

ESUCC

Executive Committee Meeting

Tuesday, April 4, 2017, 10:00 AM

Executive Committee Meeting Educational Service Unit No. 3 6949 So. 110th Street LaVista,  
NE 68128, 6949 South 110th Street, LaVista, NE 68128

Attendance Taken at 9:57 AM.

Beatty ESU 16:	Present
Jeff West (NE):	Absent
Dr Kraig Lofquist:	Present
Dr Larianne Polk:	Present
Dan Schnoes (NE) (ESU 03):	Present

1. Call to Order

2. Roll Call

3. ESUCC Timeline

4. Agenda Item

4.1. Innovation Grant

4.1.1. Innovative Grant Timeline

4.1.2. SIMPL Website Development Update and ESU Pilot Update

4.2. Final MSA 2017-2018

4.3. 5G Verizon (LB 389)

4.4. NWEA and Omaha Archdiocese

4.5. Redesign Process/Timeline

4.5.1. NDE Strategic Plan

4.6. NE 150 Celebration

4.7. Approve ESUCC Programs/Affiliate Procedures

4.8. ESUCC/KSB Trainings for 2017-2018

4.9. Buffet Early Childhood Institute

5. Next Meeting Agenda Items

6. Executive Session

7. Adjournment

{{Name: Agenda Item Name}}

{{Discussion: Agenda Item Discussion}}

{{Comments: Agenda Item Comments}}

{{Actions: Agenda Item Actions}}

**2017-2018 Master Services Agreement  
Between the  
Educational Service Unit Coordinating Council and  
Educational Service Unit \_\_**

THIS MASTER SERVICES AGREEMENT (“Agreement”) is entered into this \_\_\_\_ day of \_\_\_\_\_, 2017 (“effective date”) by and between THE EDUCATIONAL SERVICE UNIT COORDINATING COUNCIL, a political subdivision of the State of Nebraska, hereinafter referred to as “the Council” or “the ESUCC,” and EDUCATIONAL SERVICE UNIT NO. \_\_\_\_, a political subdivision of the State of Nebraska referred to as “the ESU.”

**Recitals**

Whereas, ESUCC is charged by NEB. REV. STAT. § 79-1245 with the administration of statewide education initiatives and provision of statewide education services;

Whereas, the ESU wishes to receive certain services and participate in certain Projects that are conducted by the ESUCC; and

Whereas, the ESU wishes to have certain services and initiatives made available to its member school districts.

Now, therefore, the ESUCC and the ESU agree as follows:

**1. General Provisions**

- a. Purpose. The purpose of this Agreement is to establish the general terms and conditions applicable to the education initiatives, services and projects (collectively “Projects”) which ESUCC supplies to the ESU for the 2017-18 school year. This Agreement is intended to serve as a framework for the provision of services under one or more of the ESU CC’s Projects.
- b. Participation in Individual Projects. This Agreement outlines several Projects which ESUCC has undertaken for the statewide benefit of Nebraska educational service units and their member school districts. The ESU may choose to participate in some, but not all of the Projects referenced by this Agreement. The ESU shall indicate its intention to participate in a particular Project by marking, where indicated, each Project in which it wishes to participate or make available to its member school districts. ESUCC is only obligated to provide services to the ESU for the Projects which the ESU has marked as provided herein.
- c. Term. The term of this Agreement shall be one (1) year, commencing on August 1, 2017 and ending on July 31, 2018.
- d. Provision of Services by ESUCC’s Agents. The ESUCC may contract with third parties to provide some or all of the services described in this Agreement. The ESU hereby expressly agrees to the provision of those services by said third-party

agents and agrees to cooperate with all agents of ESUCC in the implementation of such Projects including, but not limited to, invoicing, payment and administration necessary for the delivery of Project services in the name of ESUCC.

- e. Compliance with State Law. Each Party will comply with applicable laws in its performance hereunder and will advise the other of changes in laws that concern the conduct of the Projects and services contemplated by this Agreement. Each Party shall obtain and maintain all approvals required to perform its obligations under this Agreement.
- f. Right to Make Changes. ESUCC reserves the right in its sole discretion, to make changes to the operation of each of the individual Projects referred to herein, including, but not limited to, an increase in the fees charged for particular Projects, if the ESUCC determines that such fee increase is necessary for the continued operation of the particular Project, provided, however, that no such change shall have a material adverse impact on the ESU.
- g. New Projects. In the event ESUCC determines to offer a new Project during the term of this Agreement and the ESU wishes to participate in said new Project, the parties may describe the new Project in writing and incorporate that writing as a formal addendum to this Agreement.
- h. Amendments in Writing. Notwithstanding any provision of this Agreement to the contrary, any amendment to this Agreement must be in writing and signed by an authorized representative of each Party. No oral understanding or agreement not incorporated in this Agreement is binding on any of the Parties.
- i. Indemnification. To the extent permitted by applicable law, but without waiving any rights under any applicable state governmental immunity act, the Parties hereto agree to indemnify each other from any and all liabilities, claims, expenses, losses or damages, including attorneys' fees, which may arise in connection with the execution of the work herein specified and which are caused, in whole or in part, by the negligent act or omission of the Indemnifying Party.
- j. Assignment. The ESU shall not assign any right or delegate any obligation arising hereunder without the prior written consent of ESUCC. This provision does not prevent the ESU from allowing its member school districts to participate in some or all of the Projects described herein.
- k. Third Party Beneficiaries. This Agreement shall be binding upon and inure solely to the benefit of and be enforceable by each Party hereto and their respective successors and permitted assigns. Nothing in this Agreement, express or implied, is intended to or shall confer upon any third party any right, benefit or remedy of any nature whatsoever under or by reason of this Agreement
- l. Entire Agreement. This Agreement supersedes and replaces all prior agreements or understandings and constitutes the entire agreement between the Parties concerning the subject matter hereof; there are no other agreements,

understandings, or representations, whether written or oral, between the ESU and ESUCC concerning the subject matter addressed herein.

- m. Governing Law. This Agreement shall be governed and construed in accordance with the laws of the State of Nebraska.
- n. Nondiscrimination. The parties shall not discriminate against any employee or applicant who is to be employed for performance of this MOU with respect to his or her hire, tenure, terms, conditions, or privileges of employment, because of his race, color, religion, sex, disability, or national origin.
- o. Employment Eligibility Verification. The parties shall use a federal immigration verification system to determine the work eligibility status of employees hired on or after October 1, 2009 and who are physically performing services within the State of Nebraska. If a party employs or contracts with any subcontractor in connection with this Agreement, the contracting party shall include a provision in the contract requiring the subcontractor to use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska.
- p. ~~Late Fees. Any party entitled to fees, charges or other amounts due under this agreement shall issue an invoice to the entity responsible for payment which indicates the basis for the fee, charge or other amount due. Invoices issued pursuant to this agreement are due and payable within 30 days of receipt. Past due invoices shall be charged at 3% penalty per month after the initial 30 day payment period. The ESUCC staff will follow policy number 4015 in communicating with ESUs and member school districts about delinquent accounts.~~

## 2. Professional Development Project (ESUPDO Project)

- a. Purpose of Professional Development Projects. One of the core services provided to school districts is professional development of their staff.
- b. Professional Development Planning Committee. The ESUCC shall appoint educators and other experts to a Professional Development Planning Committee. The initial committee shall consist of members who possess expertise in professional development and specific curriculum areas including members from NDE and statewide initiatives/projects at the discretion of the ESUCC and its Executive Director. The Professional Development Planning Committee shall provide the ESUCC's Executive Director with suggestions and input on technical and other matters related to professional development and specific special projects involving educators' professional development, within the State of Nebraska. The ESUCC Executive Director may also form ad hoc committees from time to time to address matters relevant to the various Professional Development Initiatives.
- c. Annual Professional Development Program. The ESUCC will develop an annual program of professional development offerings that will assist the ESU and its member districts in providing professional development to educators statewide . The ESUCC will assist the ESU in meeting its obligations pursuant to Rule 84 of the Nebraska Department of Education in collaborating to create opportunities for educational training and staff development for the staff of educational service units, the Nebraska Department of Education, and school districts statewide.
- d. ESUPDO Project. The ESUPDO serves as a collaborative effort to provide statewide training and alignment of efforts for ESU employees and key NDE Staff statewide. Professional development is among the core services identified by state statute for ESUs. ESUPDO consists of five affiliate groups comprised of ESU employees across the seventeen ESU's with representation from essential NDE Staff.

These groups are:

- i. Staff Development Affiliate (SDA): Members are responsible for providing staff development for their school districts and assisting the Nebraska Department of Education efforts on statewide and local assessment as well as school improvement for Nebraska's school districts.
- ii. **Teaching and Learning with Technology (TLT)**: During the 2015-16 and 16-17 year, membership for Technology Assistance Group (TAG), Instructional Material (IMat), and Distance Education Council (DEC) began dialogue regarding combined efforts within the three affiliates/projects based upon the fact that 46% of the

membership serve in multiple roles. Formalized discussion began during January of 2016; and as a result of the membership's efforts, the concept of a newly formed affiliate, Teaching and Learning with Technology (TLT) evolved. The initial meeting regarding the development of the TLT began with the following purpose:

Enhance communication through efficient and effective planning, development and implementation.

