NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

Meeting Date:	**Friday, February 2, 2024 9:00 AM**
Meeting Title:	**State Board of Education Meeting Notification and Agenda**
Location:	**NDE Office Building** **Board Room** **500 South 84th Street** **Lincoln, NE 68510**
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/**
Lunch:	**On Friday Friday, February 2, 2024, 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 Tegtmeier

   1.1. Roll Call
   President Tegtmeier

   1.2. Pledge of Allegiance
   President Tegtmeier

   1.3. Announcement of the placement of the Open Meetings Act information
   President Tegtmeier

2. SPECIAL PRESENTATIONS
   President Tegtmeier

   2.1. CTE Month Recognition
   Katie Graham and Sydney Kobza

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 Tegtmeier

5. PUBLIC COMMENT PERIOD
President Tegtmeier

5.1. Public Comment

5.2. Written Public Comment

6. CONSENT AGENDA
President Tegtmeier

6.1. Board Member Out-of-State Travel Approval

6.2. Committee Appointments

6.3. Contract Approvals

6.3.A. Authorize the Commissioner to amend the current contract with Public Consulting Group
Lupe Stevens and Lindy Foley

6.3.B. Authorize the Commissioner to amend the contract with TCB Consulting, LLC dba CN Resource
Zainab Rida

6.4. Grant Approvals

6.5. Lease Approvals

6.6. Minutes of the Previous State Board of Education Meeting

6.7. Miscellaneous Approvals

7. STANDING COMMITTEE REPORTS
President Tegtmeier

7.1. Executive Committee
President Tegtmeier

7.1.A. Review 2024 Proposed State Legislation and Take Action on Board Positions
Deputy Commissioner Halstead

7.1.B. Action Item: Request for Separate Consideration of Board Position on LB 1052: Allow a Teacher Employed at an Approved or Accredited Public, Denominational, or Parochial School to Receive Reimbursement for School Supplies
Deborah Neary

7.2. Budget and Finance Committee
Patsy Koch Johns

7.2.A. Monthly Board Travel Expense Reports

7.2.B. Action Item: Authorize the Commissioner to contract for the Nebraska Early Childhood Data System (ECIDS)
Kristin Yates

7.2.C. Action Item: Authorize the Commissioner to enter into contracts for the NDE Portal replacement and other associated projects
Kristin Yates and Jill Aurand

7.2.D. Action Item: Authorize the Commissioner to enter into new contracts to meet project management, procurement and application development needs
Kristin Yates and Jill Aurand

7.2.E. Action Item: Authorize the Commissioner to enter into contracts for the NDE to provide technical, application-specific and regulatory/compliance training sessions and materials
Kristin Yates and Ganesan Kanagarajan

7.3. Planning and Evaluation Committee
Sherry Jones

7.3.A. Action Item: Authorize the Commissioner to submit Nebraska's revised Every Student Succeeds Act (ESSA) plan
Lane Carr

7.3.B. Action Item: Authorize the Commissioner to contract with NWEA for statewide assessment services
Trudy Clark

7.3.C. Action Item: Authorize the Commissioner to contract with DRC for statewide assessment services

Trudy Clark

7.3.D. Action Item: Approve Rule 11 teacher waiver request for Franklin Public Schools
Melody Hobson

7.3.E. Action Item: Approve the Computer Science and Technology Standards
Katie Graham

7.3.F. Discussion Item: Revised draft of the proposed revision of the State Board of Education Position Statement S3 on Early Literacy
Allyson DenBeste and Marissa Payzant

7.4. Rules and Regulations Committee
Lisa Fricke

7.4.A. Report On Rules

7.4.B. Discussion Item: Proposal for Future Revisions to Rule 10
Kirk Penner

8. ADDITIONAL BUSINESS
President Tegtmeier

9. INFORMATION ITEMS AND REPORTS
President Tegtmeier

9.1. Contracts Approved by Commissioner

9.2. Grants Approved by Commissioner

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 Tegtmeier

11. ADJOURNMENT
President Tegtmeier

The next regularly scheduled meeting of the State Board of Education will be held on Friday, March 8, 2024, at 9:00 a.m. in Lincoln, Nebraska. As needed, a work session will be held on Thursday, March 7, 2024 in Lincoln, Nebraska.
The agenda contains a list of subjects known at the time of its distribution on January 25, 2024. 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/. *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*

Nebraska State Board of Education Written Public Comment February 2024

Nebraska State Board of Education

Pursuant to State Board of Education Board Operating Policy 1.06 - Public Participation at Board Meetings:

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Submissions must include your complete first and last name, city and state. You will also be required to electronically sign the submission. This information will be included with your comments.

Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Mandy

Last name *

Peterson

City *

Columbus

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

My public comment is in regards to the current attempt to rewrite the Library/Media/Technology section of Rule 10. These same comments have been emailed to all Board of Education members.

While there are some positive aspects of this draft, such as the removal of 006.01C and D, there are far more concerning modifications that misrepresent and undermine the role of school libraries.
1. The insistence that school libraries provide pornography raises questions. It is already against the law for school libraries to provide such material to minors, and the redefinition within the document appears aimed at framing opposition as supporting inappropriate content for children.
2. Remixing the Miller Test (Miller vs. California, 1977) and adding key terms has a significant impact on its application. In my school district, the library serves grades preschool through twelfth grade AND our public library is housed in the same space, adding adult collections to the same room as preschool. Using the proposed changes, even our adult section of our public library could only have materials at the age level of a preschooler when it comes to sexuality, reproduction, and reproductive health. This would be damaging to a community like mine.
3. While requiring districts to have a reconsideration policy is a positive step, the document's attempt to define the policy raises concerns. Local stakeholders should have the autonomy to develop comprehensive policies tailored to their community's needs.
4. The removal of requirements for updating library collections is troubling, particularly considering neighboring states with zero budgets for school libraries. Nebraska's commitment to well-stocked, well-maintained, and well-staffed school libraries is integral to its education system. Removing funding requirements risks the deterioration of school libraries statewide. School libraries need to be open all day to all students with a certified school librarian at the helm in order to be the most effective (Keith Curry Lance). In addition, the change inserted doesn't match what is removed at all but again brings us back to my first point.
5. As you examine the proposed changes to Rule 10 that are being rushed to a vote, I hope you'll consider the need for due process. Typically, Rule 10 changes involve committee work, board approval, public feedback, and legal scrutiny. These proposed alterations have skipped these crucial steps, raising concerns about transparency and accountability.

Even if we don't see eye to eye, I appreciate your reading my comment, and I wish you the best.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Mandy

Last name *

Peterson

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Marilyn

Last name *

Moore

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

My comments regard to the proposed library/media/technology provisions in Rule 10. It appears a primary purpose of the proposed language is to embed detailed descriptions of pornography within the Rule, and then prohibit pornography in school libraries. While the proposed language is quite specific, reasonable people will still have reasonable differences of opinion on some materials. While those differences of opinion are presently resolved by local boards of education, elected by the citizens of the district, this proposal would move that resolution of differences of opinion to the Nebraska Department of Education and the State Board of Education. This seems excessive in a state that prides itself on local control.

There are provisions that seem unreasonable to me, such as limiting materials in a library to that which is available to the youngest user. In an elementary school, that's an age span of at least six years, and perhaps more. In many districts in Nebraska, the school library serves students PreK through Grade 12. It does not meet the needs of older students to restrict their access to materials which may be inappropriate for students ten years younger. The provision that materials in "classroom libraries" be included in the online catalog available to the public is also one that will be challenging for school administrators to manage, as teachers bring materials into their classrooms throughout the year.

I agree that an important function of school libraries and school librarians is to teach students to become effective users of information and ideas.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Marilyn

Last name *

Moore

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Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Anne

Last name *

Kalkowski

City *

Omaha

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

My name is Anne Kalkowski and I am in the midst of my 30th year in education. I spent the first 8 years teaching in the classroom and have since worked as both a middle school and elementary teacher librarian. I am taking the time to reach out to you to communicate my deep concerns with the changes to Rule 10 regarding quality indicators of school libraries you posted on your social media and are proposing for a March vote in the Nebraska State Board of Education.

First, Rule 10's regulations and procedures are "intended to establish equality of educational opportunity for all students in public elementary and secondary schools." (https://www.education.ne.gov/apac/accreditation-rule-10/) Rule 10's school library quality indicators have been critical in keeping Nebraska's school libraries some of the best in the country with excellent, qualified teacher librarians teaching and leading inside them.

Here are my top concerns with your proposed changes:
1) They remove the requirement to keep the school library open throughout the day and there is no mention of a requirement of a certified teacher librarian. States that do this have closed school libraries and eliminated teacher librarian positions. There is abundant research on the positive impact certified school librarians have on students' learning outcomes. I'm happy to share if needed.
2) They remove the requirement of up-to-date encyclopedia resources. In my years in teaching, encyclopedias have been a quality source for students to depend on when doing initial research. Without them, students are left to what they can find online- credible or not. While certified teacher librarians are trained to teach students how to look for credible sources, there are many times students need quick answers to questions without having to constantly analyze for credibility- especially at younger ages. I have worked at schools with limited budgets and some administrators may only approve these encyclopedia purchases because they are required in Rule 10.
3) They remove the requirement of purchasing new books every year. This section guarantees that school library collections are updated and maintained from year to year. Without these requirements, it is very likely that districts may cut funding to library collection development, resulting in collections that quickly get old and become irrelevant.
4) They add classroom libraries in the definition of library. If classroom libraries fall under the same selection criteria as school libraries, this will add an undue and unsustainable burden on classroom teachers in particular. This would also affect curricular books, read aloud books, etc. This is overreaching outside of what the school library is responsible for. It does not belong in this section of Rule 10 as it will affect any print or digital material students will encounter.
5) The addition of rules regarding pornography and sexualized content will have negative consequences on education. First, there is no porn in schools. If parents believe there are materials with inappropriate content schools have policies and processes in place to be heard. They can speak to the teacher, the principal, and also request removal of the material and go through the challenge process outlined by the local school board if they believe it should not be allowed for any student. For the State Board of Education to ban books using subjective language infringes on the First Amendment. States such as Iowa and Texas are seeing court cases as a result of their attempts to ban books. https://www.iowapublicradio.org/education/2023-12-29/federal-judge-blocks-enforcement-of-iowas-book-ban-law
6) The inclusion of allowing "concerned individuals" the ability to call in complaints is very problematic. That means any individual from anywhere in the world could file a concern with any school or district in Nebraska. School districts have already been dealing with this and local school boards create policies that

fit their community so that only school parents or district community members can file complaints. One US report found that 11 people were responsible for 60% of book challenges in the 2021-2022 school year. https://www.businessinsider.com/school-book-challenges-bans-virginia-moms-liberty-education-2023-9

As stated before, school districts already have policies regarding selection of materials and procedures for how to handle challenges within their community. Local citizens elect their school board members who write, update, and approve these policies.

I appreciate your time in listening to my concerns since I am teaching during the monthly board meetings.

Sincerely,
Anne Kalkowski

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Anne

Last name *

Kalkowski

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Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Nicole

Last name *

Hecht

City *

Bellevue

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Kirk Penner is a danger to Nebraska Education with his changes to Rule10 his EXTREME ideas aren't fully formed ideas and it really hurts school libraries. This rule would allow Kirk to remove entire reference sections from schools. Those are there to HELP STUDENTS PREPARE for college and writing research papers in college. Kirk wants to send a bunch of unprepared kids to college. Schools are already facing budget issues, this just hurts students even more with the proposed reduction in funding of resources and staff in schools. Penner is a menace and I'm asking to vote against his radical changes that will HURT Nebraska children.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Nicole

Last name *

Hecht

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Identification

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First name *

Wendy

Last name *

Callahan

City *

Plattsmouth

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I am a parent with a child in Conestoga Public Schools, and I am reaching out to you to ask you to oppose the Rule 10 changes proposed by Kirk Penner. His proposed addition regarding “pornographic materials or sexualized content” is redundant and, furthermore, overly vague.

Schools already provide appropriate educational materials for students and should continue to be encouraged to do so; not discouraged for fear of overstepping an indistinct line that this language introduces. This addition is nonsensical and adds no value to public education. Nor does it protect our children who are already in an environment where pornography and sexualized material are not only NOT provided, but are already blocked on web browser.

I am asking you to keep Rule 10 focused on adding materials that encourage learning, research, and reading for fun/promoting literacy.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Wendy

Last name *

Callahan

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Identification

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First name *

Virginia

Last name *

Magnuson

City *

Omaha

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I was very disappointed at the vast changes being proposed for rule 10. For all the time and effort spent in working up these revisions, they don't support schools, teachers, or students in any meaningful way. School libraries already do not house porn. Students don't access porn in school libraries. They access it on tablets, computers, and phones that haven't had browser restrictions applied to them. These kinds of browser restrictions DO exist on school-issued electronics. The requirements proposed on schools to make their catalogs available to the public will require further resources ($$) and staffing, in a time of historical staff shortage. But almost more than the allegation of porn in school libraries, I found the "Noncompliance" section especially troubling. This section is proposing the creation of entirely new processes, tracking, communication, and documentation ($$) within the Dept of Ed, based on the dissatisfaction of potentially one persistent concerned citizen? With the potential to remove a school's accreditation entirely, based on potentially one piece of literature (et al) that not everyone can agree on? This is not freedom. One person should not have the right or sway to control what another parent’s child or what the entire student body has access to read and learn in school. Certainly parents can already opt their children out of any curriculum or reading material at school, but our certified and highly educated librarians and dedicated teachers deserve to be trusted when it comes to the educational materials they are providing.

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Virginia

Last name *

Magnuson

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Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Mary

Last name *

Reiman

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

Members of the Nebraska Board of Education Members,

As a retired school librarian, it is unfathomable to me that there would be a need to rewrite the Rule 10 Library/Media guidelines to address pornography. I worked as a school librarian in Nebraska for 40 years and taught Library Science classes at the University of Nebraska-Omaha to teachers who were getting their certifications to become school librarians.

The school librarians understand the responsibility they have to make sure the resources they provide for their students are the most appropriate for their students, in content and in reading level. They read reviews from our professional journals, such as School Library Journal and Booklist. The librarians truly understand the importance of book selection.

Also, with the rising cost of books, some of our smaller school districts would not acquire the funds needed to purchase new resources each year if there were not the minimum standard for number of titles that are stated in Rule 10. We realize the limitations of school district budgets, but we also realize the importance of new books in the school library each year. Those titles are then accessible to all the students in the school. That is the importance of relevant resources in the school libraries. Giving ALL students the opportunity to read. School librarians and the Nebraska Association of School Librarians worked with the Department of Education to create and revise the Rule 10 guidelines. They are comprehensive.

Please do not revise the Rule 10 guidelines regarding Library/Media and Technology Resources. It makes no sense. There is no need. Our school libraries are not filled with pornography or sexually explicit materials. If you are concerned, stop by and visit any of them. The children of our state are searching for knowledge, for opportunities to read at their reading levels. The school library is their access point to learning, supervised by a school librarian to guide that journey. If you would like to visit an elementary or secondary school library and see the wonderful learning taking place, please contact me and I will arrange a visit. The school librarians will be happy to show you the fabulous resources we have to help our students learn.

Thank you,

Mary Reiman
402-580-4093

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Mary

Last name *

Reiman

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Out-State Travel Authorization Reports - February				
Name	**Event Name**	**Date**	**Location**	**Trip Request (i.e. 1st, 2nd, Other)**
Lisa Fricke	(NONE)			
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Kirk Penner	(NONE)			

Out-State Travel Authorization Reports - February				
Name	**Event Name**	**Date**	**Location**	**Trip Request (i.e. 1st, 2nd, Other)**
Patsy Koch Johns	(NONE)			
Patti Gubbels	(NONE)			
Elizabeth Tegtmeier	(NONE)			
Sherry Jones	(NONE)			

DR. BRIAN L. MAHER, COMMISSIONER
TEL 402.471.2295
FAX 402.471.0117
P.O. Box 94987
Lincoln, NE 68509-4987
education.ne.gov

PROPOSED AGENDA ITEM RATIONALE

DATE: January 16, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Lupe Stevens, Program Director of Transition
Lindy Foley, Office Administrator of Nebraska VR

PROPOSED AGENDA ITEM: Authorize the Commissioner to amend the current contract with Public Consulting Group, April 17, 2023 – February 15, 2024

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

RATIONALE/BACKGROUND INFORMATION:

- Public Consulting Group LLC (PCG) was awarded a contract based on an RFP to conduct a rate study for Worksite Skills Trainers;
- PCG contract was approved at the April, 2023 State Board of Education meeting;
- As part of the project, PCG collected cost data from providers via survey, with a goal of at least 30 responses from providers to meet an 85% or greater confidence level in the data; the initial survey response rate from providers was below the desired response rate resulting in:
  - Increased efforts to increase the number of responses to the survey including coordination of additional stakeholder engagement opportunities and reaching out directly to providers;
  - Added individual and group training sessions to assist providers with the survey and increased office hours for support;
  - Follow-up communication to ensure providers were able to complete the survey, ask questions and receive assistance as needed;
  - Adjustments to the tracking and analysis files to reflect changes and new tactics to data collection and analysis of late provider data;
  - Development of new findings and methodology updates to account for extended timelines and adjustments to approach;
  - Additional weeks of coordination and management for project completion, including status updates on the project, and added bi-weekly core team meetings.
- Due to the additional time and resources provided by PCG to ensure quality data from the surveys was collected and could be used to complete the rate methodology, an additional $22,565 is needed to complete the increase in scope of services.

PROPOSED BOARD MEETING (MONTH/YEAR): February, 2024

ESTIMATED COST: $22,565.00, total contract cost of $159,821.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Rehabilitation Services – Vocational Rehabilitation Grants to States 84.126A

- New or Renewal: Amendment

- If renewal, date of first approval: Contract was first approved by the Nebraska State Board of Education in April, 2023.

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*

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PROPOSED AGENDA ITEM RATIONALE

DATE: January 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Zainab Rida, Ph.D., Administrator, Office of Coordinated Student Support Services
Kayte Partch, Assistant Administrator, Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to amend contract with TCB Consulting, LLC dba CN Resource for the completion of Administrative and Procurement reviews of School Food Authorities (SFAs) participating in the USDA's National School Lunch Program (NSLP) and School Breakfast Program (SBP), and Compliance Reviews for the USDA's Summer Food Service Program (SFSP). Additional Administrative and Procurement Reviews of SFAs need to be conducted by CN Resource; three more AR/PRs will be done by CN Resource for a total contract value of $185,049.00.

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

RATIONALE/BACKGROUND INFORMATION:
The USDA requires that SFAs participating in the NSLP and SBP receive regular oversight and monitoring through Administrative Reviews (AR) and Procurement Reviews (PR). Sponsors participating in the SFSP must also receive regular oversight through compliance reviews. The NDE Nutrition Services team requires support for completing these reviews in order for all (approximately 385) SFAs to receive this oversight and monitoring once every five years. Full-time staffing limitations governed by the Legislature, along with other staff responsibilities, require the support of a contract company to ensure thorough oversight is completed within the required timelines governed by the USDA regulations. Therefore, the NDE Nutrition Services would like to continue its contractual agreement with TCB Consulting, LLC dba CN Resource TCB, LLC to complete a portion of the Administrative and Procurement Reviews for SY2022-23.

TCB Consulting, LLC dba CN Resource was selected using formal procurement through a Request for Proposal process. The contract for SY2023-24 is the second of four possible renewals. Their work will begin in October 2023 and will conclude in August 2024

PROPOSED BOARD MEETING (MONTH/YEAR): February 2024

ESTIMATED COST: $185,049.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal
- New or Renewal: Renewal (second of up to four renewals)
- If renewal, date of first approval: October 2021

(--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: NA
- Rationale for method of procurement: NA
- Rationale for contractor selection: NA

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA

State Board of Education Work Session and Business Meeting.
Thursday-Friday January 4-5, 2024
Nebraska Department of Education, State Board Room, 500 S 84th Street, Lincoln, NE 68508
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 WORK SESSION, Thursday, January 4, 2024, 4:00 p.m.

1. CALL TO ORDER

President Gubbels called the meeting to order at 4:04 p.m.

1.1 Roll Call

Roll Call showed the following attendance:

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

1.4. Meeting Logistics Orientation

NDE Representatives, Drew Worster and Travis Rhoden, provided logistics for microphones and WIFI connections.

2. BUSINESS

2.1. **2024 ORGANIZATION OF THE STATE BOARD OF EDUCATION**

2.1.A. Election Process and Procedures

Commissioner Maher reviewed election procedures pursuant to Board BLW 2 State Board Officers.

Commissioner Maher appointed Brian Halstead and Lora Sypal as Tellers to disseminate and count the ballots.

2.1.B. Election of Board President

Commissioner Maher opened nominations for President of the State Board of Education.

Deborah Neary nominated Elizabeth Tegtmeier.

There being no further nominations, the Commissioner Maher closed the nominations.

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Vote 1:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 6 votes for Elizabeth Tegtmeier
- 1 vote for Patsy Koch Johns
- 1 vote for Jacquelyn Morrison
- 0 illegal votes

The tally was delivered to the Commissioner Maher, who announced the result that Elizabeth Tegtmeier was elected President.

3.3. Election of Board Vice President

Commissioner Maher opened nominations for Vice President of the State Board of Education.

Kirk Penner nominated Deborah Neary.

Patti Gubbels nominated Lisa Fricke.

There being no further nominations, the Commissioner Maher closed the nominations.

Vote 1:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 6 votes received for Deborah Neary
- 2 votes received for Lisa Fricke
- 0 illegal votes

The tally was delivered to the Commissioner Maher, who announced the result that Deborah Neary was elected President.

3. ADJOURNMENT

President Tegtmeier adjourned the meeting at 4:25 p.m.

The State Board of Education will reconvene Friday, January 5, 2024, at 9:00 a.m. at Nebraska Department of Education, State Board Room, 500 S 84th Street, Lincoln, NE 68508.

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STATE BOARD OF EDUCATION MEETING, Friday, January 5, 2024, 9:00 a.m.

1. **CALL TO ORDER –** President Elizabeth Tegtmeier called the meeting to order at 9:06 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Sherry Jones	Patti Gubbels	Elizabeth Tegtmeier
Patsy Koch Johns (arrived at 9:01 a.m.)	Lisa Fricke	Deborah Neary
Jacquelyn Morrison (arrived at 9:01 a.m.)	Kirk Penner	

Commissioner Maher was also in attendance.

1.2. President Tegtmeier led the Pledge of Allegiance.

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

2. **SPECIAL PRESENTATIONS**

2.1. Introduction of Jacob Eitzen, 2023-2024 Nebraska Milken Educator, at the time of the award, an 11th/12th Grade AP Statistics and Algebra 2 Teacher, Bellevue West High School, Bellevue, Nebraska

David Jespersen, Administrator of the Office of Public Information and Communication, introduced Jacob Eitzen, 2023-2024 Nebraska Milken Educator.

2.2. Introduction of Leslie McIntosh, 2023-2024 Nebraska Milken Educator, at the time of the award, a 5th Grade Reading/English Language Arts (ELA) Teacher, Syracuse-Dunbar-Avoca Middle School, Syracuse, Nebraska

David Jespersen, Administrator of the Office of Public Information and Communication, introduced Leslie McIntosh, 2023-2024 Nebraska Milken Educator.

President Tegtmeier called for a break at 9:43 a.m. The meeting resumed at 9:52 a.m.

Jacquelyn Morrison and Deborah Neary returned at 9:53 a.m.

3. **COMMISSIONER'S REPORT**

3.2. Introduction of Scott Phillips, 2024 Nebraska Teacher of the Year, Math teacher, Aurora Middle School, Aurora, Nebraska

The 2023 Nebraska Teacher of the Year, Scott Phillips, Math teacher, Aurora Middle School, Aurora, Nebraska provided an introduction to his family, his journey to education and his goals for this year.

President Tegtmeier called for a break at 10:25 a.m. The meeting resumed at 10:31 a.m.

3.1. Agenda Overview and Consent Agenda Process

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

No items were requested for removal.

Commissioner Maher delivered the Commissioner's report.

Deputy Commissioner Halstead, Board Legal Counsel, provided information on the Summer EBT Food Service program. The statutes enacted by the Legislature did not contemplate what Congress

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changed at the federal level making the Summer EBT program a permanent part of the Department of Agriculture's summer food service programs.

NDE Representative, Trudy Clark, provided an overview of the RFP process for assessment, explained that the work product belongs to Nebraska and what things will be compared in requesting information from vendors.

Kirk Penner left at 11:11 a.m. Returned at 11:15 a.m.

3.3. Review Process for Developing Content Area Standards

NDE Representative, Allyson DenBeste, reviewed the process for developing content area standards and engaged in discussion with Board Members.

4. PRESIDENT'S REPORT

President Tegtmeier delivered the President's Report

5. CONSENT AGENDA

Motion by Patsy Koch Johns, second by Kirk Penner to approve the Consent Agenda.

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.

6.1.A. Adopt revisions to Board Bylaws

Motion by Patti Gubbels, second by Kirk Penner to adopt revisions to Board Bylaws.

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.

6.1.B. Adopt revision to Board Operating Policies

Motion by Lisa Fricke, second by Kirk Penner to adopt revisions to Board Operating Policies.

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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.

6.1.C. Adopt revision to Agency Management Policies

Motion by Kirk Penner, second by Sherry Jones to adopt revisions to Agency Management Policies.

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.

President Tegtmeier called for a break at 11:53 a.m. The meeting resumed at 12:33 p.m.

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.

6.2.B. Action Item: Authorize the Commissioner to contract with a Vendor to aid in the building and development of a Learning Management System (LMS), and construction of an Emergency Operations Plan (EOP)

Motion by Deborah Neary, second by Kirk Penner to contract with a Vendor to aid in the building and development of a Learning Management System (LMS), and construction of an Emergency Operations Plan (EOP).

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.

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6.2.C. Action Item: Authorize the Commissioner to approve a grant to the Nebraska Children and Families Foundation to continue the Nurturing Healthy Behaviors/Rooted in Relationships program

Motion by Lisa Fricke, second by Kirk Penner to Authorize the Commissioner to approve a grant to the Nebraska Children and Families Foundation to continue the Nurturing Healthy Behaviors/Rooted in Relationships 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.D. Action Item: Authorize the Commissioner to contract with WestEd to conduct a Nebraska Middle School CTE Landscape Analysis

Motion by Kirk Penner, second by Patti Gubbels to contract with WestEd to conduct a Nebraska Middle School CTE Landscape Analysis.

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

6.3.A. Action Item: Authorize the Commissioner to approve the Nebraska Vocational Rehabilitation (Nebraska VR) portion of the WIOA Combined State Plan

Motion by Patsy Koch Johns, second by Kirk Penner to approve the Nebraska Vocational Rehabilitation (Nebraska VR) portion of the WIOA Combined State Plan.

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.

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6.3.B. Discussion Item: Engage in discussion and provide updates on Nebraska's Every Student Succeeds Act (ESSA) state plan amendment

No additional discussion.

6.3.C. Discussion Item: Discuss extension of NWEA contract to 2024-2025

No additional discussion.

6.3.D. Discussion Item: Discuss extension of Data Recognition Corporation (DRC) contract to 2024-2025

No additional discussion.

6.3.E. Discussion Item: Approve Rule 11 teacher waiver request for Franklin Public Schools

No additional discussion.

6.3.F. Discussion Item: Discuss the proposed Computer Science and Technology standards

NDE Representatives, Katie Graham, and Shaun Young, provided that already existing in Rule 10 (92 NAC 10) Regulations and Procedures for the Accreditation of Schools, is a process where school districts can create a policy to allow middle school coursework to count for high school credit. This would be another example of where districts could deliver the high school computer science requirement in middle school and count towards the graduation requirement.

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

NDE Representatives, Brian Halstead, and Zainab Rida, provided information on a regular school day, specifically with regard to summer school, for purposes of the anaphylaxis's protocol.

6.4.A. Report on Rules

There is no action on rules.

6.4.B. Action Item: Approve and adopt proposed revisions to Rule 58 (92 NAC 58) Regulations for Security-Related Infrastructure Grants

Motion by Kirk Penner, second by Patti Gubbels to approve and adopt proposed revisions to Rule 58 (92 NAC 58) Regulations for Security-Related Infrastructure Grants.

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.

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6.4.C. Action Item: Approve and adopt proposed revisions to Rule 59 (92 NAC 59) Regulations for School Health and Safety

Motion by Jacquelyn Morrison, second by Patti Gubbels to approve and adopt proposed revisions to Rule 59 (92 NAC 58) Regulations for School Health and Safety.

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.

7. ADDITIONAL BUSINESS

(NONE)

8. INFORMATION ITEMS AND REPORTS

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

9. GOOD OF THE ORDER

Deborah Neary indicated that one of the Board Members, Patsy Koch Johns, is receiving a statewide award and will be inducted into the Thespian Hall of Fame.

Patti Gubbels indicated that January 21-28 is Local School Board Member Appreciation Week and that the NASB Legislative Issues Conference is January 21-22, 2024, for any that have not signed up.

10. ADJOURNMENT

President Tegtmeier adjourned the meeting at 1:10 p.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, February 2, 2024, at 9:00 a.m. in Lincoln, NE.

DRAFT

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STATE BOARD OF EDUCATION
EXECUTIVE COMMITTEE REPORT

Date: February 1, 2024

The Executive Committee reports on the February 1, 2024, meeting, as well as the weekly committee meetings that were held since the January board meeting. Members present were Elizabeth Tegtmeier, Deborah Neary, and Kirk Penner. The committee reviewed the NDE deficit request issue listing with the Governor's recommendations in preparation for the NDE's hearing before the Legislature's Appropriations Committee next Tuesday. The committee then reviewed the Commissioner's recommendations on bills scheduled for hearings next week. The committee also discussed positions on LR 278CA: Constitutional amendment to change the membership of the State Board of Education. The committee decided to continue the discussion with the board in the work scheduled later in the afternoon.

The committee recommends the board adopt the legislative positions as recommended by the Executive Committee except for LB 1052.

Committee member Deborah Neary requested separate consideration of the board's position on LB 1052 and it will be taken up under a separate motion.

Before adjourning, the committee discussed plans for the work session on legislation scheduled for later in the afternoon.

This concludes the Executive Committee report.

Elizabeth Tegtmeier, Chair

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

State Board Executive Committee Running Record

February 1, 2024

The State Department of Education, provided for in Article VII, Section 2 of the Constitution of Nebraska, shall have the general supervision and administration of the school system of this state and of such other activities as the Legislature may direct. The State Board of Education, acting as a unit, shall be the policy-forming, planning, and evaluative body for the state school program under Section 79-301.

Per State Board Bylaw 4: Board Committees, the executive committee shall be charged with advising the commissioner on legislative matters while the state legislature is in session and making recommendations to the Board on the NDE's position on specific bills and legislative resolutions.

The purpose of this document is to report on legislative activity since the previous meeting, outline bills under consideration in the following week(s), and advise the commissioner on legislative matters.

Board Priority Areas:

1. Increase Third Grade English Language Arts Proficiency to 75% by 2030
2. Halve the Gap in 8th Grade Math Achievement for Each Student Group by 2030.
3. Increase the Number of High School CTE Concentrators to 50%.
4. Reduce Chronic Absenteeism by Half by 2030
5. For Youth who are Systems-Involved, Raise the High School Graduation Rate and/or High School Equivalency Attainment to 70%.
6. Eliminate the Special Education Staffing Vacancy and Cut the Educator Shortage in Half by 2030.

Stance:

- Proponent – The NDE supports this bill.
- Opponent – The NDE does not support this bill.
- Neutral – The NDE has no position on the bill at a hearing.

Hearings Schedule:
Executive Committee Meeting 2.1.24
Executive Committee Members in Attendance: President Elizabeth Tegtmeier, Vice President Deborah Neary, and Kirk Penner
Staff in Attendance: Commissioner Maher, Deputy Commissioner Halstead, Assistant Commissioner Foor, Tammy Barry, Lane Carr, Laura Rife

Bill	One Liner	Fiscal Impact	Board Priority Area	Commissioner's Recommendation	Executive Committee Advice
Education – Monday, February 5					
997 (Ibach)	Require the State Department of Education to establish criteria for salary supplements for child care and early education providers	$2 million	1	Proponent – Letter	Concur
939 (Erdman)	Adopt the My Student, My Choice Act	Undeterminable		Neutral	
1066 (Lippincott)	Authorize a school board to adopt a policy for participation in an elective course in religious instruction conducted off school district property by a sponsoring entity			Neutral	
1201 (Hardin)	Change provisions relating to the Early Childhood Education Grant Program and redefine terms under the Tax Equity and Educational Opportunities Support Act			Neutral	Proponent – Letter
1385 (Kauth at Request of Governor)	Change provisions relating to the issuance of and eligibility for	Minimal	6	Neutral	

	certificates and permits issued by the State Department of Education				
1238 (Walz)	Adopt the Special Educators of Tomorrow Act	$1.5 million	6	Proponent - Letter	Concur
1399 (Murman)	Change provisions relating to the involvement of parents, guardians, and educational decisionmakers in the education of their children	None		Neutral	
1193 (Conrad)	Provide a process for a parent or guardian to request that such person's child repeat a grade under certain circumstances			Neutral	
1083 (Conrad)	Change provisions relating to the Nebraska Career Scholarship Act	$8 million		Proponent - Letter	Concur
Tuesday, February 6					
1339 (Brewer)	Change provisions relating to possession of firearms in schools and authorize schools to provide emergency response mapping data to public safety agencies	None		Neutral	
1391 (Ballard)	Require certain high schools to have automated external defibrillators and an athletics emergency action plan as prescribed	Unknown		Neutral	
1141 (McKinney)	Change provisions of the Student Discipline Act	None		Neutral	
899 (Hughes)	Exempt Class III school districts from the prohibition on suspending a student in pre-kindergarten through second grade	None		Neutral	
1146 (Murman)	Provide an additional exception to the prohibition on suspending a student in pre-kindergarten through second grade	None		Neutral	

1029 (Conrad)	Change provisions relating to compulsory school attendance regarding illness	None		Neutral	
1012 (Walz)	Change provisions relating to certain tax levy and bonding authority of school districts			Neutral	
1284 (Walz)	Provide for a statewide computer science education expansion program	$1.5 to 2 million	3	Proponent – Testimony	Concur
1056 (Walz)	Create the School Construction Assistance Task Force	None		Neutral	
1337 (Walz)	Adopt the School Construction Financing Act.			Neutral	
LR278CA (Murman)	Constitutional amendment to change the membership of the State Board of Education				Per work session discussion, Oppose – Board President will Testify
Appropriations – Tuesday, February 6					
**NDE will appear before the Appropriations Committee to discuss its deficit budget requests and the draft biennium budget bill.					
858 (Linehan)	State intent to appropriate funds to the State Department of Education to expand the office of finance and administrative services	~$300,000		Proponent – Letter	Concur
1008 (Walz)	Appropriate funds to the State Department of Education	$45 million	4	Proponent - Letter	Concur

Follow Up:

Bill	**One Liner**	**Fiscal Impact**	**Board Priority Area**	**NDE Position**	**Action Since Last Meeting**
Hearings: Tuesday, January 30					
878 (Holdcroft)	Change provisions regarding certain bond and related elections	Undeterminable		Neutral	N/A

1259 (Meyer)	Provide for grants and bonuses for teachers as prescribed and require the State Department of Education to develop and administer a Classroom Improvement Program	$5 million		Neutral	Further discussion with Sen. Meyer
1386 (Hansen)	Establish an educational savings account for each student enrolled in an approved or accredited private, denominational, or parochial school for qualified educational expenses as prescribed			Neutral	N/A
1306 (Education Committee)	Eliminate the Professional Practices Commission and provide, change, and eliminate provisions relating to standards for and conduct of teachers and administrators	n/a		Proponent	Testimony provided 1.30.24
1081 (Conrad)	Require school districts to comply with student-teacher ratios in certain classrooms	Undeterminable		Opponent	Discussion of noted concerns with Senator
1230 (Wayne)	Change provisions relating to the applicability of the enrollment option program for any student who enrolls in another school district within the same city as the school district in which such student resides	Undeterminable		Neutral	N/A
1328 (Murman)	Change provisions relating to the classification of school districts			Neutral	N/A
1331 (Murman)	Change provisions related to truancy and attendance and various programs administered by the State Department of Education	None		Proponent	Testimony provided 1.30.24
1005 (Walz)	Change provisions relating to the Attracting Excellence in Teaching Program and the Excellence in		6	Proponent	Letter provided to Senator

	Teaching Cash Fund under the Excellence in Teaching Act				
1160 (Walz)	Change provisions relating to the Attracting Excellence to Teaching Program and the Excellence in Teaching Cash Fund		6	Proponent	Letter provided to Senator
1377 (Walz at Request of Governor)	Change requirements relating to training for certain school employees	None		Neutral	N/A

Bill	**One Liner**	**Fiscal Impact**	**Board Priority Area**	**NDE Position**	**Action Since Last Meeting**
Hearings: Monday, January 22					
835 (Blood)	Adopt the School Psychologist Interstate Licensure Compact	None	4	Proponent – Letter	Letter sent to Education Committee & Sponsor
1014 (Walz)	Change requirements relating to school psychologists	None	4	Proponent - Letter	Letter sent to Education Committee
1027 (Clements)	Change provisions relating to schools which elect not to meet accreditation and approval requirements	None		Neutral (w/ Concerns)	NDE provided comments in the neutral capacity; Conversations with sponsor
1010 (Walz)	Provide transfers to the Education Future Fund for reimbursements for special education	Cannot be determined.		Neutral	N/A
1052 (Walz)	Allow a teacher employed at an approved or accredited public, private, denominational, or parochial school to receive reimbursement for school supplies	$8.3 million		Neutral	N/A
1063 (Halloran)	Require approval by the voters of the school district prior to expenditure of special building funds as prescribed	None to NDE; Potential additional cost to districts		Neutral	N/A

1091 (Murman)	Provide requirements and restrictions for school boards relating to professional employees' organizations	Unknown		Neutral	N/A
860 (Linehan)	Change a reporting requirement relating to the Early Childhood Education Grant Program	None		Neutral	N/A
985 (Linehan)	Change provisions relating to grant eligibility under the Nebraska Teacher Recruitment and Retention Act	None		Neutral	N/A
855 (Conrad)	Prohibit school districts from taking certain actions relating to outstanding debts on a school lunch or breakfast account	Unknown		Neutral	N/A

January 11, 2024

- Meeting convened at 8:34 a.m.
- Members Present: Elizabeth Tegtmeier and Kirk Penner
- Staff Present: Tammy Barry, Lane Carr, Ryan Foor, Deb Frison, and Brian Halstead
- Notes:
    - Staff presented on the Executive Committee Legislative Processes (Attached in Sparq).
    - Staff presented on the Running Document used to track Executive Committee work, advice, and actions (Attached in Sparq).
    - Committee members affirmed both documents.
    - A brief discussion was had about LB1055 at the request of Elizabeth Tegtmeier, but no advice or recommendations were made.
- Meeting adjourned at 8:56

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STATE BOARD OF EDUCATION
BUDGET AND FINANCE COMMITTEE REPORT

Date: February 1, 2024

"The Budget and Finance Committee reports that at its Thursday, February 1st meeting, members present were Patsy Koch Johns, Patti Gubbels, Lisa Fricke, and Sherry Jones. The Committee reviewed four action items supporting all four for full board consideration. The first item reviewed was a contract for the Nebraska Early Childhood Data System (ECIDS). This potential contract with DHHS will allow for continued improvement of information related to early childhood provider options available throughout the State.

