Students with Autism, and (5) Consultative Model.

**NeCounts & Determinations – Kelly Wojcik**

Due to inclement weather, today’s meeting will adjourn before this topic is presented. Thus, this presentation will be recorded and shared on the SEAC Google Site for members to view before the next meeting.

**State Systemic Improvement Plan (SSIP) – Kelly Wojcik**

Due to inclement weather, today’s meeting will adjourn before this topic is presented. Thus, this presentation will be recorded and shared on the SEAC Google Site for members to view before the next meeting.

**Monitoring – Kelly Wojcik**

Due to inclement weather, today’s meeting will adjourn before this topic is presented. Thus, this presentation will be recorded and shared on the SEAC Google Site for members to view before the next meeting.

**Get Set Nebraska, (Teacher Retention Program) – Pam Brezinski**

Due to inclement weather, today’s meeting will adjourn before this topic is presented. Thus, this presentation will be recorded and shared on the SEAC Google Site for members to view before the next meeting.

**NDE-SPED Team Report – Director/Administrator Updates – Amy Rhone**

Due to inclement weather, today’s meeting will adjourn before this topic is presented. Thus, these updates will be shared at the next SEAC meeting.

**Approval to Adjourn Meeting**

Matt McNiff made a motion to adjourn the meeting, Carlos Serván seconded, and the motion passed unanimously by member vote. The meeting adjourned at 1:06 p.m.

**The Motion carried**

The next meeting will be **Thursday, March 9, 2023, at 8:30 am** in-person at the Embassy Suites – Lincoln, there **WILL** be a virtual attendance option for this meeting.

**Respectfully submitted by:**

Leslie Galloway  
SEAC Recorder



# NEBRASKA

## DEPARTMENT OF EDUCATION

### NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

An advisory panel providing policy guidance to the Nebraska Department of Education with respect to special education and related services for children with disabilities.

## March 9, 2023 – AGENDA

#### ATTEND IN-PERSON

Embassy Suites  
1040 P. Street  
Lincoln, NE 68508

#### ATTEND VIA ZOOM MEETING

<https://educationne.zoom.us/j/93537642839?pwd=RFJteG1FVUFJV1psWUd1V05XT1d5QT09>  
Meeting ID: 935 3764 2839  
Passcode: 2426

8:30 WELCOME & INTRODUCTIONS

Kris Elmshaeuser

#### COUNCIL BUSINESS

Kasey Alexander

- Open Meetings Law Announcement
- Notification posted in the Omaha World-Herald on February 23, 2023
- Approval of March 9, 2023, agenda \*
- Approval of December 8, 2022, Minutes \*
- New Members:
  - Jill Franco – Representing non-public, Special Education Director
  - Angela Willey – Parent of a child with a disability
- Notice of Conferences/Meetings
- NASES Update – McKayla LaBorde
- SEAC Member Updates/News/Sharing
- Executive Board Meeting Report

#### PUBLIC COMMENT \*\*

#### DISCUSSION ITEMS

Kris Elmshaeuser

- Legislative Bills
  - Student Discipline Act
    - LB 811
  - Special Education Funding
    - LB 583: Foundation aid and Special Education Supplemental Aid under TEEOSA: Governor's Bill
    - LB 153: Extraordinary Cost for Special Education \$10M

- LB 324: Special Education Reimbursement up to 80% by 2028-29
  - LB 177: My Student, My Choice
  - LB 528 Option Enrollment Tuition Account
- Dyslexia
  - LB 298: Report required to NDE on Dyslexia testing
- Special Education Funding

**NDE / OFFICE OF SPECIAL EDUCATION TEAM REPORTS**

- SPP/APR Story Kris Elmshaeuser
- IDEA Part B SPP/APR: Review of Indicator Targets & Data Submission Jordyn Brummund,  
Chris Chambers,  
Ginny Howard &  
Mary Lenser,
- SSIP: State Systemic Improvement Plan, Indicator 17 Kelly Wojcik
- NeCounts & Determinations Kelly Wojcik
- Director/Administrator Updates Amy Rhone
- Technology Jamie Chambers
- NDE Legal Tammy Barry

ADJOURN

Kasey Alexander

NEXT MEETING DATE: May 11, 2023 (In-Person Meeting)

**UPCOMING CONFERENCES:**

- March 30-31, 2023 - ASD Conference - Hybrid-Younes Conf. Center North, Kearney, NE
- June 7-8, 2023 - Nebraska School Mental Health Conf, Younes Conf. Center North, Kearney, NE

**NE SEAC EXECUTIVE COMMITTEE MEMBERS:**

**Chairman** - Kasey Alexander, (2022-2023) Educator, Wisner-Pilger Public Schools, Wisner, NE  
Sr. Janelle Buettner, (2023-2024) Principal, North American Martyrs Catholic School, Lincoln, NE  
Graciela Sharif, (2024-2025) Parent of a Student with a Disability, Community Parent Resource Coordinator-UNMC  
Tammy Voisin, (2025-2026) Special Education Director, Papillion - La Vista Community Schools, Papillion, NE  
*Immediate Past Chairman* - Terry Houlton, (2021-2022) Director of Special Education Millard Schools, Omaha, NE