The development and implementation of the TLT governance and structure will continue throughout the 2016-17 year with full implementation beginning 2017-2018.

- iii. Network Operations Committee (NOC): NOC supports the extensive communications network within and among the ESU's and school districts. NOC provides network security and protocols for their districts and ESU's and ensures the communications network for distance education, internet, email, and phones are functioning and secure.
- iv. ESU Special Populations Directors (ESPD): This group consists of Special Education Directors and staff from across the state. This group was included in the ESUPDO as the need for special education professional development for special education and classroom teachers emerged in the age of standards and assessment,. ESPD is involved with the Nebraska Department of Education in providing leadership for special education training and support.
- v. ESUPDO Fees. Each ESU will participate in the ESUPDO Project and contribute \$4,468 to fund the activities of the Professional Development Annual Program.
- e. Professional Development Special Projects. The ESUCC may also facilitate special projects, organize and facilitate programs, or serve as a fiscal agent for activities to enhance professional development opportunities. These special projects may include but are not limited to special education grant programs, NDE career education grant programs, and other grant or collaborative efforts that enhance statewide professional development.
- f. Fees for Participation in Specific Professional Development Activities. Professional Development activities may include a registration, material, and other fees. Such fees will be set at no more than \$20 per person per day. Material and other fees will be actually incurred costs beyond normal registration. Any fees billed through an agent of ESUCC must identify the

specific core activity provided on behalf of the ESUCC and be appropriately allocated by such agent in accordance with agreed upon billing practices. ESUCC will provide to each ESU that participates in the Professional Development Project invoices that detail the expenditures for each event or meeting. Participation fees shall be billed bi-annually by ESUCC during the academic year.

**The following is a cost summary for this project:**

Section 2	PD Annual Program Fees	\$4,468 (Each ESU will participate.)
Section 3	PD Participation Fees	\$20 per person per day (Each ESU will participate.)

*MSA Fees for 2016-2017: \$4,720/\$20*

**3. Northwest Evaluation Association Certified Trainer Consortium Project (NWEA Consortium Project)**

- a. Purpose of the NWEA Consortium Project. The ESUCC is facilitating a Northwest Evaluation Association Certified Trainer Consortium. Participation in the NWEA Consortium includes the opportunity to train ESU staff or sponsor the training of school district staff or local consultants. ESUs participating include: ESU 1, ESU 2, ESU 3, , ESU 5, ESU 6, ESU 7, ESU 8, ESU 9, ESU 10, ESU 11, ESU 13, ESU 16, ESU 17 and ESU 19.
- b. Term of Consortium Participation. Although the NWEA Consortium project imposes a year-by-year financial obligation, participating ESUs are in the second year of a three-year project. Due to the nature of this project ESUs may not elect to withdraw or amend their participation in the NWEA Consortium Project mid-contract year after this Agreement has been approved.
- c. Annual Fees. The annual fee for 2017-18 is \$57,000 per Entity (ESUCC), to be divided equally by the number of participating ESU facilitators. The cost per facilitator is \$1461.54.
- d. Additional Fees. In addition to the annual fee set out above, NWEA will charge additional fees per person for specific trainings. The ESUCC will bill these fees as they are incurred according to the agreement with NWEA and participating ESUs will be responsible for these additional training costs.
- e. Certifications: Applying Reports (AA); Information Instruction (II); Focusing on Growth (FOG)
- f. Onboarding Training Fees (adding additional new trainers). In addition to the annual fee set out above, NWEA will charge \$2000 per person per training session for new participants.

**The following is a cost summary for the project:**

Section 3	NWEA Annual Fees	\$ 1188 per facilitator by participating ESU
	Onboarding Training	\$2,000 per person/per training

*MSA Fees for 2016-2017: \$1781.25 per facilitator*

**(Within the Summary Page found on page 17 of the MSA, please check the box if the ESU will participate in the program.)**

**Fees per ESU/per facilitator 2017-2018 year:**

ESU 1	6	\$7128
ESU 2	3	\$3564
ESU 3	14	\$16,632
ESU 4	0	0
ESU 5	1	\$1188
ESU 6	2	\$2376
ESU 7	5	\$5940
ESU 8	2	\$2376
ESU 9	1	\$1188
ESU 10	3	\$5940
ESU 11/No trainer	1	\$1188
ESU 13	2	\$2376
ESU 15	0	0
ESU 16	2	\$2376
ESU 17	1	\$1188
ESU 18	0	0
ESU 19	5	\$5940

**4. BlendEd Initiative and Projects:  
Encompassing Distance Education, Digital Learning,  
Instructional Materials, and Learning Management Systems**

- a. Purpose of BlendEd Initiative and Projects. The ESUCC shall provide distance education services including brokering and facilitating the exchange of distance education courses, the administration of learning management systems, and the assessment of distance education needs and evaluation of distance education services as provided for in NEB. REV. STAT. § 79-1248 and other state statutes and regulations. Additionally, the ESUCC is charged with the administration of statewide initiatives and provision of statewide services among other duties in NEB. REV. STAT. § 79-1246. The ESUCC also has managed statewide services in “core services” as that term is defined in statute, including instructional materials services. The purpose of the BlendEd Initiative is to assure cost-efficient and equitable delivery of digital learning opportunities in partnership with educational service units, school districts, and other potential partners. The BlendEd Initiative will unify ESUCC projects and seeks to collaborate to provide students and school districts across the state with access to a mix of different learning environments to best support the combination of traditional face-to-face classroom methods with more technology-mediated activities.
- b. Fees. Each ESU will be invoiced \$5,400 fee to support the administration of statewide BlendEd Initiative. Based upon elected participation, the ESUCC shall charge fees for services, related equipment, and other fees as described in this Article. Additional fees may be determined and assessed by the ESUCC to provide necessary services.

**The following is a cost summary for the project:**

BlendEd Initiative/Projects Administration	\$ 5,400	<i>no increase</i>
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- c. BlendEd Advisory Committee. The ESUCC shall appoint educators and other experts to a BlendEd Advisory Committee. The initial committee shall consist of up to 20 members representing distance education, instructional materials, learning management systems, and general knowledge about professional development relevant to the initiative. The Advisory Committee shall provide the ESUCC’s Executive Director and BlendEd/Distance Education Director with suggestions and input on technical and other matters related to distance education, digital learning, instructional materials, or learning management systems, within the State of Nebraska. The ESUCC Executive Director and BlendEd/Distance Education Director may also form ad hoc committees from time to time to address matters relevant to the BlendEd Initiative and Projects.
- d. Conditions of Participation.
  - i. Intellectual Property. The ESU and each of its participating school districts agrees to comply with all relevant laws governing copyright and other intellectual property. The ESU agrees to hold ESUCC harmless for any violation of this provision by the ESU or its agents.

- ii. **No Assignment.** No Party shall assign any of its rights or obligations under this Project without the prior written consent of the ESUCC's Executive Director or the ESUCC board.
  
- e. **Projects and Services.** The BlendEd Initiative is designed to create a more integrated approach for both instructors and learners. The Initiative assumes projects from existing distance education efforts, Instructional Materials projects, and Learning Management Systems as recommended by appropriate affiliates. ESUs may choose to participate in all or none of the projects and services and many of the services are made available to school districts directly. The BlendEd Initiative will also seek to organize professional development through existing ESUPDO and other ESU staff as appropriate.

**(Within the Summary Page found on page 17 of the MSA, please check the box if the ESU will participate in the program.)**

- f. **Distance Education Brokering.** The ESUCC will provide the NVIS course clearinghouse for use in finding and exchanging distance education courses between participating ESUs and school districts. If fees for distance education brokering become necessary, they will be approved by the ESUCC with at least one month's prior notice to participating ESUs.

**(Within the Summary Page found on page 17 of the MSA, please check the box if the ESU will participate in the program.)**

- g. **Instructional Materials.** The Instructional Materials portion of the BlendEd Project consists of four separate components. On an annual basis, ESUs may participate in none, some or all of the Instructional Materials components. Due to the nature of this project ESUs may not elect to withdraw or amend their participation in any Instructional Materials Project mid-contract year after this Agreement has been approved.
  - i. **Instructional Materials: Media on Demand:** Learn360 is the current provider for a statewide multimedia digital delivery service that also includes a free feature to manage and deliver custom created or licensed content. This agreement with Learn360 can be renewed annually or another provider will be selected based upon the recommendations of the TLT Affiliate. Participating ESUs will be charged a fee based on the actual contract cost. Each ESU will pay a fee based on a schedule equivalent to fifty percent of the Media on Demand contract divided equally among the participating ESUs and the remaining fifty percent of the contract divided based on participating Nebraska schools' enrollment. The Media on Demand service may be made available to school districts in non-participating ESUs. The ESUCC will establish fees and invoice any participating districts in coordination with the non-participating ESU. The ESUCC will provide an estimate for budget purposes for each participating ESU. The TLT affiliate

will evaluate services in the fall/winter term of each year. Amounts will be invoiced contingent upon the recommendation for renewal of the subscription and approval by the ESUCC board.