The second item reviewed was a request to authorize the Commissioner to enter into contracts for replacement of the portal, a data collection system used in conjunction with schools, and several other data systems including a comprehensive needs assessment system, finance data improvement project, Pcard tracking and reconciling system and SharePoint modernization project.

The third action item was also for contracts related to technology updates. These potential contracts are for systems used for collecting data including the consolidated data collection system, which is outdated, soon to be unsupported and inefficient compared to newer technology. This item also includes project management as well as procurement and application development in this request.

The last action item reviewed was for contracts to provide the technical support for the new systems along with application specific and regulatory compliance training. This request is designed to make sure the new systems can be used efficiently and effectively after the funds to develop these systems are gone.

Additionally, the Committee reviewed three upcoming action items including an update an ESSER funds and upcoming contracts or amendments that will be coming in the next couple of board meetings. The other two items the Committee was briefed on was for an early childhood classroom vignette to be used in coaching, training and program improvements and a possible contract renewal with the National Association of Elementary School Principals for a thirty person PK – 3rd grade leadership academy.

Last the Committee reviewed the monthly board travel expenses noting no concerns.

This concludes the Budget and Finance Committee report."

Patsy Koch Johns, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.
Updated 02.02.2023

NEBRASKA STATE BOARD OF EDUCATION

TRAVEL REPORT

JANUARY 2024

2023-2024 Board Travel

At-A-Glance

Budgeted

$29,391

Monthly Spending

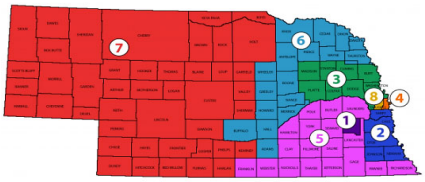
$3,080
Average

Annual Spending

$37,000
Projected

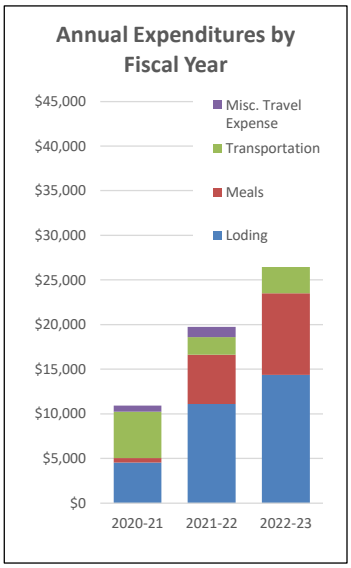
Expenditures

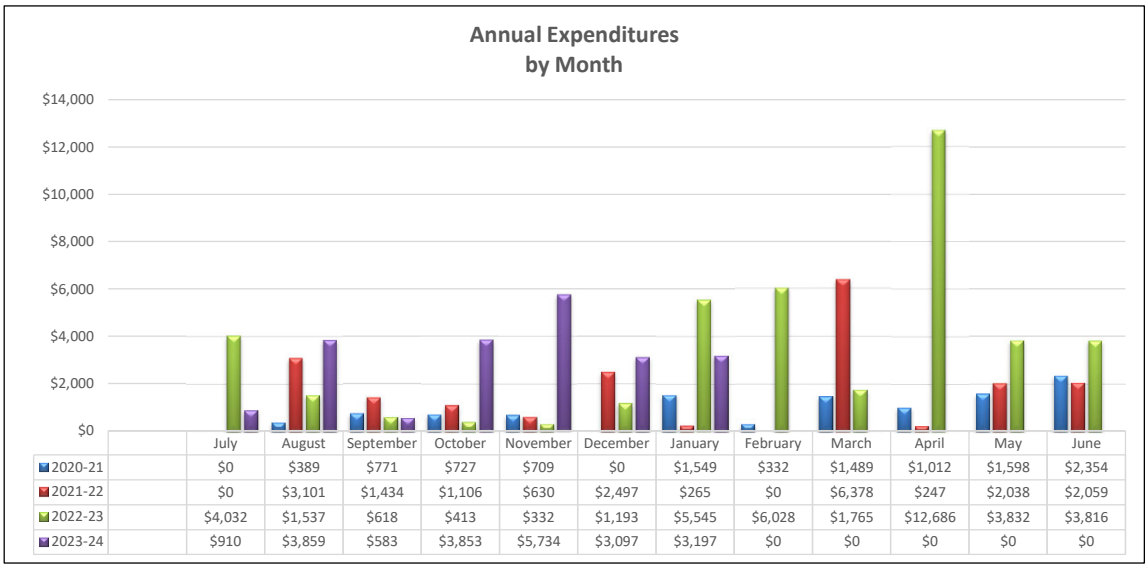
Lodging
Meals
Mileage



Board Member Activity

District	Board Member	Current Year July 2023-June 2024 January	Current Year July 2023-June 2024 Year-To-Date		Prior Year July 2022-June 2023 January	Prior Year July 2022-June 2023 Year-To-Date		Variance January	Variance Year-To-Date
1	Patsy Koch Johns	$299	$1,017		$431	$1,092		-$132	-$76
2	Lisa Fricke	$477	$6,188		$1,703	$2,503		-$1,226	$3,685
3	Patti Gubbels - President	$541	$6,370		$1,293	$2,320		-$752	$4,049
4	Jacquelyn Morrison	$336	$1,365		$342	$816		-$6	$549
5	Kirk Penner - Vice President	$71	$685		$228	$908		-$157	-$223
5	Patricia Timm *Incumbent Dec. 2021*							$0	$0
6	Sherry Jones *Appointed Dec. 2022*	$131	$2,864					$131	$2,864
6	Maureen Nickels *Incumbent*				$738	$932		-$738	-$932
7	Elizabeth Tegtmeier *Appointed Dec. 2022*	$1,162	$5,449					$1,162	$5,449
7	Robin Stevens *Incumbent*				$810	$1,585		-$810	-$1,585
8	Deborah Neary	$178	$2,856			$514		$178	$2,342
		$3,197	**$26,794**	**91%**	**$5,545**	**$10,671**	**36%**	**($2,348)**	**$16,123**
	Annual Budget		$29,381			$29,381			
	Over/(Under) Budget		**($2,587)**	**9%**		**($18,710)**	**64%**		





	July	August	September	October	November	December	January	February	March	April	May	June
2020-21	$0	$389	$771	$727	$709	$0	$1,549	$332	$1,489	$1,012	$1,598	$2,354
2021-22	$0	$3,101	$1,434	$1,106	$630	$2,497	$265	$0	$6,378	$247	$2,038	$2,059
2022-23	$4,032	$1,537	$618	$413	$332	$1,193	$5,545	$6,028	$1,765	$12,686	$3,832	$3,816
2023-24	$910	$3,859	$583	$3,853	$5,734	$3,097	$3,197	$0	$0	$0	$0	$0

In-State Travel Authorization Reports - February				
Name	**Event Name**	**Date**	**Location**	**Board Bylaw B16 Code A-F**
Lisa Fricke	(NONE)			
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Kirk Penner	(NONE)			

In-State Travel Authorization Reports - February (Updated)				
Name	**Event Name**	**Date**	**Location**	**Board Bylaw B16 Code A-F**
Patsy Koch Johns	(NONE)			
Patti Gubbels	(NONE)			
Elizabeth Tegtmeier	Education Committee Hearing	February 5, 2024	Lincoln, NE	E
	NRCSA Sprng Conference	March 13-15, 2024	Kearney, NE	E
Sherry Jones	(NONE)			

DR. BRIAN L. MAHER, COMMISSIONER
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P.O. Box 94987
Lincoln, NE 68509-4987
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PROPOSED AGENDA ITEM RATIONALE

DATE: January 16, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Kristin Yates, Information Systems Officer

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to contract with Heuristic Strategies for strategic planning and data governance activities for the Nebraska Early Childhood Data System (ECIDS).

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

RATIONALE/BACKGROUND INFORMATION:

Over the last four years, with the support of various efforts and with funding from the Preschool Development Grant and the American Rescue Plan Act (ARPA), Nebraska has developed and deployed the technical architecture and a minimum viable product of the ECIDS analytic tool, referred to as the Early Childhood Data Explorer. ECIDS is designed to equip communities with the data and information necessary to deliver and coordinate early childhood services by informing decision-making at the state, community, and program levels.

As an important next step in the evolution of the ECIDS, NDE is seeking to contract with Heuristic Strategies to conduct stakeholder engagement and develop reports and recommendations around strategic planning and data governance. Specific deliverables include a landscape summary, comprehensive strategic plan document, identifying human and organizational needs, and an initial data governance manual and recommendations. This work will commence upon execution of the contract and conclude by April 29, 2024, consistent with the end date of the ARPA funds awarded to NDE by DHHS for these purposes.

PROPOSED BOARD MEETING (MONTH/YEAR):
February/2023

ESTIMATED COST: Up to $198,756

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal, American Rescue Plan Act (ARPA)

- New or Renewal: New

- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Competitive Negotiation.

- Rationale for method of procurement: Competitive Negotiation was used as the method of procurement and the RFP was publicized by DAS Materiel Division on their website. This method was chosen because of the nature of the services required and the cost and duration expected. Multiple responses were desired in order to effectively compare the bidders' offerings and capabilities.

- Rationale for contractor selection: The evaluation committee reviewed and scored the submitted proposals and unanimously selected Heuristic Strategies as the winning bidder.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*

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PROPOSED AGENDA ITEM RATIONALE

DATE: January 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to enter into new contracts with the Office of the Chief Information Officer (OCIO), contractors and other vendor partners in support of NDE Portal replacement and other associated projects.

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

RATIONALE/BACKGROUND INFORMATION:

This is the first of three inter-related informational items detailing contracts, services and projects proposed for disposition of remaining ESSER funds allocated to the area of Information, Data and Technology (IDT). The IDT developed an updated strategic plan in 2022 to guide our area's planned activities through the end of fiscal year 2026 (see attachment A) in accordance with the strategic direction for data and systems articulated in the Nebraska State Board of Education's 2017-2026 Strategic Vision and Direction statement (2019-Strategic-Plan.pdf (nebraskaeducationvision.com) with the goal of providing data and business process modernizations that improve internal and external access to data, customer service, data and IT security, automation of internal business processes, stakeholder education and overall area sustainability. Key areas of emphasis in the IDT Strategic Plan include the following:

All proposed expenditures conform with the Information, Data and Technology Strategic Plan. This agenda item seeks the authority to enter into new contracts for temporary OCIO contractors, external contractors and software or materials purchases required to meet the demands and objectives of the following projects:

Project	Description	Est. Cost
1. NDE Portal Replacement	The NDE portal is the main means of secure data collection and access transactions with schools and districts. The current portal was written nearly 20 years ago. Technology and security functionality has not been upgraded to meet the current needs of the agency and districts or to appropriately mitigate security risks. The new "Access Management System" is intended to be a single source of access for all secure collections and applications at the agency. It will utilize Single Sign On for school district and NDE staff, improving security by eliminating the need to remove access to users manually. It will streamline the provisioning of access to data collections and applications, reducing time and effort for each district administrator. Applications that are not tied to a school district, such as the Excellence In Teaching and Exempt Schools applications, will also be able to be integrated into this new system.	$1,000,000
2. Comprehensive Needs Assessment	This project will allow NDE staff to internally administer our Comprehensive Needs Assessment (CNA) web application that is currently being supported by a paid external vendor. This application enables school-level users to enter CNA scoring through an intuitive, easily navigated interface.	$100,000
3. Public Records Requests	This project provides website development, content management and additional technical supports to aid in efficient response to the numerous public records request received by NDE each year.	$150,000
4. Finance Data	This is a proof of concept project to increase internal and external users ability to make data-informed decisions through increased integration of student, staff, district and financial data sources.	$500,000
5. Purchase Card and Travel Applications	This project will enable department-wide rollout of a proof of concept project automating Purchase Card and Travel Authorization business processes.	$150,000
6. Data Catalog	This project will modernize the NDE data catalog. Data catalogs provide critical information about attributes of the data NDE collects and makes available to internal and external users and enables easier self service use of NDE data.	$200,000
7. SharePoint Migration	This project provides additional application development support to facilitate continued refinement of NDE's migration to Microsoft SharePoint.	$49,999
8. Data Collections Approval and Administration Application	This project will allow for a proof of concept to allow for automation of data requests received by the agency in order to provide increased efficiency in responses to data users.	$150,000

With federal deadlines for completion of ESSER spending on September 30, 2024, the Commissioner may reallocate resources among specifically enumerated projects above as well as approve additional modernization and data improvement projects of like kind of benefit to of the Nebraska Department of Education and Nebraska school districts.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2023
ESTIMATED COST: Up to $2,500,000.
FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal ESSER Resources
- 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:

Two methods of procurement will be utilized for these projects. The State of Nebraska operates an Information Technology (IT) Time and Materials Procurement system called "Covendis" that provides access to pre-approved quality IT services suppliers. The process of requisition, interview, and contracting occurs through the system. The rates for different individuals hired for tasks and services through the system are based on market rates and provide a more efficient engagement of IT services. In addition, NDE has contracted directly with the state Office of the Chief Information Officer (OCIO), term employees and independent contractors for similar IT service augmentation and support. These services provide temporary IT staff augmentation for the continued support for deliverables that support the State Board Vision and Direction Plan. A Request for Proposal is currently being developed for the Portal Replacement project and additional RFPs may be issued for the Finance Visualization project or other projects if adequate resources for the projects cannot be obtained through Covendis or OCIO.

- Rationale for method of procurement: Procurement of contractors from Covendis or OCIO satisfies state procurement requirements. Competitive negotiation will be used for any RFPs issued based on the nature of the services required and the cost and duration expected. Multiple responses are desired in order to effectively compare the bidders' offerings and capabilities.

- Rationale for contractor selection: Contractors hired from Covendis will be selected after review of materials and interview. Where the RFP process is utilized, a contract will be signed with the responsible contractor whose proposal is most advantageous to the program, with price and other factors considered.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: Not Applicable

**Updated 08.15.2023*

Information, Data and Technology FY2023-FY2026 Strategic Plan

FY 23-26 Strategic Plan Summary

Our Mission

- The Information, Data, and Technology (IDT) Sub-Division provides high-quality, efficient, value-added technology and communication services to enable excellence for teaching and learning in Nebraska's education system.

Guiding Principles

Behaving in a team-oriented way with humility, social awareness, passion, exceptionality, and Integrity

- Teamwork
- Partnership-centric culture
- Customer Service
- Consultant

Business Objectives & Strategic Actions

Organizational change	• Collaboration & Communication services • Data & Technology optimization
Operational Excellence	• Cloud Services implementation • Azure DevOps • Microsoft 365 • Business Strategy and Productivity Services • Business Process Improvement Platform
Education & Stakeholder experience	• Data Access and Use Modernization • Education Intelligence, Data and Analysis Services • Digital Education Technology Platform (Interoperability)
Security & Risk Management	• Securing Education Department Digital Assets and Information • Ensuring Business Continuity • Policies, Procedures and Playbooks • Risk Coordination Services for Schools
Financial Stewardship	• Establish Benchmarks/Metrics and ROI • Project Sustainability • Establish Process/Standards for Financial Management • Modernize Business Service Management
Governance	• Data & IT governance/maturity: Establish consistent funding, project prioritization and communication with all departments. • Sourcing, procurement and vendor management • IT Practices: Establish, train, and reinforce the use of IT best practices and processes. • Regional systems: Continue to implement and improve regional solutions with our partners.

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

Business Objectives	Organizational Change	Operational Excellence	Education & Stakeholder Experience	Security & Risk Management	Financial Stewardship	Governance
IT Strategic Actions	1 - Collaboration & Communication Services	4 - Cloud Services implementation	9 - Data Access and Use Modernization	12.1 - Securing Education Department Digital Assets and Information	14 - Establish Benchmarks/Metrics and ROI	17 - Sourcing, Procurement and Vendor Management – Gartner Perspective
	1.1 Newsletter, blog, or other mechanisms	4.1 Cloud first approach: develop target strategies for using the cloud service in new development and deployments; develop a plan for legacy system transitions or deprecation	9.1 Establish and begin implementing a strategy for integrating, modernizing, and implementing data visualization and use with Power BI and other tools and resources.	12.1.1 Execute Security and Audit planned tasks	14.1 Establish and report on benchmarks on IT progress on funds and ROI with initiatives	17.1 Develop capacity and sourcing for procurement and vendor management program/strategy
	1.2 Inside NDE presence updated	4.2 Identify training and skills needed to support cloud services and implement with fidelity	9.2 Education Innovation Network (EIN) focused on Data Visualization- Evaluate utilization and continue to sustain beyond the 3 years – (options: inhouse, funding)	12.1.2 Customize and Communicate Security Awareness Program, Establish Benchmarks, Communicate benchmark, Develop support for the agency and staff training and awareness	14.2 Host an Annual PTAC webinar session with Districts	17.2 Develop an IT Procurement Policy
	1.3 NDE Website Public Website - Updated and modernized	4.3 Assessing the infrastructure cost, skills required for ongoing maintenance of cloud services	9.3 ADVISER Analytics & ADVISER dashboard –create and implement a district & ESU engagement strategy to curate the growth, adoption, and use of the tools, expand the solutions available based on need	12.1.3 Implement targeted Cyber Security training and supports.	14.3 Identify Grant Funds that are available for IT to manage and maintain	17.3 Optimize IT Contract Lifecycle
	1.4 Customer Experience Survey – End User and Stakeholder	5 - Azure DevOps	9.4 Develop a Data Science execution plan and implementation Strategy - leverage predictive analytics, machine learning & insights to enable low human touch strategy – data used for decision making	12.1.4 Conduct FERPA and other agency specific data privacy training for all NDE staff	14.4 Align Projects, Capabilities & Capacity to Grant Funds	17.4 Responsibility Assignment Matrix
	2 - Data and Technology Optimization	5.1 Continue to implement and enhance the DevOps process for development and use of the Azure tools	9.5 Document Management – governance, access, policies, education, process	12.2 – Incident Response	15 - Establish Process/Standards for Financial Management	
	2.1 Address "Reduce Technical Debt" and realign resources and skills on new environments – move to more automation, cultural change	5.2 Utilize the Azure DevOps tool to assist in monitoring, prioritizing, and overall project support	10 - Education Intelligence, Data and Analysis Services	12.2.1 DR/BCP Management – BIA, DR/BCP, Run Book	15.1 Assess opportunities to capture data to make finance decisions	
	2.2 Evaluate and Update the Organizational and Functional engagements around Information Systems (Data, Technology and Communication), to include Co-Op	5.3 Investigate and implement ETL deployments	10.1 Identify additional use cases for GIS - Expand the strategic use and implementation of GIS resources and tools	12.2.2 Incident Management/Event Management, Tabletop Exercise (needs to span across districts)	15.2 Cost Optimization Exercise (Discovery)	

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

	Event/DR/Change/BCM/ Technology/Policy, etc.					
	2.3 Identify staffing needs, skills, and execute plan for skill development and onboarding. Assess options & benefit analysis of various org structures.	5.4 Continuous integrations and deployments involving applications deployment	10.2 Utilize cloud services implementation and tools of AI, Machine Learning to provide added value to NDE and stakeholders.	12.2.3 Develop a Risk Register	15.3 Asset Management Program	
	2.4 Personal Professional Development goals established (Alignment, Cross training, Career Development), upskilling and training	5.5 Assess features and capabilities to meet needs for audit requirements, guidelines, and regulations	10.3 Develop an organizational structure around data roles and responsibilities, to meet the business and IT needs.	12.2.4 RACI Matrix for Security, Information Risk Management – function level and system level	15.4 Assess IT Budget Process and Communication	
	2.5 SharePoint Optimization - Centralized collaboration environment/tool to provide resources about the updated policies, procedures, training, and calendar with security access	6 - Microsoft 365	10.4 Data Governance – performing data governance through regular repeatable performance measures	12.2.5 Establish security	15.5 Responsibility Assignment Matrix	
	3 - Data and IT Governance / Maturity	6.1 Deploy SharePoint as an enterprise standard solution for collaboration for both internal and external use	11 - Digital Education Technology Platform (Interoperability)	13 - Risk Coordination Services for Schools – 2023-2026	16 - Modernize Business Service Management	
	3.1 IDT—Information Data Technology Governance - Evaluate, consistently document, and implement data and technology governance, organization governance that aligns with security governance, policies	6.2 Standardize on Teams for communication internally	11.1 Interoperability Modernization and Future Readiness project - Participate in and implement CCSSO	13.1 Develop, leverage, and disseminate support for districts and schools in Nebraska related to privacy and security – cyber for districts (medium-small) CYSA –provide districts with resources (Oct 2023)	16.1 Develop new approach to funding and sustaining investments in technology and services at NDE	
	3.1.1 Data Committee - establish governance and data stewardship and management	6.3 User training and support for complete transition to Microsoft 365	11.2 Implement k12 EDUROAM project with fidelity	13.2 Host an Annual PTAC webinar session with Districts (Oct 2023) - grants and funding available	16.2 Identify software modernization options to support internal operations	
	3.2 Security; Azure risk assessment, cost analysis policies and procedures, cost benefit analysis, and risk mitigation	6.4 Develop and implement transition timeline	11.3 Support the Software Innovation Network (SIN) process and priorities	13.3 Recommend Risk Assessment – Internal/Pen Tests (Oct 2024), if districts have funding – grants and funding available	16.3 Assist Administrators in assessing opportunities and new services that IT can offer	
	3.1.3 App/Development Governance	7 - Business Strategy and Productivity Services	11.4 Support the CANVAS consortium and statewide implementation	13.4 Dashboard of integrations with NDE, risk management – develop topology, access	16.4 Survey End Users and Stakeholders for insight on current and future needs	
	3.1.4 Support Data Quality initiatives and efforts	7.1 Establish a centralized service desk and standardize ticketing system for NDE	11.5 Consider developing supports and capacity for local Technology and Curriculum Leaders (COSN Leadership Framework)		16.5 Develop Plan to Transform DRE to IDT – Create a webpage, team channel, SharePoint, etc. Assess opportunities for future BRM role	
		7.2 Establish metrics and tracking to support the strategic priorities of the NDE and SBOE	11.6 Develop a Charter for the future ready learning collaborative			
		7.3 Implement business process improvement and support with technology solutions to modernize and support the efforts or business continuity at NDE. Including event management/DR/BCM				

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
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		7.4 Train the trainers - leverage knowledge bases, such as Canvas, EDC, Articulate, and Gartner resources; access resources and tools to train and educate users				
		8 - Business Process Improvement Platform				
		8.1 Investigate and implement interoperable platform for delivery of business process improvement				
		8.2 Curate project list of business process improvement				
		8.3 Plan and implement one for proof of concept				
		8.4 Plan and implement workflows that are process centered				

Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
Organizational Change	1 - Collaboration and Communication Services					
	1.1 Newsletter, blog, or other mechanisms					
	1.2 Inside NDE presence updated					
	1.3 NDE Website Public Website - Updated and modernized					
		1.4 Customer Experience Survey – End User and Stakeholder				
	2 - Data and Technology Optimization					
		2.5 SharePoint Optimization - Centralized collaboration environment/tool to provide resources about the updated policies, procedures, training, and calendar with security access				
			2.1 Address “Reduce Technical Debt” and realign resources and skills on new environments – move to more automation, cultural change			
	3 - Data and IT Governance / Maturity					
	3.1.1 Data Committee - establish governance and data stewardship and management					
	3.2 Security; Azure risk assessment, cost analysis policies and procedures,					

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

	cost benefit analysis, and risk mitigation					
	3.1.3 App/Development Governance					
	3.1.4 Support Data Quality initiatives and efforts					
Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
3	4 - Cloud Services implementation					
	4.1 Cloud first approach: develop target strategies for using the cloud service in new development and deployments; develop a plan for legacy system transitions or deprecation					
	4.2 Identify training and skills needed to support cloud services and implement with fidelity					
	4.3 Assessing the infrastructure cost, skills required for ongoing maintenance of cloud services					
	5 - Azure DevOps					
	5.1 Continue to implement and enhance the DevOps process for development and use of the Azure tools					
	5.2 Utilize the Azure DevOps tool to assist in monitoring, prioritizing, and overall project support					
		5.3 Investigate and implement ETL deployments				
		5.4 Continuous integrations and deployments involving applications deployment				
			5.5 Assess features and capabilities to meet needs for audit requirements, guidelines, and regulations			
	6 - Microsoft 365					
	6.4 Develop and implement transition timeline					
		6.1 Deploy SharePoint as an enterprise standard solution for collaboration for both internal and external use				
		6.3 User training and support for complete transition to Microsoft 365				
	7 - Business Strategy and Productivity Services					
		7.3 Implement business process improvement and support with technology solutions to modernize and support the efforts or business continuity at NDE. Including event management/DR/BCM				
		7.4 Train the trainers - leverage knowledge bases, such as Canvas, EDC, Articulate, and Gartner resources; access resources and tools to train and educate users				
	7.2 Establish metrics and tracking to support the strategic priorities of the NDE and SBOE					
			7.1 Establish a centralized service desk and standardize ticketing system for NDE			

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

	8 - Business Process Improvement Platform					
	8.1 Investigate and implement interoperable platform for delivery of business process improvement					
		8.2 Curate project list of business process improvement				
		8.3 Plan and implement one for proof of concept				
Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
Education & Stakeholder Experience	9 - Data Access and Use Modernization					
	9.1 Establish and begin implementing a strategy for integrating, modernizing, and implementing data visualization and use with Power BI and other tools and resources.					
		9.2 Education Innovation Network (EIN) focused on Data Visualization- Evaluate utilization and continue to sustain beyond the 3 years – (options: inhouse, funding)				
	9.3 ADVISER Analytics & ADVISER dashboard –create and implement a district & ESU engagement strategy to curate the growth, adoption, and use of the tools, expand the solutions available based on need					
	9.4 Develop a Data Science execution plan and implementation Strategy - leverage predictive analytics, machine learning & insights to enable low human touch strategy – data used for decision making					
		9.5 Document Management – governance, access, policies, education, process				
	10 - Education Intelligence, Data and Analysis Services					
	10.1 Identify additional use cases for GIS		10.1 Expand the strategic use and implementation of GIS resources and tools			
			10.2 Utilize cloud services implementation and tools of AI, Machine Learning to provide added value to NDE and stakeholders.			
				10.3 Develop an organizational structure around data roles and responsibilities, to meet the business and IT needs.		
			10.4 Data Governance – performing data governance through regular repeatable performance measures			
	11 - Digital Education Technology Platform (Interoperability)					

Information, Data and Technology FY2023-FY2026 Strategic Plan

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	11.1 Interoperability Modernization and Future Readiness project - Participate in and implement CCSSO					
					11.2 Implement k12 EDUROAM project with fidelity	
					11.3 Support the Software Innovation Network (SIN) process and priorities	
	11.4 Support the CANVAS consortium and statewide implementation					
					11.5 Consider developing supports and capacity for local Technology and Curriculum Leaders (COSN Leadership Framework)	
					11.6 Develop a Charter for the future ready learning collaborative	
Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
Security & Risk Management	13.1 - Securing Education Department Digital Assets and Information					
	13.1.2 Customize and Communicate Security Awareness Program, Establish Benchmarks, Communicate benchmark, Develop support for the agency and staff training and awareness					
	13.1.3 Implement targeted Cyber Security training and supports.					
		13.1.4 Conduct FERPA and other agency specific data privacy training for all NDE staff				
	13.1.1 Execute Security and Audit planned tasks					
	13.2 - Securing Education Department Digital Assets and Information					
	13.2.4 RACI Matrix for Security, Information Risk Management – function level and system level					
		13.2.2 Incident Management/Event Management, Tabletop Exercise (needs to span across districts)				
		13.2.3 Develop a Risk Register				
			13.2.1 DR/BCP Management – BIA, DR/BCP, Run Book			
			13.2.5 Establish security			
	14 - Risk Coordination Services for Schools – 2023-2026					
					14.1 Develop, leverage, and disseminate support for districts and schools in Nebraska related to privacy and security – cyber for districts (medium-small) CYSA –provide districts with resources (Oct 2023)	

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

					14.2 Host an Annual PTAC webinar session with Districts (Oct 2023) - grants and funding available	
					14.3 Recommend Risk Assessment – Internal/Pen Tests (Oct 2024), if districts have funding – grants and funding available	
					14.4 Dashboard of integrations with NDE, risk management – develop topology, access	
Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
Financial Stewardship	15 - Establish Benchmarks/Metrics and ROI					
			15.1 Establish and report on benchmarks on IT progress on funds and ROI with initiatives			
			15.2 Host an Annual PTAC webinar session with Districts			
			15.3 Identify Grant Funds that are available for IT to manage and maintain			
			15.4 Align Projects, Capabilities & Capacity to Grant Funds			
	16 - Establish Process/Standards for Financial Management					
			16.1 Assess opportunities to capture data to make finance decisions			
					16.2 Cost Optimization Exercise (Discovery)	
					16.3 Asset Management Program	
			16.4 Assess IT Budget Process and Communication			
					16.5 Responsibility Assignment Matrix	
	18 - Modernize Business Service Management					
	18.1 Develop new approach to funding and sustaining investments in technology and services at NDE					
	18.2 Identify software modernization options to support internal operations					
	18.3 Assist Administrators in assessing opportunities and new services that IT can offer					
	18.4 Survey End Users and Stakeholders for insight on current and future needs					
	18.5 Develop Plan to Transform DRE to IDT – Create a webpage, team channel, SharePoint, etc. Assess opportunities for future BRM role					
	17 - Sourcing, Procurement and Vendor Management – Gartner Perspective					

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

	17.1 Develop capacity and sourcing for procurement and vendor management program/strategy	
	17.2 Develop an IT Procurement Policy	
	17.3 Optimize IT Contract Lifecycle	
	17.4 Responsibility Assignment Matrix	

Business Objectives	Organizational Change	Operational Excellence	Education & Stakeholder Experience	Security & Risk Management	Financial Stewardship	
Metrics ("Collaboration on continual improvement of internal services to Agency staff?)			Data requests from Azure DevOps/Jitbit (More information that is visible/transparent, How much time it takes, What programs/categorization supported, percentage of support, Finding ways to document better, Tracking/SLA around data requests. Communicating the work load/capacity planning & improve overall Data Governance.)			
			Aging report from Jitbit (By category, period. Reducing duplicate tickets, Identifying repeated tickets, Improving timeliness/SLA by category, Reducing aging report by a specific percent)			
			Solarwinds Open, closed, VR tickets (Shine a light/Baseline development, Improving self service options, operational excellence by streamlining processes, standards on monitoring response, problem management, staffing needs. Reduction of overall ticket growth rate. Improving overall performance of systems, availability, reliability & response time. Identifying additional self service areas. How many times a webpage being used/hit)			
			Change management/Deployments made from Jitbit (Improve overall communication, performance, deployment on application changes, timeliness. Track changes rollover/backup. Improve communication, availability & reduce impacts/outages, defect that we actively working on)			

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Risks	Staffs availability					
	Budget/Fund availability					
	Customer service impact					
	Compliance impact					
Capabilities (What makes you successful with business objectives)	Sharepoint Optimization	Need Cloud Program/Strategy			Assessing Funding Options	
	Upskilling Employees					
	Application Rationalization					
	Leverage Survey Existing Survey Tools					
	Define Sustainability, Scalability considerations					
	Roles and Responsibilities - Allocation of time - Job Classifications, etc.					
	Standards - SOP					
	Training, Support- Knowledge Transfer					
	ITSM/ITIL					
	Procurement Process Development (Governance)					
	Business Relationship Management Development					
	Mature Quality around Testing -Regression and User, Security, Performance, etc.					
	Change Management Process (Project and ITSM)					
	PMO Process (light) with Business Case, Project Closure					

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PROPOSED AGENDA ITEM RATIONALE

DATE: January 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to enter into new contracts with the Office of the Chief Information Officer (OCIO) and other contractors to meet project management, procurement and application development needs.

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

RATIONALE/BACKGROUND INFORMATION:

This is the second of three inter-related informational items detailing contracts, services and projects proposed for disposition of remaining ESSER funds allocated to the area of Information, Data and Technology (IDT). The IDT developed an updated strategic plan in 2022 to guide our area's planned activities through the end of fiscal year 2026 (see attachment A) in accordance with the strategic direction for data and systems articulated in the Nebraska State Board of Education's 2017-2026 Strategic Vision and Direction statement (2019-Strategic-Plan.pdf (nebraskaeducationvision.com) with the goal of providing data and business process modernizations that improve internal and external access to data, customer service, data and IT security, automation of internal business processes, stakeholder education and overall area sustainability. Key areas of emphasis in the IDT Strategic Plan include the following:

All proposed expenditures conform with the Information, Data and Technology Strategic Plan.

ESSER funding has provided tremendous opportunities to meet the data and IT vision and objectives set out by the State Board of Education Strategic Vision and Objective statement and the IDT Strategic plan. We have made great strides thus far toward our goal of making more data available more efficiently and more securely for internal and external users as well as in envisioning. Additional progress in the area of business process modernization provides increased potential for reconceptualization and automation of processes that have the potential to free up staff time for higher value tasks. At this time, federal requirements dictate that ESSER funds must be spent in full by September 30, 2024. Meeting this timeline requires the acquisition of additional contracted staff in order to fulfill our remining project goals.

Application developers and Microsoft PowerApps developers are key participants in many of our IDT projects. Application development resources requested as a part of this authorization will be devoted to modernizing activities related to CDC collections, Staff Reporting, Staff ID and other outdated applications to updated technology as well as working on new authentication methodologies. Power Apps developers will provide the expertise necessary for NDE to modernize multiple business processes. Successful project completion requires a host of other essential roles as well and this authorization will provide for new or additional project managers, business process analysts, Microsoft Azure expertise, ETL development assistance and application testers.

Security and risk management concerns are always front of mind as we proceed with new project development and modernization of outdated applications and new process innovations. To that end, this authorizations will also provide for temporary personnel expertise and acquisition of analyses in the area of information security and application risk analysis as well as costing analyses for cybersecurity insurance and Azure services. Districts and schools share many of these same concerns in the area of cybersecurity and collaborative work with ESUCC to provide Cybersecurity assistance to districts and schools is also proposed as part of this authorization.

Finally, IDT also provides key customer service functions as a good portion of our everyday activities. The launch of the Procurement Service Desk has provided a very needed agency-wide key support function for NDE as the number of RFPs currently being processed has increased greatly as a result of the influx of ESSER funded projects as well as and other non-ESSER-funded project requirements. This authorization will provide for two additional contracted procurement specialists to ensure timely processing of RFPs as well as two additional temporary service desk support specialists to supplement service desk functionality in light of recent turnover in full-time staff in this area.

With federal deadlines for completion of ESSER spending on September 30, 2024, the Commissioner may reallocate resources among specifically enumerated projects above as well as approve additional modernization and data improvement projects of like kind of benefit to of the Nebraska Department of Education and Nebraska school districts.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2023
ESTIMATED COST: Up to $3,000,000.
FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal ESSER Resources
- 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:

The State of Nebraska operates an Information Technology (IT) Time and Materials Procurement system called "Covendis" that provides access to pre-approved quality IT services suppliers. The process of requisition, interview, and contracting occurs through the system. The rates for different individuals hired for tasks and services through the system are based on market rates and provide a more efficient engagement of IT services. In addition, NDE has contracted directly with the state Office of the Chief Information Officer (OCIO), term employees and independent contractors for similar IT service augmentation and support. NDE will contract with ESUCC in order to provide needed cybersecurity supports to districts and schools.

- Rationale for method of procurement: Procurement of contractors from Covendis or OCIO satisfies state procurement requirements. Contracts with political subdivisions such as the ESUCC are exempt from state procurement requirements pursuant to Neb. Rev. Stat. §73-507.

- Rationale for contractor selection: Contractors hired from Covendis will be selected after review of materials and interview.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: Not Applicable

**Updated 08.15.2023*

Information, Data and Technology FY2023-FY2026 Strategic Plan

FY 23-26 Strategic Plan Summary

Our Mission

- The Information, Data, and Technology (IDT) Sub-Division provides high-quality, efficient, value-added technology and communication services to enable excellence for teaching and learning in Nebraska's education system.

Guiding Principles

Behaving in a team-oriented way with humility, social awareness, passion, exceptionality, and Integrity

- Teamwork
- Partnership-centric culture
- Customer Service
- Consultant

Business Objectives & Strategic Actions

Organizational change	• Collaboration & Communication services • Data & Technology optimization
Operational Excellence	• Cloud Services implementation • Azure DevOps • Microsoft 365 • Business Strategy and Productivity Services • Business Process Improvement Platform
Education & Stakeholder experience	• Data Access and Use Modernization • Education Intelligence, Data and Analysis Services • Digital Education Technology Platform (Interoperability)
Security & Risk Management	• Securing Education Department Digital Assets and Information • Ensuring Business Continuity • Policies, Procedures and Playbooks • Risk Coordination Services for Schools
Financial Stewardship	• Establish Benchmarks/Metrics and ROI • Project Sustainability • Establish Process/Standards for Financial Management • Modernize Business Service Management
Governance	• Data & IT governance/maturity: Establish consistent funding, project prioritization and communication with all departments. • Sourcing, procurement and vendor management • IT Practices: Establish, train, and reinforce the use of IT best practices and processes. • Regional systems: Continue to implement and improve regional solutions with our partners.