\* Items requiring Council action

\*\* Per the SEAC Operating Procedures, opportunity for public comment is requested in advance

## UNDERSTANDING THE ADVISORY COUNCIL FUNCTIONS UNDER IDEA

*All Council activities should relate to one or more of the functions*

1. Advise the SEA of unmet needs within the State in the education of children with disabilities. CFR 300.169(a)
  - a) Training educations on working with children with Autism
  - b) Students not being adequately served in juvenile and adult correctional facilities
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. CFR 300.169(b)
  - a) The federal law is reauthorized, and the State makes revisions to their regulations
3. Advise the State in developing evaluations and reporting on data to the Secretary under Section 618 of the Act. CFR 300.169(c) \*Grown the most since 2004
  - a) The SEA is reviewing and refining APR improvement strategies
  - b) Upon completion of a State and school district drill down, it was concluded that students with disabilities had lower graduation rates than students without disabilities.
4. Advise the State in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act. CFR 300.169(d)
  - a) The State has just experienced an OSEP Visit and was found to be in noncompliance on various fiscal issues.
5. Advise the State in developing and implementing policies relating to the coordination of services for children with disabilities. CFR 300.169€
  - a) The SEA is proposing a new MOU with the Department of Corrections
  - b) The SEA is revising its MOU with the Department of Health
6. The SEA, after deleting personally identifiable information must
  - Provide the Advisory Council with the DPH findings and decisions and
  - Make those findings and decisions available to the public. CFR 300.513(d) & 300.514(c)
  - a) DPH decisions identify consistent issues.
  - b) The SEA has experienced a spike in DPHs
7. Waiver of non-supplant requirement. State must consult with the Advisory Council regarding provisions of FAPE. CFR 300.164(c)(4)
8. States retain discretion to determine the risk ration threshold above which disproportionality is significant so long as that threshold is reasonable and based on advice from their stakeholders, including their State Advisory Councils. 34 CFR 600.647(b)(iii)(A)



# NEBRASKA

## DEPARTMENT OF EDUCATION

### NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

Embassy Suites – Lincoln

March 9, 2023

#### MINUTES

<b>SEAC MEMBERS PRESENT:</b>	Alexander, Anderson, Bohn, Bonn, Brightman, Buettner, Carnazzo, Czepa, Dobish, Dyer, Feusner, Flott, Gleason, Jacobson, Kelly, Larsen, McNiff, Meints, Plog, Russell, Sharif, Sommer, Stevens, Thomas, Voisin, Watkins, Willey, Wilson.
<b>MEMBERS ABSENT:</b>	Franco, Serván
<b>SEAC PAST CHAIR:</b>	Houlton
<b>NDE STAFF PRESENT:</b>	Brummund, C. Chambers, J. Chambers, Galloway, Haight, Howard, Lenser, Pelland, Rhone.
<b>SEAC FACILITATOR:</b>	Elmshaeuser

*This meeting of the Special Education Advisory Council (SEAC) commenced at 8:41 a.m. Public notification of the meeting was on the Nebraska Department of Education website and in the Omaha World-Herald on February 23, 2023.*

#### **Welcome – Kris Elmshaeuser & Kasey Alexander**

Kris and Kasey welcomed the committee and reminded everyone about open meeting laws.

#### **Approval of March 9, 2023, Agenda**

Jean Anderson made a motion to approve today's agenda. Anne Thomas seconded the motion and the motion passed unanimously by member vote.

**The motion carried.**

#### **Approval of December 8, 2022, Meeting Minutes**

Matt McNiff made a motion to approve the amended minutes of the meeting. Kristin Flott seconded the motion and the motion passed unanimously by member vote with one member abstaining.

**The motion carried.**

#### **Welcome New Members – Kasey Alexander**

Kasey welcomed Jill Franco and Angela Willey as new members of the SEAC.

#### **Notice of Conferences/Meetings – Kasey Alexander**

- March 23-24, 2023 – Celebrating Women in Leadership Conference, Holiday Inn, Kearney, NE
- March 30-31, 2023 – ASD Conference – Hybrid–Younes Conf. Center North, Kearney, NE
- April 13-14, 2023 – NASES/NDE Spring Conference, Courtyard Marriott, Lincoln, NE
- June 7-8, 2023 - Nebraska School Mental Health Conf, Younes Conf. Center North, Kearney, NE

#### **NASES Update – McKayla LaBorde**

McKayla shared that NASES has been reviewing legislative bills and the current legislative session as they advocate for students and programs within special education.

The Joint Legislative Conference hosted by NASES and the NDE was held in February 2023 where Directors of Special Education from across the state met to work together on special education-related issues as well as participate in meetings with their local Senators. NASES created an informational flyer "Schools need additional support to advance learning of Nebraska's most at-risk students - Building a Coherent Funding

Structure” to share with senators. The flyer is a broad overview of special education funding but is useful in assisting with understanding the need for additional assistance in advancing the learning of all Nebraska students by increasing state appropriations for Special Education. For more information, the flyer may be found at: <https://drive.google.com/file/d/1rmnS5JSZGp1l-rjhdli06leMd4MIOKAB/view>.