**The following is a cost summary of the Media on Demand project:**

July 1, 2017 - June 30, 2018	\$112,000
Fee - 280,000 students or less; nonpublic & additional students \$0.40 per (ESUs invoiced May 2017 per MSA 2016-17)	
July 1, 2018 - August 31, 2018	\$9,333 (50% discount)
Fee - 280,000 students or less; nonpublic & additional students \$0.20 per (ESUs to be invoiced May 2018 - MSA 2017-18)	
September 1, 2018 - August 31, 2019	\$119,000
Fee - 280,000 students or less; nonpublic & additional students \$0.425 per (ESUs to be invoiced October 2018 - MSA 2018-19)	

**(Within the Summary Page found on page 17 of the MSA, please check the box if the ESU will participate in the program.)**

## Learn360 Projected Costs for 2017-2018-2019

ESU	Public School Students 2016-17	Nonpublic School Students 2016-17	Invoiced May 2017 July 2017-June 2018 (MSA 2016-17)	Invoice Amounts July/Aug 2018 (MSA 2017-18) as per formula	Estimated Cost Sept 2018-Aug 2019 (MSA 2018-19) as per formula
1	11,489	955	\$6,335.00	\$528.00	\$6,731.00
2					NA
3	56,459		\$14,646.00	\$1,221.00	\$15,558.00
4	6,410	619	\$5,219.00	\$435.00	\$5,545.00
5	5,667	341	\$4,963.00	\$414.00	\$5,275.00
6					NA
7	12,797	2,519	\$7,214.00	\$601.00	\$7,665.00
8	10354	2230	\$6,625.00	\$552.00	\$7,040.00
9	9,681	623	\$5,852.00	\$488.00	\$6,219.00
10	30,589	1,397	\$10,204.00	\$850.00	\$10,841.00
11	5,050	53	\$4,729.00	\$394.00	\$5,026.00
13	14,436	500	\$6,722.00	\$560.00	\$7,143.00
15	3,717	162	\$4,515.00	\$376.00	\$4,798.00
16	8,277	660	\$5,596.00	\$466.00	\$5,946.00
17	1,529	42	\$4,045.00	\$337.00	\$4,298.00
18	40,109		\$11,485.00	\$957.00	\$12,201.00
19	52,344		\$13,850.00	\$1,154.00	\$14,714.00
Total	268,908	10,101	\$112,000.00	\$9,333.00	\$119,000.00

*Actual costs for 2018-19 subscription to be determined after the NDE Student Report is published. Estimated cost is based upon NDE Student Report 2016-17. Table above does not include ESUs 2 & 6 based upon MSA 2016-17 commitments. For detailed breakdown of cost, see spreadsheet: <https://goo.gl/xYBGG5>*

- ii. Learning Object Repository (LOR): Through this service, ESUCC will coordinate a digital library that will enable educators from within participating ESUs to share, manage and use educational resources with a common metadata standard. The ESUCC's learning object repository will also include access to previous media acquisitions (Nebraska Titles), subscription media, National Repository of Online Courses, and other content as it becomes available. Fees for hardware updates, training, software licensing, and other associated project costs will be based on the vendor-provided schedule of fees. Participating ESUs will be invoiced for their share of the costs as they occur. It is recommended that all ESUs participating in the Learning Object Repository elect to participate in Special Projects.

**The following is a cost summary of the project:**

LOR	Per negotiated contract through ESUCC
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**(Within the Summary Page found on page 17 of the MSA, please check the box if the ESU will participate in the program.)**

- iii. Instructional Materials: Special Projects. Special projects will support and maintain the platform and/or the library of learning objects in a state-endorsed LOR, cover costs associated with the review and alignment of resources to the Nebraska State Standards and other indicators utilized by Nebraska schools, and fund additional learning objects or BlendEd projects. Working in conjunction with ESU staff (PDO Staff), this project will identify those needs to further enhance education for all learners. It is recommended that all ESUs participating in the Learning Object Repository elect to participate in Special Projects. The fee for Special Projects is \$4,500. Fees will not exceed this amount and will be based on actual costs incurred.

**The following is a cost summary of the project:**

Special Projects	\$4,500	<i>no increase</i>
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**(Within the Summary Page found on page 17 of the MSA, please check the box if the ESU will participate in the program.)**

- iv. Instructional Materials: Learning Object Acquisitions. This project will identify learning objects that will enhance education for all learners in Nebraska schools. ESUCC staff will work in conjunction with relevant staff members from participating ESUs, to identify, acquire and integrate learning objects that will be hosted on the LOR for statewide use. This fund could also be used to offset expenses related to curating, obtaining and integrating these learning objects into the statewide LOR or gaining access to an Open Education Resource (OER) platform. Fees for Learning Object Acquisitions is \$5,000. Fees will not exceed this amount and will be based on actual costs incurred.

**The following is a cost summary of the project:**

Learning Object Acquisitions	\$ 5,000	<i>no increase</i>
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**(Within the Summary Page found on page 16 of the MSA, please check the box if the ESU will participate in the program.)**

- h. Federated Identity and Access Management: Through this service ESUCC will provide a framework for authentication into digital services.
  - i. Additional Fees/Costs (if any): The ESUCC and participating ESUs may amend this agreement to expand services based on planning efforts for content hosting, identity management infrastructure and related services. Any such fees/costs will be presented by the ESUCC Technology Committee for approval by the ESUCC board.

**(Within the Summary Page found on page 17 of the MSA, please check the box if the ESU will participate in the program.)**

- i. Clarity by BrightBytes: Clarity is an online software platform operated by the BrightBytes Company that measures whether technology programs are impacting student learning and then delivering customized technology plans to educators to improve student learning. ESUCC has negotiated a statewide contract, through which ESU's can purchase the 21st Century ESA Module Clarity software at a discounted price. Participating ESUs are 1, 3, 5, 7, 8, 9, 10, 13, 15, 16, 17, 19.

**The following is a cost summary of the project:**

21st Century ESA Model      \$1,487.50 per participating ESU

*MSA Fees for 20167-20178: \$1,417 per participating ESU*

**(Within the Summary Page found on page 17 of the MSA, please check the box if the ESU will participate in the program.)**

## 5. Cooperative Purchasing Project

- a. Purpose of Cooperative Purchasing. The Cooperative Purchasing Project aggregates demand for certain items commonly purchased by school districts to get lower prices and more favorable terms from selected suppliers.
- b. Duties of ESUCC. In connection with the Cooperative Purchasing Program, the ESUCC shall:
  - i. Combine statewide data relevant to cooperative purchasing in order to promote a valid basis upon which to solicit bids.
  - ii. Coordinate activities which are commensurate with updating and perpetuating proper specifications inherent within the bidding process.
  - iii. Prepare official bid documents and invite suppliers to bid in connection with supplies to be purchased by ESUCC and members.
  - iv. Prepare and cause to be published the official legal notices of the bid opening in connection with supplies to be purchased by ESUCC as required by applicable law or policy.
  - v. Conduct the public bid opening and resulting bid reviews in accordance with applicable Nebraska statutory "public lettings" provisions, if any, or ESUCC policy and practice, and be responsible for selecting bids based upon such provisions.
  - vi. Compile price lists and order sheets for each participating educational service unit and make such order lists and price sheets available through the Nebraska ESU Cooperative Purchasing Web Site or Marketplace.
  - vii. Provide technical support for ESUs and school districts in placing orders with suppliers through the Marketplace . Merchandise will be shipped as specified in bid terms and conditions
  - viii. Through the website, provide participating ESUs and school districts the capabilities to track items ordered, confirm receipt, check invoices and detect and report shortages.
  - ix. Retrieve order documents from the website and prepare aggregate orders to be sent to respective suppliers so that merchandise is shipped to each participating school/educational service unit.
  - x. Assist any participating school/educational service unit with problems related to the processing and delivery of orders from the suppliers.
  - xi. Participate in an annual audit of cooperative purchasing accounts and records conducted by a Certified Public Accountant.

**(Within the Summary Page found on page 17 of the MSA, please check the box if the ESU will participate in the program.)**

**6. Special Education Project**

- a. Student Records System (SRS Project): SRS is an online special education record system designed to create all special education documents, required by Rule 51 and Rule 52, including IEP, MDT, IFSP and all required notices. The SRS is a highly secured system that organizes and stores documents and provides easy access to files via the internet. SRS training is provided across the state for district staff and college and university staff.
- b. Improving Learning for Children with Disabilities (ILCD Project): ILCD is a state self-assessment project that gathers information for federal reporting requirements. The ILCD Project utilizes parent, teacher and administration survey assessments. The survey results can be accessed via the ILCD Website. ESU staff provide technical assistance for the ILCD website and survey design.
- c. Project PARA: Project PARA is a web-based method for school districts to provide introductory training for their paraeducators. The Project assists schools in meeting the paraeducator training requirements. Project PARA is a collaborative effort between the University of Nebraska, the Nebraska Department of Education and Nebraska educational service units.
- d. Fees. Each Participating ESU will pay a fee of \$5,500 to fund the Special Education Project.
- e. Additional SRS Fee. School Districts that are members of one of the participating Parties to the SPED SRS Project must pay an additional fee to receive access to SRS. Fees will be assessed in accordance with the following table.