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2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

Business Objectives	Organizational Change	Operational Excellence	Education & Stakeholder Experience	Security & Risk Management	Financial Stewardship	Governance
IT Strategic Actions	1 - Collaboration & Communication Services	4 - Cloud Services implementation	9 - Data Access and Use Modernization	12.1 - Securing Education Department Digital Assets and Information	14 - Establish Benchmarks/Metrics and ROI	17 - Sourcing, Procurement and Vendor Management – Gartner Perspective
	1.1 Newsletter, blog, or other mechanisms	4.1 Cloud first approach: develop target strategies for using the cloud service in new development and deployments; develop a plan for legacy system transitions or deprecation	9.1 Establish and begin implementing a strategy for integrating, modernizing, and implementing data visualization and use with Power BI and other tools and resources.	12.1.1 Execute Security and Audit planned tasks	14.1 Establish and report on benchmarks on IT progress on funds and ROI with initiatives	17.1 Develop capacity and sourcing for procurement and vendor management program/strategy
	1.2 Inside NDE presence updated	4.2 Identify training and skills needed to support cloud services and implement with fidelity	9.2 Education Innovation Network (EIN) focused on Data Visualization- Evaluate utilization and continue to sustain beyond the 3 years – (options: inhouse, funding)	12.1.2 Customize and Communicate Security Awareness Program, Establish Benchmarks, Communicate benchmark, Develop support for the agency and staff training and awareness	14.2 Host an Annual PTAC webinar session with Districts	17.2 Develop an IT Procurement Policy
	1.3 NDE Website Public Website - Updated and modernized	4.3 Assessing the infrastructure cost, skills required for ongoing maintenance of cloud services	9.3 ADVISER Analytics & ADVISER dashboard –create and implement a district & ESU engagement strategy to curate the growth, adoption, and use of the tools, expand the solutions available based on need	12.1.3 Implement targeted Cyber Security training and supports.	14.3 Identify Grant Funds that are available for IT to manage and maintain	17.3 Optimize IT Contract Lifecycle
	1.4 Customer Experience Survey – End User and Stakeholder	5 - Azure DevOps	9.4 Develop a Data Science execution plan and implementation Strategy - leverage predictive analytics, machine learning & insights to enable low human touch strategy – data used for decision making	12.1.4 Conduct FERPA and other agency specific data privacy training for all NDE staff	14.4 Align Projects, Capabilities & Capacity to Grant Funds	17.4 Responsibility Assignment Matrix
	2 - Data and Technology Optimization	5.1 Continue to implement and enhance the DevOps process for development and use of the Azure tools	9.5 Document Management – governance, access, policies, education, process	12.2 – Incident Response	15 - Establish Process/Standards for Financial Management	
	2.1 Address "Reduce Technical Debt" and realign resources and skills on new environments – move to more automation, cultural change	5.2 Utilize the Azure DevOps tool to assist in monitoring, prioritizing, and overall project support	10 - Education Intelligence, Data and Analysis Services	12.2.1 DR/BCP Management – BIA, DR/BCP, Run Book	15.1 Assess opportunities to capture data to make finance decisions	
	2.2 Evaluate and Update the Organizational and Functional engagements around Information Systems (Data, Technology and Communication), to include Co-Op	5.3 Investigate and implement ETL deployments	10.1 Identify additional use cases for GIS - Expand the strategic use and implementation of GIS resources and tools	12.2.2 Incident Management/Event Management, Tabletop Exercise (needs to span across districts)	15.2 Cost Optimization Exercise (Discovery)	

Information, Data and Technology FY2023-FY2026 Strategic Plan

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	Event/DR/Change/BCM/ Technology/Policy, etc.					
	2.3 Identify staffing needs, skills, and execute plan for skill development and onboarding. Assess options & benefit analysis of various org structures.	5.4 Continuous integrations and deployments involving applications deployment	10.2 Utilize cloud services implementation and tools of AI, Machine Learning to provide added value to NDE and stakeholders.	12.2.3 Develop a Risk Register	15.3 Asset Management Program	
	2.4 Personal Professional Development goals established (Alignment, Cross training, Career Development), upskilling and training	5.5 Assess features and capabilities to meet needs for audit requirements, guidelines, and regulations	10.3 Develop an organizational structure around data roles and responsibilities, to meet the business and IT needs.	12.2.4 RACI Matrix for Security, Information Risk Management – function level and system level	15.4 Assess IT Budget Process and Communication	
	2.5 SharePoint Optimization - Centralized collaboration environment/tool to provide resources about the updated policies, procedures, training, and calendar with security access	6 - Microsoft 365	10.4 Data Governance – performing data governance through regular repeatable performance measures	12.2.5 Establish security	15.5 Responsibility Assignment Matrix	
	3 - Data and IT Governance / Maturity	6.1 Deploy SharePoint as an enterprise standard solution for collaboration for both internal and external use	11 - Digital Education Technology Platform (Interoperability)	13 - Risk Coordination Services for Schools – 2023-2026	16 - Modernize Business Service Management	
	3.1 IDT—Information Data Technology Governance - Evaluate, consistently document, and implement data and technology governance, organization governance that aligns with security governance, policies	6.2 Standardize on Teams for communication internally	11.1 Interoperability Modernization and Future Readiness project - Participate in and implement CCSSO	13.1 Develop, leverage, and disseminate support for districts and schools in Nebraska related to privacy and security – cyber for districts (medium-small) CYSA –provide districts with resources (Oct 2023)	16.1 Develop new approach to funding and sustaining investments in technology and services at NDE	
	3.1.1 Data Committee - establish governance and data stewardship and management	6.3 User training and support for complete transition to Microsoft 365	11.2 Implement k12 EDUROAM project with fidelity	13.2 Host an Annual PTAC webinar session with Districts (Oct 2023) - grants and funding available	16.2 Identify software modernization options to support internal operations	
	3.2 Security; Azure risk assessment, cost analysis policies and procedures, cost benefit analysis, and risk mitigation	6.4 Develop and implement transition timeline	11.3 Support the Software Innovation Network (SIN) process and priorities	13.3 Recommend Risk Assessment – Internal/Pen Tests (Oct 2024), if districts have funding – grants and funding available	16.3 Assist Administrators in assessing opportunities and new services that IT can offer	
	3.1.3 App/Development Governance	7 - Business Strategy and Productivity Services	11.4 Support the CANVAS consortium and statewide implementation	13.4 Dashboard of integrations with NDE, risk management – develop topology, access	16.4 Survey End Users and Stakeholders for insight on current and future needs	
	3.1.4 Support Data Quality initiatives and efforts	7.1 Establish a centralized service desk and standardize ticketing system for NDE	11.5 Consider developing supports and capacity for local Technology and Curriculum Leaders (COSN Leadership Framework)		16.5 Develop Plan to Transform DRE to IDT – Create a webpage, team channel, SharePoint, etc. Assess opportunities for future BRM role	
		7.2 Establish metrics and tracking to support the strategic priorities of the NDE and SBOE	11.6 Develop a Charter for the future ready learning collaborative			
		7.3 Implement business process improvement and support with technology solutions to modernize and support the efforts or business continuity at NDE. Including event management/DR/BCM				

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		7.4 Train the trainers - leverage knowledge bases, such as Canvas, EDC, Articulate, and Gartner resources; access resources and tools to train and educate users				
		8 - Business Process Improvement Platform				
		8.1 Investigate and implement interoperable platform for delivery of business process improvement				
		8.2 Curate project list of business process improvement				
		8.3 Plan and implement one for proof of concept				
		8.4 Plan and implement workflows that are process centered				

Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
Organizational Change	1 - Collaboration and Communication Services					
	1.1 Newsletter, blog, or other mechanisms					
	1.2 Inside NDE presence updated					
	1.3 NDE Website Public Website - Updated and modernized					
		1.4 Customer Experience Survey – End User and Stakeholder				
	2 - Data and Technology Optimization					
		2.5 SharePoint Optimization - Centralized collaboration environment/tool to provide resources about the updated policies, procedures, training, and calendar with security access				
			2.1 Address “Reduce Technical Debt” and realign resources and skills on new environments – move to more automation, cultural change			
	3 - Data and IT Governance / Maturity					
	3.1.1 Data Committee - establish governance and data stewardship and management					
	3.2 Security; Azure risk assessment, cost analysis policies and procedures,					

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	cost benefit analysis, and risk mitigation					
	3.1.3 App/Development Governance					
	3.1.4 Support Data Quality initiatives and efforts					
Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
3	4 - Cloud Services implementation					
	4.1 Cloud first approach: develop target strategies for using the cloud service in new development and deployments; develop a plan for legacy system transitions or deprecation					
	4.2 Identify training and skills needed to support cloud services and implement with fidelity					
	4.3 Assessing the infrastructure cost, skills required for ongoing maintenance of cloud services					
	5 - Azure DevOps					
	5.1 Continue to implement and enhance the DevOps process for development and use of the Azure tools					
	5.2 Utilize the Azure DevOps tool to assist in monitoring, prioritizing, and overall project support					
		5.3 Investigate and implement ETL deployments				
		5.4 Continuous integrations and deployments involving applications deployment				
			5.5 Assess features and capabilities to meet needs for audit requirements, guidelines, and regulations			
	6 - Microsoft 365					
	6.4 Develop and implement transition timeline					
		6.1 Deploy SharePoint as an enterprise standard solution for collaboration for both internal and external use				
		6.3 User training and support for complete transition to Microsoft 365				
	7 - Business Strategy and Productivity Services					
		7.3 Implement business process improvement and support with technology solutions to modernize and support the efforts or business continuity at NDE. Including event management/DR/BCM				
		7.4 Train the trainers - leverage knowledge bases, such as Canvas, EDC, Articulate, and Gartner resources; access resources and tools to train and educate users				
	7.2 Establish metrics and tracking to support the strategic priorities of the NDE and SBOE					
			7.1 Establish a centralized service desk and standardize ticketing system for NDE			

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	8 - Business Process Improvement Platform					
	8.1 Investigate and implement interoperable platform for delivery of business process improvement					
		8.2 Curate project list of business process improvement				
		8.3 Plan and implement one for proof of concept				
Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
Education & Stakeholder Experience	9 - Data Access and Use Modernization					
	9.1 Establish and begin implementing a strategy for integrating, modernizing, and implementing data visualization and use with Power BI and other tools and resources.					
		9.2 Education Innovation Network (EIN) focused on Data Visualization- Evaluate utilization and continue to sustain beyond the 3 years – (options: inhouse, funding)				
	9.3 ADVISER Analytics & ADVISER dashboard –create and implement a district & ESU engagement strategy to curate the growth, adoption, and use of the tools, expand the solutions available based on need					
	9.4 Develop a Data Science execution plan and implementation Strategy - leverage predictive analytics, machine learning & insights to enable low human touch strategy – data used for decision making					
		9.5 Document Management – governance, access, policies, education, process				
	10 - Education Intelligence, Data and Analysis Services					
	10.1 Identify additional use cases for GIS		10.1 Expand the strategic use and implementation of GIS resources and tools			
			10.2 Utilize cloud services implementation and tools of AI, Machine Learning to provide added value to NDE and stakeholders.			
				10.3 Develop an organizational structure around data roles and responsibilities, to meet the business and IT needs.		
			10.4 Data Governance – performing data governance through regular repeatable performance measures			
	11 - Digital Education Technology Platform (Interoperability)					

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	11.1 Interoperability Modernization and Future Readiness project - Participate in and implement CCSSO					
					11.2 Implement k12 EDUROAM project with fidelity	
					11.3 Support the Software Innovation Network (SIN) process and priorities	
	11.4 Support the CANVAS consortium and statewide implementation					
					11.5 Consider developing supports and capacity for local Technology and Curriculum Leaders (COSN Leadership Framework)	
					11.6 Develop a Charter for the future ready learning collaborative	
Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
Security & Risk Management	13.1 - Securing Education Department Digital Assets and Information					
	13.1.2 Customize and Communicate Security Awareness Program, Establish Benchmarks, Communicate benchmark, Develop support for the agency and staff training and awareness					
	13.1.3 Implement targeted Cyber Security training and supports.					
		13.1.4 Conduct FERPA and other agency specific data privacy training for all NDE staff				
	13.1.1 Execute Security and Audit planned tasks					
	13.2 - Securing Education Department Digital Assets and Information					
	13.2.4 RACI Matrix for Security, Information Risk Management – function level and system level					
		13.2.2 Incident Management/Event Management, Tabletop Exercise (needs to span across districts)				
		13.2.3 Develop a Risk Register				
			13.2.1 DR/BCP Management – BIA, DR/BCP, Run Book			
			13.2.5 Establish security			
	14 - Risk Coordination Services for Schools – 2023-2026					
					14.1 Develop, leverage, and disseminate support for districts and schools in Nebraska related to privacy and security – cyber for districts (medium-small) CYSA –provide districts with resources (Oct 2023)	

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					14.2 Host an Annual PTAC webinar session with Districts (Oct 2023) - grants and funding available	
					14.3 Recommend Risk Assessment – Internal/Pen Tests (Oct 2024), if districts have funding – grants and funding available	
					14.4 Dashboard of integrations with NDE, risk management – develop topology, access	
Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
Financial Stewardship	15 - Establish Benchmarks/Metrics and ROI					
			15.1 Establish and report on benchmarks on IT progress on funds and ROI with initiatives			
			15.2 Host an Annual PTAC webinar session with Districts			
			15.3 Identify Grant Funds that are available for IT to manage and maintain			
			15.4 Align Projects, Capabilities & Capacity to Grant Funds			
	16 - Establish Process/Standards for Financial Management					
			16.1 Assess opportunities to capture data to make finance decisions			
					16.2 Cost Optimization Exercise (Discovery)	
					16.3 Asset Management Program	
			16.4 Assess IT Budget Process and Communication			
					16.5 Responsibility Assignment Matrix	
	18 - Modernize Business Service Management					
	18.1 Develop new approach to funding and sustaining investments in technology and services at NDE					
	18.2 Identify software modernization options to support internal operations					
	18.3 Assist Administrators in assessing opportunities and new services that IT can offer					
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	17 - Sourcing, Procurement and Vendor Management – Gartner Perspective					

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	17.1 Develop capacity and sourcing for procurement and vendor management program/strategy	
	17.2 Develop an IT Procurement Policy	
	17.3 Optimize IT Contract Lifecycle	
	17.4 Responsibility Assignment Matrix	

Business Objectives	Organizational Change	Operational Excellence	Education & Stakeholder Experience	Security & Risk Management	Financial Stewardship	
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			Aging report from Jitbit (By category, period. Reducing duplicate tickets, Identifying repeated tickets, Improving timeliness/SLA by category, Reducing aging report by a specific percent)			
			Solarwinds Open, closed, VR tickets (Shine a light/Baseline development, Improving self service options, operational excellence by streamlining processes, standards on monitoring response, problem management, staffing needs. Reduction of overall ticket growth rate. Improving overall performance of systems, availability, reliability & response time. Identifying additional self service areas. How many times a webpage being used/hit)			
			Change management/Deployments made from Jitbit (Improve overall communication, performance, deployment on application changes, timeliness. Track changes rollover/backup. Improve communication, availability & reduce impacts/outages, defect that we actively working on)			

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Risks	Staffs availability					
	Budget/Fund availability					
	Customer service impact					
	Compliance impact					
Capabilities (What makes you successful with business objectives)	Sharepoint Optimization	Need Cloud Program/Strategy			Assessing Funding Options	
	Upskilling Employees					
	Application Rationalization					
	Leverage Survey Existing Survey Tools					
	Define Sustainability, Scalability considerations					
	Roles and Responsibilities - Allocation of time - Job Classifications, etc.					
	Standards - SOP					
	Training, Support- Knowledge Transfer					
	ITSM/ITIL					
	Procurement Process Development (Governance)					
	Business Relationship Management Development					
	Mature Quality around Testing -Regression and User, Security, Performance, etc.					
	Change Management Process (Project and ITSM)					
	PMO Process (light) with Business Case, Project Closure					

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PROPOSED AGENDA ITEM RATIONALE

DATE: January 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Kristin Yates, Information Systems Officer
Ganesan Kanagarajan, Administrator, Information Systems and Services

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to enter into new contracts with the Office of the Chief Information Officer (OCIO), contractors or other vendor partners to create or provide NDE technical, application-specific and regulatory/compliance training sessions and materials.

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

RATIONALE/BACKGROUND INFORMATION:

This is the third of three inter-related informational items detailing contracts, services and projects proposed for disposition of remaining ESSER funds allocated to the area of Information, Data and Technology (IDT). The IDT developed an updated strategic plan in 2022 to guide our area's planned activities through the end of fiscal year 2026 (see attachment A) in accordance with the strategic direction for data and systems articulated in the Nebraska State Board of Education's 2017-2026 Strategic Vision and Direction statement (2019-Strategic-Plan.pdf (nebraskaeducationvision.com) with the goal of providing data and business process modernizations that improve internal and external access to data, customer service, data and IT security, automation of internal business processes, stakeholder education and overall area sustainability. Key areas of emphasis in the IDT Strategic Plan include the following:

All proposed expenditures conform with the Information, Data and Technology Strategic Plan.

This agenda item seeks the authority to enter into new contracts with OCIO contractors or external contractors to provide trainings or for software or materials purchases required for training activities. NDE's significant amount of new application development, legislatively-required data collections and enhanced business processes have created the need to develop a variety of high quality, web accessible trainings to educate internal and external stakeholders about new applications and capacities. Provision of training around Microsoft PowerApps will ensure in-house sustainability for new applications developed using that product. Creation of training about FERPA requirements and Office of Special Education Programs (OSEP) data access requirements will also serve to enhance data governance, access and use activities consistent with governance activities outlined under the IDT Strategic Plan. Depending on the topic and extent of training needs, trainings may be provided either in-person or as interactive, web-based learning modules developed within the Canvas Learning Management System (LMS) and Workday platform. Initial trainings to be created include:

Training Topic	**Targeted audience**	**Primary training tool**
Microsoft SharePoint Coaching	All NDE teammates	Workday
Microsoft PowerApps Coaching	All IDT teammates, Any interested / selected NDE teammates	Workday
Procurement service desk tools & process involved.	All NDE teammates	Workday
Project management tools & process involved (Microsoft Azure DevOps, Microsoft Project)	Any interested / selected NDE teammates	Workday
Portal replacement project	All NDE teammates, Districts/School users	Canvas
Finance data proof of concept	Any interested / selected NDE teammates	Workday
Data catalog functionality	All IDT teammates	Workday
FERPA	All NDE teammates, Districts/School users	Canvas
SPED data access per OSEP (Office of special education programs)	All NDE teammates, Districts/School users	Canvas
Canvas instructor training	Any interested / selected NDE teammates	Canvas
Workday instructor training	All NDE teammates	Workday

With federal deadlines for completion of ESSER spending on September 30, 2024, the Commissioner may reallocate resources among specifically enumerated projects above as well as approve additional

modernization and data improvement projects of like kind of benefit to of the Nebraska Department of Education and Nebraska school districts.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2023
ESTIMATED COST: Up to $750,000.
FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal ESSER Resources
- 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: RFP or contracting with Covendis/Office of the Chief Information Office. The State of Nebraska operates an Information Technology (IT) Time and Materials Procurement system called "Covendis" that provides access to pre-approved quality IT services suppliers. The process of requisition, interview, and contracting occurs through the system. The rates for different individuals hired for tasks and services through the system are based on market rates and provide a more efficient engagement of IT services.
- Rationale for method of procurement: Competitive negotiation will be used for any RFPs issued based on the nature of the services required and the cost and duration expected. Multiple responses are desired in order to effectively compare the bidders' offerings and capabilities. Procurement of contractors from Covendis or OCIO satisfies state procurement requirements.
- Rationale for contractor selection: Contractors hired from Covendis will be selected after review of materials and interview. Where the RFP process is utilized, a contract will be signed with the responsible contractor whose proposal is most advantageous to the program, with price and other factors considered.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: Not Applicable

**Updated 08.15.2023*

Information, Data and Technology FY2023-FY2026 Strategic Plan

FY 23-26 Strategic Plan Summary

Our Mission

- The Information, Data, and Technology (IDT) Sub-Division provides high-quality, efficient, value-added technology and communication services to enable excellence for teaching and learning in Nebraska's education system.

Guiding Principles

Behaving in a team-oriented way with humility, social awareness, passion, exceptionality, and Integrity

- Teamwork
- Partnership-centric culture
- Customer Service
- Consultant

Business Objectives & Strategic Actions

Organizational change	• Collaboration & Communication services • Data & Technology optimization
Operational Excellence	• Cloud Services implementation • Azure DevOps • Microsoft 365 • Business Strategy and Productivity Services • Business Process Improvement Platform
Education & Stakeholder experience	• Data Access and Use Modernization • Education Intelligence, Data and Analysis Services • Digital Education Technology Platform (Interoperability)
Security & Risk Management	• Securing Education Department Digital Assets and Information • Ensuring Business Continuity • Policies, Procedures and Playbooks • Risk Coordination Services for Schools
Financial Stewardship	• Establish Benchmarks/Metrics and ROI • Project Sustainability • Establish Process/Standards for Financial Management • Modernize Business Service Management
Governance	• Data & IT governance/maturity: Establish consistent funding, project prioritization and communication with all departments. • Sourcing, procurement and vendor management • IT Practices: Establish, train, and reinforce the use of IT best practices and processes. • Regional systems: Continue to implement and improve regional solutions with our partners.

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

Business Objectives	Organizational Change	Operational Excellence	Education & Stakeholder Experience	Security & Risk Management	Financial Stewardship	Governance
IT Strategic Actions	1 - Collaboration & Communication Services	4 - Cloud Services implementation	9 - Data Access and Use Modernization	12.1 - Securing Education Department Digital Assets and Information	14 - Establish Benchmarks/Metrics and ROI	17 - Sourcing, Procurement and Vendor Management – Gartner Perspective
	1.1 Newsletter, blog, or other mechanisms	4.1 Cloud first approach: develop target strategies for using the cloud service in new development and deployments; develop a plan for legacy system transitions or deprecation	9.1 Establish and begin implementing a strategy for integrating, modernizing, and implementing data visualization and use with Power BI and other tools and resources.	12.1.1 Execute Security and Audit planned tasks	14.1 Establish and report on benchmarks on IT progress on funds and ROI with initiatives	17.1 Develop capacity and sourcing for procurement and vendor management program/strategy
	1.2 Inside NDE presence updated	4.2 Identify training and skills needed to support cloud services and implement with fidelity	9.2 Education Innovation Network (EIN) focused on Data Visualization- Evaluate utilization and continue to sustain beyond the 3 years – (options: inhouse, funding)	12.1.2 Customize and Communicate Security Awareness Program, Establish Benchmarks, Communicate benchmark, Develop support for the agency and staff training and awareness	14.2 Host an Annual PTAC webinar session with Districts	17.2 Develop an IT Procurement Policy
	1.3 NDE Website Public Website - Updated and modernized	4.3 Assessing the infrastructure cost, skills required for ongoing maintenance of cloud services	9.3 ADVISER Analytics & ADVISER dashboard –create and implement a district & ESU engagement strategy to curate the growth, adoption, and use of the tools, expand the solutions available based on need	12.1.3 Implement targeted Cyber Security training and supports.	14.3 Identify Grant Funds that are available for IT to manage and maintain	17.3 Optimize IT Contract Lifecycle
	1.4 Customer Experience Survey – End User and Stakeholder	5 - Azure DevOps	9.4 Develop a Data Science execution plan and implementation Strategy - leverage predictive analytics, machine learning & insights to enable low human touch strategy – data used for decision making	12.1.4 Conduct FERPA and other agency specific data privacy training for all NDE staff	14.4 Align Projects, Capabilities & Capacity to Grant Funds	17.4 Responsibility Assignment Matrix
	2 - Data and Technology Optimization	5.1 Continue to implement and enhance the DevOps process for development and use of the Azure tools	9.5 Document Management – governance, access, policies, education, process	12.2 – Incident Response	15 - Establish Process/Standards for Financial Management	
	2.1 Address "Reduce Technical Debt" and realign resources and skills on new environments – move to more automation, cultural change	5.2 Utilize the Azure DevOps tool to assist in monitoring, prioritizing, and overall project support	10 - Education Intelligence, Data and Analysis Services	12.2.1 DR/BCP Management – BIA, DR/BCP, Run Book	15.1 Assess opportunities to capture data to make finance decisions	
	2.2 Evaluate and Update the Organizational and Functional engagements around Information Systems (Data, Technology and Communication), to include Co-Op	5.3 Investigate and implement ETL deployments	10.1 Identify additional use cases for GIS - Expand the strategic use and implementation of GIS resources and tools	12.2.2 Incident Management/Event Management, Tabletop Exercise (needs to span across districts)	15.2 Cost Optimization Exercise (Discovery)	

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

	Event/DR/Change/BCM/ Technology/Policy, etc.					
	2.3 Identify staffing needs, skills, and execute plan for skill development and onboarding. Assess options & benefit analysis of various org structures.	5.4 Continuous integrations and deployments involving applications deployment	10.2 Utilize cloud services implementation and tools of AI, Machine Learning to provide added value to NDE and stakeholders.	12.2.3 Develop a Risk Register	15.3 Asset Management Program	
	2.4 Personal Professional Development goals established (Alignment, Cross training, Career Development), upskilling and training	5.5 Assess features and capabilities to meet needs for audit requirements, guidelines, and regulations	10.3 Develop an organizational structure around data roles and responsibilities, to meet the business and IT needs.	12.2.4 RACI Matrix for Security, Information Risk Management – function level and system level	15.4 Assess IT Budget Process and Communication	
	2.5 SharePoint Optimization - Centralized collaboration environment/tool to provide resources about the updated policies, procedures, training, and calendar with security access	6 - Microsoft 365	10.4 Data Governance – performing data governance through regular repeatable performance measures	12.2.5 Establish security	15.5 Responsibility Assignment Matrix	
	3 - Data and IT Governance / Maturity	6.1 Deploy SharePoint as an enterprise standard solution for collaboration for both internal and external use	11 - Digital Education Technology Platform (Interoperability)	13 - Risk Coordination Services for Schools – 2023-2026	16 - Modernize Business Service Management	
	3.1 IDT—Information Data Technology Governance - Evaluate, consistently document, and implement data and technology governance, organization governance that aligns with security governance, policies	6.2 Standardize on Teams for communication internally	11.1 Interoperability Modernization and Future Readiness project - Participate in and implement CCSSO	13.1 Develop, leverage, and disseminate support for districts and schools in Nebraska related to privacy and security – cyber for districts (medium-small) CYSA –provide districts with resources (Oct 2023)	16.1 Develop new approach to funding and sustaining investments in technology and services at NDE	
	3.1.1 Data Committee - establish governance and data stewardship and management	6.3 User training and support for complete transition to Microsoft 365	11.2 Implement k12 EDUROAM project with fidelity	13.2 Host an Annual PTAC webinar session with Districts (Oct 2023) - grants and funding available	16.2 Identify software modernization options to support internal operations	
	3.2 Security; Azure risk assessment, cost analysis policies and procedures, cost benefit analysis, and risk mitigation	6.4 Develop and implement transition timeline	11.3 Support the Software Innovation Network (SIN) process and priorities	13.3 Recommend Risk Assessment – Internal/Pen Tests (Oct 2024), if districts have funding – grants and funding available	16.3 Assist Administrators in assessing opportunities and new services that IT can offer	
	3.1.3 App/Development Governance	7 - Business Strategy and Productivity Services	11.4 Support the CANVAS consortium and statewide implementation	13.4 Dashboard of integrations with NDE, risk management – develop topology, access	16.4 Survey End Users and Stakeholders for insight on current and future needs	
	3.1.4 Support Data Quality initiatives and efforts	7.1 Establish a centralized service desk and standardize ticketing system for NDE	11.5 Consider developing supports and capacity for local Technology and Curriculum Leaders (COSN Leadership Framework)		16.5 Develop Plan to Transform DRE to IDT – Create a webpage, team channel, SharePoint, etc. Assess opportunities for future BRM role	
		7.2 Establish metrics and tracking to support the strategic priorities of the NDE and SBOE	11.6 Develop a Charter for the future ready learning collaborative			
		7.3 Implement business process improvement and support with technology solutions to modernize and support the efforts or business continuity at NDE. Including event management/DR/BCM				

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

		7.4 Train the trainers - leverage knowledge bases, such as Canvas, EDC, Articulate, and Gartner resources; access resources and tools to train and educate users				
		8 - Business Process Improvement Platform				
		8.1 Investigate and implement interoperable platform for delivery of business process improvement				
		8.2 Curate project list of business process improvement				
		8.3 Plan and implement one for proof of concept				
		8.4 Plan and implement workflows that are process centered				

Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
Organizational Change	1 - Collaboration and Communication Services					
	1.1 Newsletter, blog, or other mechanisms					
	1.2 Inside NDE presence updated					
	1.3 NDE Website Public Website - Updated and modernized					
		1.4 Customer Experience Survey – End User and Stakeholder				
	2 - Data and Technology Optimization					
		2.5 SharePoint Optimization - Centralized collaboration environment/tool to provide resources about the updated policies, procedures, training, and calendar with security access				
			2.1 Address “Reduce Technical Debt” and realign resources and skills on new environments – move to more automation, cultural change			
	3 - Data and IT Governance / Maturity					
	3.1.1 Data Committee - establish governance and data stewardship and management					
	3.2 Security; Azure risk assessment, cost analysis policies and procedures,					

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

	cost benefit analysis, and risk mitigation					
	3.1.3 App/Development Governance					
	3.1.4 Support Data Quality initiatives and efforts					
Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
3	4 - Cloud Services implementation					
	4.1 Cloud first approach: develop target strategies for using the cloud service in new development and deployments; develop a plan for legacy system transitions or deprecation					
	4.2 Identify training and skills needed to support cloud services and implement with fidelity					
	4.3 Assessing the infrastructure cost, skills required for ongoing maintenance of cloud services					
	5 - Azure DevOps					
	5.1 Continue to implement and enhance the DevOps process for development and use of the Azure tools					
	5.2 Utilize the Azure DevOps tool to assist in monitoring, prioritizing, and overall project support					
		5.3 Investigate and implement ETL deployments				
		5.4 Continuous integrations and deployments involving applications deployment				
			5.5 Assess features and capabilities to meet needs for audit requirements, guidelines, and regulations			
	6 - Microsoft 365					
	6.4 Develop and implement transition timeline					
		6.1 Deploy SharePoint as an enterprise standard solution for collaboration for both internal and external use				
		6.3 User training and support for complete transition to Microsoft 365				
	7 - Business Strategy and Productivity Services					
		7.3 Implement business process improvement and support with technology solutions to modernize and support the efforts or business continuity at NDE. Including event management/DR/BCM				
		7.4 Train the trainers - leverage knowledge bases, such as Canvas, EDC, Articulate, and Gartner resources; access resources and tools to train and educate users				
	7.2 Establish metrics and tracking to support the strategic priorities of the NDE and SBOE					
			7.1 Establish a centralized service desk and standardize ticketing system for NDE			

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

	8 - Business Process Improvement Platform					
	8.1 Investigate and implement interoperable platform for delivery of business process improvement					
		8.2 Curate project list of business process improvement				
		8.3 Plan and implement one for proof of concept				
Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
Education & Stakeholder Experience	9 - Data Access and Use Modernization					
	9.1 Establish and begin implementing a strategy for integrating, modernizing, and implementing data visualization and use with Power BI and other tools and resources.					
		9.2 Education Innovation Network (EIN) focused on Data Visualization- Evaluate utilization and continue to sustain beyond the 3 years – (options: inhouse, funding)				
	9.3 ADVISER Analytics & ADVISER dashboard –create and implement a district & ESU engagement strategy to curate the growth, adoption, and use of the tools, expand the solutions available based on need					
	9.4 Develop a Data Science execution plan and implementation Strategy - leverage predictive analytics, machine learning & insights to enable low human touch strategy – data used for decision making					
		9.5 Document Management – governance, access, policies, education, process				
	10 - Education Intelligence, Data and Analysis Services					
	10.1 Identify additional use cases for GIS		10.1 Expand the strategic use and implementation of GIS resources and tools			
			10.2 Utilize cloud services implementation and tools of AI, Machine Learning to provide added value to NDE and stakeholders.			
				10.3 Develop an organizational structure around data roles and responsibilities, to meet the business and IT needs.		
			10.4 Data Governance – performing data governance through regular repeatable performance measures			
	11 - Digital Education Technology Platform (Interoperability)					

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

	11.1 Interoperability Modernization and Future Readiness project - Participate in and implement CCSSO					
					11.2 Implement k12 EDUROAM project with fidelity	
					11.3 Support the Software Innovation Network (SIN) process and priorities	
	11.4 Support the CANVAS consortium and statewide implementation					
					11.5 Consider developing supports and capacity for local Technology and Curriculum Leaders (COSN Leadership Framework)	
					11.6 Develop a Charter for the future ready learning collaborative	
Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
Security & Risk Management	13.1 - Securing Education Department Digital Assets and Information					
	13.1.2 Customize and Communicate Security Awareness Program, Establish Benchmarks, Communicate benchmark, Develop support for the agency and staff training and awareness					
	13.1.3 Implement targeted Cyber Security training and supports.					
		13.1.4 Conduct FERPA and other agency specific data privacy training for all NDE staff				
	13.1.1 Execute Security and Audit planned tasks					
	13.2 - Securing Education Department Digital Assets and Information					
	13.2.4 RACI Matrix for Security, Information Risk Management – function level and system level					
		13.2.2 Incident Management/Event Management, Tabletop Exercise (needs to span across districts)				
		13.2.3 Develop a Risk Register				
			13.2.1 DR/BCP Management – BIA, DR/BCP, Run Book			
			13.2.5 Establish security			
	14 - Risk Coordination Services for Schools – 2023-2026					
					14.1 Develop, leverage, and disseminate support for districts and schools in Nebraska related to privacy and security – cyber for districts (medium-small) CYSA –provide districts with resources (Oct 2023)	

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

					14.2 Host an Annual PTAC webinar session with Districts (Oct 2023) - grants and funding available	
					14.3 Recommend Risk Assessment – Internal/Pen Tests (Oct 2024), if districts have funding – grants and funding available	
					14.4 Dashboard of integrations with NDE, risk management – develop topology, access	
Roadmap	Q1&Q2 2023	Q3 & Q4 2023	Q1 & Q2 2024	Q3 & Q4 2024	Q1&Q2 2025	Q3 & Q4 2025
Financial Stewardship	15 - Establish Benchmarks/Metrics and ROI					
			15.1 Establish and report on benchmarks on IT progress on funds and ROI with initiatives			
			15.2 Host an Annual PTAC webinar session with Districts			
			15.3 Identify Grant Funds that are available for IT to manage and maintain			
			15.4 Align Projects, Capabilities & Capacity to Grant Funds			
	16 - Establish Process/Standards for Financial Management					
			16.1 Assess opportunities to capture data to make finance decisions			
					16.2 Cost Optimization Exercise (Discovery)	
					16.3 Asset Management Program	
			16.4 Assess IT Budget Process and Communication			
					16.5 Responsibility Assignment Matrix	
	18 - Modernize Business Service Management					
	18.1 Develop new approach to funding and sustaining investments in technology and services at NDE					
	18.2 Identify software modernization options to support internal operations					
	18.3 Assist Administrators in assessing opportunities and new services that IT can offer					
	18.4 Survey End Users and Stakeholders for insight on current and future needs					
	18.5 Develop Plan to Transform DRE to IDT – Create a webpage, team channel, SharePoint, etc. Assess opportunities for future BRM role					
	17 - Sourcing, Procurement and Vendor Management – Gartner Perspective					

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

	17.1 Develop capacity and sourcing for procurement and vendor management program/strategy	
	17.2 Develop an IT Procurement Policy	
	17.3 Optimize IT Contract Lifecycle	
	17.4 Responsibility Assignment Matrix	

Business Objectives	Organizational Change	Operational Excellence	Education & Stakeholder Experience	Security & Risk Management	Financial Stewardship	
Metrics ("Collaboration on continual improvement of internal services to Agency staff?)			Data requests from Azure DevOps/Jitbit (More information that is visible/transparent, How much time it takes, What programs/categorization supported, percentage of support, Finding ways to document better, Tracking/SLA around data requests. Communicating the work load/capacity planning & improve overall Data Governance.)			
			Aging report from Jitbit (By category, period. Reducing duplicate tickets, Identifying repeated tickets, Improving timeliness/SLA by category, Reducing aging report by a specific percent)			
			Solarwinds Open, closed, VR tickets (Shine a light/Baseline development, Improving self service options, operational excellence by streamlining processes, standards on monitoring response, problem management, staffing needs. Reduction of overall ticket growth rate. Improving overall performance of systems, availability, reliability & response time. Identifying additional self service areas. How many times a webpage being used/hit)			
			Change management/Deployments made from Jitbit (Improve overall communication, performance, deployment on application changes, timeliness. Track changes rollover/backup. Improve communication, availability & reduce impacts/outages, defect that we actively working on)			

Information, Data and Technology FY2023-FY2026 Strategic Plan

2023-2026 IT Strategic Planning Summary
Nebraska Department of Education

Risks	Staffs availability					
	Budget/Fund availability					
	Customer service impact					
	Compliance impact					
Capabilities (What makes you successful with business objectives)	Sharepoint Optimization	Need Cloud Program/Strategy			Assessing Funding Options	
	Upskilling Employees					
	Application Rationalization					
	Leverage Survey Existing Survey Tools					
	Define Sustainability, Scalability considerations					
	Roles and Responsibilities - Allocation of time - Job Classifications, etc.					
	Standards - SOP					
	Training, Support- Knowledge Transfer					
	ITSM/ITIL					
	Procurement Process Development (Governance)					
	Business Relationship Management Development					
	Mature Quality around Testing -Regression and User, Security, Performance, etc.					
	Change Management Process (Project and ITSM)					
	PMO Process (light) with Business Case, Project Closure					

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STATE BOARD OF EDUCATION
PLANNING AND EVALUATION COMMITTEE REPORT

Date: February 2, 2024

The Planning and Evaluation Committee reports on their committee meeting on February 1, 2024. The members present were chair, Sherry Jones, Pattie Gubbels, Patsy Koch Johns, and Deborah Neary.

The committee reviewed:

- The authorization to submit the ESSA plan amendment. NDE staff provided an overview of each section and changes made with stakeholder input, as well as a tentative timeline for obtain feedback from the U.S. Department of Education.
- The authorization to contract with NWEA and DRC for statewide assessment services for the 2024-2025 school year.
- The approval of Rule 11 waiver request for Franklin Public Schools.
- The approval of the Computer Science and Technology Standards.

The committee recommends the approval of these item.

The committee discussed the proposed revisions of Position Statement S3 on Early Literacy. Committee members expressed appreciation for updated language. NDE staff will return next month for approval.

The committee received an update on the upcoming approval of nonpublic schools for the 2024-2025 school year under Rule 14, Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools. NDE staff will return next month for a discussion and approval in May.

The committee received an update on the process for a request for information for statewide assessment. NDE staff provided a tentative timeline and process for obtaining stakeholder input.

The committee received an update on the Science standards revision progress. NDE staff shared a summary of science standards survey #1. NDE staff answered questions related to the writing team selection process and timeline.

The committee received an update on the mid-year progress for each priority school, Isanti Elementary, Middle, and High School.

This concludes the Planning and Evaluation report.

Sherry Jones, Chair
*Submit a printed copy to the Committee Chair and email to the Recording Secretary.
Updated 02.02.2023

DR. BRIAN L. MAHER, COMMISSIONER
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DATE: January 17, 2024

TO: Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Authorize the Commissioner to submit Nebraska's revised Every Student Succeeds Act (ESSA) plan.

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:
The Every Student Succeeds Act (ESSA) was signed into federal law December 2015. Each state education agency was required to submit a state plan, with Nebraska's original plan receiving approval in June 2018. Since that time, several key drivers necessitate a more comprehensive update to the state plan.

These factors include:

- Move to Nebraska Student Centered Assessment System (NSCAS)
- Revision of Nebraska's College & Career Ready Standards
- State Board Strategic Plan and Policy Changes
- COVID 19
- ESSA Plan Clean Up
- Teacher Shortage
- 2022 Addendum and 2023 Section 4 Amendment

Significant changes were made to the state's long-term goals (Section 1), alignment of activities to current initiatives addressing the teacher shortage and the Nebraska Teacher and Principal Performance Standards (Section 5), and coherence with the Nebraska multitiered system of support (Section 6). The State Board previously authorized changes to Section 4 surrounding federal accountability, which was approved by the US Department of Education in November 2023. The draft for resubmission to US DOE reflects that same Section 4 with no changes.