McKayla shared that the Directors of Special Education continue to work on reviewing state complaint information and being timely and in tune with findings coming from complaint investigations.

Lastly, she announced that the NASES Spring Conference will be jointly hosted with the NDE on April 13-14, 2023 at the Courtyard Marriott in Lincoln, NE. NASES encourages all interested Administrators to attend the conference and to bring their general education partners as they will be taking one step at a time in the journey towards inclusion.

#### **SEAC Member Updates/News/Sharing – Kasey Alexander**

Amy Bonn shared that on April 20, 2023, there will be an ARC of Nebraska hybrid presentation, funded by the Nebraska Council on Developmental Disabilities. Fellow SEAC member, Dr. Matthew McNiff will be leading the presentation “The ABCs of Functional Behavioral Assessment and Behavior Intervention Plans” and Amy, along with Mary Phillips will provide information on parent and student rights.

Amy also shared that she recently attended the Council of Parent Attorneys and Advocates (COPAA) Conference and learned that the data from the COPAA State Policy Director’s studies of the complaint processes across the nation, shows Nebraska and the NDE Office of Special Education ranks at the top for fully responding to and investigating state complaints filed by parents on time.

Jean Anderson shared that with funding from the Behavioral Health and Education Center of Nebraska, the University of Nebraska Lincoln’s School Psychology program is recruiting 10 rural Nebraska residents to complete an Educational Specialist degree in School Psychology. The Prairie Nebraska project uses synchronous and asynchronous online instruction to deliver a program of study that is highly accessible for rural Nebraska residents. Students can complete the training in their community without having to relocate to Lincoln. Prairie Nebraska funds will pay for the trainees’ tuition and fees. Upon successful completion of the program, Prairie Nebraska trainees will qualify for an endorsement toward a Nebraska Department of Education certificate in School Psychology. Successful applicants to the Prairie Nebraska program will live and work in any Nebraska county **excluding** Douglas, Lancaster, Sarpy, Washington, or Cass Counties, and have a recommendation from an ESU or school administrator with a commitment by the school/ESU to provide the experiences and supervision trainees will need to complete the program. Due to restrictions associated with the ARPA funds, all project-funded activities must be completed by December 2025. Consequently, reviewing of applicants will begin on April 1, 2023, and continue until the program is filled. Interested applicants should email Beth Doll, at [bdoll2@unl.edu](mailto:bdoll2@unl.edu), and include their name, email, phone number, and mailing address, including the county of residence and the school district or Educational Service Unit that is likely to provide their recommendation and commitment to supervised experiences.

Anne Thomas shared that the University of Nebraska-Lincoln (UNL) has announced a new funding opportunity in the Department of Special Education and Communication Disorders. The Mid-Plains Professional Upgrade Partnership – Interdisciplinary Preparation in Speech-Language Pathology, Audiology, and Deaf Education (MPUP-SPADE) project is a federally funded interdisciplinary training grant designed to address the critical shortage of highly qualified practitioners who serve children and youth who are deaf or hard of hearing (DHH). The MPUP-SPADE project will provide specialized, interdisciplinary training to at least 30 scholars\* who are interested in pursuing either a master's degree in Speech-Language Pathology (SLP), a doctoral degree in Audiology (AUD), or a master's degree and teaching endorsement to become certified as a Teacher of the Deaf (TOD). **\*Please Note:** Students interested in pursuing the teaching endorsement and Master's degree in Deaf Education **must** hold a current and valid teaching certificate in their state in a specified content area (e.g., special education, elementary education, secondary English) or a speech-language pathology school clinical certificate. Students interested in pursuing a Master's degree in Speech-Language Pathology or a Doctor of Audiology degree **must** hold an undergraduate degree in Communicative Disorders or have completed pre-requisite coursework. All applicants must be accepted to the corresponding degree program at UNL to qualify for funding. To be accepted to MPUP-SPADE, applicants must have a minimum 3.0 GPA. Contact Anne Thomas, Ph.D. Assistant Professor of Practice Coordinator, Deaf Education Program University of Nebraska–Lincoln Special Ed. & Communication Disorders (402) 472-2149 for more information.

#### **Executive Committee Meeting Report – Kasey Alexander**

Kasey shared that the Executive Committee met on February 27, 2023, to set today’s agenda.

Kris Elmshaeuser welcomed Jill Franco and Angela Willey as new members of SEAC with Jill representing non-public schools as a Special Education Director, and Angela representing parents of a child(ren) with a disability.

#### **Public Comment:**

No individuals requested public comment.

## **Legislative Bills – Kris Elmshaeuser**

### **LB 811 –**

LB 811 was introduced by Senator Murman on January 18, 2023. LB 811 would change provisions relating to the Student Discipline Act and provide for use of physical contact or physical restraint or removal from a class in response to student behavior, provide for behavioral awareness and intervention training, and change provisions relating to lottery funds used for education.