<u>2017-18 Fee</u>	<u>2018-19</u>	<u>Tier</u>
\$150	\$158	<100
\$391	\$410	100-249
\$778	\$817	250-499
\$2,336	\$2,453	500-999
\$3,115	\$3,271	1000-1999
\$3,894	\$4,089	2000-3999
\$7,786	\$8,175	4000-17999

**The ESU wishes ESUCC to:**

- Bill the ESU for the fees allocated to each of the ESU’s participating member school districts**

**OR**

- Bill each of its participating member school districts directly for their participation in SRS.**

**The following is a cost summary of the project:**

Special Education Project	\$ 5500
Additional SRS Fees (Tier)	\$see chart above

*MSA Fees for 2017-2018: \$5500*

**(Within the Summary Page found on page 17 of the MSA, please check the box if the ESU will participate in the program.)**



## Summary of MSA Fees 2017-2018

Please *check and initial* the relevant boxes below indicating the Projects in which the Service Unit wishes to participate. (Please note all projects within the MSA are provided with a either (1) a specific charge, (2) no charge for the project, or (3) a required participation fee for all ESU's.)

**ESUPDO with the following costs for services: (Each ESU will participate.)**

Section 2	PD Annual Program Fees	\$ 4,468
Section 3	PD Participation Fees	\$ 20 per person/per day

**NWEA Certified Trainer Consortium with the following costs for services:**

Section 3	NWEA Annual Fees	\$ 1188 per facilitator/ESU
	Onboarding Training (if needed)	\$ 2,000 per person/per training

**BlendEd Initiative/Projects Administrative Fee (Each ESU will participate.)**

Project Administration	\$ 5,400
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**BlendEd Projects/BlendEd** \$ 0.00

**BlendEd Projects/Distance Education** \$ 0.00

**BlendEd Projects/Media on Demand/Learn360**  
Media On Demand (see table on pg. 12)

**BlendEd Projects/Learning Object Repository**  
LOR Per negotiated contract

**BlendEd Projects/Instructional Materials: Learning Objects**  
Learning Objects Acquisitions \$ 5,000

**BlendEd Projects/Instructional Materials: t Special Projects**  
Special Projects \$ 4,500

**Blended Projects/Identity Management** \$ 0.00

**Blended Projects/21st Cent. ESU Module (BrightBytes)** \$ 1,487.50

**Coop Purchasing** \$ 0.00

**SRS**  
Special Education Project \$ 5500  
Additional SRS Fees (Tier) (see table on pg. 16)

**Legislative and Governmental Relations**

Govt. Relations	\$ 1629.41
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IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized officers.

FOR EDUCATIONAL SERVICE UNIT # \_\_\_\_:

I certify that I have checked the relevant boxes above indicating the Projects in which the Service Unit wishes to participate.

OR

I certify that the Service Unit Wishes to Participate in ALL of the above projects.

**FOR THE EDUCATIONAL SERVICE UNIT:**

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Printed name)

\_\_\_\_\_  
(Title)

**FOR THE EDUCATIONAL SERVICE COORDINATING COUNCIL:**

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

David Ludwig  
ESUCC Executive Director

# 5G and Education

## Document Revision History

<b>Authors</b>	<b>Organisation</b>
Esmat Mirzamany	Jisc
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## Introduction

Next generation of mobile technology, 5G, is envisaged to bring a "Networked Society", providing an unlimited access to information and data at anytime, anywhere by anyone and anything. 5G is expected to provide an order of magnitude improvement in the areas of latency, energy efficiency, accuracy of terminal location, reliability and availability, flexibility to accommodate future unseen applications, and creating an impression of "infinite" capacity. As a key enabler for Internet of Things (IoT), 5G will allow the connection of many more devices simultaneously and improve the terminal battery life. Lastly, capability of 5G in transferring human tactile communication over Internet, will be a key enabler for moving from today's content-based wireless communication towards steering and control communication, allowing us to have tactile communication through network. And of course, security and privacy will be cornerstones for 5G, helping its users manage their data, tune their exposure over the Internet and protect their privacy.

5G will be the catalyst for the transformation of the economy and connected society. Our future society and economy will strongly rely on its infrastructure which will cover the network needs and contribute to the digitalization of vertical markets such as education, automotive, banking, city management, utilities, finance, food and agriculture, media, government, healthcare, insurance, manufacturing, real estate, transportation and retail. Future network infrastructure, 5G, will become 'the' infrastructure, one that can be used for all sorts of different services. As the use cases for future 5G are so diverse, each one with different set of requirements and parameters in the network, each use case/business model could occupy its own network slice. The intention of a network slice is to provide only the traffic treatment that is necessary for the use case, and avoid all other unnecessary functionalities. This makes it possible to adopt the technology for each market more rapidly and efficiently. In order to have a clear view about each vertical market and reflect its needs and requirements into 5G specification and architecture, 5G has involved other vertical markets in its requirement gathering. However, it seems one of the most important ones, education, hasn't yet been included. The intention of this document is to highlight the role of 5G in enhancing education, extending our experience of learning and teaching far beyond what we have had over last decades.

Recent developments in mobile access technologies have provided the possibility of having higher availability of the rich digital resources beyond the physical confines of the classroom and in the hands of learners. However, unlimited access to information is only the steppingstone for ubiquitous learning and effective teaching and learning is still required. Advances in mobile technology, IoT and Tactile Internet, can open a new chapter in education. The future learning model will be an international, immediate, virtual, and interactive environment which enables learners to learn and interact in much different ways that we do today. The new model will be learner-centric, skill-centric, on-demand and personalised. It will improve student development in the areas of critical-thinking and collaborative learning. In order to reach this model embracing mobile technology seems indispensable. Applications such as Virtual Reality (VR) and Augmented Reality (AR) will play a big role in quality education and understanding-based learning. By combining Tactile Internet with VR and AR the learning experience will go far beyond today's one, bringing new definition to Tele-teaching, Tele-mentoring, virtual university, virtual classroom, virtual team-working, etc. New mobile technology and connected devices will give students the opportunity to learn with minimal intervention from teachers and mostly through exploration, discovery and peer coaching.

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## Potential education use cases

Some of possible use cases related to Connected Education can be listed as follows:

- **Tactile Internet & Skillset communication:** Having a network capable of transferring our tactile communication through Internet will help us to move from today's content and information delivery Internet to a manual skillset delivery Internet. This will create new ways of Tele-teaching and Tele-mentoring especially for manual training and skill development. The use of Tactile Internet in education can bring new definition and experience for distance learning and distance team-working. In order to have a natural haptic interaction of our limbs with video and audio feedback the response time of service should be very low, i.e., the round trip time of few milliseconds which can be only envisaged by 5G.
- **Virtual Reality & education:** While the initial use case for VR was the entertainment industry, it also has relevance in education and training, and will have a big role in providing quality education and improving understanding-based learning among students. By tailoring these services to education, (e.g. by, having virtual tours of the human body with the possibility of interacting with models and moving the different layers of the body), the learning process can be more fun and much more interesting. This also can bring new experiences for distance learning, enabling the virtual presence of students (e.g., located in suburban area) in the classroom. This type of service needs very high bandwidth (bi-directional) and very low latency (i.e., 2-4ms).
- **Augmented Reality & education:** Similar to the VR, AR has already started to show its relevance and usefulness in education. Providing the necessary information can make contextualised learning ubiquitous and pervasive. AR can be an efficient way of providing the right amount of information at the right time to the right audience. Also, immersive AR can enable new ways of learning and team working in education through services such as mobile cloud classroom and Virtual Presence. Enhancing the learning experience is not the only possible use case for AR. It can also help teachers to get necessary information about each student and be aware of their particular needs and capabilities. The requirements for implementing such services, including optimised routing, seamless wide-area coverage, virtual presence, low delay speech & video coding, need to be considered.
- **Walled-off classroom:** By combining Tactile Internet and VR, the future experience in teaching and learning could go far beyond today's experience. This can remove the physical location constraint for experimental practices, and facilitate and enable the sharing of resources between larger numbers of students irrespective of their current location. The impact would be more significant in hands-on-experience with expensive equipment and facilities.
- **Personalised learning:** Individual access to a mobile device holds the promise to connect each learner into intelligent personalised systems that can suggest learning pathways, enable aggregated analysis and through better data capture of learner experiences enable much better decision making about all aspects of a students' education. Categorising students in different groups and suggesting different multi-media contents can increase the load on the network. However, in-network caching technologies such as Content Centric Networks (CCN) and Information Centric Networks (ICN) can be used to improve efficiency by reducing the service response time and bandwidth consumption.
- **Student wireless backpack:** Today's cloud-based storage services have made it possible to access files irrespective of device of use. Due to the centralised architecture of cloud providers there is a notable delay in access to the content even with a relatively fast internet connection. Future mobile technology will

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enable single device content access anywhere by using distributed cloud and mobile edge computing. All the user needs is a device to access any of his personal content and stored files. Using this feature students can resume their work at a convenient time and place through different devices with an impression of immediate response time.