NDE staff have engaged stakeholders in drafting the ESSA plan. In addition to a work session on the topic with the State Board in December, NDE staff have conducted outreach to ESU administrators, the Commissioner's Superintendent Advisory Committee, Committee of Practitioners, Assessment and Accountability Advisory, and tribal consultation. NDE continues to work closely with Governor Pillen's

office, and will post a draft for public comment. Feedback will continue to be worked into a final draft, and reflect consultation from the US Department of Education as they review.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2024

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
- New or Renewal: N/A
- If renewal, date of first approval: N/A

**Updated 02.07.2023*

Contact Information and Signatures	
SEA Contact (Name and Position):	**Telephone:**
Mailing Address:	**Email Address:**
By signing this document, I assure that: • To the best of my knowledge and belief, all information and data included in this plan are true and correct. • The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. • Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name)	**Telephone:**
Signature of Authorized SEA Representative	**Date:**
Governor (Printed Name)	
Signature of Governor	**Date:**

COVER PAGE

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Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☑ Check this box if the SEA has included all of the following programs in its consolidated State plan.

Or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

DRAFT

Executive Summary

Nebraska's motto has long been "The Good Life." This sense of the state being a great place to live, learn, and work is driven in large part by a strong public school system. From Falls City to Sioux County, Nebraska public schools serve nearly 330,000 students in 244 public school districts. Each day, 25,000 teachers and school leaders walk into over 1,000 schools to meet the growing needs of our students. And the data show, they are doing a great job.

According to the most recent National Assessment of Educational Progress (NAEP), Nebraska:

- Scored the highest among states in 4th Grade Math
- Was second in 8th grade math among states
- Landed fourth in 4th grade reading, and 8th in 8th grade reading.

At the high school level, Nebraska continued to lead. Of states with more than 90% of students taking the ACT, only ***two states score*** slightly higher than Nebraska.

The state has emerged from the pandemic strong, while acknowledging the need to focus resources even more acutely on schools and for student groups that have not seen the same growth and recovery.

Additionally, in 2022, the Nebraska Legislature introduced LR335, which established a statewide attainment goal. Specifically for of the State of Nebraska to ensure at least seventy percent of 25 to 34 year-old Nebraskans have a degree, certificate, diploma, or other postsecondary or industry-recognized credential with economic value by 2030.

To build towards this goal and to focus attention and resources on schools needing additional support to improve, the Nebraska Department of Education will use this plan to share its vision for leveraging Federal funding from the Every Student Succeeds Act to ensure accountability and support for schools, address the educator shortage and ensure all students have access to effective educators, and create a coherent system whereby the myriad programs in ESSA are focused and aligned.

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Glossary of Terms, Abbreviations, and Acronyms

Term	Definition
4-Year Cohort Graduation Rate	The percentage of students who graduate in four years with a regular high school diploma divided by the number of students who form the cohort for the graduating class.
7-Year Cohort Graduation Rate	The percentage of students who graduate in seven years with a regular high school diploma divided by the number of students who form the cohort for the graduating class.
NSCAS-ACT	Standardized college readiness assessments
AQuESTT	Accountability for a Quality Education System, Today and Tomorrow; Nebraska's school and district accountability system
CFR	Code of Federal Regulations
Children with Disabilities	Children who require special education services or those who have one or more disabilities such as autism, communication disorders, deaf blindness, emotional disturbances, hearing impairments, intellectual disability, orthopedic impairments, other health impairments, specific learning disabilities, traumatic brain injuries, or visual impairments, including blindness.
Chronic Absenteeism	A student is identified as chronically absent when a district reports they have not been present for 10 percent or more of the days "in membership" at a school. "Membership" is defined as the number of school days in session in which the student is enrolled and registered during the annual reporting period from July 1 to June 30.
CTE	Career and Technical Education
Economically Disadvantaged	Low-income students who qualify for free or reduced priced lunch and students who are homeless, migrant, or runaways.
ELA	English language arts
ELP	English language proficiency
ELPA21	ELPA21 is a group of states that designed and developed an assessment system for English Learners. The system is based on the English Language Proficiency Standards and addresses language demands needed to be college and career ready
English Learner (EL)	Students who are unable to communicate fluently or learn effectively in English, who often come from non-English speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses
EPPs	Educator Preparation Programs
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESU	Educational Service Unit
Formula Grant	Noncompetitive grant which awards funds based on a predetermined formula
Growth	An adjustment to the Status rating may be made based on the percent of NeSA scores that showed improvement compared to the same individual's performance in the previous year. (Since high school students only take the ACT once, Growth does not apply.)
IDEA	Individuals with Disabilities Education Act – law ensuring services to children with disabilities
IEP	Individualized Education Plan – plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services
LEA	Local Education Agency – public school district
NDE	The Nebraska Department of Education
NSCAS	Nebraska Student-Centered Assessment System
Non-Proficiency	An adjustment to the overall classification rating is made based on a decreasing or increasing three-year trend of the percentage of NSCAS or ACT assessment scores that are defined as non-proficient.
n-size	Minimum student group size

Term	Definition
NTPPS	Nebraska Teacher and Principal Performance Standards
Participation Rate	The percentage of students participating in state assessments
Present	Title 92, Nebraska Administrative Code, Chapter 2 states “Students shall be counted in attendance when they are present on days when school is in session. A student shall be counted present only when he or she is actually at the school or is present at a school sponsored activity which is supervised by a member or members of the school staff. This may include authorized independent study, work-study programs, field trips, athletic contests, music festivals, student conventions, instruction for homebound students, or similar activities when officially authorized under policies of the local school board. It does not include "making up" school-work at home or activities supervised or sponsored by private individuals or groups.
Priority School	Nebraska state law allows for three schools identified as Needs Improvement by the AQuESTT classification system to be designated as Priority Schools. These three schools receive increased supports and guidance from Nebraska Department of Education, ESUs, and other stakeholders.
Rule 10	All public school districts in Nebraska that provide elementary and/or secondary instruction to children of compulsory attendance age are required to be accredited under the provisions of Rule 10.
SEA	State Education Agency (Nebraska Department of Education)
Status	Rating based on percent of students proficient on NSCAS-ELA and math for grades 3-8, and ACT for high schools.
STEM	Science, Technology, Engineering, and Math
Subgroup	A group of students disaggregated from all students. Includes specific racial/ethnic groups, economically disadvantaged students, students with disabilities, and English Learner students.

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Section 1 – Establishment of Long-Term Goals

Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

a. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The mission of the Nebraska Department of Education is to lead and support the preparation of all Nebraskans for learning, earning, and living. To accomplish this mission, Nebraska holds high expectations for ***all*** students, and has set ambitious long-term goals and interim benchmarks to match those expectations.

The NDE has set its target as a ***50 percent reduction in non-proficient students*** as measured by on statewide assessments. To calculate these goals, the current percentage of students proficient for all students and each student group is subtracted from 100 percent and then divided by two. This figure is then added back to the current percent proficient to arrive at the 10-year goal.

Rationale
In August 2023, the Nebraska State Board of Education approved new cut scores for the NSCAS assessment. These cuts were reset due to changes to the administration of the NSCAS-ELA and math, a regularly scheduled update to the content area standards, and constituent feedback. The cut scores established new baselines on which long term goals are based.

The goals established by this model are meant to be ambitious, yet attainable and would narrow the achievement gaps between historically underserved groups statewide over the next 10 years. The interim goal charts show the narrowing of gaps in terms of the percent of students proficient at the state level. Another advantage of this model is that all groups and schools must see improvement in percentages of students proficient regardless of starting point.

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Table 1 – Long-Term Goals for English Language Arts

Student Group	2022-23 Baseline	2032-33 Long-Term Goal
All Students	56%	78%
English Learner	29%	64.5%
Economically Disadvantaged	41%	70.5%
Students with Disabilities	25%	62.5%
American Indian/Native American	29%	64.5%
Asian	60%	80%
Black	31%	65.5%
Hispanic/Latinx	38%	69%
Multiple Races	52%	76%
Native Hawaiian / Pacific Islander	42%	71%
White	65%	82.5%

Table 2 – Long-Term Goals for Math

Student Group	2022-23 Baseline	2032-33 Long-Term Goal
All Students	58%	79%
English Learner	31%	65.5%
Economically Disadvantaged	42%	71%
Students with Disabilities	27%	63.5%
American Indian/Native American	28%	64%
Asian	62%	81%
Black	27%	63.5%
Hispanic/Latinx	39%	69.5%
Multiple Races	50%	75%
Native Hawaiian / Pacific Islander	49%	74.5%
White	69%	84.5%

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement.

The interim measures of progress are developed by establishing the 50% reduction goal, and subsequently breaking down the goal into annual benchmarks.

Table 3 – Interim Benchmarks for English Language Arts

School Year	All Students	English Learners	Economically Disadvantaged	Students with Disabilities	American Indian / Native American	Asian	Black	Hispanic	Multiple Races	Pacific Islander	White
2022-23 Baseline	56	29	41	25	29	60	31	38	52	42	65
2023-24	58.2	32.55	43.95	28.75	32.55	62	34.45	41.1	54.4	44.9	66.75
2024-25	60.4	36.1	46.9	32.5	36.1	64	37.9	44.2	56.8	47.8	68.5
2025-26	62.6	39.65	49.85	36.25	39.65	66	41.35	47.3	59.2	50.7	70.25
2026-27	64.8	43.2	52.8	40	43.2	68	44.8	50.4	61.6	53.6	72
2027-28	67	46.75	55.75	43.75	46.75	70	48.25	53.5	64	56.5	73.75
2028-29	69.2	50.3	58.7	47.5	50.3	72	51.7	56.6	66.4	59.4	75.5
2029-30	71.4	53.85	61.65	51.25	53.85	74	55.15	59.7	68.8	62.3	77.25
2030-31	73.6	57.4	64.6	55	57.4	76	58.6	62.8	71.2	65.2	79
2031-32	75.8	60.95	67.55	58.75	60.95	78	62.05	65.9	73.6	68.1	80.75
2032-33	78	64.5	70.5	62.5	64.5	80	65.5	69	76	71	82.5
Growth per Year	2.2	3.55	2.95	3.75	3.55	2	3.45	3.1	2.4	2.9	1.75

Table 4 – Interim Benchmarks for Math

School Year	All Students	English Learners	Economically Disadvantaged	Students with Disabilities	American Indian / Native American	Asian	Black	Hispanic	Multiple Races	Pacific Islander	White
2022-23 Baseline	58	31	42	27	28	62	27	39	50	49	69
2023-24	60.1	34.45	44.9	30.65	31.6	63.9	30.65	42.05	52.5	51.55	70.55
2024-25	62.2	37.9	47.8	34.3	35.2	65.8	34.3	45.10	55	54.1	72.1
2025-26	64.3	41.35	50.7	37.95	38.8	67.7	37.95	48.15	57.5	56.65	73.65
2026-27	66.4	44.8	53.6	41.6	42.4	69.6	41.6	51.2	60	59.2	75.2
2027-28	68.5	48.25	56.5	45.25	46	71.5	45.25	54.25	62.5	61.75	76.75
2028-29	70.6	51.7	59.4	48.9	49.6	73.4	48.9	57.3	65	64.3	78.3
2029-30	72.7	55.15	62.3	52.55	53.2	75.3	52.55	60.35	67.5	66.85	79.85
2030-31	74.8	58.6	65.2	56.2	56.8	77.2	56.2	63.4	70	69.4	81.4
2031-32	76.9	62.05	68.1	59.85	60.4	79.1	59.85	66.45	72.5	71.95	82.95
2032-33	79	65.5	71	63.5	64	81	63.5	69.5	75	74.5	84.5
Growth per Year	2.1	3.45	2.9	3.65	3.6	1.9	3.65	3.05	2.5	2.55	1.55

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

Nebraska's ambitious state goals are designed to ensure high expectations for all learners and all student groups. All groups share the overarching goal to increase the number of proficient students by 50% in 10 years. This goal is grounded in baseline data specific to each student group, resulting in unique goals and interim progress necessary for each group. The approach relies upon a foundation of understanding that less proficient student groups are more likely to improve at a faster rate when compared to those student groups with already high proficiency rates. Ultimately, this approach ensures a high degree of rigor and substantially closes the achievement gap.

b. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

*Table 5 – Long-Term Goals for Four-Year Graduation Rate**

Student Group	2023 Baseline	2033 Long-Term Goal
All Students	87	93.5
English Learner	53	76.5
Economically Disadvantaged	79	89.5
Students with Disabilities	67	83.5
American Indian/Native American	74	87
Asian	88	94
Black	76	88
Hispanic/Latinx	77	88.5
Multiple Races	81	90.5
Native Hawaiian / Pacific Islander	85	92.5
White	92	96

*These data represent the adjusted cohort graduation rate of students who were set to graduate in 2023.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Nebraska uses the seven-year graduation rate in accountability. The data below represent the 7-year cohort graduation rate for the 2020 graduating class.

Table 6 – Seven-Year Graduation Rate

Student Group	2023 Baseline	2033 Long-Term Goal
All Students	91	95.5
English Learner	65	82.5
Economically Disadvantaged	86	93
Students with Disabilities	79	89.5
American Indian/Native American	78	89
Asian	91	95.5
Black	82	91
Hispanic/Latinx	83	91.5
Multiple Races	87	93.5
Native Hawaiian / Pacific Islander	76	88
White	94	97

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate.

Table 7 - Interim Benchmarks for Four-Year Graduation Rates

School Year	All Students	English Learners	Economically Disadvantaged	Students with Disabilities	American Indian / Native American	Asian	Black	Hispanic	Multiple Races	Pacific Islander	White
2022-23 Baseline	87	53	79	67	74	88	76	77	81	85	92
2023-24	87.65	55.35	80.05	68.65	75.3	88.6	77.2	78.15	81.95	85.75	92.4
2024-25	88.3	57.7	81.1	70.3	76.6	89.2	78.4	79.3	82.9	86.5	92.8
2025-26	88.95	60.05	82.15	71.95	77.9	89.8	79.6	80.45	83.85	87.25	93.2
2026-27	89.6	62.4	83.2	73.6	79.2	90.4	80.8	81.6	84.8	88	93.6
2027-28	90.25	64.75	84.25	75.25	80.5	91	82	82.75	85.75	88.75	94
2028-29	90.9	67.1	85.3	76.9	81.8	91.6	83.2	83.9	86.7	89.5	94.4
2029-30	91.55	69.45	86.35	78.55	83.1	92.2	84.4	85.05	87.65	90.25	94.8
2030-31	92.2	71.8	87.4	80.2	84.4	92.8	85.6	86.2	88.6	91	95.2
2031-32	92.85	74.15	88.45	81.85	85.7	93.4	86.8	87.35	89.55	91.75	95.6
2032-33	93.5	76.5	89.5	83.5	87	94	88	88.5	90.5	92.5	96
Growth per Year	0.65	2.35	1.05	1.65	1.3	0.6	1.2	1.15	0.95	0.75	.4

Table 8 – Interim Benchmarks for Seven-Year Extended Graduation Rate

School Year	All Students	English Learners	Economically Disadvantaged	Students with Disabilities	American Indian / Native American	Asian	Black	Hispanic	Multiple Races	Pacific Islander	White
2022-23 Baseline	91	65	86	79	78	91	82	83	87	76	94
2023-24	91.45	66.75	86.7	80.05	79.1	91.45	82.9	83.85	87.65	77.2	94.3
2024-25	91.9	68.5	87.4	81.1	80.2	91.9	83.8	84.7	88.3	78.4	94.6
2025-26	92.35	70.25	88.1	82.15	81.3	92.35	84.7	85.55	88.95	79.6	94.9
2026-27	92.8	72	88.8	83.2	82.4	92.8	85.6	86.4	89.6	80.8	95.2
2027-28	93.25	73.75	89.5	84.25	83.5	93.25	86.5	87.25	90.25	82	95.5
2028-29	93.7	75.5	90.2	85.3	84.6	93.7	87.4	88.1	90.9	83.2	95.8
2029-30	94.15	77.25	90.9	86.35	85.7	94.15	88.3	88.95	91.55	84.4	96.1
2030-31	94.6	79	91.6	87.4	86.8	94.6	89.2	89.8	92.2	85.6	96.4
2031-32	95.05	80.75	92.3	88.45	87.9	95.05	90.1	90.65	92.85	86.8	96.7
2032-33	95.5	82.5	93	89.5	89	95.5	91	91.5	93.5	88	97
Growth per Year	0.45	1.75	0.7	1.05	1.1	0.45	0.9	0.85	0.65	1.2	0.3

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

c. <u>English Language Proficiency</u>. *(ESEA section 1111(c)(4)(A)(ii))*

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

In the 2023-24 school year, 9 percent of Nebraska students were considered English learners. The NDE uses the ELPA21 to measure students' abilities to read, write, speak, and listen to English. A student's proficiency level on their first ELPA21 assessment sets the baseline level, and expected progress toward proficiency as detailed below.

Table 8 – English Learner Progression Chart

Baseline Year	Year 2	Year 3	Year 4	Year 5	Year 6
Emerging Low	Emerging High	Progressing Low	Progressing Medium	Progressing High	Proficient
Emerging High	Progressing Low	Progressing Medium	Progressing High	Proficient	
Progressing Low	Progressing Medium	Progressing High	Proficient		
Progressing Medium	Progressing High	Proficient			
Progressing High	Proficient				

A student is considered "On Track" when they move up a proficiency level based on their individual expected progress or path toward proficiency. A student will be considered for "Partial Progress" if they are off track, but still moved up a proficiency level. For the purposes of calculating this long-term goal, On Track and Partial Progress are combined.

Table 9 – Long-Term Goals for English Learners

	2022-23 Benchmark	2032-33 Goal
Percent of ELs making Progress Toward Proficiency	46%	73%

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Section 2 – Consultation and Performance Management

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education,*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. Be in an understandable and uniform format;
2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
3. Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.

Consultation for the ESSA plan has come in two parts – the original ESSA plan consultation in 2017 and 2018 and more recent consultation, pertaining specifically to updates to long term goals and accountability and school support.

NOTE Consultation is ongoing with conversations scheduled with the Governor, legislators, civil rights organizations, and the public.

Public Notice. *Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.*

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Outreach and Input. *For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:*

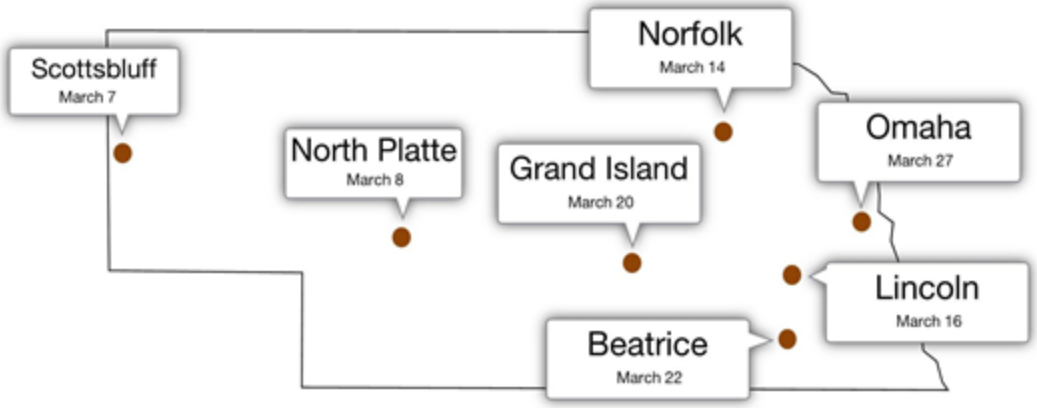
Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b),during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

Outreach During Initial Planning Stages

Significant stakeholder feedback was conducted during the original submission of Nebraska's Consolidated State Plan. Thousands of stakeholders took participated in on-site listening sessions, public surveys, and targeted feedback on specific sections of the plan. Highlights of this outreach are detailed below.

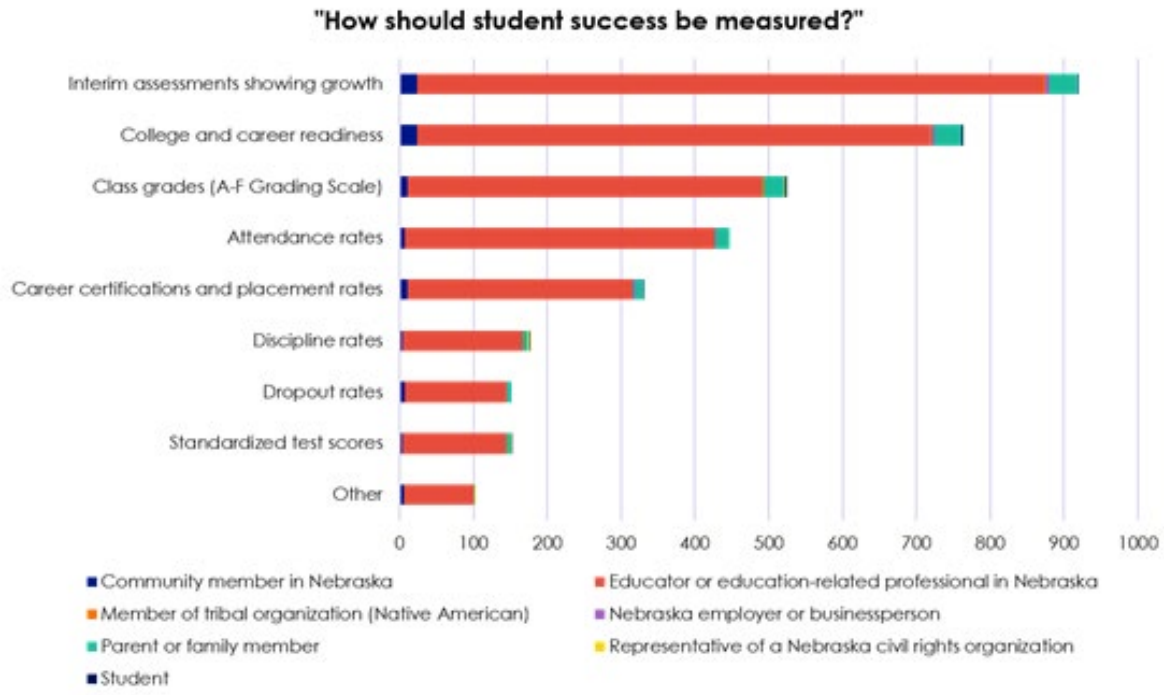
ESSA Stakeholders Listening Tour

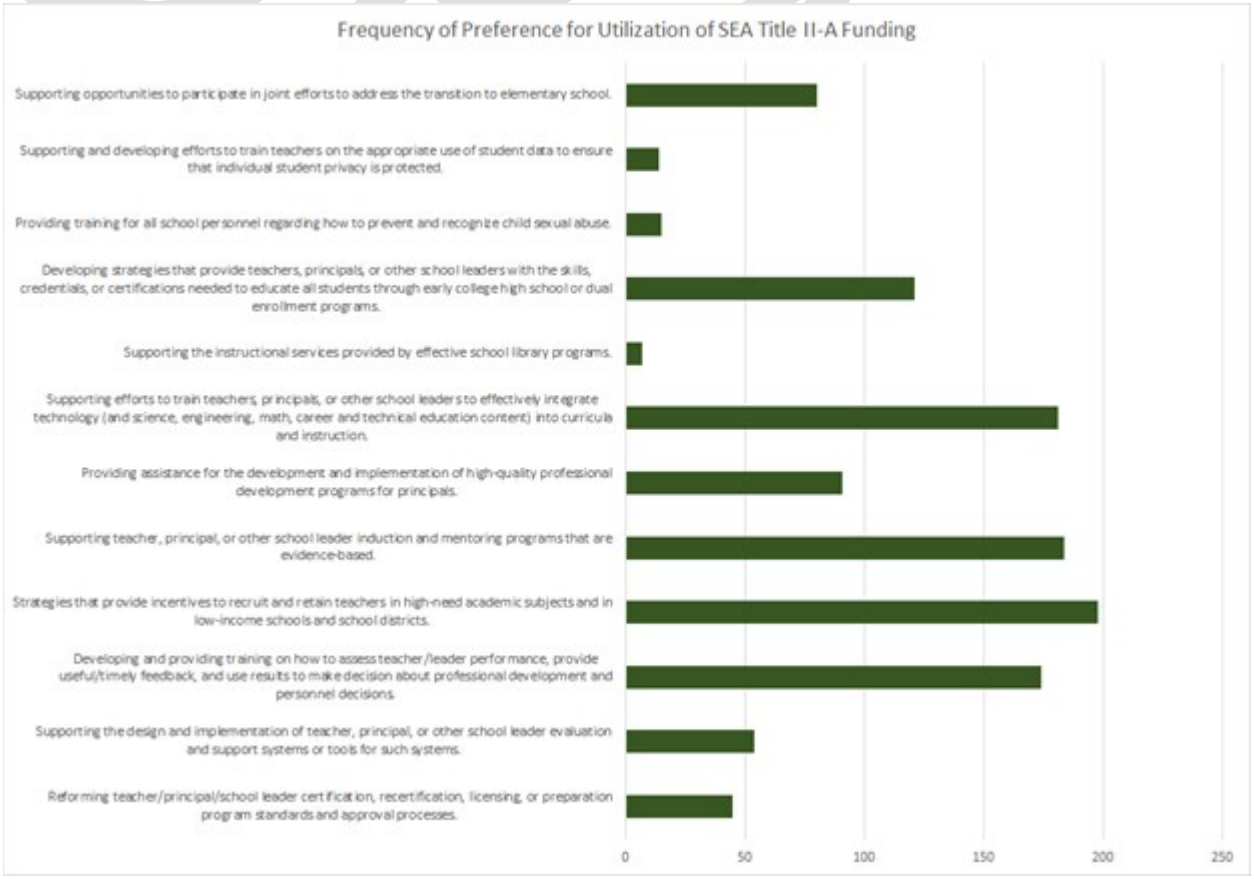
Meetings were held in March of 2017 at seven locations across the state.



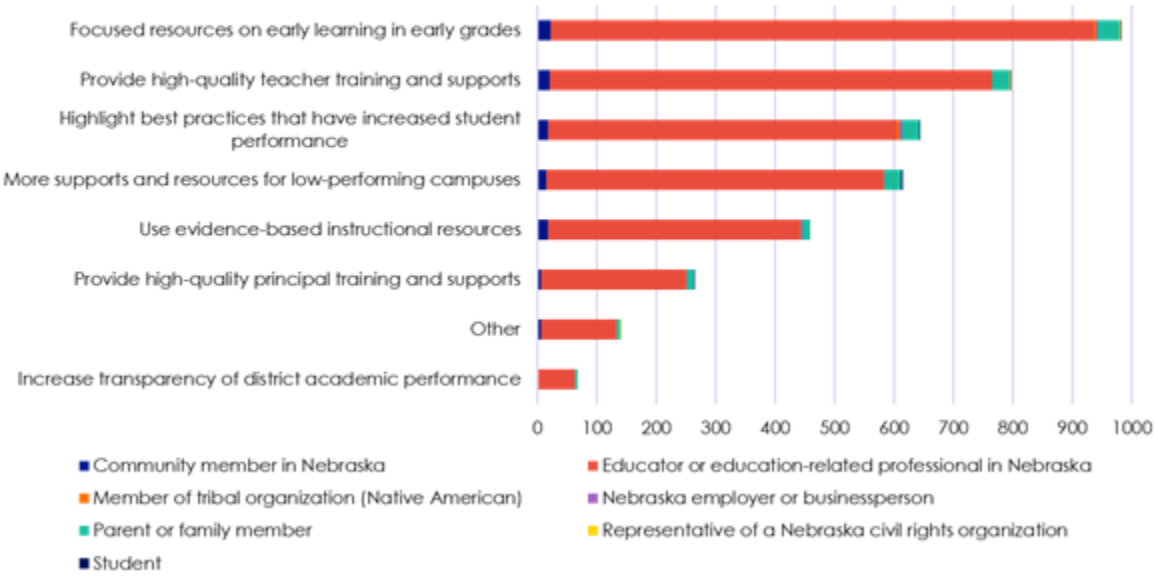
Stakeholder Survey

A stakeholder survey was received almost 1400 responses from constituents. Subsequent feedback impacted design of the accountability system and use of set aside funds. Screenshots of the findings can be seen below.

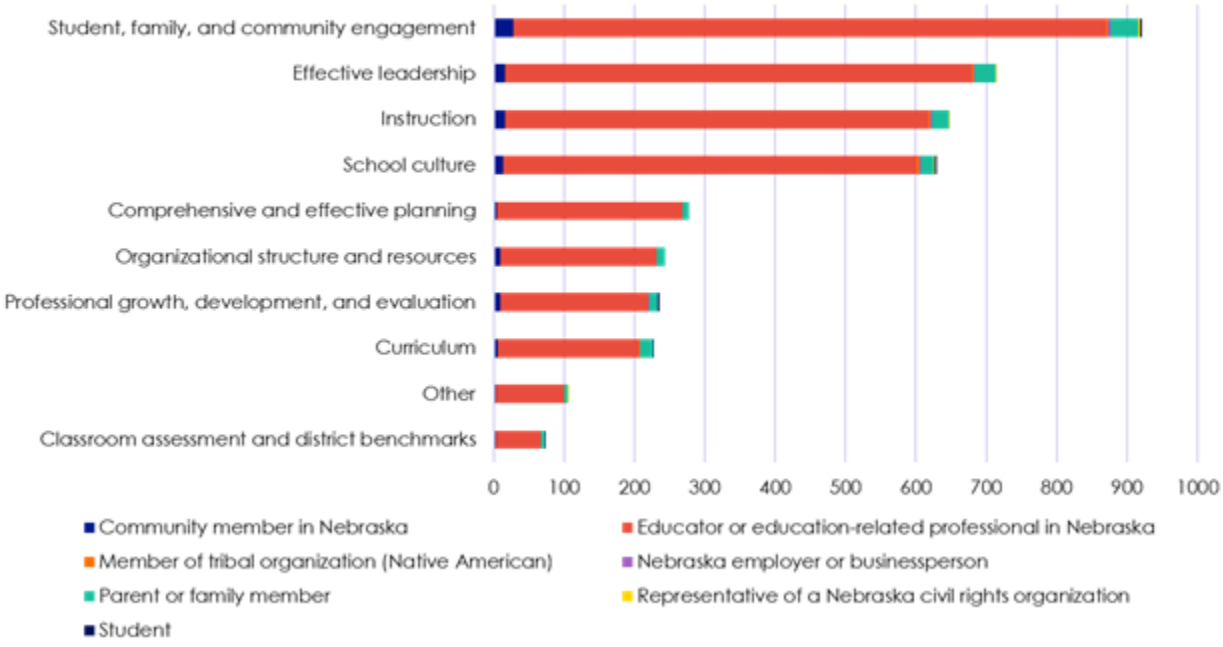

"How should student success be measured?"
Interim assessments showing growth
College and career readiness
Class grades (A-F Grading Scale)
Attendance rates
Career certifications and placement rates
Discipline rates
Dropout rates
Standardized test scores
Other
0
100
200
300
400
500
600
700
800
900
1000
Community member in Nebraska
Educator or education-related professional in Nebraska
Member of tribal organization (Native American)
Nebraska employer or businessperson
Parent or family member
Representative of a Nebraska civil rights organization
Student


Frequency of Preference for Utilization of SEA Title II-A Funding
Supporting opportunities to participate in joint efforts to address the transition to elementary school.
Supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected.
Providing training for all school personnel regarding how to prevent and recognize child sexual abuse.
Developing strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students through early college high school or dual enrollment programs.
Supporting the instructional services provided by effective school library programs.
Supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology (and science, engineering, math, career and technical education content) into curricula and instruction.
Providing assistance for the development and implementation of high-quality professional development programs for principals.
Supporting teacher, principal, or other school leader induction and mentoring programs that are evidence-based.
Strategies that provide incentives to recruit and retain teachers in high-need academic subjects and in low-income schools and school districts.
Developing and providing training on how to assess teacher/leader performance, provide useful/timely feedback, and use results to make decision about professional development and personnel decisions.
Supporting the design and implementation of teacher, principal, or other school leader evaluation and support systems or tools for such systems.
Reforming teacher/principal/school leader certification, recertification, licensing, or preparation program standards and approval processes.
0
50
100
150
200
250

"How can we ensure that all Nebraska students, especially those with disabilities or those who are historically disadvantaged, have quality education that prepares them for success?"



"Which of the following are most critical to improving a low-performing school?"



Engagement Beyond 2018

Since the approval of Nebraska's State Plan in 2018, the NDE has delivered upon much of the original plan, including the designation of schools for comprehensive support and improvement (CSI) for the first time in December 2018 and targeted support and improvement (TSI) and additional targeted support and improvement (ATSI) beginning in 2019.

The NDE also established two positions and offices to deliver upon the promises outlined in the ESSA plan: School Transformation Officer and Equity Officer and Offices of School and District Support and Student Support Services. These designations and supports have created a tiered system to differentiate, focus, and intensify assistance for schools with varied needsi.

Furthermore, since its plan acceptance in 2018, the NDE has deepened its supports to building effective educators through the revisions of the Nebraska Teacher and Principal Performance Standards (NTPPS) and development of the Nebraska Leadership and Learning Network (NLLN). The NTPPS and NLLN put a premium on building equity-driven educators and sharing a common vision for teaching excellence.

Throughout all of these processes, significant and sustained input, outreach, and feedback from stakeholders have been leveraged.

AQuESTT Advisory Group (2021-22)

The NDE worked with the National Center for the Improvement of Educational Assessment (the Center) from 2021to 2022 to design a next-generation school accountability system that is balanced, coherent, and technically defensible. The Center's approach to such work started with a broad-based design group comprising individuals with both policy and technical expertise. To this end, NDE re-established the AQuESTT Advisory Group (AAG), with a purpose of identifying key design priorities and directions for the AQuESTT system. The resulting design should singularly satisfy state and federal requirements while also serving as a more stable system, intended to be predictable and unchanging.

NDE staff identified a broadly representative group of stakeholders from large and small schools and districts, regional service agencies, called ESUs, school boards, higher education, parents, advocacy organizations, and the state board to participate in the AAG1. Facilitated by Center staff, the group convened remotely and in person seven times between June 2021 - June 2022 to help the NDE identify the key priorities guiding the revision of the state's accountability system under the ESSA.

The focus of the meetings were:

- Meeting 1: Advisory group process; overview of AQuESTT; considerations for school accountability
- Meeting 2: Theory of action; design priorities
- Meeting 3: Theory of action and design, continued
- Meeting 4: System components: academic achievement and academic growth
- Meeting 5: System components: academic achievement and post-secondary readiness
- Meeting 6: System components: academic growth, post-secondary readiness, graduation rate, aggregation and identifications

- Meeting 7: System components: post-secondary readiness, school quality and student success, progress in attaining English language proficiency, aggregation, identification, and reporting

Feedback from the AQuESTT Advisory Group was used to inform the state's accountability addendum in 2022, and amendment in 2023. The full report can be found here.

Superintendent Advisory Committee
In 2023, the Superintendent Advisory Committee was reestablished. This group is comprised of 32 superintendents or ESU leaders representing the state's geographic diversity. The Superintendent Advisory provides expert input and feedback to the Commissioner on myriad topics, but recently have shared input on the state's assessment and accountability systems. Most of the feedback will be incorporated into future accountability revisions.

Committee of Practitioners
The Committee of Practitioners (COP) has provided significant feedback, specifically on the state's long-term goals and plans for use of Title II funds to support the recruitment, retention, and development of teachers. The COP continues to review federal programs and accountability processes.

UPCOMING
Consultation will continue with planned or proposed feedback sessions with:
- NSEA, NCSA, NASB
- Tribal Leadership
- Civil Rights Groups
- Higher Education (NCTE)

Governor's consultation. *Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.*

**Consultation with the Governor is ongoing.

A. Review and Approval of LEA Plans

Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

Beginning in the 2005-2006 school year, Nebraska's first consolidated application was put into place. Included in the application were Title I-A, Title I-C, Title I-D, Title II-A, Title II-D, Title III-LEP, Title III-IE, Title IV-A, and Title V. Following a Title I-C federal monitoring visit, it was decided to pull that section of the application and make it a stand-alone application. All

other grant programs remained as part of the NCLB Consolidated Application, dependent on continued funding.

Individual LEA formula grant applications are processed by the SEA annually for Migrant, 21st Century, Homeless and RLIS (REAP) funds, via an electronic submission via the state's grants management system.

All funding for Title I -V programs is provided on a reimbursement basis to the LEA, by filing requests for such reimbursement with the SEA. SEA staff members review all requests, accompanied by any required documentation to ensure that approvable expenses align with the original, or subsequently amended version, of the LEA's grant and are allowable expenditures matching federal requirements. Requests for reimbursement of Title I-V funds must be made within the federal deadlines prescribed for the grant period for which the grant is valid.

Each Federal Programs Consultant is assigned to review and recommend for final approval both the ESSA Consolidated Applications and separate LEA applications for other Title programs not contained in the Consolidated Application for their designated LEA. Review and approval of each application is made based on the ESEA Consolidated Application Review Checklist containing all components required under ESEA for each Title program. These Checklists ensure that all goals and activities contained within each LEA application align with the comprehensive needs assessment conducted by the LEA.

LEAs are required to document their identified needs through the collection and reporting of student performance data. Such data must also be linked to a reliable means of evaluating the level of success obtained by the LEA in meeting the goals listed in the ESEA Consolidated Application.

Any corrections or additions required as a result of not meeting all components of these respective checklists are made through returning, correcting, and submitting the entire grant application for another review and approval process. This review/correction and approval process is typically completed within a 30-45-day window to ensure that each LEA can make the most efficient use of the ESEA approved funds and have the greatest amount of time to implement its programs with fidelity. Each LEA application is evaluated on its own merit, with respect to the unique identified needs of the LEA, but regardless of the size of the ESEA allocations, or the capacity of the district to implement evidence-based strategies as a means of addressing its unique needs, all required components of the ESEA Review Checklists must be met before an LEA can receive approval for the use of these funds.

Once the final LEA application is approved by the Nebraska Department of Education Federal Programs Director, or designee, each LEA is allowed to make amendments to their original grant application, as needed, with the technical support of their assigned Federal Programs Consultant. Amendments may be filed at any time during the grant period, prior to submission of the LEA's final request for reimbursement of grant funds. Each amendment is further reviewed upon submission to Nebraska Department of Education, using a specific Amendment Review Checklist, and is forwarded to the Federal Programs Director, or designee, for final approval of the amendment.

2.2(B) Monitoring

Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

While the Consolidated Grant Application was created, a consolidated monitoring protocol was implemented. This monitoring process has been changed from a 3-year monitoring to a 5-year monitoring cycle. All ESEA programs are monitored at this time and more frequently for districts that are flagged on the high-risk list or any that have had findings from a previous year.