Once the SEAC Executive Committee learned LB 811 was coming ready for a hearing on February 28, 2023, and that the State Board of Education would be considering the bill, they met to review and re-draft the previous SEAC position statement letter which was then sent to the State Board of Education on February 22, 2023. On February 28, 2023, Senator Murman filed Amendment 562 to LB 811 removing some sections as well as adding and or changing some wording which Kris explained in greater detail to members.

The State Board of Education's position regarding LB 811 is Neutral in part due to the behavioral training piece being included.

Terry Houlton proposed the SEAC send a newly drafted letter to the State Board of Education reiterating the SEAC position statement on LB 811. Terry reminded members that districts are already required to provide behavioral training and shared concerns regarding the risks associated with using the term physical intervention without a definition of what that means and how some may interpret and or feel empowered and entitled to engage in restraint and seclusion. He also shared concerns that LB 811 is the opposite of bills being passed across the nation, including one currently in Congress that if passed would effectively make LB 811 null and void.

Jean Anderson agreed with Terry and reiterated that over the last few years, SEAC has clearly defined its position regarding not laying hands on children and their concerns for school staff potentially being hurt because of physical intervention.

### **Motion to Move to Action the Creation of a New SEAC Position Statement Letter on LB 811**

Heidi Sommer made a motion to move to an action item, creating a new SEAC position statement letter to submit to the State Board of Education focusing on some comments from today's discussion regarding LB 811 and behavioral training already being required of districts. Adia Brightman seconded the motion and the motion passed unanimously by member vote.

**The motion carried.**

### **Motion to Discuss the Creation of a New SEAC Position Statement Letter on LB 811**

Jean Anderson made a motion to discuss creating a new SEAC position statement letter to submit to the State Board of Education. Heidi Sommer seconded the motion and the motion passed unanimously by member vote.

**The motion carried.**

Amy Bonn shared that the data is clear that the students who will be most adversely affected by this bill will be African-American boys with disabilities. Amy then stated that the most insidious part of LB 811 is the removal piece as research demonstrates that repeated disciplinary removals from the classroom send children directly into the school-to-prison pipeline and that the provisions in LB 811 directly contradict the July 2022 federal guidance from the Office of Civil Rights (OCR) regarding informal removals and the rights of children with disabilities. The percentage of juveniles in the judicial system right now that have an IEP reflects the results of bills like this

Amy asked that if possible, SEAC provide further communication to the board on this data, and request a specific response as to their neutral stance on LB 811.

Angie Gleason stated that Senator Murman has a training bill, with just the training piece, (LB 705), which SEAC's letter to the State Board mentioned as a better alternative, and that she is concerned the State Board remaining neutral indicates they did not consider the SEAC letter or take into consideration the pieces SEAC is opposed to.

Terry reiterated that neither SEAC nor districts are opposed to training, especially in the area of de-escalation and if LB 811 was strictly a training bill the position would be different.

Allison Wilson shared that she participated in a training where the following was presented, students with disabilities comprise less than 12% of high school students nationwide but represent 75% of students restrained, 58% of secluded students, and more than 13% of students subject to out-of-school suspension.

Amy Bonn stated that there are tremendously talented, hard-working, effective educators in Nebraska and they need and deserve support and training and that she feels the legislature has been needlessly pitting families against school personnel with this bill. As a parent member of the SEAC representing other parents of children with disabilities in Nebraska, Amy feels that it is important to demand better leadership on this from the State Board as she believes LB 811 will harm children with disabilities and children of color.

Amy then shared from the Federal Office for Civil Rights, July 2022: "Sometimes schools informally exclude students without invoking the school's disciplinary procedures, such as by requiring a parent or guardian to pick up their child early from school or assigning a student with a

disability to a shortened school day schedule without first convening the student's Section 504 team. Informal exclusions are subject to the same Section 504 requirements as formal disciplinary exclusions."

Heidi Sommer agreed and shared that she has provided written testimony personally as a parent and is prepared to share audio from when her child was restrained. Heidi stated that children are also being harmed in these situations. It is not safe for both teachers and students. Heidi also shared her concerns that if teachers are allowed to make decisions on this with no rules, there will be some that harm students due to their personal beliefs, as that is what happened to her child, and other staff did not intervene.

Several members shared their support for LB 705, a bill already existing in the legislature that outlines the same training but without the physical intervention piece, that training should be for all staff who come in contact with students and that if LB 811 is enacted, Nebraska will be moving backward in allowing more restraint and seclusion where other states are limiting it.

**Motion for the SEAC Executive Committee to Write the SEAC Position Statement Letter on LB 811 and Present it to the State Board of Education**

Jean Anderson made a motion for the SEAC Executive Committee to write the SEAC Position Statement Letter on LB 811 and present it to the State Board of Education. Heidi Sommer seconded the motion and the motion passed unanimously by member vote.

**The motion carried.**

**LB 583**

LB 583 was introduced on January 17, 2023, by Senator Sanders at the request of the Governor, and on January 31, 2023 Notice for a hearing for February 7, 2023.

LB 583 will provide foundation aid and special education supplemental aid under the Tax Equity and Educational Opportunities Support Act. The bill provides for per-student foundation aid, increased special education funding, and changes aid certification dates. The special education supplemental aid to be paid to each school district in each school fiscal year would equal 80% of the actual anticipated expenditures of the school district for special education minus the total amount of state and federal funds to be provided to the school district for special education, excluding special education supplemental aid.