- **Student with especial needs:** Advances in mobile technology and robotics can open new opportunities to assist students with especial needs, making learning easier for them. Cloud-based robots can be considered as a full-time assistant for disabled students, helping them to interact with the education environment and their peers. Rather than having to call a teacher over for help (which can cost both the student and the teacher time they could be using more productively) the students can take care of the issue with the help of their robot.
- **IoT & Smart Classroom/Smart Campus:** IoT applications are affecting all aspect of our life, from smart building to smart healthcare. However, one of the fast growing area of these applications is in education which can improve our today's teaching, learning and campus operating experience. IoT applications can also help us change the role of teachers in the classroom, reducing the burden of administrative load on them and allowing them to concentrate more on individuals. Being automatically logged into the classroom as soon as entering to the class, being distracted by a signal as soon as losing concentration during lecture, real-time feedback to a lecturer about areas that students still have problem based on the real-time analyses of their notes, all are just few examples of how IoT and connected classroom can enhance learning and teaching experience.

## Technical Requirements for 5G

- **Backhaul Network:** One of the main requirements of 5G is a core network that can relay traffic with the required QoS for a particular service. Internet service for the U.K. education sector is usually provided directly or indirectly through a National Research and Education Network (NREN). NREN is a specialised internet service provider dedicated to supporting the needs of the research and education communities within a country and usually has peering with other mobile operators and service providers. It is usually distinguished by support for a high-speed backbone network, often offering dedicated channels for individual research projects. Different NRENs across Europe are interconnected with each other via GÉANT<sup>1</sup>. Together, GÉANT connects over 50 million users at 10,000 institutions across Europe. Operating at speeds of up to 500Gbps, and offering unrivalled geographical coverage, GÉANT is remaining the most advanced research network in the world. Apart from connectivity, GEANT Associations opens a door for a Pan-European deployment of successful services through other NRENs, enabling collaboration on projects ranging from biological science to earth observation and arts & culture over dedicated infrastructure. The use of Network Slicing in 5G can help to meet the need of different project/services through having totally independent and isolated virtual networks within or between an

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<sup>1</sup> <http://www.geant.org/>

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individual physical infrastructure, making it possible to provide different level of latency, reliability, availability and security for each use case. The work being conducted in 3GPP SA2 and ETSI ISG NFV can be used to meet this requirement. Also, techniques like Information Centric Networks (ICN) and Content Centric Networks (CCN) based Content Retrieval can be used to improve the efficiency of the core network helping them to meet the demand of high bandwidth and low latency requirements of future services.

- **Non-3GPP Access Network:** Most NRENs provide their community with a federation-based Wi-Fi service called **education roaming service** (eduroam<sup>2</sup>). eduroam is a hugely popular worldwide network access service which is implemented on a federated basis. Participating organisations, using their existing infrastructures, connect to national NREN-operated RADIUS systems and overlay eduroam network services, which adhere to comprehensive technical standards. That makes it possible for eduroam-enabled organisations worldwide to provide *seamless* Internet connectivity to their local, as well as roaming users from participant organisations without any need to issue guest-access account. Having started in Europe, eduroam has gained momentum throughout the research and education community and is now available in 76 countries and expanding its coverage not only in education communities but also in public places such as city centres, public transport, etc. Based on the requirements outlined in the 3GPP technical documents, the next generation system architecture must support new RAT(s), the evolved LTE, and non-3GPP access types. As part of non 3GPP access types, WLAN access and Fixed access shall be supported. The consideration of eduroam specification in further discussions in SA2 and NGMN regarding the provision of consistent user experience over 3GPP and non-3GPP access networks is recommended.
- **Cellular coverage in education premises:** Cellular coverage is key for education organisations, because smartphones and tablets tend to be the students platforms of choice, and students working habits are increasingly based on an “anytime, anywhere” approach to connectivity. Unfortunately, the quality of that coverage is not good in most of premises and has until now been outside of the organisation’s control, determined by the operators commercial priorities and roadmap. This leaves many educational organisations poorly served by cellular voice and/or data, either through rural location or through signal strengths that while acceptable in outside spaces are insufficient within the buildings of a campus. Due to the diversity of operators offering services to the students, any solution to this problem should cover at least the top players in the mobile operators market, without degrading the quality of service of any, since there is no mechanism for an educational organisation to enforce uniformity in its students’ choice of platform. The nature of NRENs (having dedicated backhaul and providing high-quality and high-data rate connectivity to the education sector), makes them a good candidate for piloting multi-operator based solutions such as Multi-operator core network (MOCN), i.e., sharing/pooling frequency and using common PLMN-ID and aggregated gateway.
- **Throughput:** Students are mostly categorised as heavy users among service providers. Considering the fact that Audiovisual communications have a huge impact on learning, it is expected that the throughput requirement of most education use cases would be considerably high. 5G promises to offer 20Gbps peak data rate in special scenarios such as indoors and dense areas, as well as several 100Mbps everywhere, as

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being specified in the SA1 work. However, how that translates to actual implementations will always be down to actual demand.

- **Latency:** Real-time interaction with the environment is crucial for education services. However, it is by its definition subjective and the required response time for each application depends on the context of the service. Due to the diversity of use cases in education, the target latency requirement varies significantly between them. While for applications needing tactile interaction through the Internet a latency of 1ms is required, other use cases can leverage their delay-tolerant nature and ease off the 1ms delay requirement significantly. The crucial and challenging part is meeting a round trip time (RTT) of few milliseconds and the discussion about having necessary changes in access and core networks is already underway in 3GPP SA1 and 3GPP RAN.
- **Heterogeneity:** The wired and wireless systems in the education sector are increasingly diverse and experience continuous change with additional mobile devices entering and leaving a single wireless collision domain. There is the need for wireless technologies that can adapt to these changing, heterogeneous environments, making it possible to have an optimised use of all resources without jeopardizing any of the services.
- **Zero-touch configuration:** The education sector, especially schools, often lack enough technical experts. Therefore plug-and-play and self-organising/optimising devices that can sense and learn from their environment and autonomously tune their transmission strategies and achieve the optimal performance can help. This also applies to any service students/teachers would like to use outside the education premises.
- **Asset Management:** With the increase in the number of connected devices on a campus helping to improve operating, learning and teaching experience there is a need for efficient asset tracking and handling with accurate location.

#### About Jisc:

Jisc offers digital services to UK education and research in pursuit of its vision for the UK to be the most digitally advanced education and research nation in the world. Working together across the Higher Education (HE), Further Education (FE), skills sectors and Research Council Establishments, Jisc provides trusted advice and support, and reduces sector costs across shared network, digital content, IT services and procurement negotiations, ensuring the sector stays ahead of the game with research and development for the future. Nationally, Jisc also provides services to many Local Authority education networks, via Regional Broadband Consortia and otherwise, in support of ICT provision in schools and community development learning. Jisc is unique in the perspective and expertise it has within the sector and has earned a reputation as a trusted partner for its community for the way in which it makes commercially pragmatic decisions and provides the practical assistance and know-how that help our customers to evolve and embrace new and better ways of working.

LEGISLATURE OF NEBRASKA  
ONE HUNDRED FIFTH LEGISLATURE  
FIRST SESSION

**LEGISLATIVE BILL 389**

Introduced by Friesen, 34.

Read first time January 13, 2017

Committee: Transportation and Telecommunications

- 1 A BILL FOR AN ACT relating to telecommunications and technology; to adopt
- 2 the Small Wireless Facilities Act; to provide a duty for the Revisor
- 3 of Statutes; and to provide an operative date.
- 4 Be it enacted by the people of the State of Nebraska,

1           Section 1. Sections 1 to 22 of this act shall be known and may be  
2 cited as the Small Wireless Facilities Act.

3           Sec. 2. The Legislature finds and declares that:

4           (1) There is a need for statewide uniformity in the regulation of  
5 the deployment of facilities for providing communications service;

6           (2) Communications facilities are critical to public safety and to  
7 increase access to advanced technology and information;

8           (3) Communications facilities are essential to help businesses and  
9 schools throughout the state remain competitive in the global economy;  
10 and

11           (4) The permitting, construction, modification, maintenance, and  
12 operation of communications facilities are matters of statewide concern  
13 and interest.

14           Sec. 3. The purposes of the Small Wireless Facilities Act are to:

15           (1) Secure public access to advanced wireless technology and  
16 information in an efficient manner;

17           (2) Promote the public benefits from such wireless technology and a  
18 reliable process for deployment of small wireless facilities; and

19           (3) Confirm that communications service providers and communications  
20 facilities providers have a right to occupy and utilize public rights-of-  
21 way on a competitively neutral basis for the efficient conduct of their  
22 business.

23           Sec. 4. For purposes of the Small Wireless Facilities Act, the  
24 definitions in sections 5 to 19 apply.

25           Sec. 5. Applicant means a communications service provider or  
26 communications facilities provider that submits an application to an  
27 authority.

28           Sec. 6. Authority means a state agency or a county, city, village,  
29 public power district, or other political subdivision within the State of  
30 Nebraska.

31           Sec. 7. Authority lands means lands owned by an authority.

1           Sec. 8. Authority right-of-way means a public highway, street, or  
2 alley under the jurisdiction of the authority.