Each LEA has a Nebraska Department of Education Federal Programs staff member assigned to review their application and complete onsite monitoring of their ESEA programs. This was intentional to simplify things for the LEAs, rather than having seven or eight Nebraska Department of Education contacts for all Federal Programs. Each LEA, ESU, and sub-recipient receiving funds from any of the ESEA formula grants is monitored a minimum of once every five years with an on-site visit or desk-audit. LEAs and sub-recipients with multiple programs may have their review spread over more than one year. Each SEA staff member assigned to conduct the 5-year monitoring review is assigned to a varying number of reviews each year based on the size of the districts they serve. Educational Service Units (ESU's) are also reviewed on a 5-year rotation. The 5-year rotation cycle follows two years after the LEA or ESU has had their Continuous Improvement Plan (CIP) visit. Monitoring visits are scheduled, whenever possible, to accommodate the LEA's school calendar and to avoid possible conflicts with other critical events occurring throughout the school year at the local level.

The Elementary and Secondary Education Act (ESEA) Monitoring Guide Checklist provides the requirements of the programs in the ESEA Consolidated Application and other formula grants funded under this legislation. It is provided to each LEA, ESU and sub-recipient in advance of the on-site visit or desk audit as a means to ensure programs are operated in compliance with the law and guidance. All ESEA programs are also monitored through the application and financial reporting approval processes, as well as the state's continuous school improvement process, requiring development and approval of a Continuous Improvement Plan (CIP).

The proposed five-year monitoring schedule is posted on the Nebraska Department of Education Federal Programs[i] webpage. At least one month prior to the visit, the district or ESU will be contacted by the Nebraska Department of Education reviewer to arrange the details of the monitoring. After being notified, the district or ESU is to complete the appropriate sections of the Monitoring Guide Checklist and submit the completed Checklist to the reviewer (at least one week prior to the scheduled visit). The form is designed to identify areas where technical assistance may be needed, as well as to determine options for documentation to support compliance with the requirements. The SEA requires that some pieces of evidence/documentation be submitted prior to or during the monitoring visit. In some cases, only specified documentation will be accepted to meet compliance requirements of the federal law. These are clearly identified in the Checklist. All other documentation must be available for review. Required components of this monitoring process include the review of LEA report card data and student performance data collected by the SEA and reported on the SEA website.

Monitoring visits include a review of documentation and a conversation with appropriate program directors and/or staff members. Depending on the programs being reviewed, this may also include nonpublic school staff, multi-district project members, parents, and representatives of other agencies. All participants to be involved in the visit are identified during preliminary planning by the LEA, ESU, or agency and the reviewer. Where applicable, the LEA is also required to demonstrate that they have complied with requirements under ESEA for tribal consultation as well as non-public school consultation in the development, implementation and evaluation of its respective program plans.

Following the review, the LEA or other sub-recipient is given 30 days to submit any documentation or evidence that was not available during the review as requested by the reviewer.

The LEA receives a written report within 90 days if additional evidence was submitted. If a review report includes a finding of non-compliance, a plan for correcting the issue is required within 60 days of receipt of the report and may involve a follow-up visit. In unique cases of an LEA that fails to meet a large percentage of the required ESEA components, or has demonstrated a history of non-compliance, additional documentation and/or evidence of how federal funds are being used and monitored may be required, and/or more frequent on-site monitoring may be conducted.

2.3. A. Continuous Improvement

Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

The NDE has made significant progress distinguishing between "continuous improvement" and "school improvement," both of which are pertinent to improvement of state and local plans.

Continuous Improvement	School Improvement
Any school or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but it's something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth. (http://edglossary.org/continuous-improvement/)	Dramatic and comprehensive intervention in low-performing schools. Involves turnaround leadership, culture shift, instructional transformation, and talent development. (https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf)

As part of each public school's accreditation process, outlined in Rule 10, Nebraska requires LEAs to implement a continuous improvement plan. The NDE offers support and resources

school districts can leverage grounded in Nebraska's Multi-Tiered System of Support (NeMTSS), such as the NeMTSS Problem Solving Model.

Integral to this process is the collection of student achievement data by the SEA. Student achievement data is reported on State and LEA report through the Nebraska Education Profile, as well as collection and analysis of student achievement data on state assessments (NSCAS) through AQuESTT. In addition, each LEA is required to identify its greatest needs for improvement, and to set goals and activities for utilizing federal funds to meet these needs through a comprehensive needs assessment, as part of the ESEA Consolidated Application and the 5-year, on-site monitoring process.

A systematic, on-going process guides planning, implementation, and evaluation and renewal of continuous school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by a team of visiting educators who provide consultation to the local school/community in a continuous review and evaluation of plans, goals, and accomplishments.

B. Differentiated Technical Assistance. *Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.*

The Nebraska Department of Education has created various levels of support for districts and schools based on school performance and classification in AQuESTT.

Differentiated technical assistance to LEAs is based on personalized support and needs of each district. This process begins by the development, implementation and evaluation of Continuous Improvement Plans (CIP) in collaboration with SEA staff members. These staff cross-cut the agency and include members from Nebraska Department of Education teams, including, Federal Programs, Accreditation, School Finance, Early Childhood, Special Education, Data Research and Evaluation, Teaching and Learning, and Adult Program Services.

SEA staff are assigned to each LEA to address questions and to provide training and on-going technical support in the continuous improvement process. This comprehensive system of technical support to each LEA ensures that a consistent, consolidated model is in place for reviewing data, documenting needs, identifying areas of improvement and evaluating progress, as well as holding each LEA accountable for the efficient use of federal funds in meeting their goals.

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Section 3 – Academic Assessments

The Nebraska Student-Centered Assessment System (NSCAS), pronounced "en-skass," is a new statewide assessment system that embodies Nebraska's holistic view of students and helps them prepare for success in postsecondary education, career, and civic life. It uses multiple measures throughout the year to provide educators and decision makers at all levels with the insights they need to support student learning. Information on the system can be found at education.ne.gov/assessment

A. Advanced Mathematics Coursework.

Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☐ *Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).*

☑ No.

Nebraska does not administer such assessments.

B. Languages other than English

Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.

i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

The Nebraska Department of Education definition of "languages other than English that are present to a significant extent in the participating student population" is: *Any language that represents 15 percent or more of the native languages spoken by identified English Learners statewide is considered a language present to a significant extent in the participating student population.*

In the 2022-23 school year, approximately 8% of Nebraska students were English Learners. Of this population, over 2/3 indicated Spanish as their native language. The remaining families reported a variety of languages, however, no other languages represented more than 15 percent of native languages spoken within the English learner population.

Following Spanish, the next largest percentages of languages spoken are Karen, Arabic, Somali, and Kurdish. In reviews of individual districts, none were found to have a language other than Spanish present that would meet or exceed 15 percent of the district's population.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available

Nebraska currently provides NSCAS Math and NSCAS Science content assessments in Spanish for students in grades 3-8. General directions are provided in Spanish for the NSCAS ELA.

In 2016-2017 the high school content tests were replaced by the administration of the ACT to all students to meet the "once in high school" testing requirement of ESSA. ACT provides translations of assessment directions in 18 native languages, but not translations of the entire assessment. ACT does provide additional accommodations for English learners including small group, extended time, use of an approved word-to-word bilingual dictionary, and test directions in native languages.

LEAs are allowed a local option to translate the NSCAS Math and NSCAS Science content assessments as well as the NSCAS ELA directions into languages other than Spanish for ELs who are literate in their native language.

Additional information on English learner supports can be found in the NSCAS Accessibility Manual here:
https://www.education.ne.gov/wp-content/uploads/2023/07/NSCAS-Accessibility-Manual-7-12-2023.pdf

iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

None at this time.

iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

State required assessments in the content areas of math and science are currently translated into Spanish and made available to districts by Nebraska Department of Education. Spanish is the only native language that is present to a significant extent in Nebraska schools. LEAs have the option to translate the NSCAS Math and NSCAS Science content assessments as well as the directions for NSCAS ELA into languages other than Spanish based on local needs.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

On an annual basis, the Nebraska Department of Education gathers data regarding languages spoken in districts. The assessment advisory committee of stakeholders annually reviews data related to languages spoken that meet the definition articulated above of languages present to a significant extent and makes a recommendation at that time on assessments to be offered in languages other than English. There is currently only one predominant language in Nebraska's population of ELs and the service is already being provided. Nebraska has been providing translated content assessments to LEAs since 2010.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

The Nebraska Department of Education has met this requirement.

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Section 4 – Accountability, Support, and Improvement

1. *Subgroups (ESEA section 1111(c)(2)):*
    1. *List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).*

American Indian or Alaska Native
Asian
Black or African American
Latinx or Hispanic
Two or More Races
Native Hawaiian or Other Pacific Islander
White

    2. *If applicable, describe any additional subgroups of students other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.*

There are no additional student groups used in the Statewide accountability system.

    3. *Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.*

No. The NDE reports EL student group performance including former ELs, but does not intend to include their results in the statewide accountability system.

    4. If applicable, choose one of the following options for recently arrived English learners in the State:
    ☐ *Applying the exception under ESEA section 1111(b)(3)(A)(i); or*
    ☒ *Applying the exception under ESEA section 1111(b)(3)(A)(ii); or*
    ☐ *Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.*

2. *Minimum N-Size (ESEA section 1111(c)(3)(A)):*
    1. *Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of*

students for accountability purposes.

Ten is the minimum number of students necessary to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each group of students for accountability purposes.

2. *Describe how the minimum number of students is statistically sound.*

Ten (10) has been identified as the minimum n-size to maintain consistency between reporting and accountability as outlined in Nebraska's current ESSA plan. The National Center for Educational Statistics indicates that a minimum n-size of 10 is acceptable when applying a population perspective to statistical soundness (NCES, 2010). The decision also aligns with the research found in Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information.

3. *Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.*

There are three reasons an n-size of 10 was selected:

- In 2015, when the AQuESTT system was first developed, a task force was assembled to make important policy recommendations, including n-size and indicators. The taskforce was composed of teachers, principals, district staff, superintendents, members from higher education, community organizations, and the state's intermediary agencies, ESUs.
    - The task force chose to represent n-size with 25 assessment scores, paying special attention to the 130 districts with 400 students or fewer.
    - As our state moved to a system which disaggregates student group performance, stakeholders shared their agreement an n-size of 10 for each student group roughly maintained this decision rule since 10 ELA and 10 math assessments is 20 total assessments.
- Nebraska's 244 school districts vary widely, from the largest, Omaha Public Schools with a student population of 51,966 students to the smallest McPherson County Public Schools with 57 students. Stakeholders were clear that the n-size should protect students' identities but be as small as possible so that as many schools would be included in the accountability system as possible.
- Finally, 10 has been identified as the minimum n-size to maintain consistency between reporting and accountability.

4. *Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information*

The Nebraska Department of Education utilizes various procedures and security measures to ensure the privacy and confidentiality of student records collected and maintained by the agency.

These procedures include assignment of a unique identifier to each student, a system of restricted access to data, and statistical cutoff procedures. More specifically:

- A unique student identification number (Nebraska Department of Education Student ID) is assigned to each Nebraska student. The Nebraska Department of Education Student ID is computer-generated and contains no embedded meaning. After being checked for duplicates, it becomes permanently assigned.
- Security protocols designed to limit who may have access to data and for what purposes.
- Masking rules to ensure that confidentiality is maintained in all public reporting of personally identifiable student information from educational records.
- All Nebraska Department of Education personnel collecting or using personally-identifiable student information are provided instruction regarding procedures adopted in accordance with this policy.
- Nebraska Department of Education maintains a current listing of agency personnel who have access to personally-identifiable student information through authentication and internal link

As it relates to the reporting of data and the identification of schools for additional support based on student group performance, Nebraska Department of Education has adopted the following primary masking rules:

- Rule of 10 – Used to protect personally identifiable information when the number of students in a group is small. Nebraska masks all numbers when there are fewer than 10 in a group. Membership is not masked at the State, district, school and grade level even if fewer than 10 students.
- Performance Level Reporting – When reporting student performance on assessments in levels
    - Only percentages are reported. All percentages are rounded. No counts (number tested) are reported with the percentages.
    - The percentages are displayed when there are 5 or more at a performance level.
    - All data are still masked for groups of fewer than 10.
- Rule of 100% - Used to protect privacy in student performance when all students in a group fall into the same achievement level regardless of the total student count.
- Identification Method - The process used to identify schools for additional support based on student group performance ensures personally identifiable student information is not revealed.

5. *If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.*

Not applicable. The n-size for reporting and accountability is the same.

3. *Indicators (ESEA section 1111(c)(4)(B))*

1. *Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.*

The Status indicator measures Academic Achievement for all elementary, middle, and high schools in Nebraska. Status is calculated by determining the percent of students proficient on state assessments for all available grade levels for Math and English Language Arts for the current year. The long-term academic goals outlined in the state plan are based on the Status indicator.

The NSCAS System has three performance level descriptors:

- Developing
- On Track
- Advanced

Students scoring On Track and Advanced are considered proficient. Cut scores are detailed below.

NSCAS General

Grade		Scale Score Ranges		
ELA		**Developing**	**On Track**	**Advanced**
3		2220-2476	2477-2556	2557-2840
4		2250-2499	2500-2581	2582-2850
5		2280-2530	2531-2598	2599-2860
6		2290-2542	2543-2602	2603-2870
7		2300-2555	2556-2629	2630-2880
8		2310-2560	2561-2631	2632-2890
Math		**Developing**	**On Track**	**Advanced**
3		1000-1189	1190-1285	1286-1470
4		1010-1221	1222-1316	1317-1500
5		1020-1235	1236-1330	1331-1510
6		1030-1243	1244-1341	1342-1530
7		1040-1246	1247-1345	1346-1540
8		1050-1263	1264-1364	1365-1550
Science		**Developing**	**On Track**	**Advanced**
5 & 8		3000-3099	3100-3149	3150-3250

More information on NSCAS standard setting can be found here: https://nep.education.ne.gov/content/assets/data/NEP_NSCAS_Data_Definitions_and_Explanations_2021-2022.pdf

A school's Status indicator score is calculated by finding the count of eligible assessments (which includes both ELA and Math assessments for eligible students) that score at a proficient

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(On Track or Advanced) level, divided by the total number of eligible assessments in the current school year.

Nebraska also uses the Non-Proficiency indicator as a measure of student growth for high schools. The Non-Proficiency indicator is designed to track the progress schools make in reducing non-proficient scores over time. Non-proficient scores are those in the Developing Range.

The non-proficient rate is calculated by dividing the number of eligible ELA/Math assessments with scores in the lowest performance range by the total number of eligible ELA/Math assessments. For fall 2023 accountability, this indicator will return to using three years of data - 2020-21, 2021-22, 2022-23 data to create a trend line.

A school or district's Non-Proficiency indicator score is defined by the slope of a line that represents the trend in the rate of non-proficient statewide assessments over recent years. This slope value can generally be thought of as representing the change in the percentage of non-proficient assessments at a school/district per year, with a negative slope value (fewer non-proficient tests) being the goal.

The Non-Proficiency indicator uses a linear regression calculation to determine the slope. This formula is below.

The Ordinary Least Squares (OLS) estimators $\hat{\beta}_0$ and $\hat{\beta}_1$ are those values that minimize the residual sum of squares. The intercept, $\hat{\beta}_0$, represents the value of Y when X equals 0, and the slope, $\hat{\beta}_1$, is the rate of change in Y for every one unit change in X.

In the AQuESTT classification process, y_i represents the average assessment score or assessment proficiency rate calculated per the procedures outlined in the indicator descriptions above, and x_i represents time (or school year) where 0 = the school year two years prior, 1 = the prior school year, and 2 = the current accountability school year.

For each school/District included in the AQuESTT accountability system, beta coefficients are calculated as follows:

$$\hat{\beta}_1 = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sum(x_i - \bar{x})^2} = \frac{SXY}{SXX} = \frac{COR}{SXX}$$

And

$$\hat{\beta}_0 = \bar{y} - \hat{\beta}_1\bar{x} = ybar - \hat{\beta}_1(xbar)$$

Where:

$$\bar{x} = \sum \frac{x_i}{n}$$

And

$$\bar{y} = \sum \frac{y_i}{n}$$

Then, the regression equation takes the following form:

$$\hat{y} = \hat{\beta}_0 + \hat{\beta}_1 TIME$$

	Elementary / Middle School Measure	High School Measure
Measure of Academic Achievement (Status)	• NSCAS Growth - English Language Arts (Grades 3-8) • NSCAS Growth - Mathematics (Grades 3-8) • NSCAS Alternate - English Language Arts (Grades 3-8) • NSCAS Alternate - Mathematics (Grades 3-8)	• NSCAS ACT (English Language Arts & Math) - Third-Year Cohort • NSCAS Alternate Mathematics and English Language Arts - Third-Year Cohort
Measure of Academic Achievement (Student Growth for High Schools)		• Non-Proficiency

2. *<u>Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator)</u>. Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.*

There are two Other Academic Indicators for elementary and middle schools (Secondary Schools that are Not High Schools):

- The Growth indicator is defined as the percent of NSCAS/NSCAS-Alt assessment scores within a school or district that showed an increase compared to the same individual's score in the previous year within the same subject area.
    - Only ELA and Math assessments will be used in Growth rate calculations, since Science assessments are not taken in consecutive grades and for grades 5 and 8, the first proctoring of the NSCAS Science occurs in 2022.
    - The Growth rate is the percentage of Growth-eligible assessment scores that are assigned a Growth point as defined in the table below. For all Growth-eligible assessments, the following table is used to determine whether or not that assessment is assigned a Growth point by comparing the current year performance level and score against the previous year for the same subject area.

<table>
<tr><td></td><td colspan="6">Current Year</td></tr>
<tr><td rowspan="5">Previous Year</td><td>Performance Level</td><td>Advanced Benchmark</td><td colspan="2">On Track</td><td colspan="2">Developing</td></tr>
<tr><td><u>CCR</u> (Advanced) Benchmark</td><td>Yes</td><td colspan="2">–</td><td colspan="2">–</td></tr>
<tr><td rowspan="2">On Track</td><td rowspan="2">Yes</td><td>Score Gain < 0</td><td>Score Gain ≥ 0</td><td colspan="2" rowspan="2">–</td></tr>
<tr><td>–</td><td>Yes</td></tr>
<tr><td rowspan="2">Developing</td><td rowspan="2">Yes</td><td colspan="2" rowspan="2">Yes</td><td>Score Gain ≤ 0</td><td>Score Gain > 0</td></tr>
<tr><td>–</td><td>Yes</td></tr>
</table>

- The Non-Proficiency indicator is measure designed to track the progress schools make in reducing non-proficient scores over time. Here, Non-Proficiency is calculated using the same methodology as Non-Proficiency in the Academic Achievement indicator section above.

As seen in the filters below, these indicators are not combined, but rather considered as separate steps within the same phase.

3. *<u>Graduation Rate</u>. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).*

The long-term goals specifically address both the 4-year and 7-year cohort graduation rates.

The Graduation Indicator for accountability combines 4-year adjusted cohort graduation rates and 7-year adjusted cohort graduation rates. The cohort graduation rates are the percentage of members in a cohort who graduated with a diploma. The existing rules that NDE uses to define a cohort can be reviewed here: <u>https://www.education.ne.gov/dataservices/adviser-resources/</u>

The school year used for Graduation data lags one year behind other accountability data due to the timing of availability of the district-corrected data. Ex. Accountability data for Fall 2022 will use graduation rates from Spring 2021.

The Graduation Indicator is combined by weighting the 4-year graduation rate at 51% and 49% for the 7-year graduation rate.

The NDE does not define a statewide alternate diploma.

4. *Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.*

The Progress toward English Language Proficiency indicator is meant to measure the percentage of English Learner students in a school/district who are on track in their progress towards English language proficiency as measured by the ELPA21 assessment.

Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification.

The ELP indicator is based on the percentage of students making adequate progress to proficiency within six years. The ELP will be calculated by comparing each student's current level to their expected level, which is based on their Baseline Year level. A student's overall result from each ELPA21 assessment is categorized as one of these six proficiency levels: Emerging Low, Emerging High, Progressing Low, Progressing Medium, Progressing High, and Proficient.

Within the proficiency determinations of Emerging and Progressing, to further subdivide these proficiency levels, overall scale scores are used to determine Low-High and Low-Medium-High levels. Below are the cut points on the overall scale score for the Emerging Low, Emerging High, Progressing Low, Progressing Medium, and Progressing High. Proficient is defined as scoring 4s or 5s in all four domains of the ELPA21.

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ELPA21 Overall Proficiency	Emerging		Progressing		
	Low	High	Low	Medium	High
Kindergarten	<4778	≥4778	<5441	≥5441 <5802	≥5802
1st Grade	<4577	≥4577	<5384	≥5384 <5708.03	≥5708.03
2nd Grade	<4304	≥4304	<5161	≥5161 <5439	≥5439
3rd Grade	<4378	≥4378	<5466	≥5466 <5768	≥5768
4th Grade	<4227	≥4227	<5192	≥5192 <5493	≥5493
5th Grade	<4310	≥4310	<5379.99	≥5379.99 <5664.01	≥5664.01
6th Grade	<4352	≥4352	<5190.66	≥5190.66 <5444	≥5444
7th Grade	<4469	≥4469	<5337.99	≥5337.99 <5623.01	≥5623.01
8th Grade	<4503	≥4503	<5384.99	≥5384.99 <5729	≥5729
9th Grade	<4525.5	≥4525.5	<5388	≥5388 <5625	≥5625
10th Grade	<4704	≥4704	<5331	≥5331 <5627.01	≥5627.01
11th Grade	<4800	≥4800	<5349.66	≥5349.66 <5640.34	≥5640.34
12th Grade	<4828	≥4828	<5340	≥5340 <5615.34	≥5615.34

Table 1: Expected Timeline for Each Baseline Level

Baseline Level	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Emerging Low	Emerging High	Progressing Low	Progressing Medium	Progressing High	Proficient
Emerging High	Progressing Low	Progressing Medium	Progressing High	Proficient	
Progressing Low	Progressing Medium	Progressing High	Proficient		
Progressing Medium	Progressing High	Proficient			
Progressing High	Proficient				

To calculate the percent of students who made progress to proficiency, the number of students for whom we have matching scores (from Current and Baseline years) will be the denominator and the number of students who met or exceeded their expected level (from Table 1) will be the numerator.

5. *School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.*

There are two School Quality and Student Success Indicators used by Nebraska for all schools across all grade bands: Chronic Absenteeism and Science Achievement described below.

Chronic Absenteeism

- Every school is required to report attendance data.

- This indicator only applies to grades Kindergarten through 12.
- Students are considered chronically absent when they are absent for 10% or more of their days in membership at a school/district. The chronic absenteeism rate is defined by the number of these students, divided by the total number of eligible students at a school or district. https://www.education.ne.gov/nderule/uniform-system-of-accounting/
- Consistent with federal reporting guidelines, if a student is in membership for fewer than 10 days at a school/district, that student is not eligible for this indicator

Calculation of Chronic Absenteeism:

- The NDE will reset the baseline for each school and every student group using the 2021-22 school year. As the long term goal is to reduce chronic absenteeism 50% over 10 years, the target rate for the current year's rate will be a 5% improvement on the baseline rate.
    - Put another way, the NDE will set separate individualized targets for each school and each student group at each school based on baseline data.
- The Chronic Absenteeism indicator is defined by the difference between the percentage of eligible students at a school/district that are categorized as chronically absent, relative to a target percentage.
- For fall 2023 designations, using 2022-23 school year data, the NDE will only use two years of data: baseline from 2021-22 and the school year 2022-23.

Chronic Absenteeism allows for meaningful differentiation in school performance, as school rates for chronic absence vary.

Measure Across All Schools	Rate
Average	22.35%
Median	16.1%
Range	0% to 98%

Science Status

- The Science Status indicator is calculated as the percentage of eligible statewide assessments scored at a proficient level or above based on:
    - NSCAS Science - Grades 5 and 8
    - NSCAS-Alternate Science - Grades 5 and 8
    - ACT Science - Third-Year Cohort
- Science Comparability, Reliability, Validity
    - NSCAS Science underwent a rigorous review of validity and reliability in the summer of 2022.
    - Reliability tests included:
        - Marginal reliability
        - Conditional standard error of measurement review
        - Classification accuracy
        - And specific to science, reliability of fixed forms
    - Validity test included:
        - Discussion of intended purposes and uses of test scores
        - Testing for evidentiary validity based on a framework

- And interpretive argument claims

More information can be found in the technical report here: https://www.education.ne.gov/wp-content/uploads/2022/12/2022-NSCAS-Growth-Technical-Report.pdf

Final Stage:

In the final stage of the filtering system for CSI detailed below, the SQSS indicators are combined. In determining ATSI and TSI, however, the SQSS indicators are NOT combined but rather considered as separate steps within the same phase.

4. *Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))*
    1. *Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.*

The following table aligns the Every Student Succeeds Act indicator with the metric utilized in the designation process. Each indicator is utilized for school-level calculations and is able to be disaggregated by student group.

Table 2: ESSA & AQuESTT Indicator Crosswalk

ESSA Indicator:	Academic Achievement	Other Academic Indicator	Progress in Achieving English Language Proficiency	Graduation Rate	School Quality & Student Success
AQuESTT Indicator:	Elementary & Middle Schools: Status High Schools: Status & Non Proficiency	Growth & Non-Proficiency	Progress toward English Language Proficiency	4- and 7-Year Cohort Graduation Rate	Chronic Absenteeism and Science Status

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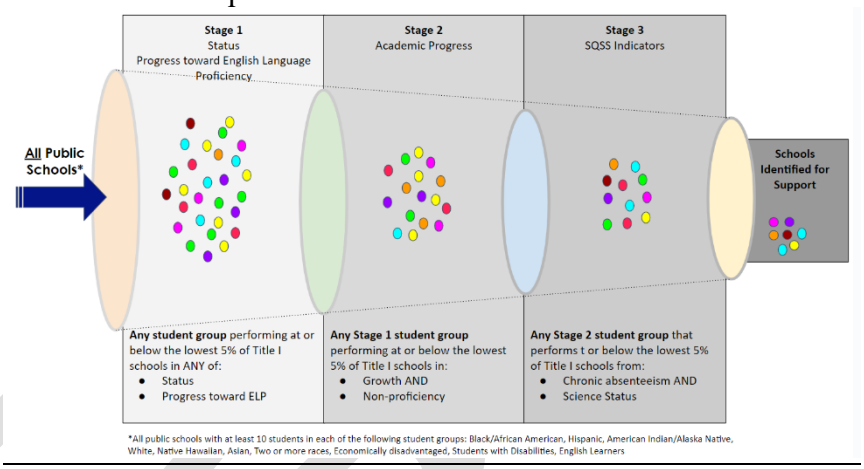
Additionally, Nebraska does not rank schools. As such, a three stage filter process is used to designate schools and student groups for additional support. An example of this system is shown below, and detailed further in subsequent sections.



2. *Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.*

The order of stages in the decision process establishes the weight placed on each indicator and allows the state to prioritize and place much greater weight on the academic indicators in the first and second stages.

The first stage of indicators includes academic achievement in math, academic achievement in reading/ language arts, and progress toward English language proficiency. These achievement and English language proficiency indicators are considered to have equal weight to one another and greater weight than subsequent indicators, as low performance on any of them causes a school to progress to the next stage of differentiation.

For elementary and middle schools, the second stage includes the Other Academic Indicators, which are operationalized as two measures of academic progress. These other academic indicators are considered to have equal weight to one another and much greater weight than the subsequent indicator, as low performance on both of them causes a school to progress to the next stage of differentiation.

For high schools, the second stage includes four-year and seven-year graduation rate. Of the two, four-year graduation rate is considered to carry greater weight (51%), while 7-year will be weighted 49%. Both graduation rate indicators are considered to have much greater weight than the subsequent indicator, as low performance on both of them causes a school to progress to the next stage of differentiation.

The third and final stage uses a the School Quality and Student Success Indicators: Chronic Absenteeism and Science Status. Since it comes last, this stage carries the least weight while still differentiating between schools that are already low on the academic indicators.

If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

A school building in Nebraska may include all grades K-12, but must be split into three schools for accountability purposes: an elementary school, a middle school, and a high school. Each district determines which grades are included in each grade band configuration.

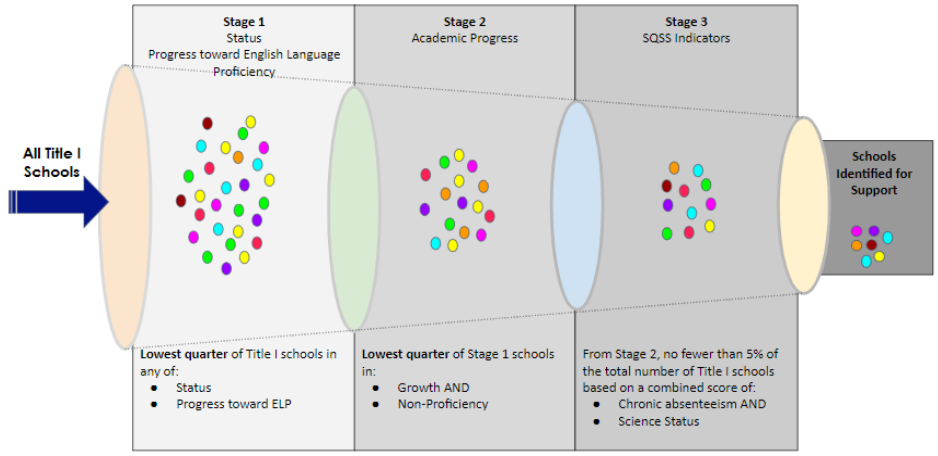
There are four special circumstances on which differing methodologies are employed:

- Title I school buildings with multiple grade bands: For purposes of Title I accountability, the NDE will use codes established by the U.S. Department of Education National Center on Education Statistics (NCES) to identify the building under consideration for CSI status. For example, Nebraska Elementary School consists of grades Pre-k through 8, is in one physical building, and has one NCES code. For state accountability purposes, the school district identifies Pre-k through 6 as the elementary school and grades 7-8 as the middle school. For federal accountability purposes, only one school is considered for CSI.
- High Schools with Fewer than 10 Students Graduating - Nebraska has a few high schools that graduate fewer than 10 students each year. To adjust for this, each indicator pools data from previous years until the minimum n-size of 10 is achieved for all indicators.
- Special Purpose Schools - Special Purpose schools under Nebraska law are not public schools. 20 U.S.C. §6472 defines both "Adult correctional institution" and "institution for neglected or delinquent youth" and three of our special purposes schools would fall into these categories. Additionally, "special purpose" likewise do not qualify as a public school under Nebraska law as they are not governed by a public school board. See e.g. Neb. Rev. Stat. 79-101 and 92 Nebraska Administrative Code 92 Chapter §§ 10-002.21 and 10-002.19.
- Newly Opened Schools - Available data are collected and reported on schools that are newly opened. However, new schools are excluded from designation processes for the first two years. By the third year, new schools will be included in designation calculations since they will have the requisite data for each indicator (eg. three years of data for the Non-Proficiency Indicator, baseline and reduction goals for chronic absenteeism)

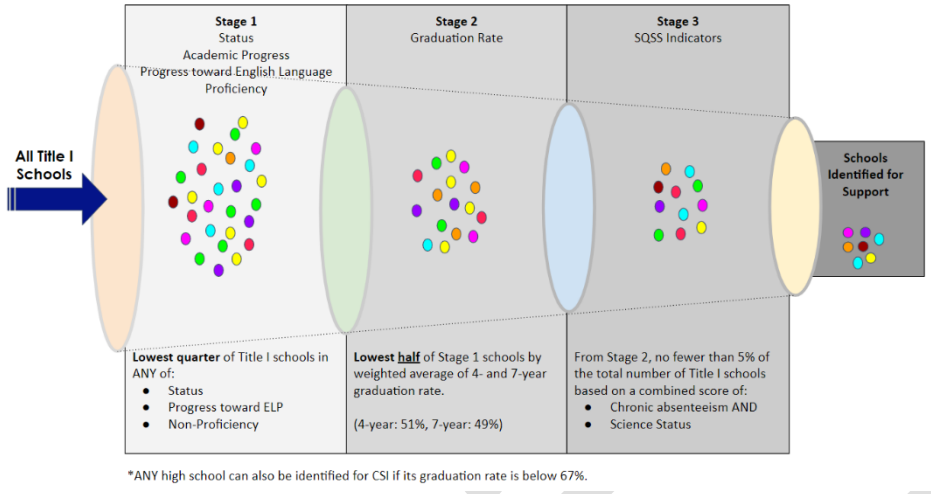
5. *Identification of Schools (ESEA section 1111(c)(4)(D))*
    1. *Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.*

As previously described, Nebraska uses a filtering system to identify schools for Comprehensive Support and Improvement. These filters are below:

Elementary and Middle Schools:



High Schools:



The NDE has created a cohort system for schools identified as CSI:

- Cohort 1 - Identified in 2018 (using 2017-18 school year data),
- Cohort 2 - Identified in 2022 (using 2021-22 school year data).
- Cohort 3 - To be identified in fall 2023 (using 2022-23 school year data)

2. *Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.*

If any high school has an adjusted four-year graduation rate below 67%, it is automatically identified for comprehensive support and improvement. Schools identified in this manner follow

the same cohort cycle above.

3. *Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.*

Nebraska's first cohort of ATSI and CSI designations are off by one year. See below:

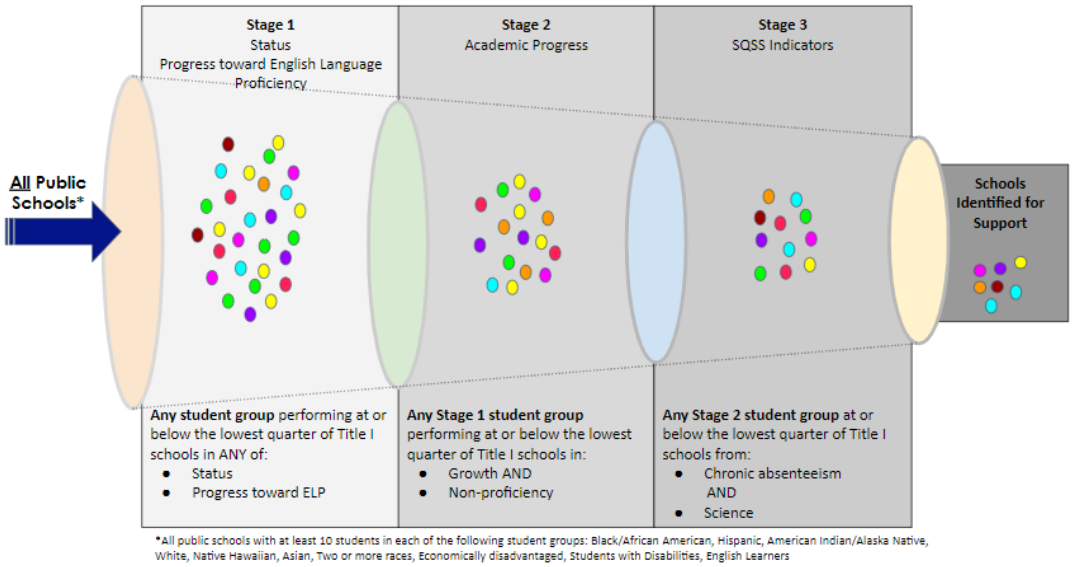
- Cohort 1
  - Identified in 2019 (using 2018-19 school year data);
  - Due to the Covid-19 pandemic, the NDE took available flexibilities through a state plan addenda. For that reason, the 2019-20 school year did not count towards years in status.
  - ATSI schools in this cohort will be designated as CSI in 2023 if they do not meet the exit criteria based on data from the 2022-23 school year data.
- Cohort 2
  - Identified in 2022 (using 2021-22 school year data)
  - ATSI schools in this cohort have four years to exit status, may exit at any year, and will be designated as CSI in 2026 if they do not meet exit criteria based on data from the 2025-26 school year.
- Cohort 3
  - To be identified in fall 2023 (using 2022-23 school year data)
  - ATSI school in this cohort have three years to exit status, and will be designated for CSI in 2026 if they do not meet exit criteria based on data from 2025-26 school year.