State Board of Education position: Neutral

**LB 153**

LB 153 was introduced on January 9, 2023, by Senator DeBoer, and on January 31, 2023 Notice of hearing for February 7, 2023.

LB 153 creates the Extraordinary Increase in Special Education Expenditures Act to help school districts having difficulty covering large unexpected special education expenditures. The bill intends to appropriate \$10 million from the General Fund for the fiscal year 2023-24 and make future appropriations, as necessary.

State Board of Education position: Proponent

**LB 324**

LB 324 was introduced on January 11, 2023, by Senator Wishart, and on January 23, 2023 Notice for a hearing for January 30, 2023.

LB 324 is similar to LB 876 (2018), LB 346 (2019), and LB 135 (2021), and relates to the amount of aid appropriated for special education programs and support services. The bill requires that General Funds must be appropriated to fund at least 80% of the excess allowable costs for all special education programs and support services plus the amount set aside for the reimbursement of residential settings. The bill provides a phase-in process so that by 2028-29 the reimbursement rate would be at 80% of the excess allowable costs for all special education programs and support services.

State Board of Education position: Proponent

**LB 177**

LB 177 was introduced on January 9, 2023, by Senator Erdman but does not yet have a hearing date.

LB 177 Creates the "My Student, My Choice Act" to provide for the education of students attending Kindergarten through 12<sup>th</sup> grade who are legal residents and are enrolled in a public or private school in the state.

State Board of Education position: Have not considered yet

**LB 528**

LB 528 was introduced on January 17, 2023, by Senator Hansen, and on February 17, 2023 Notice of Hearing for February 28, 2023.

LB 528 creates the Nebraska Option Enrollment Tuition Account Program. The program would be administered by the State Board of Education. The bill creates a process for "declining to appeal and instead requesting an option enrollment tuition account," where an option district

declined to accept an options application.

State Board of Education position: Monitoring

Sr. Janelle Buettner shared that in her experience the students most likely not to receive acceptance in an opt-in situation are typically students who have been on an IEP or 504 Plan. Schools are allowed to ask before accepting a student for opt-in and because of this students with disabilities are disproportionately being declined acceptance

Amy Bonn noted that Minnesota's option enrollment law forbids districts from asking option enrollment applicant families if their child is on an IEP. Wisconsin allows the question to be asked but requires districts to review the child's IEP to determine on a case-by-case basis whether there's the capacity for an applicant child on an IEP. Amy then explained the reasoning for this is to ensure that districts do not violate the anti-discriminatory provisions of Section 504.

Angie Gleason shared that Ben Hansen had several parents of children with special needs testifying in favor of this bill that wanted to attend Madonna and wanted this funding to help go to Madonna.

Graciela Sharif questioned if there is declined enrollment in a private school, and how that funding be used by the student.

Angie Gleason expressed concerns with bills like this seemingly targeting children with special needs when most of the state has no private schools that provide special education services.

SEAC members also discussed the need for technical assistance to the hearing officers who preside over option enrollment cases and to the State Board who approve the hearing officer decisions. It is imperative that hearing officers understand the implications of 504.

#### **LB 298**

LB 298 was introduced on January 11, 2023, by Senator Linehan, and on January 17, 2023 Notice of hearing for January 24, 2023. On February 7, 2023, Placed on General File, on February 22, 2023, Advanced to Enrollment and Review Initial, and on February 24, 2023, Placed on Select File.

Require collection and reporting of information regarding dyslexia in schools

State Board of Education position: Proponent

Kasey Alexander stated that general education teachers need to also be trained and given the correct curriculum as well as special education teachers. Kasey then expressed her concerns as an English teacher, not being trained or told what is the best curriculum to teach students.

Members also discussed if Dyslexia is indeed a medical diagnosis, just like Autism, it should be a verification category.

#### **The Complexity of Special Education Finance – Kris Elmshaeuser & Terry Houlton**

Kris and Terry shared a basic overview of how special education is funded within the state of Nebraska.

Federal funding comes from the Individuals with Disabilities Education Act (IDEA) and is comprised of Base Allocations, 619 Allocations (Pre-school), Coordinated Early Intervening Services (CEIS), and Nonpublic funding. State Funding comes from State Special Education Dollars and is reimbursed to districts. Local Funds from unequalized School Districts dollars collected through local property taxes cover the entire cost of educating students in a school district. While Equalized School Districts dollars collected through local property taxes do not cover the entire cost of educating students in a school district and dollars from State Aid make up the difference.

Nebraska Tax Equity and Education Opportunities Support Act (TEEOSA). The TEEOSA formula determines how much a school district would receive in State Aid (if any). Within the TEEOSA formula special education funding received by a school district from Federal or State funds is considered a funding resource.