3           Sec. 9. Collocate or collocation means mounting, installation,  
4 maintenance, modification, replacement, or operation of wireless  
5 facilities on or adjacent to a tower, building, pole, or structure for  
6 the purpose of transmitting or receiving radio frequency signals for  
7 communications purposes, but does not include routine maintenance or  
8 replacement of facilities that are substantially similar or smaller in  
9 size, weight, height, and structural loading.

10          Sec. 10. Communications facilities provider means a person or  
11 entity that installs or constructs facilities or structures used to  
12 provide communications service.

13          Sec. 11. Communications facility means any freestanding tower,  
14 monopole, pole, small wireless facility, or similar structure used to  
15 provide wireless service, unlicensed wireless service, or fixed wireless  
16 service, including microwave backhaul, and includes a base station, an  
17 antenna, coaxial cables, fiber optic cables, wires, conduit, pipes, radio  
18 transceivers, microwave devices, power supplies, and all other equipment  
19 used to provide communications service. The term also includes a personal  
20 wireless services facility as defined in 47 U.S.C. 332, as such section  
21 existed on January 1, 2017, and wireless facilities.

22          Sec. 12. Communications service means cable service as defined in  
23 47 U.S.C. 522(6), information service as defined in 47 U.S.C. 153(24),  
24 telecommunications service as defined in 47 U.S.C. 153(53), mobile  
25 service as defined in 47 U.S.C. 153(33), or personal wireless service as  
26 defined in 47 U.S.C. 332, as such sections existed on January 1, 2017.  
27 The term also means wireless service other than mobile service.

28          Sec. 13. Communications service provider means a cable operator as  
29 defined in 47 U.S.C. 522(5), a provider of information service as defined  
30 in 47 U.S.C. 153(24), or a telecommunications carrier as defined in 47  
31 U.S.C. 153(51), as such sections existed on January 1, 2017. The term

1 also means a wireless service provider.

2 Sec. 14. Pole means a utility pole, pole, light pole, light  
3 standard, or structure that is used in whole or in part for  
4 communications service, electric service, lighting, traffic control,  
5 signage, or a similar function.

6 Sec. 15. Small wireless facility means a wireless facility that  
7 meets the following qualifications:

8 (1) Each antenna is located inside an enclosure of no more than six  
9 cubic feet in volume or, in the case of an antenna that has exposed  
10 elements, the antenna and all its exposed elements could fit within an  
11 enclosure of no more than six cubic feet; and

12 (2) All other wireless equipment associated with the structure is  
13 cumulatively no more than twenty-eight cubic feet in volume. The  
14 following types of associated ancillary equipment are not included in the  
15 calculation of equipment volume: Electric meters, concealment material,  
16 telecommunications demarcation boxes, ground-based enclosures, backup  
17 power systems, grounding equipment, power transfer switches, cutoff  
18 switches, and vertical cable runs for connection of power and other  
19 services.

20 Sec. 16. Wireless facility means equipment at a fixed location that  
21 enables wireless communications between user equipment and a  
22 communications network, including, but not limited to: (a) Equipment  
23 associated with wireless service such as private, broadcast, and public  
24 safety services, as well as unlicensed wireless service and fixed  
25 wireless service such as microwave backhaul; and (b) radio transceivers,  
26 antennas, coaxial or fiber optic cables, regular and backup power  
27 supplies, and comparable equipment regardless of technological  
28 configuration. The term includes communications facilities and small  
29 wireless facilities.

30 Sec. 17. Wireless service means a fixed or mobile wireless service  
31 provided using wireless facilities and includes personal wireless service

1 and communications service.

2       Sec. 18. Wireless service provider means a provider of wireless  
3 service including personal wireless service under 47 U.S.C. 332, as such  
4 section existed on January 1, 2017.

5       Sec. 19. Wireless support structure means a structure capable of  
6 supporting the attachment or installation of communications facilities in  
7 compliance with applicable codes, including, but not limited to, water  
8 towers, buildings, and other structures whether within or outside the  
9 authority right-of-way.

10       Sec. 20. (1) Communications service providers and communications  
11 facilities providers may place poles and wireless facilities in an  
12 authority right-of-way.

13       (2)(a) An authority may require an application for a permit to  
14 collocate small wireless facilities on wireless support structures and  
15 poles, including authority poles.

16       (b) An application for the collocation of small wireless facilities  
17 shall be processed on a nondiscriminatory basis and deemed approved if  
18 the authority fails to approve or deny the application within sixty days  
19 after submission of a complete application.

20       (c) Batched applications may be made for projects involving multiple  
21 individual small wireless facilities within the jurisdiction of a single  
22 authority. The authority shall allow the applicant, at the applicant's  
23 discretion, to file a consolidated application and receive a single  
24 permit for multiple individual small wireless facilities instead of  
25 filing separate applications for each individual small wireless facility.  
26 If an applicant applies to construct or collocate several small wireless  
27 facilities within the jurisdiction of a single authority, the authority  
28 shall:

29       (i) Allow the applicant, at the applicant's discretion, to file a  
30 single set of documents that apply to all the applicant's small wireless  
31 facilities; and

1       (ii) Render a decision regarding all the applicant's small wireless  
2 facilities in a single administrative proceeding unless local  
3 requirements call for an elected or appointed body to render such  
4 decision.

5       (d) An authority shall approve an application unless it does not  
6 meet the authority's applicable industry construction standards in the  
7 authority right-of-way or its building, electrical, or pole attachment  
8 codes, standards, or regulations if such codes, standards, or regulations  
9 are of general applicability and do not apply exclusively to wireless  
10 facilities.

11       (e) The authority shall document the basis for a denial, including  
12 the specific code provisions, standards, or regulations on which the  
13 denial was based, and send the documentation to the applicant on or  
14 before the day the authority denies an application. The applicant may  
15 cure the deficiencies identified by the authority and resubmit the  
16 application within thirty days after the denial without paying an  
17 additional application fee. The authority shall approve or deny the  
18 revised application within thirty days.

19       (f) Once an application is approved, a permit authorizing the  
20 collocation or collocations shall remain valid for at least ten years and  
21 shall be approved automatically for at least three five-year periods  
22 unless the applicant requests that the permit be terminated.

23       (g) An authority shall only charge an application fee reasonably  
24 related to the costs directly incurred by the authority in the granting  
25 or administration of permits. Such fee shall be reasonably related in  
26 time to the occurrence of such costs and shall not exceed two hundred  
27 fifty dollars inclusive of any third-party fees, charges, or expenses.  
28 All costs of construction shall be borne by the applicant with no  
29 additional fees, taxes, lease payments, or in-kind consideration paid or  
30 provided to the authority for use of the authority's right-of-way or  
31 land, except that the applicant shall be responsible for any costs to

1 improve or maintain its own small wireless facility. An applicant shall  
2 not be required to pay the occupation tax authorized under section 86-704  
3 for projects undertaken pursuant to the Small Wireless Facilities Act.

4 (h) An applicant may collocate small wireless facilities on  
5 authority poles located within the authority right-of-way without being  
6 required to apply for or enter into any individual license, franchise, or  
7 other agreement with the authority or any other entity subject to such  
8 nondiscriminatory, competitively neutral, and commercially reasonable  
9 terms and conditions as may be set forth in the building permit. Such  
10 terms and conditions shall comply with this section and federal pole  
11 attachment requirements under 47 U.S.C. 224 and implementing regulations,  
12 as such section and regulations existed on January 1, 2017. The annual  
13 recurring rate to collocate a small wireless facility on an authority  
14 pole shall not exceed the rate produced by applying the formula adopted  
15 by the Federal Communications Commission for telecommunications pole  
16 attachments under 47 C.F.R. 1.1409(e)(2), as such regulation existed on  
17 January 1, 2017.

18 (i) For authority poles that support aerial cables used for video  
19 communications or electric service, the applicant shall comply with the  
20 process for make-ready work under 47 U.S.C. 224 and implementing  
21 regulations, as such section and regulations existed on January 1, 2017.  
22 The good faith estimate of the entity owning or controlling the pole for  
23 any make-ready work necessary to enable the pole to support the requested  
24 collocation shall include pole replacement, if necessary.

25 (j) For authority poles that do not support aerial cables used for  
26 video communications or electric service, the authority shall provide a  
27 good faith estimate for any make-ready work necessary to enable the pole  
28 to support the requested collocation, including pole replacement, if  
29 necessary, within sixty days after receipt of a complete application.  
30 Make-ready work, including any pole replacement, shall be completed  
31 within sixty days after written acceptance of the good faith estimate by

1 the applicant.

2 (k) Make-ready work shall not require more work than required to  
3 meet applicable codes or industry standards. Charges for make-ready work,  
4 including any pole replacement, shall not exceed actual costs for the  
5 amount charged to other communications service providers for similar work  
6 and shall not include third-party fees, charges, or expenses.

7 (l) For purposes of this subsection, make-ready work generally  
8 refers to the modification of poles or lines or the installation of guys  
9 and anchors to accommodate additional facilities.