4. *Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.*

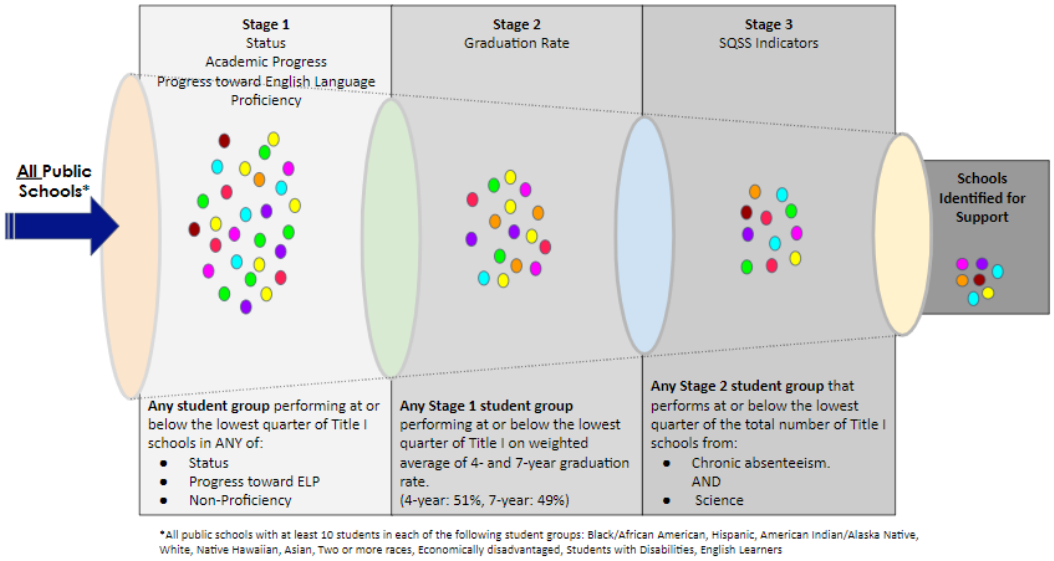
- Cohort 1 - Identified lowest 5% of Title I schools and high schools with low graduation rate in 2018 (using 2017-18 school year data),
- Cohort 2 - Identified Lowest 5% of Title I schools and high schools with low graduation rate in 2022 (using 2021-22 school year data).
- Cohort 3 - Identification in fall 2023 (using 2022-23 school year data) will include:
  - Lowest 5% of Title I schools
  - High schools with a low graduation rate
  - ATSI schools not exiting
- All subsequent cohorts will be identified once every three years, with Cohort 4 identified using 2025-26 school year data

5. *Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4)(C)(iii))*

Elementary and Middle Schools:



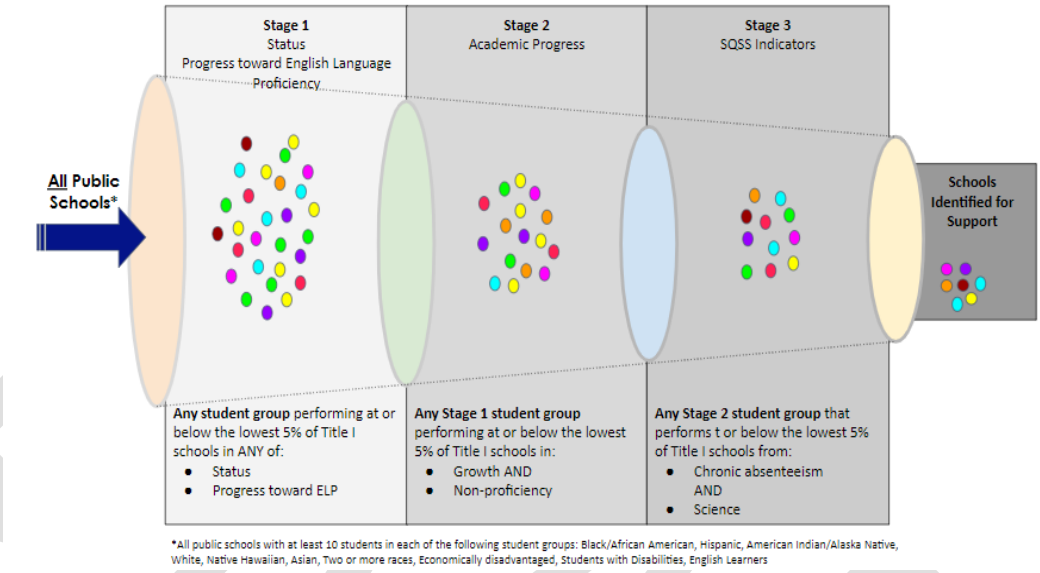
High Schools:



6. *Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to*

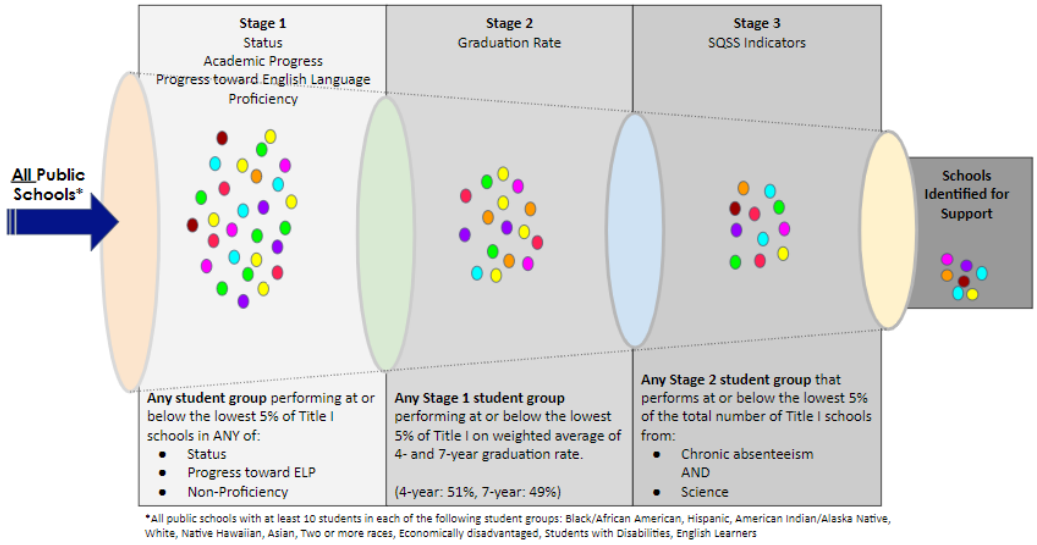
identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (ESEA section 1111(d)(2)(C)-(D))

Elementary and Middle Schools:



Cut points represent the highest indicator scores of the Elementary and Middle schools that were designated as CSI in the year they were designated, using the specific indicator scores which qualified schools for CSI.

High Schools:
Cut points represent the highest indicator scores of the High Schools that were designated as CSI in the year they were designated, using the specific indicator scores which qualified schools for CSI.



7. *Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.*

In a separate process, Nebraska designates Priority Schools in accordance with state statute.

6. *Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.*

Schools and student groups with lower than 95% participation rate will have their Academic Achievement indicator (Status) adjusted. The NDE will calculate the number of students necessary for the school or student group to have a 95% participation rate, and add that number to the denominator when calculating status (percent proficient).

As an illustration, if a school has 100 eligible students, and only 85 participate in ELA and math assessments, the denominator will artificially be increased to 95. If 50 of the 85 students scored proficient, the Status score will be 50/95 or 52.5%.

Since Non-Proficiency is also considered an Academic Achievement Indicator for High Schools, the same adjustment to the denominator will need to be made.

7. *Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))*
    1. *Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for*

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comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

For Cohort 1 (Identified in Fall 2018), the exit criteria are as follows:

a. not re-identified for CSI, AND

a. not in lowest 10% of Title I across the first filter (Status & ELPA, and Non-Proficiency as Applicable), AND

a. made significant progress across all indicators

For Cohort 2 - Identification in Fall 2022 (using 2021-22 school year data). Schools identified in this cohort will first be eligible for exit in fall 2023, and each subsequent year following. Unlike Cohort 1 and 3, Cohort 2 schools have four years to exit status. The exit criteria are as follows:

a. not re-identified for CSI, AND

a. not in lowest 10% of Title I across the first filter (Status & ELPA, and Non-Proficiency as Applicable), AND

b. made significant progress across all indicators

For Cohort 3 - Identification in fall 2023 (using 2022-23 school year data).The exit criteria will be applied using the 2025-26 school year data. The exit criteria are as follows:

a. not re-identified for CSI, AND

a. not in lowest 10% of Title I across the first filter (Status & ELPA, and Non-Proficiency as Applicable), AND

a. made significant progress across all indicators

Across all cohorts, "Significant Progress" is defined as a positive change in performance across each indicator compared to the year in which the school was identified.

CSI – High School Grad Rate - For all cohorts, for high schools identified for CSI for low graduation rate, schools may exit AT ANYTIME once they have

- a graduation rate above 67 percent AND
- have two consecutive years of graduation rate improvement

CSI-Student Group - In Fall 2023, the first cohort of ATSI (those identified in 2019) will become CSI if they do not exit ATSI status. For this cohort, the school may exit CSI AT ANYTIME if the school is:

- Not identified for CSI (i.e. not in the lowest 5% of Title I schools)
- Not re-identified for ATSI for the same student group
- Made sufficient growth in the first filter (Status & ELPA, and Non-Proficiency as Applicable)

2. *<u>Exit Criteria for Schools Receiving Additional Targeted Support</u>. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of*

years over which schools are expected to meet such criteria.

For Cohort 1 (Identified in Fall 2019), the exit criteria are as follows:

a. not re-identified for ATSI for the same student group

a. Made sufficient growth in the first filter (Status & ELPA, and Non-Proficiency as Applicable)

For Cohort 2 - Identification in Fall 2022 (using 2021-22 school year data). Schools identified in this cohort will first be eligible for exit in fall 2023, and each subsequent year following. Unlike Cohort 1 and 3, Cohort 2 schools have four years to exit status. The exit criteria are as follows:

a. not re-identified for ATSI for the same student group
a. Made sufficient growth in the first filter (Status & ELPA, and Non-Proficiency as Applicable)

For Cohort 3 - Identification in fall 2023 (using 2022-23 school year data).The exit criteria will be applied using the 2026-27 school year data. The exit criteria are as follows:

a. not re-identified for ATSI for the same student group
a. Made sufficient growth in the first filter (Status & ELPA, and Non-Proficiency as Applicable)

Sufficient Growth is defined yearly by analyzing progress made by each student group in the current accountability year compared to the year the school was identified.

3. <u>*More Rigorous Interventions*</u>. *Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.*

- For schools identified for Comprehensive Support and Improvement, the NDE shall annually review improvement plans and determine whether any modifications are needed, with support of the LEA. If a school has not met the exit criteria after three years of identification, the NDE will reevaluate the progress plan, in consultation with the LEA, to determine if
    - a significant revision of the progress plan is necessary,
    - an entirely new progress plan is developed, or
    - an alternative administrative structure is warranted.
- All not-yet-exited schools will be required to complete a new comprehensive needs assessment, engage in an external review of their classroom instructional practices, and receive technical assistance on data interpretation, root cause analysis, and rigorous goal setting and action planning. These schools will also receive periodic implementation visits by an NDE cross-functional team to identify strengths, areas for improvement, and determine if any adjustments to their plans need to made.

4. <u>Resource Allocation Review</u>. *Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.*

- When engaging in the annual federal accountability cycle, the NDE will review the list of identified schools and provide direct support to LEAs with a significant number of identified schools. The NDE will review resources provided from across the agency and determine next steps based on findings. Next steps could include a desk review of reimbursements for the past year, on-site support with district leaders to understand use/allocation of resources, etc.
- The NDE has integrated into their five-year federal programs consolidated monitoring process a focus on how an LEA determined resource inequities for the designation they received. Additionally, members from various NDE offices are invited and encouraged to attend these virtual/in-person visits.
- The NDE has created a supplemental planning document for schools and districts to use when reviewing their data, along with their resources, to better understand school, teacher, and student needs. Schools and districts are not required to use the document but know that any NDE staff member conducting any visit can inquire about their designation and plans put in place, as well as how the school or district has or will address any resource inequities.

5. <u>Technical Assistance</u>. *Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.*

The NDE has determined any LEA serving a significant number (at least 20% of schools) of CSI, TSI, and/or ATSI schools must meet with a cross functional team from the NDE to engage in an accountability data review. The team will support the district in analyzing student group data, data on individual indicators, and non-accountability related data like interim and formative assessment data, teacher quality, and classroom practices. The NDE will also provide support in district improvement planning processes.

6. <u>Additional Optional Action</u>. *If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.*

The NDE has determined any LEA serving a significant number (at least 20% of schools) of CSI, TSI, and/or ATSI schools must meet with a cross functional team from the NDE to engage in a state-led improvement planning process and receive support with implementation of improvement efforts.

Section 5: Supporting Effective Educators
Introduction:

The NDE is committed to ensuring that all students have equitable access to effective teachers and principals who hold a genuine belief that each child can learn and grow. Teachers and leaders must be well-equipped with the technical and adaptive skills to ensure excellent teaching and leading every day for every learner. Teachers are the single most important school-based factor affecting student achievement (McCaffrey et al., 2003), and school leadership is second only to teaching among all school-related factors that contribute to what students learn in school (Gates et al., 2019). A shift in how Nebraska develops and supports teachers and principals is essential to ensuring each student has what they need at the right moment, at the right level, and with the right intensity.

To determine student and educator needs, data collection and analysis from multiple sources must occur. Meaningful use of data leads to systematic educational decisions, ensuring all students have the opportunity to achieve at high levels (Datnow & Park, 2015). Most importantly, the disaggregation of data to analyze and address the needs of specific student groups is essential to providing equitable access to each student. The enhanced usage of student, teacher, and principal data to make decisions about student needs must be a collective effort among the Nebraska Department of Education (NDE), local educational agencies (LEAs), Educational Service Units (ESUs), Educator Preparation Programs (EPPs), and other educational organizations.

All activities outlined in this section are informed by extensive stakeholder engagement and align with the Nebraska State Board of Education Strategic Vision and Direction, Nebraska's state accountability system, A Quality Education System for Today and Tomorrow (AQuESTT), as well as joint work with ESUs and EPPs through different strategic workgroups.

> ***Use of Funds*** *(ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.*

After reviewing multiple sources of data, such as teacher shortage data, state and federal accountability data, staff reporting and course codes data, among others, NDE staff participate in ongoing conversations with school system leaders to determine and affirm direction of state-level activities. Given trend data from these various data points, state-level activities are focused on providing educator professional learning opportunities, as well as activities related to shortage areas as determined by the annual teacher shortage survey.

Some activities include but are not limited to:

- Selection, adoption, and implementation of high-quality instructional materials and high quality instructional practices.
- Ongoing professional learning opportunities for teachers and leaders that are collaborative, data-driven, classroom-focused, and as appropriate, job-embedded.

- Grant opportunities for higher education, local school systems, and education partners to implement evidence-based strategies/practices to address recruitment and retention needs for teacher shortage areas.

A focus on these activities, among others, are expected to improve student achievement by strengthening teacher and leader capacity to meet the needs of all learners, especially those who have been historically marginalized, such as students with disabilities, English learners, and students living in poverty. Additionally, all activities are expected to be grounded in local data and needs, along with existing assets to ensure funded activities are successful.

All activities must have an explicit connection to public and non-public educators and leaders, evaluation components, as well as scalability and sustainability for effective activities.

> ***Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools*** *(ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.*

Supporting Educator Effectiveness through Development (SEED) is a comprehensive approach to ensuring access to quality educators and leaders across the state. SEED focuses on effective continuous improvement processes which consider various data sources for both students and teachers to identify areas of strength and improvement. SEED is grounded in the importance of having a coherent language for teacher and leader effectiveness - the Nebraska Teacher and Principal Performance Standards (NTPPS).

The NDE hosts Educator Effectiveness Summits every year along with partner entities like ESUs and EPPs to provide experiential learning for teachers and leaders, focused on NTPPS. These sessions are paired with regular touchpoints with participating districts to support change management and implementation, where necessary. Title II, Part A funds allow to strategically partner with LEAs, ESUs, and EPPs to create data-driven, context-specific learning experiences focused on strengthening teacher and leader capacity.

> ***System of Certification and Licensing*** *(ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.*

Nebraska Revised Statutes, §§79-801 through 79-802, require teachers and administrators to hold a valid certificate or permit to teach or administer in Nebraska school systems. The State Board of Education has established rules regarding the issuance, renewal, conversion, suspension, and revocation of certificates and permits to teach, provide special services, and administer. The rules established in 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) and Title 92, Nebraska Administrative Code, Chapter 24 (Regulations for Certificate Endorsements). These regulations are periodically reviewed and/or revised by the State Board of Education.

Improving Skills of Educators *(ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.*

All professional learning is grounded in our Nebraska Multi-Tiered System of Support (NeMTSS) Continuous Improvement Process (CIP). The NDE leverages the NeMTSS CIP Framework to ensure a strong system involving all educators and leaders in place in every school. As such, there are ample, year-long opportunities for schools and districts focused on major components of the framework:

- The "why," "how," and "what" of the NeMTSS Framework
- Core beliefs and norms guiding the district
- Layered continuum of support and centrality of effective Tier 1 Core supports
- Elements of the balanced assessment system
- Effective scheduling practices
- Data-based decision-making process
- Continuous improvement cycle

Teachers and leaders have access to professional learning tied to their district needs and plans, and there is ongoing support related to:

- Engage teams in data-based decision-making
- Understand evidence-based practices for their content areas and discipline of focus
- Implement the districts' Tier 1 Core supports consisting of whole child supports
- Administer and interpret results of universal screening
- Implement effective, evidence-based Tier 2 Targeted support programs
- Design effective, evidence-based Tier 3 Intensified supports for academic and whole child support needs

The AQuESTT tenet, "Educator Effectiveness," along with self-assessment indicators further strengthens continuous improvement and works to ensure that evidence-based practices are met. The tenet states, "Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success." It is the responsibility of every district to ensure educators and school leaders are supported in the implementation of NeMTSS and are provided development opportunities that build their experiences to lead to that culture of success.

The NDE partners with ESUs and other entities to provide coherent, relevant, and just-in-time support to schools and districts.

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Data and Consultation *(ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.*

Every year, the NDE thoroughly reviews state and district accountability data to determine which public schools are in need of additional support to improve student achievement, as well as those that are excelling and showing improvement. In addition, NDE staff receives approval and accreditation data for public and non-public schools to understand possible pain points with particular regulations. Other data is reviewed, such as but not limited to, teacher shortage survey data, staff reporting, etc. After reviewing this internal data, NDE staff participate in ongoing conversations with school system leaders to determine and affirm direction of state-level activities. Given trend data from these various data points, it is important for our state-level activities to be focused on providing educator professional learning opportunities, as well as activities related to shortage areas as determined by the annual teacher shortage survey.

All activities must have an explicit connection to public and non-public educators, evaluation components, as well as scalability and sustainability for effective activities. All activities are reviewed by an internal team, with established criteria, to determine continuity of activity and/or if changes need to be made.

Teacher Preparation *(ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.*

Title 92, Nebraska Administrative Code, Chapter 20 (92 NAC 20; Rule 20), contains regulations for teacher education program approval. In addition to annual reporting requirements, the State Program Approval requires a full review of the educator preparation program (EPP), including the specific areas of endorsement or advanced preparation. The full review is conducted on a cyclical basis (every seven years) and is designed to provide a comprehensive assessment of the program.

The full review includes an off-site Folio Review process that engages professional educators in the review of folio materials prepared by the institution. The folios include data and other information regarding the institution's compliance with Rule 24 (endorsements) and Rule 20 (overall preparation program) requirements; assessment results regarding candidate quality and performance in areas such as candidate's knowledge, skills, dispositions, and effect on PK-12 learning, and program improvement initiatives informed by candidate performance data. Once the off-site Folio Review is completed, an on-site visit is conducted, generally in conjunction with a national accreditation visit.

The State Board of Education approves educator preparation programs annually. If a program does not meet requirements of the regulations, they may be placed on probation or lose approval status.

Disproportionate Rates of Access to Educators *(ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.*

The NDE offers to all public schools and districts an Education Workforce and Student Data Report. The report includes tables with statewide Title I-A school data, school-specific, and district Title I-A data. The school-specific tables include the following data points:

- Rates of low-income and minority students served by "out of field", "inexperienced", 1st year, and ineffective teachers, with a focus on disproportionate rates;
- Rates of school-specific teacher turnover, average total years of experience, and district tenure, compared to the same data points districtwide;
- Rates of school-specific principal turnover, average total years of experience, and district tenure, compared to the same data points districtwide.

Definitions

- **Out of Field Teacher:** The percent of the teacher's FTE that is not fully endorsed and on-level for assigned courses. The FTE is pro-rated according to the proportion of the teacher's total course IUs that are not fully endorsed. Teachers not listed as teaching a course are listed as In Field by default.
- **First Year Teacher:** Teachers in the first year of employment with a teaching position code from NDE's Staff Reporting system with a teaching position code (Teacher, Head Teacher, Special Education Teacher-Core Academic Subjects/Grading, Special Education Teacher-Core Academic Subjects/Alternate Standards and Special Education Teacher-Collaborating / Co-Teaching) who are either assigned as of October 1st or are listed as a primary teacher in a course in the year end course reporting, as well as any staff listed as the primary teacher in a completed course that are not in Staff Reporting.
- **Inexperienced Teacher:** Teachers from NDE's Staff Reporting system with a teaching position code (Teacher, Head Teacher, Special Education Teacher-Core Academic Subjects/Grading, Special Education Teacher-Core Academic Subjects/Alternate Standards and Special Education Teacher-Collaborating/Co-Teaching) who are either assigned as of October 1st or are listed as a primary teacher in a course in the year end course reporting, as well as any staff listed as the primary teacher in a completed course that are not in Staff Reporting . Staff not listed in Staff Reporting will be assigned an FTE that sums up to 1.0 across all of their assigned locations and will be assigned a Total Experience amount based on the number of school years they have been shown to be teaching any courses.
- **Ineffective Teacher:** Any teacher identified at the lowest level of a district's locally adopted evaluation system.

These reports are shared annually with districts and available on our Nebraska Education Profile. The NDE, alongside district leaders, reviews data in tandem with state and federal accountability results and designations. Using the results from the resource allocation review and these reports, Title I schools and their corresponding district are expected to design a strategy that addresses the identified gaps.

Section 6 - Supporting All Students

Introduction:

Nebraska Multi-tiered System of Support (NeMTSS) is a continuous improvement framework that focuses efforts and support for the Whole Child approach to address the needs of students, including academic, social, emotional, behavioral, physical, and environmental. NeMTSS is purposely coherent with AQuESTT, Nebraska's Accountability for Quality Education System Today and Tomorrow. This coherence aims to improve educational efforts that support improved outcomes for both students and adults. Implementation of NeMTSS connects to AQuESTT Domains and Tenets in which accountability to students and staff relies on the organizational and professional commitment that is centered around Educator Effectiveness, Student Achievement and Growth, and Positive Partnerships, Relationships, and Success. NeMTSS provides a framework for the ongoing process of learning, self-reflection, adaptation, and growth through action planning.

NeMTSS grew out of a combination of federal policy and state-driven efforts to improve the achievement of students with attention to students with disabilities. To summarize the key takeaways from this history:

- Though NeMTSS has roots in special education processes, concerted efforts in the NeMTSS Framework 2023 Version aim to involve all educators in supporting all students. NeMTSS is about far more than just special education. NeMTSS will not lead to improved outcomes for any group of students, including students with disabilities and high abilities, unless every educator sees themselves as integral to the system and accountable for its success.
- Beyond IDEA requirements, ESSA speaks to the need for a multi-tiered system of support for literacy services. Implementing NeMTSS is critical to serving each student.
- NeMTSS is a critically important and required part of the work we need to do to advance outcomes for students with disabilities in Nebraska. The overwhelming majority of students with disabilities who are served under IDEA do not have cognitive impairments that inhibit their ability to learn grade-level content. When students with disabilities are held to high expectations, have access to the Tier 1 Core supports and high-quality materials alongside their same-age peers, and receive high-quality instruction and support they can achieve academic standards.
- NeMTSS in whole is a part of how we can serve the mission (or need) outlined in AQuESTT of supporting students with disabilities to improve results for all students.
- As a framework designed through the lens of continuous improvement, shared leadership will continue to drive improvement of the NeMTSS framework itself supported by data and feedback.
- Special education funding is directed to public schools (therefore we use the term "school district" not "school system" throughout this document). Non-public schools are welcome to attend professional learning, but NDE does not provide direct implementation support to non-public schools.

6.1 Well-Rounded and Supportive Education for Students

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with

allowable uses of funds provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

The SEA will ensure each LEA has accurately collected student group data and considered the identified needs of each student group listed above through a Comprehensive Needs Assessment at the LEA level. They will obtain and monitor the reporting of this information in several ways:

- Consolidated ESEA Application review and approval process
- Five-year On-site Monitoring process by Federal Programs personnel at the SEA level
- Continuous Improvement Process (CIP) used for school accreditation
- Special Education formal monitoring process
- Nebraska Data Reporting System (DRS) Nebraska Education Profile (NEP)
- State funding formula (TEEOSA)

NeMTSS recognizes there is no predetermined start or end point in continuous improvement. The framework allows a school district to select a challenge or area of focus, possibly from AQuESTT classifications and designations, to then develop goals and corresponding actions to achieve those goals. It is the expectation that engaging in the process of implementing a NeMTSS Framework for continuous improvement will help school districts support the needs of the whole child. Committing to the whole child is to intentionally address the academic, social, emotional, behavioral, physical, and environmental needs of students throughout the curriculum, materials, instruction, assessment, staff development, school culture, school climate, and family and community partnerships. Engaging in this work varies due to the unique histories, interests, and needs of the community, district, staff, and students.

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NeMTSS assists teams in a way that supports student success. The NeMTSS Framework 2023 Version is intended specifically to help strengthen the clarity and connection to academics, whole child supports, and accreditation and continuous improvement. In doing so, there is a strategic focus on the well-being of each student to promote a safe, engaged, supported, and challenged learning environment. The NeMTSS Framework is designed with reducing the amount of required documentation for various federal and state funding sources in mind. Specifically, NeMTSS strives to strengthen the clarity and connection to inputs and outputs relative to data points, such as school processes, demographics, perceptions, and student learning. This is accomplished through shared leadership, with a specific focus on teaming and integrating initiatives and plans to promote coherence and consistency. AQuESTT outlines a vision for a quality education system and identifies several tenets that support districts and schools to achieve that vision. NeMTSS provides a process for how teams drive improvement to the AQuESTT tenets. Similarly, while the Nebraska Comprehensive Needs Assessment (CNA) gives teams a baseline of where their district shows strengths or where they need to grow, NeMTSS action planning in how teams address those areas.

A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to postsecondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out;

Nebraska's strategies for supporting LEAs to support the continuum of a student's PreK-12 education, include the following transitions:

- Neb. Rev. Stat. §79-760.01 requires that the Nebraska State Board of Education adopt measurable academic content standards in the subject areas of reading, writing, mathematics, science and social studies. In addition, the Nebraska Department of Education has developed content standards for the fine arts, physical education, world languages, and Career and Technical Education. These standards are an articulation of learning expectations kindergarten through high school aligned across grade levels to ensure a continuum of educational expectations, opportunities, and smooth transitions across all grade levels.
- Nebraska adopted the Accountability for a Quality Education System, for Today and Tomorrow (AQuESTT) to ensure every Nebraska student, upon completion of secondary education, is prepared for postsecondary education and/or to pursue their career goals. Examples of how the Nebraska AQuESTT system ensures student success include: o
    - The results of multiple assessment sources are used to measure student achievement of college and career ready standards as an integral part of the instructional process;
    - Students are surrounded by effective educators throughout their learning experiences;
    - Schools provide support for students' transition between grade levels, programs, schools, districts, and ultimately college and careers.
- The Nebraska Board of Education adopted a policy for Expanded Learning Opportunities (ELO) which ensures quality programs during afterschool, summer, and on days when

school is not in session to provide academic support for students. These programs support success by providing academic support and enriching learning opportunities for students through engagement in in-depth integrated learning experiences. These programs also support the transition of students between levels through continuity of staff, by providing experiences that develop skills needed for successful transitions, and supporting families as their children and youth transition.

- Each LEA that receives Title I funds has an individual assigned specifically to them within the Nebraska Department of Education, Federal Programs Team, to serve in a consulting capacity to provide technical support and assistance to the LEA regarding any, and all components of the federal programs they operate and the federal funds they use to support those programs. These Federal Programs consultants offer advice and suggestions throughout the school year to LEA representatives in their assigned schools on a variety of the requirements in ESSA, including the effective transition of students from preschool to elementary, elementary to middle, and middle to high school grades. Resources are provided to LEA representatives through NDE staff and Educational Service Unit staff to support dropout prevention programs and intervention steps the LEA may take to address dropout issues that are tied to the LEA's annual Comprehensive Needs Assessment. These intervention steps are then included in their ESSA Consolidated Application and/or their Continuous Improvement Plan (CIP), which is required for accreditation of their school district.
- In addition to the general consultation and support provided to each LEA by their assigned consultant, any LEA operating a Title I Schoolwide Program is required to provide an outline of their Schoolwide Plan ensuring the effective transition of their students from one grade-span to the next. Section 5: Transition Plan, of the Schoolwide Plan Self-Review Rating Rubric requires districts to evaluate how well their Schoolwide Plan is meeting this requirement in their district. This plan must be reviewed yearly by the school district. These plans must be posted on the school website and submitted yearly in the District's ESSA Consolidated Application that is reviewed.
- Any Title I schools identified for Comprehensive or Targeted Support will receive additional contacts and support via telephone, electronic media, or on-site discussion upon request or if flagged as needing more support at the SEA level, from their assigned Federal Programs consultant. If the areas of transitioning students and/or dropout rates are related to the identified lag in students' ability to meet the established State Academic Standards, NDE consultants will assist schools in creating appropriate interventions and methods of monitoring progress through their 5-year Continuous Improvement Plan (CIP) process and/or annual School Improvement Accountability Grant applications.

B. The State's strategies and how it will support LEAs to provide equitable access to a well rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

The Shared Systems and Supports is a Nebraska Department of Education initiative that guides the development of Nebraska's Instructional Improvement System. According to the Reform Support Network 174 (2014), "An [Instructional Improvement System] is a system, based in technology, which provides data to enable teachers, principals and other administrators to manage continuous instructional improvement. An Instructional Improvement System offers a common technology platform with one user interface across multiple systems and navigational paths to deliver the right information at the right time to the right people for the improvement of instruction."

The Nebraska Shared Systems and Supports project creates a fundamental shift toward efficiency in access to digital learning resources and tools. The approach reduces local and state burdens, increases equitable access to digital education, and improves the privacy and security of student information across Nebraska. A core component of the Nebraska Instructional Improvement System is a professional development system that provides educators with a system to find, access and manage professional learning and development opportunities - online and in-person. Other core components include a standards database, learning object repository, course-building tool, learning management system, and assessment object repository. These components are limited neither to specific subject content nor to specific districts/schools. This System of Supports Project opens the door to greater equity of access to resources and supports for all educators in the state of Nebraska. This initiative is in its infancy, but the need for such a system has been long-expressed. It plays a critical role in Nebraska's efforts to develop effective teachers and educational leaders and ensure equitable access for learners who are most in need of support.

C. If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce:

i. Incidents of bullying and harassment;
ii. The overuse of discipline practices that remove students from the classroom; and
iii. The use of aversive behavioral interventions that compromise student health and safety?

Yes. If yes, provide a description below.

School Conditions
The SEA will require each LEA receiving Title I funds to include in its ESSA Consolidated Application an explanation of how the LEA is addressing each of the three areas of School Conditions listed above. Although the SEA does not intend to use either Title I-A or Title IV-A funds directly to support LEAs in the improvement of school conditions specific to these three categories, technical support will be readily available from Nebraska Department of Education Consultants to assist LEA representatives in developing and evaluating programs at the district and building level to ensure these issues are being addressed.

Each LEA is required by State Statute to adopt a Board Policy on bullying prevention and dating violence. Nebraska State Statute also requires all certified school personnel to complete one hour of suicide prevention training each year. The approved training is designated by the Nebraska Department of Education each year and focused on evidence-based training. The Nebraska Department of Education has Safety and Security Standards guidance for schools to increase the level of safety and security in their schools. Nebraska State Statute also mandates that every school building must have a security assessment completed by the State School Security Director by August 2019 and that every school submit their safety plan to the State School Security Director. Nebraska Rule 10 requires every school to have an annual safety audit. In addition, both LEA and SEA representatives continue to collect and analyze data at the LEA and SEA level regarding discipline practices and outcomes, especially focused on students with disabilities, minority populations, and students from low-income families. Model intervention programs, model policies and evidence-based practices surrounding bully prevention and disciplinary practices continue to be researched by SEA staff and guidance is provided to LEAs to adopt such policies and practices through a variety of venues. On-going technical support from SEA specialists is available to each LEA throughout the year to assist and respond to questions regarding any of the requirements listed here.

Nebraska has been awarded and implemented a State Personnel Development Grant (SPDG) since 1999. With the award of the 2017 grant, Nebraska will continue to implement the grant through 2021. These grants are competitive and the push from the Office of Special Education Programs (OSEP) is for states to align their SPDG goals and grants with their State Systemic Improvement Plan (SSIP) and State Identified Measurable Result (SIMRs). Through the State Personnel Development Grant, Nebraska supports schools in the implementation of Positive Behavior Interventions and Supports (PBiS).

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 Multi-tiered 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.*

To achieve these objectives, we will provide high-quality professional development (PD) using multiple modes of learning (e.g., on-site PD, virtual learning modules) for our educators, including access to technical assistance (TA) via consultation or coaching support. The NSPDG will partner with other state initiatives, like the Nebraska Multi-tiered System of Support (NeMTSS) project, and provide a cohesive support system designed to support the needs of districts and schools. At the end of this five-year initiative, we anticipate that dozens of school districts in Nebraska will improve educational outcomes for their *students with disabilities,* with data reflecting a learning culture that facilitates *inclusive* learning opportunities for all learners. For this proposal, we will use language based on the MTSS approach of differentiating our services. *Tier 1* is behavior instruction that occurs universally within a school system. These are preventative and proactive strategies designed for all students, implemented by every educator. *Tier 2* is behavior instruction that targets specific groups of children (10%-15% of school population) and uses increased exposure to, and practice of, universal behavior expectations to reduce problem behavior. *Tier 3* is behavior instruction that is intensified for individual students (5%-10% of school population) and includes special and non-special education students.

How does PBiS fit into other state and federal programs?
Results Driven Accountability (RDA) seeks to improve the results of students within the special education system. PBiS is an evidence-based practice supported by recent research in helping reduce behaviors for students most at-risk. As the outcome data indicate, schools participating for five or more years in PBiS have reduced office discipline referral rates.

One of the tenets of AQuESTT is positive partnerships, relationships and student success. PBiS helps schools meet that component of the process. Action plans developed by school teams often include steps and strategies on engaging with families and the community and developing those positive relationships.

Multi-Tiered Systems of Support (MTSS) emphasizes the use of evidence-based strategies or interventions plus high levels of fidelity of the chosen intervention or system. The implementation drivers cited in the Nebraska MTSS system (Fixsen, NIRN) are the same drivers required for the SPDG grants. Implementation remains a focus of the SPDG grants. Additionally, MTSS best practices include having a team-based approach for implementation which is similar to that required in the Nebraska PBiS process.

NeMTSS recognizes there is no predetermined start or end point in continuous improvement. The framework allows a school district to select a challenge or area of focus, possibly from AQuESTT classifications and designations, to then develop goals and corresponding actions to achieve those goals. It is the expectation that engaging in the process of implementing a NeMTSS Framework for continuous improvement will help school districts support the needs of

the whole child. Committing to the whole child is to intentionally address the academic, social, emotional, behavioral, physical, and environmental needs of students throughout the curriculum, materials, instruction, assessment, staff development, school culture, school climate, and family and community partnerships. Engaging in this work varies due to the unique histories, interests, and needs of the community, district, staff, and students. The examples included in this framework are intended to illustrate how NeMTSS can support needs across a range of dimensions of student support. This framework can be used to guide support and data-based decision-making for all content areas and all ability levels. The examples in this guidance document will illustrate academic support for mathematics and literacy. The NeMTSS framework can be used to support early learning needs as long as it does not delay special education evaluation.

NeMTSS assists teams in a way that supports student success. The NeMTSS Framework 2023 Version is intended specifically to help strengthen the clarity and connection to academics, whole child supports, and accreditation and continuous improvement. In doing so, there is a strategic focus on the well-being of each student to promote a safe, engaged, supported, and challenged learning environment. The NeMTSS Framework is designed with reducing the amount of required documentation for various federal and state funding sources in mind. Specifically, NeMTSS strives to strengthen the clarity and connection to inputs and outputs relative to data points, such as school processes, demographics, perceptions, and student learning. This is accomplished through shared leadership, with a specific focus on teaming and integrating initiatives and plans to promote coherence and consistency.

AQuESTT outlines a vision for a quality education system and identifies several tenets that support districts and schools to achieve that vision. NeMTSS provides a process for how teams drive improvement to the AQuESTT tenets.

Similarly, while the Nebraska Comprehensive Needs Assessment (CNA) gives teams a baseline of where their district shows strengths or where they need to grow, NeMTSS action planning is how teams address those areas.

In addition to the many efforts to create coherence in the workstreams for districts, Nebraska utilizes a Multi-tiered System of Support (MTSS) approach to address the following program-specific requirements.

6.2 Program-Specific Requirements

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

If an LEA requests to serve a school with less than 40% poverty through a Schoolwide Program, the LEA will be required to submit a written request to the SEA, along with its Schoolwide

Intent Form by December 1st of the year prior to the school year during which the Schoolwide Program will begin implementation. This form and plan will be reviewed the Federal Programs Team at the SEA level to look for the following criteria to determine allowability:

- Evidence of a poverty level of at least 35% in the Title I building for which the waiver is being requested;
- A description of how the LEA's decision to implement a Title I Schoolwide Program was determined, including data from the school's Comprehensive Needs Assessment;
- A description of how the LEA's choice of a Schoolwide Program will meet the needs of all students, including the lowest-achieving students; and
- A description of how the LEA's service delivery model to meet the needs of the lowest-achieving students in the school will change/improve as a result of implementing a Schoolwide Program;
- Other items as determined appropriate for the individual LEA.

B. Title I, Part C: Education of Migratory Children

i. Describe how the SEA and its local operating agencies, which may include LEA/LOAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

To ensure the efficacy, efficiency, and quality of the identification and recruitment of all eligible migratory children, including preschool children and those who have dropped out of school, the Nebraska Title I, Part C Education of Migratory Children Program (NE MEP) developed a State Identification & Recruitment (ID&R) Plan. Under the leadership of the State ID&R Coordinator, the plan includes ID&R procedures, professional development for recruiters, a process to approve and issue Certificates of Eligibility (COE), and both intrastate and interstate coordination. The State Quality Control Coordinator works closely with the State ID&R Coordinator to ensure ID&R staff are effective and following state procedures, national guidance and regulations, and that all migratory children are properly identified through the re-interviewing of randomly selected COEs and retraining on errors detected during the approval process. Through the implementation of the plan, the State MEP is able to support, strengthen, and enhance the ID&R process across the state to fully comply with all federal laws and regulations pertaining to the ID&R of migratory children in Nebraska.

To document child eligibility, the NE MEP uses an electronic version of the national COE to collect eligibility criteria required by the U S Department of Education, Office of Migrant Education (OME). Once the COE has met quality control measures through the COE Approval Process and is determined to be eligible, the information is stored in the MIS2000 database system to collect, store, process, and electronically transfer student educational information to meet the reporting requirements of the program via the Migrant Student Information Exchange (MSIX). NE MEP actively participates in the Identification and Recruitment Consortium (IDRC) to augment training, access resources, and share best practices with other states. Additionally, the

State ID&R Coordinator meets regularly with their counterparts in the states of Colorado, Iowa, and Kansas to coordinate activities along the shared borders.

ii. Describe how the SEA and its local operating agencies, which may include LEA/LOAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school. The NE MEP planning and implementation is guided by a continuous improvement cycle to ensure we are identifying and meeting the unique educational needs of migratory children. The continuous improvement cycle includes:

- A state comprehensive needs assessment (CNA) conducted every three years. This process explores what is, gathers and analyzes data, and makes decisions; identifies any major concerns, gathers data to define needs, and selects priority solutions. Additionally, each LEA/LOA is responsible for an annual local CNA that they submit with their Title IC-Migrant application for funding.
- A state service delivery plan (SDP) conducted every three years. This multi-step process convenes stakeholders to select research-based strategies based on the CNA findings, to meet the needs of migratory children and youth, to develop a plan to implement the strategies, and establish measurable program goals and targets for accountability. LEA/LOAs utilize the SDP to implement programs and services annually.
- An annual evaluation that measures the extent to which strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.

To integrate services and ensure that migratory children receive the full range of services available to address their unique needs, the NE MEP consults with other programs that serve migratory children and youth. These programs include Head Start, Migrant Head Start, state funded preschool programs, Title I, Title III, 21st Century CLC, McKinney-Vento, and many others. Committees formed to update the CNA and SDP include representation from NE MEP LEA/LOAs as well as other local, state, and federal programs that work with migratory children and families in the areas of education, health, and other support services. These committees also consult with migratory parents. Committee members and their contributions are documented in the CNA, SDP, and evaluation reports found on our website.
In order to better understand and articulate the specific services that the NE MEP should target to migratory children and youth and their families, a CNA is completed to review and improve the overall design of the NE MEP. Specifically, the CNA aims to:

- Identify and assess the unique educational needs of migratory children that result from the children's migratory lifestyle and other needs that must be met in order for migratory children to participate effectively in school.
- Guide the overall design of the NE MEP.
- Help local operating agencies and the SEA prioritize the needs of migratory children.
- Provide the basis for the SEA to sub-grant funds.