Amy Bonn questioned why funding for FAPE services for parentally-placed nonpublic school children originates from proportionate share funding and what safeguards NDE has in place to ensure that LEAs don't apply Child Find processes differently for children with suspected disabilities in nonpublic schools. Amy Rhone explained that ultimately, the federal funding only speaks to Equitable Services. In Nebraska, there is a state statute that requires FAPE for resident districts but there is no state funding that aligns with this

Amy Bonn then questioned if stakeholders should be concerned about how stretched thin districts are and what with Part C and with FAPE in private schools if that is unusual among states. Amy continued that she is worried that the FAPE obligation extends by law to so many children, but that due to lack of funds, it makes it hard for LEAs to comply and clarified that, as a parent member of SEAC, her concerns are aligned with families who are told that their kids are entitled to FAPE, but then those kids may be at risk for not receiving it.

### **SPP/APR Story – Kris Elmshaeuser**

Using a fictional character named “Lucy”, Kris explained the story/patch a student entering the educational system would take starting with Indicator 11 (ChildFind) through to Graduation, and explained the steps and possible outcomes of each Indicator along the way.

### **IDEA Part B SPP/APR: Review of Indicator Targets & Data Submission – Jordyn Brummund, Tara Korshoj, Christopher Chambers, Ginny Howard & Mary Lenser**

Jordyn Brummund explained that Indicator 1 (Graduation) indicates the percentage of youth with IEPs exiting special education due to graduating with a regular high school diploma. For FFY 2021 SPP/APR data indicates out of 2,772 youth with IEPs who exited special education ages 14-21, 2,087 graduated with a regular diploma. The target was set at 77.85% meaning Nebraska did not meet the target and there was slippage.

Indicator 2 (Drop-Out) indicates the percentage of youth with IEPs who exited special education due to dropping out. Of 2,722 youth who exited, 395 exited due to dropping out. The FFY 2021 target was set at 12.81% indicating Nebraska did not meet the target and had slippage.

Tara Korshoj explained that Indicator 5 is educational environments for students in kindergarten through age 21. There are three objectives included in this indicator. Objective 5A measures the percentage of students with IEPs who spend 80% or more of their school day in the general education classroom. Objective 5B measures the percentages of students in special education who are included in the general education classroom less than 40% of the day. Objective 5C measures students with IEPs at separate schools, residential facilities, and hospitals, and who are homebound. Ideally, percentages for 5A would increase while 5B and 5C decrease, as that, would indicate that more and more students with disabilities are spending 80% or more of their day in the classroom with access to and participation in the rigor of the general education curriculum.

FFY 2021 data results demonstrated a .30% decrease in objective 5A which means Nebraska did not meet its target; however, the reduction was not significant enough to indicate slippage. Objective 5B, showed a .10% increase, meaning that Nebraska did not meet the target but did not have slippage. On a positive note, Nebraska displayed a .23% decrease on objective 5C and met the target, and did not have slippage for the students with IEPs at separate schools.

Overall, in FFY 2021, Nebraska had more students spending between 40% and 79% of their school day in the general education classroom alongside their peers without disabilities.

Mary Lenser explained that Indicator 4A measures the rates of suspension/expulsion (percentage of districts that have a significant discrepancy in the rate of suspensions/expulsions greater than 10 cumulative days in a school year for children with IEPs). The 4A Number of LEAs that met the State's minimum n/cell size-8 reported 0 findings of noncompliance. The difference with the 4B is that the data is broken down by student race/ethnicity. 4B indicates the number of LEAs that met the State's minimum n/cell size-5 and reported 0 findings of noncompliance. Nebraska targets were met for both 4A and 4B

Indicator 9 measures the percentage of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. The number of LEAs that met the State's minimum n/cell size- 239 and the number of districts with disproportionate representation of racial/ethnic groups in special education and related services- 1 reported 0 findings. The target was set at 0% which Nebraska met.

With Indicator 10 the difference is that the data is broken down by specific disability categories. The number of LEAs that met the State's minimum n/cell size- 191 and the number of districts with disproportionate representation of racial/ethnic groups in special education and related services- 16 reported 5 findings. Indicator 10- did not meet the target of 0% and is at 2.62%

Ginny Howard discussed Indicator 6 which is Preschool Environments and indicates the percentage of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; separate special education class, separate school or residential facility, or receiving special education and related services in the home.

Christopher Chambers discussed Indicator 8 (Parent Involvement) which indicates the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The total number of respondent parents of children with disabilities for FFY 2021 was 10,979 with 9,190 reporting schools facilitated parent involvement. The target was set at 90.76% with FFY 2021 data at 83.71, Nebraska did not meet the target but did not have slippage.

Theresa Hayes explained Indicator 13 is the percentage of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

36/68 transition files contained all required components with a Target of 100% - compliance indicator. FFY 2020 – 55.66%, FFY 2021 – 52.94% (some slippage) While reviewing data for Indicator 13 the NDE Office of Special Education (OSE) has identified the need to do more across the state to increase compliance with this indicator. With the results of the 2022 Focused Monitoring, NDE/OSE have decided to extend a 6-month

Indicator 13 collection universally across the state. The results of this Universal Indicator 13 Pilot will be shared in the 2024 SPP/APR. This pilot will begin an annual universal submission for indicator 13 data.

Indicator 14 – Post School Outcome indicates the percent of youth who are no longer in secondary school had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school, enrolled in higher education or competitively employed within one year of leaving high school, enrolled in higher education or some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.