10 (3) For a pole placed or a small wireless facility collocated in  
11 whole or in part under either subsection (1) or (2) of this section, an  
12 authority shall only impose nondiscriminatory, competitively neutral, and  
13 commercially reasonable application requirements and shall not:

14 (a) Require any additional information from applicants that is not  
15 required from other users of authority rights-of-way;

16 (b) Institute a moratorium on the collocation of small wireless  
17 facilities, either directly through a written policy, resolution,  
18 ordinance, rule, or regulation or indirectly through action or inaction  
19 on filing, receiving, or processing applications for small wireless  
20 facilities;

21 (c) Impose discriminatory licensing standards for persons  
22 collocating small wireless facilities but shall receive and process  
23 applications and issue licenses for persons constructing or collocating  
24 small wireless facility applications in a manner substantially comparable  
25 to the licensing of other contractors within the jurisdiction of the  
26 authority; and


27 (d) Require a communications service provider to provide (i) space  
28 on or near the wireless facility for authority services at less than the  
29 market rate for space, (ii) services by use of the structure or  
30 facilities at less than the market rate for such services, or (iii) any  
31 services unrelated to the wireless facility.

1           Sec. 21.     For purposes of zoning regulation, small wireless  
2 facilities shall be a permitted use in all zoning districts other than  
3 areas outside the authority right-of-way that are zoned and used for  
4 single family residential use. An authority shall not impose a specific  
5 or conditional use permit requirement or any similar requirement or  
6 prohibition on small wireless facilities, and the authority shall not  
7 impose more restrictive requirements on placement, height, setbacks, or  
8 spacing than what are of general applicability in the zoning district.

9           Sec. 22.     An authority shall not require a communications service  
10 provider or communications facilities provider to indemnify and hold  
11 harmless the authority from such authority's own negligence, or require a  
12 communications service provider or communications facilities provider to  
13 obtain insurance naming the authority and its officers and employees as  
14 an additional insured party. No communications service provider or  
15 communications facilities provider may avoid responsibility for its own  
16 negligence in installing, repairing, or maintaining poles and wireless  
17 facilities in an authority right-of-way.

18           Sec. 23.     The Revisor of Statutes shall assign sections 1 to 22 of  
19 this act to Chapter 86.

20           Sec. 24.     This act becomes operative on XXX XX, XXXX.



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

# **2017-2026 STRATEGIC VISION AND DIRECTION**

Nebraska State Board of Education and Nebraska  
Department of Education

12/02/16

## Nebraska State Board of Education

The State Board of Education is an elected, constitutional body that is the policy forming and evaluative body for the state school program (79-301 (2) R.R.S.) in addition to ensuring the State Department of Education functions effectively within the framework developed by the state Legislature and the Board. The Board is elected on a non-partisan ballot, with one member from each district. Board members serve four-year terms.

District 3: Rachel Wise, President

District 1: Lillie Larsen, Vice President

District 2: Glen Flint

District 4: John Witzel

District 5: Patricia Timm

District 6: Maureen Nickels

District 7: Molly O 'Holleran

District 8: Patrick McPherson

## Nebraska Department of Education

The Nebraska Department of Education (NDE) is a constitutional agency comprised of services, programs, Vocational Rehabilitation (Nebraska VR), and Disabilities Determination Section (DDS). The NDE operates under the authority of an elected State Board of Education (Board) and the Commissioner of Education (Commissioner). The NDE is organized into teams that carry out the duties assigned by state and federal statutes and the policy directions of the Board. Teams are organized around distinct functions and responsibilities that encompass leadership and support for Nebraska's system of early childhood, primary, secondary, and postsecondary education; direct services to clients; and internal support to the agency.

The NDE carries out its duties on behalf of Nebraska students and parents involved in public and nonpublic school systems. The NDE staff interacts with schools, parents, businesses, community partners, and institutions of higher education to develop, coordinate, and improve educational programs and services.

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

# Strategic Vision and Direction – 2017-2026

## Introduction

In January of 2016, the Board and the NDE initiated the development of a Strategic Plan to guide the vision and direction of education in Nebraska for the next ten years. Nebraska's Strategic Plan to be known as **Nebraska Quality Education Systems for Today and Tomorrow (NEQuESTT)** represents the evolution of a philosophical and practical approach to supporting education in Nebraska. This commitment unifies and strengthens positive outcomes for each and every Nebraskan through bold and achievable goals. **NEQuESTT** not only outlines the critical needs and strengths within the system, but also reflects innovative approaches to ensure each Nebraskan has equitable access to opportunities and are ready for success in postsecondary, career, and civic life. **NEQuESTT** is the educational journey that puts forth a new vision and bold agenda for the system of education in Nebraska. This vision will require new and different ways of working together, stretching beyond the status quo, and engaging stakeholders through collaborative processes. The strategic plan defines a direction for accountability and a system of services and supports without losing sight of the importance of ensuring compliance with state and federal policies.

**NEQuESTT** guides the Board and the NDE to address some of the most urgent priorities within Nebraska. With an intentional and comprehensive focus on ensuring a reduction in educational inequities for the most vulnerable populations, this strategic plan directs focus on student- or client-centered outcomes, high quality opportunities, and a strong system of support **for every student, every day**.

## NEQuESTT and AQuESTT

**NEQuESTT** aligns with Nebraska's accountability system, Accountability for a Quality Education System Today and Tomorrow (**AQuESTT**). The six critical tenets of **AQuESTT** holistically address accountability and quality education in Nebraska. Originally designed to meet statutory accountability requirements, **AQuESTT** has quickly grown beyond and guides the NDE and its work.

**AQuESTT** provides a fundamental focus on achievement and opportunity gaps and ensures strategies produce equitable outcomes for each and every learner. As a result, **NEQuESTT** includes goals with benchmarks that measure disaggregated data to ensure equity and access.

## Roles:

In order to support strategic priorities, a suite of approaches is utilized that reflects the nuance of the work and the many stakeholders, systems, and partners that intersect to support a state education system. The various roles are:

**Champion - NDE actively leads the strategic vision, goals, and policy direction to support learning, earning, and living by:**

- Engaging key stakeholders and partners on emerging needs in the educational landscape and corresponding policy advocacy approach
- Exercising policy leadership and proactively engaging and partnering with the Unicameral and Governor on priority issues
- Advocating for necessary resources to meet needs and/or address issues to execute the vision

**Regulator - NDE leverages policy authority to ensure delivery of high-quality, equitable education and services, beyond compliance with state and federal regulations by:**

- Assuring access to fair, equitable, and high-quality education and services
- Monitoring school and districts to ensure adherence to regulations and setting expectations beyond compliance for accountability and growth in learning
- Promoting best practices for leadership and using data and resources to ensure effective continuous improvement

**Capacity Builder - NDE directs technical assistance and professional development opportunities and promotes the sharing of best practices by:**

- Providing technical assistance and professional development opportunities for educators, staff, and community providers
- Actively engaging with priority and needs improvement schools as well as continuing to support the improvement of all schools
- Identifying schools and districts across the state with effective educational practices to gather data on successful practices
- Acting as a facilitator to connect schools to highlight learnings, share lessons learned, and communicate best practices
- Developing, maintaining, and leveraging strong working relationships with education and community partners to extend and enhance capacity across the state

**Connector - NDE helps bridge the divide between learning, earning, and living, connecting schools, families, business, and communities by:**

- Connecting, convening, and partnering with schools, businesses, out-of-school programs, postsecondary education, state agencies, and community providers to create a more comprehensive approach to education and service delivery
- Supporting other agencies and organizations in active engagement and relationship building amongst individuals, parents, and families

**Change Agent - NDE explores and supports promising new innovations by:**

- Researching, promoting, and providing support for promising new initiatives and innovations in education across the state and nation (e.g., promising activities in rural areas, blended learning, personalized learning, adult basic education)
- Providing ongoing training, support, and resources to drive the adoption of new practices and to assure implementation