The Nebraska CNA guides future programming and policy decisions to ensure the program's resources are directed at the most needed and most effective services for migratory children and

youth. The CNA is updated every three years or as needed to respond to changes within characteristics of the program and the migratory population in Nebraska.
The CNA process involves the collection and review of data on migratory student achievement and outcomes, the perceptions of NE MEP LEA/LOA staff and parents related to migratory student needs, and relevant demographic and evaluation data. A committee of stakeholders and experts will use the data to formulate a comprehensive understanding of the characteristics of the migratory student population in Nebraska, and describe and quantify their needs, as well as solution strategies to guide the NE MEP.

During the regular school year, migratory students enroll in the local school district and are screened and assessed with the instruments used for all students. When children arrive in the summer, local and comprehensive summer school projects assess newly identified migratory children and youth to determine their individual strengths and areas for growth and support in mathematics and reading. Preschool age children who receive home-based or summer preschool services are assessed by using the Nebraska Preschool Assessment Tool (NEPAT) developed by the NE MEP. Out-of-School Youth (OSY) who are not proficient in English take an English language proficiency screener. These assessment results are used to guide instructional services. The NE MEP is a member of the iSOSY consortium and utilizes materials developed by iSOSY to deliver services to migratory OSY.

The Nebraska Department of Education has developed partnerships with personnel from other federal programs and community agencies such as Head Start, Migrant Head Start, school districts, adult basic education, Nebraska Department of Labor, community colleges, etc. to ensure that all migratory students, including preschool and those that have dropped out, receive services from all community, state, and federal programs for which they may be eligible.
The results of the CNA are included in the NE MEP SDP which targets student needs and provides recommendations and strategies to meet those needs. Each year, LEA/LOA/LOA/LOAs receiving Title IC-Migrant funds, as part of the local plan submit details as to how to address the needs identified in the SDP.

The NE MEP implements a variety of instructional and support programs designed to meet the needs of migratory students including supplemental instructional services during the regular school year, summer school programs, secondary credit accrual opportunities, High School Equivalency Program (HEP), College Assistance Migrant Program (CAMP), parent involvement activities, PAC meetings, and professional development designed to increase staff ability to provide high quality instruction. In addition, NE MEP conducts extensive ID&R across the state that is verified by processes and procedures for data quality control.

External evaluators are contracted to assist NE MEP to 1) ensure objectivity in evaluating the NE MEP, 2) examine the implementation and effectiveness of services, and 3) make recommendations to help the State improve the quality of the services provided to its migratory students. The external evaluators work collaboratively with MEP staff to:

- Develop and update data collection tools (e.g., surveys, observation protocols).
- Conduct evaluation interviews, structured observations, and focus groups.
- Review student achievement data and other outcomes such as graduation rates and courses completed toward graduation.

- Observe the operation of the NE MEP LEA/LOAs through a structured observation and summarize field notes about project implementation, including the coordination of other state and federal programs (Title I, Part A, Title III and McKinney-Vento, 21st Century, etc.) with Title I, Part C to meet the needs of migratory children.
- Analyze data and prepare an evaluation report containing information about the extent to which program processes such as professional development, parent involvement, and other activities described in the NE MEP SDP are implemented as planned to achieve the State's measurable program objectives (MPOs).

The implementation of services is examined for effectiveness through onsite visits to LEA/LOAs from NE MEP staff to observe instructional strategies, conduct interviews and surveys, and examine data available on students served and the types of activities provided. In addition, a Fidelity of Strategy Implementation (FSI) tool is utilized by the local projects to measure the project's level of implementation of the Strategies outlined in the SDP. The purpose of the tool is to measure the level of implementation of each strategy listed in the NE MEP grant application that aligns with the Nebraska's SDP; address the implementation evaluation of the NE MEP as required by the USED, OME; to determine the extent to which MEP services are delivered with fidelity; to serve as a self-assessment guide to NE MEP LEA/LOAs in implementing Title IC-Migrant funded services in the four goal areas: School Readiness, English Language Arts & Mathematics, High School Graduation, and Services to OSY; to inform NE MEP staff and the program evaluator about the level of strategy implementation at each LEA/LOA.
The Nebraska Department of Education organizational structure places most of the federal program personnel on the ESEA Programs team. This structure facilitates coordination and communication between federal program personnel to ensure the needs of all students are being met through all applicable programs.

iii. Describe how the SEA and its local operating agencies, which may include LEA/LOAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

To meet the unique educational needs of migratory children and their families and to ensure that migratory students reach challenging academic standards and graduate from high school the NE MEP develops programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to postsecondary education or employment.

In order to identify and address the unique educational needs, the NE MEP developed a state SDP based on the most recent CNA. Specifically, the SDP addresses the following:

- Provides for the coordination and integration of services with other ESEA programs.
- Ensures that the state and its local operating agencies identify and address the special educational needs of migratory children.

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- Reflects collaboration and consultation with migratory parents.
- Provides migratory children with opportunities to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet.
- Specifies measurable program goals and outcomes.
- Encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs.
- Reflects joint planning among local, state, and federal programs.

The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process as well as the solution strategies determined. There are four strategies each for School Readiness, English Language Arts & Mathematics, High school graduation, and Services to OSY. The strategies will be used as the target for the implementation of the MEP.

The NE MEP convened a SDP committee composed of key stakeholders from NE MEP LEA/LOAs as well as content area experts who also served on the CNA committee for the CNA process, ensuring continuity from one phase of the Continuous Improvement Cycle to the next. In order to identify and address the unique educational needs, the NE MEP developed a statewide SDP based on a recent CNA. Specifically, the SDP addresses the following:

- Provides for the integration of services with other ESEA programs.
- Ensures that the state and its local operating agencies identify and address the educational needs of migratory children.
- Reflects collaboration with migratory parents.
- Provides migratory children with opportunities to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet.
- Include specific measurable program goals and outcomes.
- Encompasses the full range of services that are available for migratory children from appropriate local, state, and federal education programs.
- Reflects joint planning among local, state, and federal programs.

The SDP provides distinct strategies and MPOs targeted toward School Readiness, English Language Arts and Mathematics, High School Graduation, and Services to OSY. Each year, LEA/LOAs implement the program as specified in the plan in communities where migrant families reside. LEA/LOA staff link children and families to existing programs and services. The NE MEP offers supplemental education and support services to respond to the unique needs of migrant children and youth that are not addressed through other state, local, and federal education programs.

The NEMEP offers services during the regular year and in the summer for migrant children and youth. These services include:

- Preschool developmentally appropriate programs designed to prepare migrant children for a successful school experience, services are center-based and home-based.

- Family literacy programs: Outreach and assistance to enroll in regular school year programs.
- Supplemental instructional and support services to assist high school students in achieving graduation as well as postsecondary and career preparation.
- Youth leadership programs.
- Provide awareness of HEP and CAMP program opportunities for secondary and OSY students.
- Service providers assist OSY in developing individual goal plans.
- Outreach and instruction in high school equivalency diploma (HSED) preparation, life skills, and English as a second language for OSY and those who have dropped out of school.
- Parent engagement activities.
- Summer school programs include participation in the Binational Migrant Education Initiative.
- LEA/LOA service providers work with schools and migratory students and families to make sure their needs are addressed, including health, nutrition, and transportation.

iv. Describe how the State and its local operating agencies, which may include LEA/LOAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

The NE MEP utilizes the MIS2000 database system to collect, store, process, and electronically transfer student educational information to meet the reporting requirement of the program. Section 1306(b)(2) requires SEAs to promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records when children move from one school to another, whether or not the move occurs during the regular school year. The time transfer of student records can be an effective means of reducing the effects of educational disruption on migratory students. The NE MEP also utilizes MSIX to provide authorized users the support in decision making on student enrollment, grade placement, and credit accrual.

v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

The primary purpose of the CNA is to guide the overall design of the NE MEP ensure that the findings of the CNA are incorporated into the State SDP. The SDP clearly articulates: 1) the needs of Nebraska migratory children; 2) the Nebraska MEP's measurable program outcomes and how they help achieve the State's performance targets; 3) the services the NE MEP will provide; and 4) how to evaluate whether and to what degree the program is effective.

During the Needs Assessment Committee (NAC) meetings, the committee addressed the following:

- The CNA planning cycle and the roles/responsibilities of the NAC.
- Existing data and information to make determinations about the needs of migratory students.
- Goal areas for the NE MEP and preliminary concern statements; and decisions on next steps in the planning cycle.

The implementation of services is examined for effectiveness through onsite visits from NE MEP staff to observe instructional strategies, conduct interviews and surveys, and examine data available on students served, and the types of activities provided. NE MEP LEA//LOAs complete an annual FSI self-evaluation.

The NAC reviewed the goal areas originally established by OME. It then indicated how the needs of Nebraska migratory students fit within these broad categories and combined areas of need that NAC practitioners and content area experts found necessary. Nebraska State Academic Standards provide a guide to delivering challenging and meaningful content to students that prepares them for success in life. In consideration of State standards and OME recommendations for the CNA, the four goal areas established by the NAC follow:

Goal 1: School Readiness
Goal 2: English Language Arts and Mathematics
Goal 3: High School Graduation
Goal 4: Services to OSY

Upon agreeing to these four goals for improving Nebraska migratory student achievement, each goal was explored in relation to the seven areas of concern established by OME and ensured that concerns and solutions aligned both with the Nebraska Standards and the concerns typically associated with frequent migrancy. The seven recommended areas of concern and the Nebraska context for these concerns are: Educational Continuity, Time for instruction, School Engagement, English Language Development, Education Support in the Home, Health, and Access to Services.

During CNA meetings, the NAC reviewed their previously developed concern statements in each of the four goal areas, updated the statements based on additional data and input, and categorized needs according to the seven concern areas. The development of the concern statements followed an eight-step protocol as well as specific criteria on how to write the statements, the final concern statements, in order of importance as ranked by the committee.

vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

The service delivery strategies identified by the SDP Committee took into consideration the needs identified during the CNA process as well as the solution strategies determined. There are four strategies each for school readiness, English language arts and mathematics, and high school graduation, and services to OSY. These strategies are used to guide and measure implementation.

vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

The NE MEP consults with parents and guardians of migratory children during the development and revision of the State CNA. The State PAC meets four times during the year and local PACs meet a minimum of twice a year to provide consultation in the planning, operation, and evaluation of the program.

viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including: The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEA/LOAs, will use to identify those migratory children who are a priority for services; and

In accordance with ESEA, Section 1304 (d) of the statute, NE MEP gives priority for services to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic standards, and whose education has been interrupted during the regular year. Key factors that are considered by the NE MEP in determining "failing" or "at risk of failing" include the following:

- Disabled/IEP – Student is identified as a student with disabilities (i.e. IEP, 504 Plan).
- Poor Attendance – Student is not attending school regularly (according to district policy).
- Retention – Student has repeated a grade level or a course.
- Modal Grade – Student is placed in a class that is not age appropriate (i.e. 1st - grade placement, 8 years old).
- Credit Deficient – Student is behind in accruing credits toward graduation requirements (based on local requirements).
- LEP – Student is classified as either non-English proficient or limited English proficient according to local language assessment practice.
- Low Performance – Student scores in the "not proficient" level on any of the local assessments - Reading, writing, or mathematics.
- OSY – A migratory youth under the age of 22 who 1) has not graduated; 2) is not attending school; 3) is classified as having dropped out and/or is here to work.
- Pre-Kindergarten. – Children ages 3-5 who are not served by any other program.
- Homeless – A child who is homeless as defined by the McKinney-Vento Homeless Education Act.

The NE MEP uses the student's school records, MIS2000 and MSIX to identify those "failing or "at-risk of failing" during the student needs assessment process. The Qualifying Arrival Date (QAD) from the child's COE is used to identify the students with a qualifying move within the previous one-year period.

2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEA/LOAs, in the State.

Every NE MEP LEA/LOA is required to enter at-risk information on every migratory child into MIS2000. This information determines which migratory children should receive services first, provides other districts and states information should the child move, informs audits, and assists the NE MEP in determining sub-allocations. All NE MEP LEA//LOAs maintain a list of their eligible migratory students; PFS students, services available; and students receiving services.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Title I Part D grants are offered as formula grants to four school districts and two state agencies, the Nebraska Department of Health and Human Services, and the Nebraska Department of Correctional Services.

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The Nebraska Department of Education's 92 NAC 18 (Rule 18) establishes the minimum educational staffing, programs and educational services that must be provided by Interim-Program Schools to make them eligible to receive reimbursement by the State Office of Health and Human Services System (HHSS) beginning with the 2004-05 school year. It further establishes requirements of public schools to work cooperatively and effectively with the Interim-Program Schools to ensure students are provided with the real opportunity to make appropriate advancement toward graduation.

Rule 18 was developed over a multiple-year period by an interagency task force representing different state and federal programs, and with the advice and consultation of representatives of many of the schools affected. Rule 18 is intended to do two things. One is to establish certain standards of interim-program schools in order to ensure public schools may have confidence in awarding academic credit for work accomplished by students while on the premises or interim-program schools. Second, the rule is intended to provide assurance to the students in interim-program schools that their academic work will be honored by the public schools to which the student will return.

Across Nebraska, there are currently fifteen (15) Interim-Program Schools located in juvenile detention facilities, emergency shelters, institutions, and residential programs that provide temporary 24-hour custodial care for children and youth under nineteen (19) years of age. Those schools provide continuity of instruction for students who cannot attend public school for reasons of health or safety. Interim-Program Schools are annually approved by the Nebraska Department of Education (NDE) under Rule 18 (92 NAC 18).

Under 92 NAC 18 - 004.02F2, the school liaison of the Interim-program school initiates contact with the school district responsible for providing special education services to each student with a disability to insure that each student with a disability is provided by the responsible school district with special education and related services pursuant to 92 NAC 51. The school liaison works with the responsible school district to ensure continuation of special education services and information.

Interim-Program Schools are also required to contact the school district responsible for providing special education services for each student with a disability to ensure continuation of those services.

> *2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.*

Steps-Resource development—Exit begins with entry:

- The Nebraska Department of Education has appointed a Coordinator for System Involved Youth. This person is responsible for coordinating with school districts and agencies including the NE Department of Correctional Services, NE Department of Health and Human Services, NE Families Collaborative, and NE Court Probation occurs through scheduled monthly meetings. The monthly meetings allow for joint planning in developing processes and steps used in improving youth transition.
- Nebraska has passed legislation Neb. Rev. Stat. §43-425 (2014) and Neb. Rev. Stat. §43-286 (2017) requiring a transition plan 60 days before the student exits a youth correctional facility having a Special Purpose School. This assists the youth and parent for reentry into the community and public school or alternative school. Rule 10 and Rule 18 also require that school districts accept student credits from approved and accredited schools in facilities. Students can graduate from the 3 Special Purpose Schools awarded Title I Part D funds.
- Regular meetings are scheduled with the ESIS Advisory group and Committee of Practitioners (representatives from public, private, and alternative educational settings) in regards to the educational concerns of youth returning to their home school or alternative school placement and education in facilities. The collaborative meetings provide a forum for sharing stakeholder information and initiatives. One initiative established for smoother transition will be implemented. This will allow for acceptance of partial credits by the public schools thereby allowing graduation in a timely manner for youth in transition. This fills the need for transition of youth and their many school moves in order to graduate
- The Nebraska Youth Council (students who have attended facility schools) can provide input and student representatives who can offer student voice for needs while in a juvenile facility and reentry. Special Education school departments, services for English Language Learners will be included in the Education of System Involved Students (ESIS) advisory collaboration.
- Professional development opportunities for educational staff are available to staff; as well as opportunities in “restorative justice” school based training, “trauma informed

classroom" training, PBIS, and evidence based strategies. Other trainings for career and technical skills readiness and curriculum opportunities are provided such as Habitudes and the Engage Curriculum.
- Evidence-based transition activities will be researched via the Neglected and Delinquent Technical Assistance Center (NDTAC) toolkits and the "What Works Clearinghouse", and other research sources as designated.

Steps-Plan Development:
- With the review of resources and the input from various agencies a combined transition plan will be established.
- Seamless transition from the local school to the correctional facility school is an objective of transition planning for students.
- The local school receives notice through an e-notification of the superintendent's letter that a student from their local school district has been placed in the Youth Rehabilitation and Treatment Center for boys or for girls.
- The local school principal is directed to a secure site to obtain the name of the students and the caseworker for the student. Because of distance from the local school to a correctional facility, a virtual meeting can occur for the 504 plan, the IEP, and also a student assistance plan for transition.
- Records are transmitted to the principal of each of the facility schools from the local school in a timely manner. Through virtual meetings, assignments of incomplete credits can be discussed with the local school counselor or the principal.
- The local school notifies the vocational rehabilitation contact from the Vocational Rehabilitation office serving the local school of the new location of the student. Information can be shared by the local school with the special purpose school by way of the statewide student information system for information such as classroom instructional strategies used, course credits, attendance, and grade records.
- Information from the local school regarding English learner status is also communicated with the facility school.
- Each student has a unique student identification; this enables the correct records to be transferred to the facility school.
- Communication of state assessment timetables can be shared from the local school to the facility school. Any accommodations regarding a student can be communicated from the local school to the facility school.
- Student information is included in the Nebraska student information program and is shared from the local school in the transition process to the principal of the facility school.
- A seamless transition from the facility school back to a local school is a next step for student transition.
- Per Nebraska legislation, the Office of Probation Administration will establish an evidence based reentry process.
- Within 14 days of placement by the court a treatment plan will be established after admission to the facility.
- A transition plan (Academic Advancement Plan) will be developed by the education department in conjunction with the records and contact from the previous school setting or home school district. The plan will be transmitted on an online system now piloted by

a rural county detention center, and also can be included on the Advisor SIMS system being piloted in the Department of Corrections with the Educational Service Unit #3.

- The district probation office and office of Juvenile Services personnel will review the individualized reentry plan and expected outcomes with the juvenile, guardian or parent, and the youth's support system. Parents and family will have opportunities to participate in meeting for a smooth transition. A transition plan will be completed within 30 days prior to discharge back to the community or alternative placement. Education Department, and Vocational Rehab Department will also be involved in the transition planning for the student to return to school, enroll in post-secondary, or enter the job market. Parents will be part of this planning via skype if a face to face meeting cannot be arranged.
- The plan can be communicated with the home school by the facility school transition liaison.
- Some students are assigned furlough in the reentry process to complete community and school visits in their transition plans.
- Prior to the school visit, the liaison will communicate with the home school. A caseworker or guardian ad litem, or facility school liaison can accompany the youth and parent for visit and enrollment day.
- The home school will receive credits from the educational program, continue the IEP of the student as needed, and meet with the principal of the school via skype or phone conference.
- A support system and liaison contact will be established for the student The Probation Office will provide a juvenile worker for the student if the student is remaining on probation. If not, the student is under the supervision of the parent.
- Follow-up on the student maintaining enrollment for school success will be monitored up to 90 days. This is one requirement of Title I Part D. Roles will be established with various agency staff for follow-up.

ii. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

Neb. Rev. Stat. §79-760.3 (2016) established an accountability system called AQuESTT. The State Board of Education's 2017-2026 Nebraska Strategic Vision and Direction includes the mission of "education for every student each day". The Guiding Principles for Providing High Quality Education in Juvenile Justice Secure Care Settings179 blends with the above two systems with emphasis on the collaborative tenets: Career Ready, Educational Access, Educator Effectiveness, Positive Relationships, Transition, and Student Achievement and Growth.

- Title I Part D requirements include: improving educational services and the opportunity for youth in correctional facilities to meet the same challenging State academic achievement standards; provide services for successful youth transition, and provide students with support services for drop-out prevention.
- Assessing the knowledge and skills necessary to achieve a high school diploma or equivalent is provided by the NE State Standards. Career and technical skills are included in the Career Standards. A personal learning plan model is available online for all

students, parents, and other community members. For all students, the State administers state assessments for content area accountability, and also the ACT is given to all juniors including those in facility schools. More certificate and credential programs are being investigated by the facility schools. Dual enrollment for high school and college courses is available for students.

Program Objectives:

- Increase student success in school performance through credit completion yearly in the three year period of 2017-2020. The action plan includes baseline data and a percentage increase of 1% each year for credit completion.
- Increase student access and opportunities for success in graduation and post-secondary activities in a three year period including baseline data on timely re-enrollment, and cohort graduation, post-secondary education, and job enrollment by 1% each year of the three year action plan.

Program Outcomes:

- Timely re-enrollment of students in the local school districts (as collected through student data)
- Aggregate student cohort graduation increases, (collected through state data)
- Post-secondary enrollment increases,(collected from student data)
- An increase in number of students involved in job training and employment.(collected from state data)
- Data will be gleaned from the National Clearinghouse for Colleges, and the Nebraska Labor Department, and the NE GED Department, and school district data reported to the NE Dept. of ED through Advisor collection, and USDE ED Facts collection, student information system.
    - Methods and Strategies—Data collection --Assess program effectiveness in academics, career and technical skills—baseline data will be collected school year 2017-18 in the areas of credits completed, timely re-enrollment, regular high school diplomas, enrollment in job training and employment, and college enrollment/completion. The Dept. of Corrections is participating in pilot program on the student dashboard system through the Educational Service Unit 3 in year 2017-18. A county detention center will participate in the pilot project year for the online Education Advancement Plan for data collection and transition of records among schools.
    - A collection for anecdotal information will be conducted via a collection of baseline data (from the public schools) in number of family engagement activities, types of drop-out prevention programs, career, vocational skill curriculum, and social emotional curriculum offerings. A survey developed by collaborative agencies will be directed to district and state agencies receiving Part D grants to collect this data
    - Per review of the survey, if there are specific gaps, another objective could be added to the three-year action plan as reflected in the survey needs assessment. o State agencies including the Career Education Department, Department of Labor, the Office of Higher Education, the Special ED Parent Training Institute will be included in collaborative needs assessment in the baseline year for the facility

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schools. This will be collected through a multi-agency survey (for facility schools) to supply baseline data on types of learning support services and curriculum opportunities for students in schools receiving Title I Part D.

- Per the baseline findings, a percent of increase in the indicators chosen for transition and for performance outcomes will be established through the Commissioner's Practitioner Committee in year 17-18. Currently an increase of 1 percent each year for three years is set. A three-year action plan will be developed by collaborative multi-agency committee.
- A review of the needs assessment and data collected will be accomplished by the Federal NE Committee of Practitioners, spring of 17-18. Their guidance will provide any further objectives that may be added to the action plans to reach goals through the needs assessment and an evaluation system to establish the impact of Title I Part D.

Title III, Part A: Language Instruction for English Learners and Immigrant Students

i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:

1. Include a score of proficient on the State's annual English language proficiency assessment;

2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and

3. Not include performance on an academic content assessment.

Title 92, Nebraska Administrative Code Chapter 15: Rule 15 Regulations and Procedures for English Learner Programs in Nebraska Public Schools outlines uniform procedures for entrance and exit from the EL status.

Identification procedures outlined in Section 003 of Rule 15 include the administration of a Home Language Survey to all students enrolling in Nebraska districts that includes the state's required questions. If the parent's or guardian's answers to any of the questions indicate a language other than English, the district must administer an English language proficiency assessment, commonly known as a screener, that has been determined to be valid and reliable in measuring English language acquisition. Based on the composite results of the assessment, the student shall be determined to have met the state's definition of an English learner, which is the same as the federal definition, and therefore, will be identified on the state record system as an EL and provided language development services.

Exiting students from the EL status requires a score of Proficient on the state's required ELP assessment, the ELPA21 *Summative or Alt ELPA*. The ELPA21 *assessments'* proficiency determination are not a composite score, but rather a profile of proficiency based on the student's performance on the four language domains of Listening, Speaking, Reading, and Writing.

In addition, for English learners with verified disabilities, if a school district committee of assessment and educational personnel determine that the educational needs of a student with verified disabilities are not affected by his or her degree of proficiency in the English language; the committee may recommend that the student exit the language instruction educational program. The committee shall be knowledgeable about the language and educational needs of the student, shall include at least one member of the student's IEP team, and must maintain documentation that the student's educational needs are not affected by his or her degree of proficiency in the English language.

ii. SEA Support for English Learner Progress: (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:

- *The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and*
- *The challenging State academic standards.*

The Nebraska Department of Education has provided and will continue to provide support to LEAs in meeting Long-Term Goals, Interim Measures of Progress, and the challenging State academic standards by:

- The adoption and implementation of rigorous English language proficiency standards aligned to the state's English language proficiency assessment, the ELPA21. 181
- Conducting alignment studies of the Nebraska ELP standards and the state's College and Career Ready Standards (CCR); including the development of resources to aid content and EL teachers in the implementation of both sets of standards.
- Providing resources and technical assistance on allowable EL testing accommodations for content tests, including the administration of native language assessments. 182
- The adoption of State Rule 15 and accompanying resources outlining the regulations and provisions for the education of English learners including programming and staffing of programs.
- The SEA provides a variety of support through the NDE website for EL, monthly newsletters, and a multitude of groups; the EL Coalition, NE EL Teachers Collaborative, Title III Consortium Directors, Alt ELP Community of Practice, and the NE Multilingual Higher Education group.

iii. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe: How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

1. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies

The Nebraska Department of Education implements a consolidated Federal Programs application system and monitoring process. The Federal Programs staff members approve grants and

monitor LEAs and consortia for Titles I, II, and III. Each member is assigned a geographic area of the state and conducts reviews on a five-year cycle. The Title III team provides assistance to federal programs team members monitoring LEAs with Title III programs by either conducting the Title III section of the review or by providing technical assistance, resources, and support. LEAs are required by Rule 15 to conduct an annual review of their Language Instruction Educational Program's effectiveness. The areas of review include but are not limited to:

- Program implementation processes in place including a process for identifying students, implementing the language instruction educational program, adequate staffing, assessment and accommodations, and procedures *for exiting the program*.
- Analysis of student data including performance on the ELP and content assessments.
- Monitoring academic progress of former ELs.
- Identifying and implementing modifications to the program based on the review of district practices and data.
- Summarizing findings of the review in a written report to be made available to the public.

Should an LEA's program be found not to be effective or otherwise in need of improvement through the ESSA consolidated monitoring, through the Continuous Improvement Process tied to accreditation, submission of the annual LEP Plan, by or other means, Nebraska Department of Education provides technical assistance *to the LEA and ESUs* by:

- Providing targeted workshops to address topics of common concern across LEAs;
- Conducting on-site technical assistance visits to individual LEAs or consortia;
- Connecting the LEA to a member of the statewide EL Professional Development team to provide technical assistance to staff or onsite workshops centered on EL friendly strategies and effective program practices;
- Providing dedicated Title III staff members for phone assistance or online support

E. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

The 21st Century Community Learning Centers (21st CCLC) program will use Title IV, Part B funds, as well as other federal funds, to establish and implement strategies that support educationally at-risk students identified in 6.1.A and 6.1.B above. This system of support addresses both students' academic and non-academic needs during times when school is not in session including afterschool, non-school days, and in the summer. All sub-grantees are required to participate in applicable USDA nutrition programs ensuring healthy snacks and/or meals are provided to students who attend programs afterschool and in the summer. The 21st CCLC funds ensure students' academic success through implementation of strategies that support three overarching program goals:

- Improve student learning performance,
- Increase student social benefits and positive behavioral changes,
- Increase family and community engagement in supporting students' education.

These three program goals are accomplished through an intentionally designed program aligned to the Nebraska State Board of Education goals and Strategic Plan, as well as the six tenets of Nebraska's accountability system, AQuESTT. Examples of this alignment and support include:

- Positive Partnerships, Relationships and Student Success: Collaborative partnerships between school day and afterschool educators, families, community partners and local businesses provide a system of support, meaningful engagement, and enhanced learning and leadership opportunities for students. T
- Transitions: Continuity of program staff who remain with students across school years and in the summer support student transitions Pre-K through college and/or career through focused activities and mentoring opportunities.
- Educational Opportunities and Access: Additional learning time is provided afterschool and in the summer that gives students the opportunity for more in-depth, student-centered learning experiences and time and support for homework completion. In addition, summer programs reduce the risk of students experiencing the "summer slide" when at risk students can potentially lose academic gains made the previous school year.
- College and Career Ready: Partnerships allow students to connect in meaningful ways with local business and industry, postsecondary institutions, school day educators, and program staff to develop interests and skills for future success.
- Assessment: Programs employ sound data collection and management practices focused on the continuous improvement process.
- Educator Effectiveness: Programs employ formal and informal educators who partner to provide additional learning time for students who may benefit from added educational support. Ongoing professional development is provided to develop skills, knowledge, and strategies for supporting student learning.

Funds reserved for State-level activities will comply with Sec. 4202 (c). State administration funds will be used for administration, establishing and implementing a rigorous peer review process and awarding of funds to eligible entities. State Activities funds will be used for monitoring and evaluating programs and activities, providing capacity building, training and technical assistance, conducting a comprehensive evaluation, providing training and technical assistance to eligible entities that are applicants for or recipients of awards, ensuring that recipients align the activities provided by the program with the challenging State academic standards, ensuring that recipients identify and partner with external organizations, working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve State policies and practices to support the implementation of effective programs, coordinating 21st CCLC funds with other Federal and State funds to implement high quality programs and providing a list of prescreened external organizations.

2. Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

The processes procedures, and priorities used to award 21st CCLC subgrants are as follows:

Grant competition: A 21st CCLC grant competition is conducted annually and several months prior to the postmark deadline date, the Request for Proposals (RFP) is released. The RFP is developed in consultation and coordination with a 21st CCLC advisory group that includes appropriate state officials and others identified in statute, as well as other stakeholders who bring a variety of perspectives as experts in the field. In the project design section, applicants must describe how they will ensure students' academic and overall success through implementation of research or evidence-based strategies that support the three overarching Nebraska 21st CCLC program goals. Applicants are required to consult with eligible nonpublic schools to assure equitable services. Applicants must describe how the transportation needs of participating students will be addressed. The competition is advertised widely through the website, press release to the public and direct emails to public and nonpublic administrators and other stakeholder groups. A grant writing technical assistance workshop(s) is conducted shortly after the RFP's release and technical assistance documents are posted on the 21st CCLC website.

External review process: In step one of the review process, external teams comprised of educators and other professionals with knowledge of afterschool and summer programming from diverse areas of the state and varying sizes of communities are selected to represent a variety of viewpoints. Team members independently read and score proposals. Step two of the process includes the on-site review where fellow team members discuss individual scores and rationale. SEA staff do not serve as reviewers but are present to answer questions and ensure that proposals are evaluated according to the objective criteria in the RFP. Teams discuss each proposal and arrive at a team consensus score and feedback, including funding recommendation and any conditions of funding. Recommended proposals are forwarded to the State Board of Education for final approval.

Criteria used to award subgrants: To be eligible to apply for a Nebraska 21st CCLC grant, proposals must target students and family members of those students who attend schools in which at least 40% of the students qualified to receive free or reduced-cost meals in the most recent school year in which data is available. Competitive priority points are awarded to programs targeting students who attend school buildings receiving a classification of "Needs Improvement" on the most recent AQuESTT Classification Report, applications submitted jointly by at least one school building and at least one public or private community-based organization, programs targeting students who attend schools with a mobility rate or English learner rate above the statewide average, and programs targeting students who attend schools in which 60% or 80% or more of the building students qualified to receive free or reduced-cost meals in the most recent school year in which data is available.

Title V, Part B, Subpart 2: Rural and Low-Income School Program.

i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

1. Outcomes and Objectives (ESEA section 5223 (b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The activities authorized under the Rural and Low-Income School Program provide a funding source for smaller districts in the State of Nebraska to provide additional opportunities for their schools in areas of allowability that match other ESEA programs. These funds supplement local, state, and federal resources already in place in rural and low-income school districts to support these activities in order to increase student achievement. Depending on the way the allocations are spent determine how to measure the effectiveness of the individual projects. Ways to measure the effectiveness could include; Performance data/growth data measured by the state using the existing NSCAS scores, tracking the LEA's identified specific federal programs (Title I - IV) authorized activities in Section 5222 (a)(1-5) of ESSA, perceptual data, or individual measures as determined by the district that best meet the criteria.

Each LEA may determine how to make the most effective use of these RLIS funds in combination with other local, state, and federal resources in addressing their greatest area(s) of academic need. NDE will continue to elevate district best practices as well as support and strengthen statewide and regional efforts by engaging partners to continuously enhance the quality of rural and low income schools programs across the state. NDE's Rural and Low Income Schools Program will coordinate with other federal programs as well as agency-wide efforts to deliver high-quality service and support to LEAs and schools.

Application:
School districts receiving RLIS funds will be required to complete an on-line application that has the same components as other ESEA grants. Specific to this grant will be information about;

1. How will the RLIS funds be targeted to the improvement of student learning?
2. How does the use of these funds match the district's Continuous Improvement Plan, Safety Plan, Continuous Needs Assessment, and/or Local Plan?
3. How will the district evaluate the improvement of student learning based on the use of the allocations?
4. Which allowable program matches the use of the funds?

Included in the annual RLIS grant application are requirements for each LEA to identify the specific federal program (Titles I-IV) authorized in Section 5222(a)(1-5) of ESSA for which the funds will be used. The LEA will be required to include a line-item budget in their application that designates both the category via object code in the budget and activity description (Titles I-IV) for RLIS fund use. (H.2: Technical Assistance)

> *2. Technical Assistance (ESEA section 5223 (b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.*

A designated Federal Programs Consultant is assigned specifically to provide technical support for each LEA that is selected and submits a RLIS grant application. The designated staff member serves as the state liaison with the U.S. Department of Education staff regarding all REAP requirements and yearly submission of updated school district information to determine RLIS eligibility. This individual notifies all RLIS districts of their eligibility to apply for RLIS funds; availability of online resources and webinars in preparation for completion of their RLIS grant

application; as well as assistance in the actual completion of all grant application forms. All grant applications are reviewed by this same NDE staff member and any required changes are accomplished via telephone and electronic media submission of final grant documents before submission for final approval by the NDE Director of Federal Programs. The designated NDE staff member is also responsible for providing support to the LEA in meeting the objectives included in the grant application through (monitoring). The Federal Program Specialist also assists/supports in helping to submit all required documents to confirm LEA expenses as well as requests for reimbursement of their RLIS funds. There is also one Grant Management Specialist in the Office of Budget and Grants Management that reviews all reimbursement requests to assure allowability. This person works closely with the RLIS Federal Program Consultant to assure the approved application matches the reimbursement request. In addition, application materials, eligibility requirements and training materials are available via the Title V Section of the Federal Programs Team NDE Website.

All RLIS applications are initially reviewed by an RLIS Specialist and final reviewed by the Federal Programs Administrator. The NDE RLIS Consultant will ensure that subrecipients comply with Federal statutes, regulations, and the terms and conditions of the award. The program monitoring process is held on a rotating basis that matches the ESEA monitoring schedule for all programs. During this monitoring it is assured that all requirements are being met and any required actions are addressed. Fiscal monitoring also occurs on a rotating basis through the NDE Office of Budget and Grants Management.

Title VII, Part B – McKinney-Vento Act

i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

The Nebraska Department of Education ensures that every LEA has an appointed District Homeless Liaison. Each Liaison completes an online training that outlines the responsibilities of the liaison, the requirements of how a student can be identified as experiencing homelessness or an unaccompanied youth, and the support the district is required to provide as outlined in the McKinney-Vento Act. The Nebraska Department of Education also offers training to certified and support staff in the identification of homeless and unaccompanied youth. These trainings are posted on the SEA's McKinney Vento website. The Nebraska Department of Education has partnered with outside agencies to provide online training sessions as well as in person sessions.

ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are unaccompanied and homeless youths.

Training opportunities for local McKinney-Vento liaisons are available in a variety of formats and locations. In Nebraska the majority of local liaisons are district superintendents, so instructional sessions are targeted at locations that have the best chance to reach the greatest

number of administrators. This includes yearly sessions at Administrators Days, a session at the Title I conference, sessions at the local ESUs during the annual Title I meetings, and the ESUs' superintendents back to school meetings in September. McKinney-Vento instructional PowerPoint presentations are available on the NDE website for self-training at the individual district level as determined by the local liaison.

One-on one training and technical assistance is available by email, by phone, or by school visitation for LEA liaisons. The SEA and LEA liaisons have formed a strong support group that is available at any time to assist with problem solving including sharing of ideas, best practices, and forms that have been developed to identify and enroll students. LEA liaisons are responsible to train district and school staff. Local liaisons and the SEA liaison have collaborated for these presentations. The format for these dual presentations is that the SEA liaison talks about a specific part of the McKinney-Vento Act and the local liaison relates how that is implemented at the district level. The SEA liaison also assists with the development of PowerPoint presentations that can be used by the LEA liaisons. The PowerPoint presentations are available on the NDE website for easy access.

All liaisons are encouraged to sign up with NCHE, NAEHCY, and Schoolhouse Connection to access the many webinars, materials, and services offered. Notices are sent to the LEAs to remind them of upcoming trainings. Liaisons are informed of and encouraged to take advantage of national trainings and conferences.

Discussions and technical support are provided to early childhood program representatives and Head Start coordinating staff within the Nebraska Department of Education. All of these trainings deal with the identification, enrollment, and rights of homeless and unaccompanied children and youth. The definition of homeless in the McKinney-Vento Act is compared to the definition of HUD homeless. Resources are made available for posting throughout the communities and the school buildings. Information about the acquisitions of free resources is presented.

The SEA liaison provides training and technical assistance to NDE Title I consultants to increase their knowledge of the McKinney-Vento Act and the identification, enrollment, assessment, and rights of homeless and unaccompanied children and youth. This training facilitates their ability to guide districts during the three year monitoring cycle.

The SEA Homeless Liaison serves as a member of the Early Childhood Interagency Coordinating Council (ECICC) to coordinate services for homeless and unaccompanied children and youth among public schools and other agencies across the state. Participation of the SEA Homeless Liaison on this Council helps to ensure that the needs and rights of homeless and unaccompanied children and youth are being met, including those homeless and unaccompanied children and youth with disabilities and those in public preschool and Head Start programs. These relationships help to develop a more detailed understanding of the needs of the homeless population and a more effective system for serving homeless and unaccompanied children and youth.

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iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

Nebraska Department of Education Rule 19 describes all necessary steps each LEA must take to develop, implement and monitor their dispute resolution policy and procedures. This rule follows the guidelines set out in the McKinney-Vento Act. The ESEA Monitoring Guide Checklist used by SEA staff also has an extensive section on the dispute resolution process allowing the SEA to determine if each district has approvable policies and procedures in place. On-site monitoring interviews with LEA personnel, guided by specific questions in the Monitoring Guide Checklist Also confirm that the LEA dispute resolution process is being implemented and followed consistently, and that any disputes filed at the LEA level are resolved promptly.

iv. Describe the SEA's procedures to ensure that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

The SEA ensures this through the 5-year monitoring process as outlined above. Equitable access at the LEA level to programs and services, and the removal of all barriers to continued educational success are addressed both through assurance statements contained within the ESEA Consolidated application, as well as required components in the ESEA Monitoring Guide Checklist utilized during on-site monitoring visits by SEA staff members of each LEA. The McKinney-Vento requirements are reviewed and enforced through this process both for school age programs as well as any LEA operating a public preschool program.

v. Describe the SEA's procedures to ensure that homeless children and youths:

1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

2.Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and

3.Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

Nebraska does not have compulsory public preschool so there are no set procedures for admission of homeless children. However, as a member of the ECICC, the SEA liaison has the opportunity to provide technical assistance to the members in understanding the definition of homelessness and to help members develop registration materials that will facilitate the identification of homeless children.