The year students graduate, schools collect their contact information and submit that to the NDE OSE the following spring, three mailings are then sent, an invitation letter with a URL link to the survey plus a paper copy, a return envelope postcard, and a repeat of the invitation letter. Attempts to call nonresponders up to 15 times at varying days of the week and times of the day are then made.

Of 754 total respondents, 239 enrolled in higher education within one year of leaving high school with the target set at 30.73% for FFY 2021 Data – 31.7% and the target was met which was up from FFY 2020- 20.4%. 550 enrolled in higher education or competitively employed within one year of leaving high school. With the target set at 34.78% for FFY 2021 data 72.94%, the target was met and up from FFY 2020 – 34.76%. 689 enrolled in higher education or some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school. The target was 44.51% and was met for FFY 2021 at 91.38%, up from FFY 2020 – 46.81%.

This year's survey reduced the number of questions to 10 from between 20-30. Stakeholder meetings will be held this year to get input about changing the methodology of how the NDE/OSE collects this data. Nebraska is one of 5 states that get the PSO data in this manner. Most states survey all students who graduate and Nebraska will be looking at possibly moving to this mode of data collection.

#### **State Systemic Improvement Plan (SSIP) Indicator 17 – Kelly Wojcik**

Kelly discussed the State Systemic Improvement Plan (SSIP) and explained some of the commonly used acronyms within the SSIP as there are many.

Requirements for the State's Systemic Improvement Plan (SSIP) include setting a State Identified Measurable Result of SiMR. For Nebraska, the SiMR is to improve the reading proficiency of students with disabilities who are in 4th grade. This is a bit different from how it was reported before, the state is required to report its infrastructure improvement strategies and its evidence-based practices. When it comes to infrastructure improvement strategies, Nebraska has a statewide multi-tiered system of support or MTSS. Then all of the systems of alignment work which includes coherence work and the Journey to Inclusion initiative. Finally, Nebraska has evidence-based practices that are reported in the Targeted improvement plan or TIP. Those include explicit instruction, active student engagement, flexible grouping, and positive constructive feedback. Kelly then explained all of the data for each of these requirements.

#### **NeCounts & Determinations – Kelly Wojcik**

Kelly discussed the revised Performance Report and Determinations Document set to be released on May 1, 2023. The first release of NeCounts and District Determinations will be June 1, 2023. Districts meeting targets will be identified as no risk, districts at or "slightly below" target are low risk, and districts that are significantly below target are high risk. The more targets that are considered high risk the less likely the District is to "meeting requirement".

#### **NDE-SPED Team Report – Director/Administrator Updates – Amy Rhone**

Kris shared on behalf of Amy the release of the NeMTSS Coherence Project which is the work of 4 NDE Offices, The Office of Coordinated School and District Support, the Coordinated Student and Safety Office, and the Office of Teaching, Learning, and Assessment along with the Office of Special Education are working together to meet the needs of students with disabilities through the coherence in the NeMTSS Framework.

The selection process for the new Nebraska Commissioner of Education is underway and the State Board of Education has slated March 30 & 31, 2023 for interviews of the selected applicants.

The OSE is continuing to work with Vocational Rehabilitation and Nebraska Career & Technical Education to support CTE without limits. Both Voch. Rehab and the Office of CTE participated in the OSE Transition Conference in February and OSE will be participating in the CTE Conference in June.

Both the FFY 2023/2024 IDEA Part B and IDEA Part C Federal applications are available for review on the NDE OSE Website and will be open for public comment for 60 days.

Lisa Moody, an adult with a disability and K-6 Special Education teacher, at Jefferson Elementary School in Omaha, NE joined 40 outstanding educators being honored nationwide with the Milken Educator Award, and both Kris and Amy were honored to be present for her award ceremony. The honor comes from the Milken Family Foundation and is given to a select group of K-12 educators in the U.S. with a \$25,000 prize.

#### **Approval to Adjourn Meeting**

Jean Anderson made a motion to adjourn the meeting, Stacey Carnazzo seconded, and the motion passed unanimously by member vote. The meeting adjourned at 3:06 p.m.

**The Motion carried.**

The next meeting will be **Thursday, May 11, 2023, at 8:30 am** in-person at the Embassy Suites – Lincoln, there will not be a virtual attendance option for this meeting.

Respectfully submitted by:

Leslie A. Galloway

SEAC Recorder

DRAFT



# NEBRASKA

## DEPARTMENT OF EDUCATION

### NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

An advisory panel providing policy guidance to the Nebraska Department of Education with respect to special education and related services for children with disabilities.

## May 11, 2023 – AGENDA

### IN-PERSON ATTENDANCE ONLY

Embassy Suites  
1040 P. Street  
Lincoln, NE 68508

8:30 WELCOME & INTRODUCTIONS

Kris Elmshaeuser

### COUNCIL BUSINESS

Kasey Alexander

- Open Meetings Law Announcement
- Notification posted in the Omaha World-Herald on April 27, 2023
- Approval of May 11, 2023, agenda \*
- Approval of March 9, 2023, Minutes \*
- Notice of Conferences/Meetings
- NASES Update – McKayla LaBorde
- SEAC Member Updates/News/Sharing
- Executive Board Meeting Report
  - Kasey to share Letter to State Board of Education
- SEAC Recognition for members leaving the Council
  - Kasey Alexander – Chair, will remain one more year as immediate past Chair
  - Terry Houlton
  - Seamus Kelley
  - Kristen Larson

### PUBLIC COMMENT \*\*

### ACTION ITEMS

Kris Elmshaeuser

- Change in Operating Procedures
- Autism State Plan
- Approve Meeting Dates for Next Year
  - September 14, 2023
  - December 14, 2023

- Consideration of February 22, 2024 (not typical 2<sup>nd</sup> Thursday)
- May 9, 2024

12:00 – 1:00 – WORKING LUNCH

Kris Elmshaeuser

- Review the SEAC Priorities 2020-2025

DISCUSSION ITEMS

Kris Elmshaeuser

- Legislative Update
- Equitable Services vs FAPE
- Information Shared Regarding ABLENow

NDE / OFFICE OF SPECIAL EDUCATION TEAM REPORTS

- Low Incidence Darsha Pelland
- Transition Theresa Hayes
- ASD Network Marci Haight & Annette Wragge
- NeCounts & Determinations Kelly Wojcik
- Director/Administrator Updates Amy Rhone
  - NeMTSS Coherence Project
  - Other Updates
- Technology Jamie Chambers
- NDE Legal Tamra Walz

ADJOURN

Kasey Alexander

NEXT MEETING DATE: ***Tentatively Scheduled for September 14, 2023*** (In-Person Meeting)

UPCOMING CONFERENCES:

- June 5-8, 2023 – NCE Conference: CTE Without Limits, Younes Conf. Center North, Kearney, NE
- June 7-8, 2023 - Nebraska School Mental Health Conf, Younes Conf. Center North, Kearney, NE
- Oct 12-13, 2023 – NeMTSS Summit: Transformations Through Coherence, Younes Conf. Center North, Kearney, NE

NE SEAC EXECUTIVE COMMITTEE MEMBERS:

**Chairman** – Kasey Alexander, (2022-2023) Educator, Wisner-Pilger Public Schools, Wisner, NE  
Sr. Janelle Buettner, (2023-2024) Principal, North American Martyrs Catholic School, Lincoln, NE  
Graciela Sharif, (2024-2025) Parent of a Student with a Disability, Community Parent Resource Coordinator-UNMC  
Tammy Voisin, (2025-2026) Special Education Director, Papillion – La Vista Community Schools, Papillion, NE  
*Immediate Past Chairman* - Terry Houlton, (2021-2022) Director of Special Education Millard Schools, Omaha, NE

\* Items requiring Council action

\*\* Per the SEAC Operating Procedures, opportunity for public comment is requested in advance

## UNDERSTANDING THE ADVISORY COUNCIL FUNCTIONS UNDER IDEA

*All Council activities should relate to one or more of the functions*

1. Advise the SEA of unmet needs within the State in the education of children with disabilities. CFR 300.169(a)
  - a) Training educations on working with children with Autism
  - b) Students not being adequately served in juvenile and adult correctional facilities
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. CFR 300.169(b)
  - a) The federal law is reauthorized, and the State makes revisions to their regulations
3. Advise the State in developing evaluations and reporting on data to the Secretary under Section 618 of the Act. CFR 300.169(c) \*Grown the most since 2004
  - a) The SEA is reviewing and refining APR improvement strategies
  - b) Upon completion of a State and school district drill down, it was concluded that students with disabilities had lower graduation rates than students without disabilities.
4. Advise the State in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act. CFR 300.169(d)
  - a) The State has just experienced an OSEP Visit and was found to be in noncompliance on various fiscal issues.
5. Advise the State in developing and implementing policies relating to the coordination of services for children with disabilities. CFR 300.169€
  - a) The SEA is proposing a new MOU with the Department of Corrections
  - b) The SEA is revising its MOU with the Department of Health
6. The SEA, after deleting personally identifiable information must
  - Provide the Advisory Council with the DPH findings and decisions and
  - Make those findings and decisions available to the public. CFR 300.513(d) & 300.514(c)
  - a) DPH decisions identify consistent issues.
  - b) The SEA has experienced a spike in DPHs
7. Waiver of non-supplant requirement. State must consult with the Advisory Council regarding provisions of FAPE. CFR 300.164(c)(4)
8. States retain discretion to determine the risk ration threshold above which disproportionality is significant so long as that threshold is reasonable and based on advice from their stakeholders, including their State Advisory Councils. 34 CFR 600.647(b)(iii)(A)

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## 2023-2024 SEAC MEETING SCHEDULE

All meetings are held at the Embassy Suites, located at 1040 P Street in Lincoln, Nebraska. They begin at 9:00 a.m. and conclude when a motion to adjourn has been approved. Two meetings will be held as hybrid meetings and may be attended via Zoom.

September 28, 2023

December 14, 2023 – *hybrid*

February 22, 2024 – *hybrid*

May 9, 2024