The LEAs are responsible to find and identify youth that have become homeless and separated from school. The state staff and student reporting system is useful in identifying students who are no longer attending school. LEA liaisons become familiar with places or areas where homeless youth who are separated from school might be located.

In the liaison training process it is clearly emphasized that the definition of enrollment is to attend classes and participate fully in school activities. The SEA and LEAs monitor the full participation of youth experiencing homelessness in all areas including magnet schools, summer school, career and technical education, advanced placement, online learning, gifted and talented, and other programs available at the local level. At this time, Nebraska does not allow charter schools. Technical assistance is provided to liaisons and districts to ensure compliance with this piece of the McKinney-Vento Act. The SEA liaison also helps to review state and local policies that could affect compliance. The SEA liaison is part of the Commissioner's School Practitioners Advisory Group that has advanced partial credits recommendations to the Commissioner. These four recommended practices would be for any student who enters a new approved or accredited school.

NDE Nutrition Services received a grant to upgrade the technology, integrate the state student information system, and incorporate homeless data sets to ensure that free meals will be available immediately upon enrollment and entry into the student reporting system.

The SEA ensures this through the 3-year monitoring process as outlined above. Equitable access at the LEA level to all programs and services, including early childhood and public preschool programs operated by the SEA or LEA is monitored and enforced by the SEA. This includes the removal of all barriers to continued educational success, including transportation and continued placement in schools and preschools of origin, as well as all nutritional services to which the homeless children are automatically eligible to receive. These requirements are addressed both through assurance statements contained within the ESEA Consolidated application, as well as required components in the ESEA Monitoring Guide Checklist utilized during on-site monitoring visits by SEA staff members of each LEA.

> *vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.*

The SEA addresses these issues through ongoing technical assistance to each LEA. As outlined above, requirements of the McKinney-Vento Act are enforced through the annual ESEA Consolidated application, the 3-year on-site monitoring process, and any formal disputes filed with the SEA Homeless Liaison. The SEA liaison receives ongoing training from the NCHE and NAEHCY to ensure clear and consistent guidance is offered to LEAs, including the extension of the requirements under McKinney-Vento to early childhood, preschool and Head Start programs operated by the SEA or LEA.

Policies to Remove Barriers (722(g)(1)(I)of the McKinney-Vento Act*:*

> *Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees, or fines, or absences.*

NDE training stresses the importance of homeless and unaccompanied children and youth being able to access all educational and school programs and activities, including extracurricular activities. The SEA liaison works with other staff in the SEA federal programs office to target policies that many require changes. LEA liaisons are encouraged in their training to bring forward for discussion any local policies that could put the district out of compliance.

The SEA and LEAs have developed and continue to review policies to remove barriers to identification, enrollment and retention of homeless children and youth. This includes policies and best practices regarding fees, fines, absences or lack of proper paperwork. Technical assistance is provided through trainings offered at NDE workshops, webinars and one-on-one technical assistance to keep school districts informed of the requirements and best practices regarding fees, fines, absences or lack of proper paperwork in regard to identification, enrollment and retention of homeless and unaccompanied children and youth. During the Federal Programs monitoring process Title I consultants and LEA liaisons discuss district policies and procedures used to identify, enroll and retain homeless children and youth. Enrollment forms that support best practices are developed and shared by the LEA and SEA liaisons. Best practices are provided not only at the training venues previously mentioned but also through the strong state system of support that has been developed through the use of the LEA liaisons' ListServe.

The SEA works with other NDE and state entities to develop, review and revise policies regarding fees, fines, absences or lack of paperwork that could create a barrier for the enrollment and/or retention of homeless and unaccompanied children and youth. The SEA ensures through both the ESEA Consolidated Grant Application process, as well as the 3-year on-site monitoring process that each LEA has policies and procedures in place to ensure that all barriers are removed to enrollment and retention of homeless children, including children in public preschool programs. Ongoing technical assistance and communication from SEA staff with LEA personnel help to provide the support necessary to hold school districts accountable for the consistent implementation of the policies they have established to ensure the rights of homeless and unaccompanied children and youth are upheld.

Assistance from Counselors (722(g)(l)(K)):

> *A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.*

Rule 10 in Nebraska requires that each LEA has a guidance counselor on staff to address the needs of all students to become college and career ready prior to graduation, and to provide such youth with the readiness skills necessary to transition beyond their K-12 program. Through the ESEA 3- Year On-Site Monitoring process, each LEA is required to identify a Homeless Liaison, whose duties include support to families of homeless children as well as individual guidance to any unaccompanied homeless youth in order to ensure their equitable access to all services for which they are legally entitled. This includes access to, and coordination of guidance and counseling services, on the same basis as is provided to all other students in the school district.

The NeMTSS framework outlines specific skills and actions to organize, support, deliver and drive continuous improvement. The NeMTSS framework meets required continuous

improvement regulations set forth in Section 009 of Nebraska's Administrative Code, Rule 10, Accreditation of Schools, and regulation 005.03 requiring accredited schools to have a student assistance process. NeMTSS is oriented to help school districts meet local goals for student learning as outlined by state standards and assessments. NeMTSS provides districts, schools, and educators with a structured approach to reaching goals they are already accountable for achieving. The alignment to accreditation and coherence can be seen in:

- A common plan (the continuous improvement plan (CIP) is used to support both processes)
- Use of the same problem-solving model
- Shared language anchored by the shared glossary
- Orientation of accreditation teams to the particulars of this framework.

NeMTSS provides increased clarity and stronger connections with other school support structures from the Nebraska Department of Education, including the Nebraska Instructional Materials Collaborative. The Nebraska Instructional Materials Collaborative is a tool that informs and supports the decisions made locally related to curriculum and instructional materials. The connections can be seen in:

- Cross-references to the value of high-quality instructional materials in the layered continuum of support
- Examples of how teams can consider Tier 2 Targeted supports in alignment with their Tier 1 Core materials
- Coherence with the AQuESTT Tenet, "Educational Opportunities and Access", each student has access to effective, comprehensive, and continuous learning opportunities that prepare them for ongoing school success, postsecondary education, and career goals.

Children of color—particularly African American and American Indian youth—are identified as students with disabilities at substantially higher rates than their peers. It is critical to ensure that overrepresentation is not the result of misidentification, including both over- and under-identification, which can interfere with a school's ability to provide children with the appropriate educational services required by law. It is equally important to ensure that all children who are suspected of having a disability are evaluated and, as appropriate, receive needed special education and related services in the most appropriate setting and with the most appropriate discipline strategies employed.

This rule sets a common standard for identifying significant disproportionality in representation of students within special education, segregated school settings, and in receipt of disciplinary actions and ensures that school districts where disproportionality is found carefully review their policies and practices to determine root causes and whether changes are needed. The final rule ensures that school districts explore and address situations where the cause of significant disproportionality is due to under-identification of a group as well as over-identification. In addition to requiring a standard methodology, the regulations shine a spotlight on disparities in the discipline of students with disabilities on the basis of race or ethnicity by requiring states to examine districts for significant disproportionality in their disciplinary practices. Specifically, the regulations clarify that States must address significant disproportionality in the incidence, duration, and type of disciplinary actions, including suspensions and expulsions, using the same

statutory remedies required to address significant disproportionality in the identification and placement of children with disabilities.

Through the IDEA mandate, school districts found to be "significantly disproportionate" in any of the above areas, must identify a means to correct the disproportionality.

The Nebraska Department of Education identified family engagement as an essential area of focus in its new Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) within the tenet of Positive Partnerships, Relationships, and Student Success. Engaging families and communities as partners with schools is essential, as the evidence is clear: partnerships contribute to children and youth's academic and social success. Current family and community engagement research, websites, and promising practices are available via the links below.

Schools and childcare providers implement best practices in student, family, and community engagement to enhance experiences and opportunities that are culturally inclusive and relevant for each student. Student success and engagement relies on positive partnerships and relationships to improve the outcomes for each child, family, school, district, and community. In order to better support learners throughout the state, The Nebraska Department of Education (NDE) in collaboration with educators, parents, and community partners created the Nebraska School, Family, and Community Engagement Framework. This Framework is a tool to help Nebraska educators as they reach out to families and community partners.

Content was aligned to the Positive Partnerships, Relationships, and Success AQuESTT tenet. "Schools and districts implement best practices in student, family, and community engagement to enhance experiences and opportunities that are culturally inclusive and relevant for each student. Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community." This Framework is built on the understanding that school, family, and community engagement:

- recognizes the role families and the community play in advocating for educational equity, opportunity, and quality;
- is a shared responsibility of families, schools, and communities where knowledge is exchanged;
- focuses on culturally respectful partnerships that support student learning, at home, at school, and in the community;
- builds, sustains, and grows relationships that empower all students, families, and communities;
- is continuous across a child's life spanning from birth to young adulthood;
- occurs in multiple settings where children and youth learn before, during, and after the regular school day as well as summer.

The Framework includes information on six interrelated focus areas:

1. Active Family Engagement
2. Safe and Welcoming Schools
3. Student Attendance
4. Community Partnerships and Support Services

5. Business and Industry Partnerships
6. Before-School, Afterschool, and Summer Programs

Information provided includes a definition, best practices, research, and additional resources. This framework is for schools and teams of educators to use in their continuous improvement efforts. Educators can use the resources and suggestions included in their engagement efforts on school improvement teams, MTSS teams, school safety committees, etc.
The creation of the Nebraska School, Family, and Community Engagement Framework was a collaborative effort that reflects input from individuals from across the state including educators, parents, and community partners.

DRAFT

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PROPOSED AGENDA ITEM RATIONALE

DATE: January 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Trudy K Clark, Director of Statewide Assessment

PROPOSED AGENDA ITEM: Action Item: Grant the Commissioner the authority to contract with NWEA for statewide assessment services for the 2024-2025 school year.

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

RATIONALE/BACKGROUND INFORMATION:

- On July 1, 2022, the Nebraska Department of Education entered into a contract with NWEA.
- The initial contract was the result of a Request for Proposal to provide a statewide assessment. This RFP met the requirement from 79-760.03.
- The agenda item serves students in grades 3-8, and 11 for English Language Arts and mathematics, and grades 5 and 8 for science.
- The contract is administered through collaboration between NWEA and the Department of Education. The initial contract was awarded through the Request for Proposal procurement process.
- This contract will provide deliverables until June 2025.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2024

ESTIMATED COST: $8,962,295

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal and State
- New or Renewal: Renewal (amendment)
- If renewal, date of first approval: July 1, 2022

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:

- Describe the grantee selection process: NA

**Updated 08.15.2023*

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PROPOSED AGENDA ITEM RATIONALE

DATE: January 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Trudy K Clark, Director of Statewide Assessment

PROPOSED AGENDA ITEM: Action Item: Grant the Commissioner the authority to contract with DRC for statewide assessment services for the 2024-2025 school year.

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

RATIONALE/BACKGROUND INFORMATION:

- On July 1, 2022, the Nebraska Department of Education entered into a contract with DRC.
- The initial contract was the result of a Request for Proposal to provide a statewide assessment. This RFP met the requirement from 79-760.03.
- The agenda item serves students in grades 3-8, and 11 for English Language Arts and mathematics, and grades 5, 8 and 11 for science.
- The contract is administered through collaboration between DRC and the Department of Education. The initial contract was awarded through the Request for Proposal procurement process.
- This contract will provide deliverables until June 2025.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2024

ESTIMATED COST: $1,675,864

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal and State
- New or Renewal: Renewal (amendment)
- If renewal, date of first approval: July 1, 2022

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:

- Describe the grantee selection process: NA

**Updated 08.15.2023*

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PROPOSED AGENDA ITEM RATIONALE

DATE: January 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve Rule 11 teacher waiver request for Franklin Public Schools

AGENDA ITEM TYPE: Action- February 2024

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 works 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.

- Franklin Public Schools had two early childhood classroom openings for the 2023/2024 school year. One for a classroom operating for the full school day, and the other operating for a part day (½ day).
- The district advertised the positions and had two applicants. One applicant has a current Nebraska Teaching Certificate with endorsements in Elementary Education and Early Childhood Inclusive. The other applicant has earned 100 hours toward a bachelor's degree at the University of Nebraska at Kearney.
- The applicant with the current certificate was hired for the full-day early childhood teaching position.
- The Rule 11 waiver request is for the other applicant filling the part-day teaching assignment.
- This was an information item at the December 2023 State Board meeting, and a discussion item at the January 2024 State Board meeting.

PROPOSED BOARD MEETING: January 2024

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

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

- Describe the grantee selection process: NA

**Updated 08.15.2023*

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PROPOSED AGENDA ITEM RATIONALE

DATE: January 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Katie Graham
Administrator, Office of Career, Technical, & Adult Education

PROPOSED AGENDA ITEM: Approve the Computer Science and Technology Standards.

AGENDA ITEM TYPE: Action Item

RATIONALE/BACKGROUND INFORMATION:

Background:
Nebraska Revised Statute 79-3301 to 79-3305, known and cited as the *Computer Science and Technology Act*, outlines the requirements for instruction in computer science and technology. Additionally, 79-729 specifies the Computer Science and Technology Act requirement for high school graduation.

The Nebraska legislature declared that it is the policy of the State to promote computer science and technology education in each school district in order to: (1) provide students the skills and competencies to compete in a twenty-first-century workforce, (2) develop skills that translate to high-skill, high-wage jobs, and (3) encourage the creation and retention of new, high-paying jobs in Nebraska.

Computer Science and Technology education includes, but is not limited to, knowledge and skills regarding computer literacy, educational technology, digital citizenship, information technology, and computer science.

Computer Science and Technology Act Implementation Timeline:

Academic Year 2025-2026	Each school district shall include computer science and technology education aligned to the academic content standards in the instructional program of its elementary, middle, and high schools.
On or Before December 1, 2026 And, On or Before Dec. 1 of each year thereafter	Each school district shall provide an annual computer science and technology education status report to its school board and the State Department of Education, including, but not limited to, student progress on the computer science and technology courses and other district-determined measures of computer science and technology education progress from the previous school year.
Academic Year 2027-2028	Each school district shall require each student to complete at least five high school credit hours in computer science and technology

	education prior to graduation (through a single course or a combination of courses that cover the computer science and technology academic standards).

Duties of the State Board of Education:
With the passing of LB705 in June, 2023, Nebraska Revised Statute 79-760.01(2)(b) requires the State Board of Education to:

> "On or before March 1, 2024, the board shall also adopt measurable academic content standards for computer science and technology education under the mathematics, science, or career and technical education standards."

Content area standards that are measurable, appropriately rigorous, and scaffolded become the framework for locally determined curricula.

Existing Computer Science & Technology Standards:
In January of 2021 as a response to the strategic priorities outlined in Nebraska's Perkins V State Plan, business and industry leaders and postsecondary educators were engaged to inform and recommend any needed updates or revisions to the existing Computer Science State Model Programs of Study and related CTE course-based standards to ensure alignment with the needs of Nebraska's evolving workforce and postsecondary entrance requirements.

These recommendations were considered as groups of educators met to identify and carry out the needed revisions. The process in 2021 included: (1) an analysis of labor market information, high-wage, high-skill, and high-demand (H3) data, occupational projections, and secondary/postsecondary alignment of existing programs, (2) business and industry and secondary and postsecondary education engagement, futuring panels, and the completion of a statewide work-based learning landscape analysis, (3) convening educators to revise and update the existing programs of study and course-based standards based on the analyses and business and postsecondary engagement, and (4) implementation planning.

As a result of this process, standards for the high school Computer Science Program of Study and related courses were updated. These standards were used as a foundation for the current Computer Science and Technology standards revision process.

Standards Revision Process:
To address the specific requirements outlined in the Computer Science and Technology Act, including the timeline for the State Board of Education to adopt measurable content standards, the Offices of Career, Technical, and Adult Education and Teaching, Learning, and Assessment proposed to update the existing Computer Science standards within the CTE Computer Science Program of Study to the Planning and Evaluation Committee during the September State Board of Education meeting. When approved, the 9-12 standards will identify the essential content students should know and be able to do relative to computer science and technology, will provide a coherent framing of content, and will require students to apply content knowledge in various contexts.

Scope of Revision: The standards will apply to grades 9-12, with supports created to support K-8 implementation aligned to the high school standards. This process was a bit atypical given the limited timeline

of the requirements set forth in legislation. Typically, a standards revision process takes 12-15 months to complete. This process was completed in 5 months.

Revision Process: Given the recently updated computer science standards, this process worked to engage additional stakeholders to ensure the knowledge, skills, and rigor of the standards are appropriate for Nebraska. This process was developed based on the considerations presented to the State Board of Education as a result of the AIR report on Nebraska's Standards Development process, and the State Board of Education's Ad Hoc Committee on Standard's Process, Policy, and Procedures Implementation. When adopted, the standards will create a framework for teaching and learning in computer science and technology and reflect the uniqueness of the content area while also fitting within the overall expectations for all content area standards (e.g. levels of specificity, numbering, quality components) for all schools in Nebraska. They will be updated along with all CTE standards based on a five-year revision cycle.

Engagement**:** Planned engagement activities included a geographically diverse representation from Nebraska K-12 educators, postsecondary faculty, the public, district administrators, district curriculum directors, ESUs, business and industry, national experts, students, and state computer science and technology experts. State computer science and technology experts are individuals with specialized training in computer science principles and who work closely and extensively with Nebraska educators. Additionally, statewide computer science and technology groups engaged included the Nebraska Education Technology Association, the Nebraska Tech Collaborative, and the Nebraska Computer Science Teachers Association. Initial public input on the existing Computer Science standards was requested from September 18 - October 6, 2023. A second round of public input on the updated standards was open from December 12 – December 26, 2023. Through planned engagement across the state, feedback was also solicited from computer science and technology and related educators in the Fall of 2023.

Timeline:

August, 2023	• Identified current and emerging trends impacting students and NE businesses relative to computer science and technology, including other state and national approaches to developing computer science standards.
September, 2023	• Presented standards revision plan and timeline to Planning and Evaluation Committee (September 7, 2023) • Public Input Survey #1 (September 18 – October 6, 2023) – Introduced opportunity and solicited feedback about the current computer science standards including the knowledge and skills students are expected to learn relative to postsecondary and workplace expectations and the rigor of the standards. o The survey was disseminated through the NDE's website and directly to groups including the Nebraska Education Technology Association, the Nebraska Tech Collaborative, the Nebraska Computer Science Teacher's Association, district administrators, district curriculum directors, ESUs, business and industry, national experts, postsecondary faculty, students, and state computer science experts. State computer science

	and technology experts are individuals with specialized training in computer science principles and who work closely and extensively with Nebraska educators.
October – Nov., 2023	• Analyzed stakeholder input • Convened process to select educators to revise existing computer science standards and indicators • Developed draft of updated computer science standards • Shared embargoed draft with Planning and Evaluation Committee and then to full State Board of Education for review prior to public draft release (November 14, 2023).
December, 2023	• Shared embargoed draft standards with ESUs, district computer science educators, district curriculum directors, and superintendents across the State. • Public Input Survey #2 (December 12 – December 26, 2023) – published draft standards and solicited feedback directly from the public. The survey link was made available via NDE's homepage and Nebraska CTE's website, as well as shared directly with various stakeholder groups.
January, 2024	• Considered public input and revised, as necessary, based on Public Input Survey #2 • Developed Final Draft • Presented final standards with an explanation and rationale for proposed updates to Planning and Evaluation Committee and the full State Board of Education for 30-day review
February, 2024	• State Board of Education Approval

Implementation Planning
As recommended in the AIR report on Nebraska's Standards Development process, the NDE will identify and develop implementation supports concurrently with the revision process to ensure timely technical assistance. The supports will be grounded in the NDE's Standards Implementation Framework.

PROPOSED BOARD MEETING (MONTH/YEAR): February

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*

Nebraska Computer Science and Technology Standards – Final Draft

The Computer Science and Technology Act (N.R.S. 79-3303) stipulates that computer science and technology includes, but is not limited to, knowledge and skills regarding: (1) computer literacy, (2) educational technology, (3) digital citizenship, (4) information technology, and (5) computer science. The following standards have been derived from existing course standards in Communication and Information Systems pathways to address these five concepts.

CS.HS.1 Demonstrate and describe best practices of computer literacy.

- CS.HS.1.a Interpret potential beneficial and harmful effects of computing innovations and emerging technologies, including artificial intelligence.
- CS.HS.1.b Identify and explain how hardware components and software applications meet the needs of the end user.
- CS.HS.1.c Demonstrate effective and efficient searches.
- CS.HS.1.d Select and use appropriate software to complete tasks in a variety of educational and professional settings.
- CS.HS.1.e Identify information technologies used in various industries and potential careers in those industries.

CS.HS.2 Analyze ethical practices and behaviors of digital citizenship.

- CS.HS.2.a Examine and evaluate cultural, social, and ethical issues associated with information technology.
- CS.HS.2.b Apply digital literacy by assessing the validity, accuracy, and appropriateness of information.
- CS.HS.2.c Describe how algorithms may result in both intentional and unintentional bias.
- CS.HS.2.d Investigate how applications of computing can have legal implications.
- CS.HS.2.e Evaluate safety and security measures for protecting information and managing digital footprints.

CS.HS.3 Apply concepts of information technology.

- CS.HS.3.a Identify and describe computing hardware components.
- CS.HS.3.b Perform operations on digital files stored on local devices and remote/cloud storage.
- CS.HS.3.c Compare and contrast the functions, features, and limitations of different operating systems and utilities.
- CS.HS.3.d Troubleshoot computer hardware and software.
- CS.HS.3.e Define components of computer networks.
- CS.HS.3.f Explain how data is sent through the Internet.
- CS.HS.3.g Interpret and draw conclusions based on a data set.

CS.HS.4 Analyze the fundamentals of cybersecurity.

- CS.HS.4.a Describe cryptography, encryption, and ciphers.
- CS.HS.4.b Identify methods to protect personal devices, information, and systems.
- CS.HS.4.c Compare and contrast federal, state, local, and international cybersecurity policies.

CS.HS.5 Apply concepts of computational thinking.

- CS.HS.5.a Define the term algorithm and explain its relationship to computational solutions.
- CS.HS.5.b Decompose a complex problem into distinct parts.
- CS.HS.5.c Identify and develop computational solutions to problems.
- CS.HS.5.d Define abstraction in terms of computer science and explain how it is used to manage complexity.
- CS.HS.5.e Represent equivalent data using different encoding schemes.

CS.HS.6 Implement programming literacy practices to create computational artifacts.

- CS.HS.6.a Predict the result or output of code execution.
- CS.HS.6.b Develop programs that use sequences of statements, variables, loops, and conditionals.
- CS.HS.6.c Design and develop computational artifacts that address personally- or socially relevant concerns.
- CS.HS.6.d Use abstraction to manage complexity or avoid duplication of effort.
- CS.HS.6.e Use existing procedures within a program or language based on documentation.
- CS.HS.6.f Write documentation describing the function of computational artifacts.

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PROPOSED AGENDA ITEM RATIONALE

DATE: January 23, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Allyson DenBeste, Academic Officer
Dr. Marissa Payzant, Assistant Administrator/Director of Content Standards

PROPOSED AGENDA ITEM: Revised draft of the proposed revision of the State Board of Education Position Statement S3 on Early Literacy

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

RATIONALE/BACKGROUND INFORMATION:
The current Position Statement S3 on Early Literacy was revised and approved in 2019 and expired 10/04/2023. Early Literacy is extremely important as it provides the foundation for effective instruction, and the proposed revised draft of Position Statement S3 on Early Literacy incorporates feedback provided at the January Planning and Evaluation Committee meeting.

PROPOSED BOARD MEETING (MONTH/YEAR):
A proposal to draft a update to Position Statement S3 on Early Literacy was shared at the November/December 2023 Planning and Evaluation Committee Meeting. An initial draft was shared at the January 2024 Planning and Evaluation Committee Meeting with feedback provided and incorporated into this draft. Position Statement S3 Draft 2 is being shared at the February Planning and Evaluation Committee meeting as well as the full State Board meeting as a discussion item with the intent to bring to the State Board for approval in March 2024.

ESTIMATED COST: $0

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*

S3

Foundational Literacy

The Nebraska State Board of Education supports and encourages systemic efforts to improve foundational literacy, working to ensure that all students become successful readers and writers. The Nebraska State Board of Education believes that all schools should establish policies that promote high-quality early literacy instruction that is grounded in evidence-based practices and that highlights the importance of grade-level reading. Foundational literacy instruction is essential to ensure all children become successful readers and writers. All students, including students with disabilities, English learners, and high-ability learners should have access to high-quality instructional materials and instruction.

All schools should:

- Understand that literacy development begins at birth and partner with families and communities to encourage strong early literacy connections.
- Promote the practice of adults reading aloud to students daily to foster their enjoyment of reading and expose them to rich spoken language.
- Provide tools and resources to students' caregivers and families that support early literacy development.
- Ensure all classrooms are "print-rich" environments, and that students have opportunities to engage with a wide range of high-quality literary and informational texts.
- Select and implement standards-aligned, high-quality instructional materials for English Language Arts.
- Develop and implement a curriculum scope and sequence of foundational writing instruction.
- Guarantee systematic and ongoing professional learning for all educators in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension within standards-based, core instruction.
- Ensure all students receive a strong sequence of explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension.
- Use the Nebraska Multi-tiered System of Support (NeMTSS) to identify students in need of intervention that consists of targeted, supplemental instruction and progress monitoring.
- Consider factors including vision, hearing, or other learning issues that may affect a student's literacy development.

DRAFT

Revision History

- Created: 2002
- Reviewed: 2011, 2015, 2019, 2024
- Approved: 10/04/2019
- Expires: 10/04/2023

Board Action History:

- 06/07/2002 – G4
  (NEW. Based on policy statement adopted 10/11/1997.)
- 10/06/2011 – G4
  (Revised.)
- 04/03/2015 – G4
  (Revised.)
- 03/03/2017 – G4(S3)
  (Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. G4 is now S3.)

DRAFT

Board Action History (cont'd)

- 10/04/2019 – S3

  (Update to reflect the significant changes that have occurred with the Nebraska Reading Improvement Act.)

- 12/02/2022 – S3(PS 3)

  (Reorganized Board statements and policies with new designated letters for categories of position statements [PS], model policies [MP], and resolutions [RS]. S3 is now PS 3.)

Cross-References

- 92 NAC 10 (Rule 10)
- 92 NAC 11 (Rule 11)
- 92 NAC 14 (Rule 14)
- 92 NAC 24 (Rule 24)
- 92 NAC 51 (Rule 51)
- 92 NAC 52 (Rule 52)
- Nebraska Reading Improvement Act, Sections 79-2601 through 2607 R.R.S.

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STATE BOARD OF EDUCATION
RULES AND REGULATIONS COMMITTEE REPORT

Date: February 1, 2024

The Rules and Regulations Committee reports on the February 1, 2024, meeting of the committee.

Members present were chair Lisa Fricke, Elizabeth Tegtmeier and Kirk Penner.

The chair discussed the state board working agreements with the committee members.

Committee members reviewed the rules report and discussed the length of time some of the rules take for final approval after the approved by the board.

At the request of the committee, NDE staff provided an overview of previously discussed revisions to Rules 10 and 14 from 2021.

Staff presented potential educator certification policy changes. Committee members discussed the presented issues and potential solutions and will continue discussions for future rules revisions related to certification.

Committee member Kirk Penner presented a proposal for future revisions to Rule 10 related to Section 6 Library Media Technology. This item is on the business meeting agenda for a board discussion.

This concludes the Rules and Regulations Committee report.

Lisa Fricke, Chair

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

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To: Dr. Brian L. Maher, Commissioner of Education

From: Tammy Barry, Legal Counsel III

Date: January 24, 2024

Subject: Report on Rules

Awaiting Approval by the Governor

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
Approved by the Attorney General:	January 24, 2024

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
Approved by the Attorney General:	January 18, 2024

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
Reapproved by the State Board of Education:	October 6, 2023
Approved by the Attorney General:	October 23, 2023

Awaiting Approval by the Attorney General

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 92, Nebraska Administrative Code, Chapter 58, *Regulations for Security-Related Infrastructure Grants*

Public Hearing Held:	January 3, 2024
Approved by the State Board of Education:	January 5, 2024

Title 92, Nebraska Administrative Code, Chapter 59, *Regulations for School Health and Safety*

Public Hearing Held:	January 3, 2024
Approved by the State Board of Education:	January 5, 2024

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

Continuing Discussion – Rules and Regulations Committee

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*

Adoption or Revision Drafting Process Has Been Initiated

Teach In Nebraska Today Program
- Response to legislation

Nebraska Teacher Recruitment and Retention Act
- Response to legislation

Title 92, Nebraska Administrative Code, Chapter 3, *Regulations Governing High Ability Learners*
- Update provisions

Title 92, Nebraska Administrative Code, Chapter 4, *Regulations for Textbook Loans to Children Enrolled in Private Schools in Nebraska*
- Response to legislation

Title 92, Nebraska Administrative Code, Chapter 19, *Regulations Regarding School Enrollment*
- Response to legislation

College Pathway Program Act
- Response to legislation

Authority given by Nebraska Constitution Article VII, Section II
Authority given by State Statute 79-318 and 79-703

006 Library/Media ~~and~~ /Technology Resources

006.01 Quality Indicator: The library/media/technology program provides a wide range of accessible print and electronic resources that expand opportunity for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students.
The mission of the library/ media/ technology program is to assist students and teachers in becoming effective users of ideas and information. Emphasis is placed on the development of skills necessary for independent lifelong learning. To that end, schools shall provide an effective library/media/technology program through the employment of qualified staff and the acquisition of library/media/technology materials sufficient to meet the instructional needs of the staff and students.

006.01A Each school has a library media area(s) which is available to students during the entire school day. All school library media resources are properly cataloged, marked, and shelved according to a standard classification system. Each school has at least one set of encyclopedia available in either print or electronic format with copyright dates in the past five years. The library/media/technology program shall consist of a balanced collection of print materials, non-print materials, multimedia resources, and equipment and supplies adequate in quality and quantity to meet the needs of students and staff in all areas of the school's program.

006.01B ~~Each elementary school acquires a minimum of 25 new library media resources in print format, exclusive of textbooks and encyclopedia, of different titles, per teacher per year, up to 150 titles during one year. The minimum number of new titles in print format is 75 if library media resources are also available through electronic format. Each middle and high school acquires a minimum of 150 titles each year in either print or in full text electronic format.~~ No library shall have any pornographic materials or sexually explicit content available to minor students.

~~006.01C Each middle level school subscribes to at least ten periodicals either in print or in full text electronic format.~~

~~006.01D Each secondary school subscribes to at least 25 periodicals in print or in full text electronic format.~~

Definitions
For purposes of this Rule:

(a) "Library" means a school library, media program, a classroom library, or any other collection of books or other materials, print or digital, that are maintained by a school district or its employees for use by students.
(b) "School library" means the official library maintained by a school for use by students.
(c) "Technology" means any equipment, components, peripherals, software, hardware, online content.
(d) "Pornographic" means:

1. depictions or descriptions of sexual conduct which are patently offensive as found by the average person applying contemporary community standards, considering the youngest age of students with access to the material,
2. materials that, taken as a whole, have as the dominant theme an appeal to prurient interest in sex as found by the average person applying contemporary community standards, and
3. a reasonable person would find the material or performance taken as a whole, lacks serious literary, artistic, educational, political, or scientific purposes or value, considering the youngest age of students with access to the material.

(e) Sexually explicit content, meaning detailed or expressed without vagueness, implication, or ambiguity, whether by text or image, including but not limited to: (a) Real or simulated intercourse, whether genital-genital, oral-genital, anal-genital, or oral-anal between persons of the same or opposite sex or between a human and an animal or with an artificial genital; (b) real or simulated masturbation; (c) real or simulated sadomasochistic abuse; (d) erotic fondling; (e) erotic nudity; or (f) real or simulated defecation or urination for the purpose of sexual gratification or sexual stimulation of one or more of the persons involved; and visual depiction means live performance or photographic representation and includes any undeveloped film or videotape or data stored on a computer disk or by other electronic means which is capable of conversion into a visual image and also includes any photograph, film, video, picture, digital image, or computer-displayed image, video, or picture, whether made or produced by electronic, mechanical, computer, digital, or other means.

(f)"school district" or "school" means any accredited or approved public or non-public school district that serves students in prekindergarten through twelfth grades in this state.

(g) "parent" means the natural or adoptive parent or legal guardian of a minor child.

Requirements and penalty for noncompliance

(a) Requirements.

(1) No library shall have any pornographic materials or sexually explicit content available to minor students.

(2) Due to their educational purpose, materials specifically purchased for sex education classes are exempt.

(3) The library/media/technology program shall consist of a balanced collection of print materials, non-print materials, multimedia resources, and equipment and supplies adequate in quality and quantity to meet the needs of students and staff in all areas of the school's program.

(4) There shall be a written policy, approved by the local board, concerning the criteria to be used in the evaluation, selection, educational, suitability and age-appropriate nature of materials for the library/media/technology program. The written policies shall contain criteria for selection, responsibility for selection, and guidelines for responding to complaints regarding materials in the libraries in the district.

(5) Records of acquisition, classification, cataloging, circulation, and financing shall be accurate and current. A computerized library catalog or an alphabetically arranged card catalog, using a recognized system, and a shelf list of holdings shall be maintained.

(6) All instructional/learning materials in the school related to the library/media/technology program shall be listed in a central catalog.

(7) By August 1st, 2024 and annually every October 1, starting 2025, a district shall send an attestation from the superintendent that a public online school library catalog or catalogs are available to access by the general public. The specific webpage address must be included and the information must be a complete and accurate list.

Nothing in this section shall be construed to prohibit students from reading, owning, possessing, or discussing any book they obtained without the assistance or encouragement of a school district, its employees, or its libraries; provided, nothing in this part shall be construed to authorize bringing pornographic material or sexually explicit content on the grounds of any school district.

(b) Noncompliance

(1) Procedure

(A) If a concerned Nebraska taxpayer alleges a violation of this rule, either by the school district or certified teacher, the concerned Nebraska taxpayer shall provide a written complaint to the local superintendent. If not resolved to the satisfaction of the concerned Nebraska taxpayer, a written complaint may be provided to the Department of Education that summarizes the alleged violation, including the time, date, and location of the violation and the identity of any person involved. The complaint to the Department of Education must also include a copy of any complaint to the local superintendent and any response.

(B) Within fourteen days of receiving a complaint, the Department of Education shall notify the school district of the allegation and provide an opportunity for response.

(C) The Department of Education shall then conduct an investigation to determine whether a violation has occurred. The Department of Education's legal services staff shall notify the concerned Nebraska taxpayer and the school district of the results of the investigation.

(D) If the department concludes that a violation has occurred or may have occurred, the school district shall have fourteen days to request a hearing before the Board of Education. The Board of Education shall review the complaint and the record using a preponderance of the evidence standard, may take additional evidence at its discretion, and shall publish an order with its findings of fact and conclusions of law.

(E) The department has full authority to remove the accreditation of the school district as detailed in Title 92, Chapter 10, 014, if a school district fails to comply. If a certified teacher fails to comply, the department will pursue the suspension or revocation of their teaching certificate.

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
1/1/2024	44247		Big Green Tomato	$5,300	1/12/2024	1/11/2025	Federal	Serve as Procurement Coach	Zainab Rida
1/2/2024	43268	AM#3	Linda Clavel	$29,000			Federal	Increase amount	Amy Rhone
1/2/2024	44253		Grace Timm	$4,106.97	1/2/2024	5/3/2024	General	Transform highly technical research.	Lane Carr
1/2/2024	44256		Little Gerkins Child Care	$2,000	1/1/2024	12/31/2024	General	Provide classrooms.	Melody Hobson
1/2/2024	44254		Samuel Kelly	$4,106.97	1/2/2024	5/3/2024	General	Transform highly technical research.	Lane Carr
1/5/2024	44175	AM#1	Marna Stack	$24,200			Federal	Increase amount	Zainab Rida
1/5/2024	44255		Scott Phillips	$12,000	1/1/2024	2/1/2025	Federal	2024 NE Teacher of Year	David Jespersen
1/8/2024	44257		Easter Seals	$6,068	1/1/2024	12/31/2024	Federal	Provide training.	Lindy Foley
1/8/2024	44261		Black Chick Farm	$37,900	1/12/2024	1/11/2025	Federal	Develop Farm to ECE Garden materials & Heartland Farm School and ECE Institute content for Institute retreat and year-long program development program.	Zainab Rida
1/9/2024	44264		Beginnings Early Development Center	$3,000	2/2/2024	2/1/2025	Federal/General	Provide classrooms	Melody Hobson
1/9/2024	44263		Reed Family Learning Academy	$3,000	1/15/2024	1/14/2025	Federal/General	Provide classrooms	Melody Hobson
1/9/2024	44252		Slalom	$136,240	12/4/2023	4/12/2024	Federal	Develop data system	Kristin Yates
1/11/2024	44262		Brain & Body Balancing	$17,000	1/15/2024	1/14/2025	Federal/General	Coaching/trng svcs	Melody Hobson
1/12/2024	44057	AM#1	TNTP	$393,794			General	Increase amount/scope	Amy Rhone
1/17./2024	44259		OCIO-Siva Saggurthi	$104,413.85	1/1/2024	9/27/2024	Federal	Application Development	Kristin Yates
1/17/2024	44260		OCIO-Nidhi Upadhyay	$102,268.89	1/4/2024	9/27/2024	Federal	SPED support and programming	Kristin Yates
1/17/2024	43399	AM#1	Community Language Cooperative					Revise quote so not billed for multiple repeating words.	Melody Hobson
1/17/2024	44268		Vivayic	$170,430	1/18/2024	9/30/2024	Federal	Build an e-Learning Management System.	Zainab Rida
1/18/2024	44240		Kitamba Mgmt LLC	$213,000	1/1/2024	6/30/2024	Cash	Complete Nebraska Education Innovation Network Phase V: Data Visalization	Kristin Yates
1/18/2024	44258		Dick Meyer	$15,000	1/2/2024	4/30/2024	General	Provide consultation to Commissioner on statewide assessment strategies.	Ryan Foor
1/18/2024	44266		Value-Up	$30,000	1/15/2024	9/30/2024	Federal	Provide training.	Zainab Rida
1/19/2024	43326	AM#2	Ha'Hanna Consulting					Extend ending date	Amy Rhone
1/23/2024	44272		OCIO-Donna Roddam	$98,238.84	1/19/2024	9/27/2024	Federal	GIS coordination, development and support	Kristin Yates
1/23/2024	44275		World Speaks	$36,000	2/1/2024	1/31/2025	Federal/General	Provide oral interpretation and written translation for training materials.	Melody Hobson
1/24/2024	44276		OCIO-Martine Pola	$72,738.09	1/30/2024	9/27/2024	Federal	Systems Development	Kristin Yates
1/25/2024	44274		Creative Press & Design	$15,000	3/1/2024	2/28/2025	Federal	Sign production & shipping	Melody Hobson