## Strategic Direction:

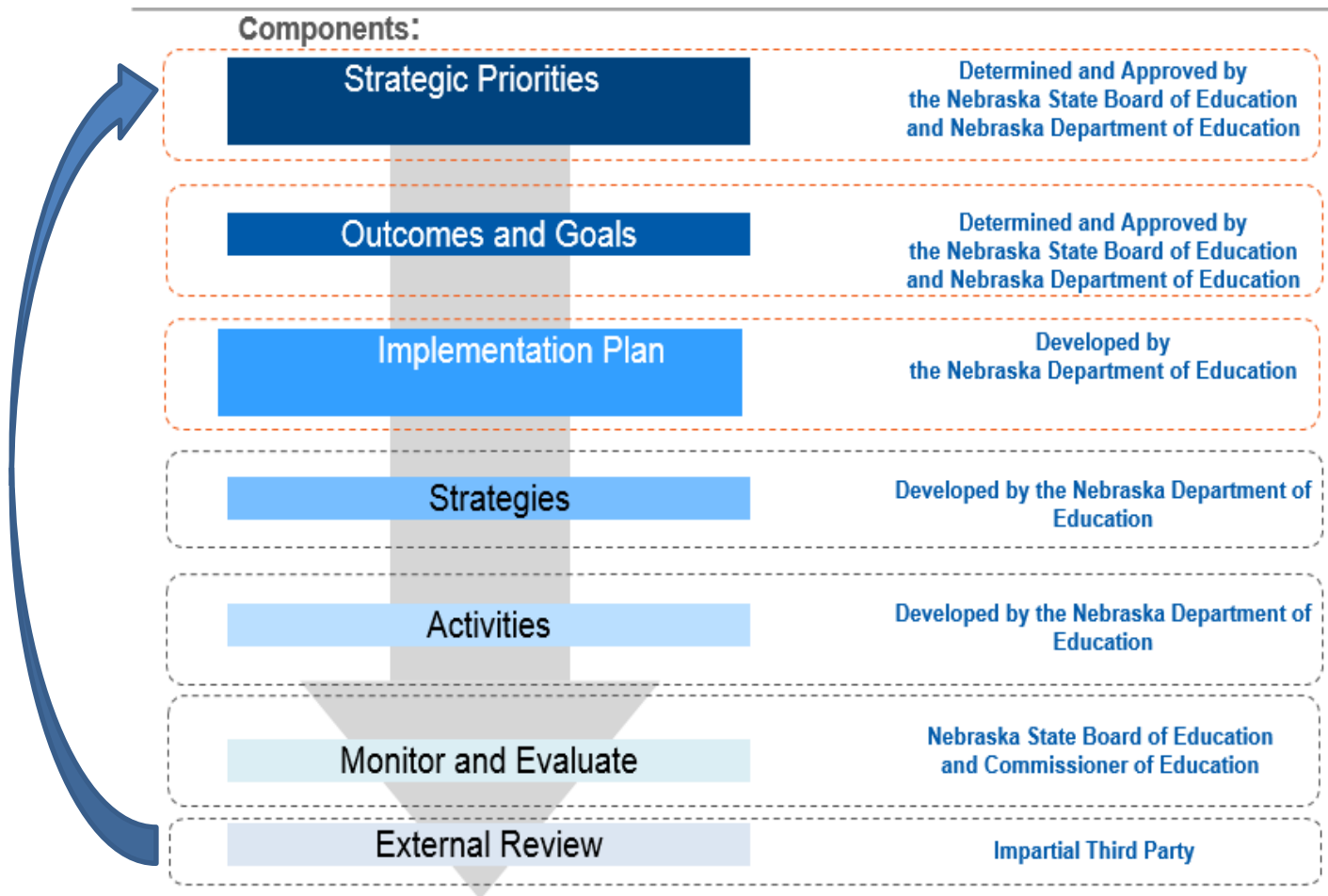
To realize the new strategic vision it can no longer be business as usual.

	FROM	TO
ORGANIZATIONAL STRUCTURE	<ul style="list-style-type: none"> <li>Organizational structure primarily oriented around subject area silos</li> <li>Decision-making authority mostly concentrated in hands of senior agency leadership</li> </ul>	<ul style="list-style-type: none"> <li>More cross-functional, with collaboration and communication across teams</li> <li>More distributed decision-making authority, where staff closer to the issue is empowered to make relevant decisions</li> </ul>
PERSONNEL & STAFFING	<ul style="list-style-type: none"> <li>Staff with very specific skills focused primarily on content knowledge</li> <li>Traditional focus on regulation and compliance</li> </ul>	<ul style="list-style-type: none"> <li>Broader staff expertise, including both content knowledge and breadth of experiences (e.g., relationship building, background in business, work with underserved communities)</li> <li>Focus on leadership, innovation, and learning</li> </ul>
STAKEHOLDER ENGAGEMENT	<ul style="list-style-type: none"> <li>Sporadic engagement on an as-needed basis</li> <li>Limited engagement with specific populations or cultural communities</li> </ul>	<ul style="list-style-type: none"> <li>Consistent and tailored stakeholder engagement plans for specific audiences, allowing authentic relationships and dialogue to develop</li> </ul>
DATA & SYSTEMS	<ul style="list-style-type: none"> <li>Limited publicly accessible data</li> <li>Focus on accountability and compliance</li> <li>Cumbersome website</li> </ul>	<ul style="list-style-type: none"> <li>Readily available data for all stakeholders from an easy to use, up-to-date platform</li> <li>Focus on performance management</li> <li>User-friendly website and an online portal with lessons learned and best practices for practitioners</li> </ul>

## Moving Forward:

The Board has taken into account the multiple roles of the NDE in the development of this strategic plan and in the expectations set forth for the NDE. This recognition is coupled with the expectation of providing quality, equitable support through a multi-faceted system under the charge of the NDE. The shared responsibility of leadership between the Board and the Commissioner includes developing this plan, monitoring goals, and implementing strategies through the NDE's programs and supports for schools, students, systems and clients across the state. The Board carries out this strategic plan through direction to the Commissioner. The Commissioner has the responsibility to build an implementation plan that makes **NEQUESTT** a living document utilizing the aforementioned roles and strategic direction outlined for organizational structure; personnel and staffing; stakeholder engagement; and data and systems.

## The strategic plan is multi-layered.



## Operational Approach:

**NEQUESTT** provides a framework for measuring multiple levels and processes to ensure success through standard, quantifiable metrics, artifacts, and evidence-based analyses utilizing a three-tiered approach:

- **NDE Accountability** – Process, regulations, support, interagency collaboration, data systems, fiscal responsibility, and evaluation
- **Service Accountability** – Quality and success of services provided by the agency
- **District and School Accountability** – School and agency progress and improvement

## Strategic Priorities, Outcomes, and Goals:

The Board and Commissioner will regularly review these goals as organized by the strategic priorities and outcomes. The NDE goals will include Commissioner and Board activities necessary to build the department's system of accountability and support for services and schools. The NDE will track progress on these goals and other metrics required by state and federal law. The Commissioner will annually report progress on these goals and other measures to report progress and performance to the Board.

## Implement, Monitor, and Evaluate:

The Board and the Commissioner share the responsibility to:

- champion and lead the strategic vision and goals.
- serve as change agents and capacity builders.
- ensure progress on the strategic priorities.

The Board and the Commissioner will be responsible for implementing this plan including the development of strategies, and activities, and monitoring on an annual basis. A review will be presented by the Commissioner and appropriate NDE personnel annually or as directed. An objective external review of **NEQUESTT** will be conducted by an impartial third-party reviewer two years after adoption and thereafter as determined by the Board with results being presented to stakeholders.

## MISSION

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

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## GUIDING PRINCIPLES

### NDE will:

- Create a dynamic vision that drives change through proactive leadership to support learning;
  - Build connections amongst stakeholders to take action in support of success for all learners;
  - Provide all Nebraskans significant opportunity to receive fair, equitable, and high-quality education and services to close achievement gaps;
  - Allow all learners to achieve their fullest potential in transitioning through phases of school and into civic life;
  - Ensure all educators are effective in instructional strategies and monitoring student progress using multiple measures of proficiency; and
  - Prepare all learners to be college, career, and civic-ready.
- 

## STRATEGIC PRIORITIES

Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success

Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life

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## OUTCOME STATEMENTS

### Leadership

Provide leadership and high quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska.

### Success, Access, and Support

**Positive Partnerships and Student Success** – Increase student, family, and community engagement to enhance educational experiences and opportunities.

**Transitions** – Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

**Educational Opportunities and Access** – Ensure that all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

### Teaching, Learning, and Serving

**College, Career, and Civic Ready** – Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

**Assessment** – Use assessments to measure and improve student achievement and inform instruction.

**Educator Effectiveness** – Assure that students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

## Leadership

**Strategic Priority:** Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

**Strategic Priority:** Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

**Outcome Statement:** Provide leadership and high-quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that enhance the success of educational systems in Nebraska.

- Goal 1.1** By 2018, the NDE will be organized through personnel and processes to provide leadership in school support systems, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that will enhance the success of educational systems in Nebraska.
- Goal 1.2** By 2018, the Board and Commissioner will have a process in place to evaluate and ensure timely, high-quality services and systems of support provided by the Nebraska Department of Education.
- Goal 1.3** By 2020, 100% of teachers, service providers, school leaders and local school board members will have access to quality professional learning opportunities through an NDE facilitated professional learning directory.
- Goal 1.4** By 2020, the NDE will collaborate with the Governor, Legislature, postsecondary institutions, and the Educational Service Units (ESUs) to create a uniform process to align dual credit opportunities for students across the state.

## Success, Access, and Support

### Positive Partnerships, Relationships, and Success

**Strategic Priority:** Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

**Outcome Statement:** Increase student, family, and community engagement to enhance educational experiences and opportunities.

**Goal 2.1** By 2019, the NDE will develop a system to regularly engage and survey clients, schools, and stakeholders to gather input, and measure engagement and satisfaction.

**Goal 2.2** By 2026, the dropout rate of all Nebraska students including subgroups will be less than 1%.

**Goal 2.3** By 2026, 100% of Nebraska schools will have all students in grades 7-12 create and utilize a personal learning plan.

**Goal 2.4** By 2026, there will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%.

## Success, Access, and Support

### Transitions

**Strategic Priority:** Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

**Outcome Statement:** Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

- Goal 3.1**      **By 2018, a baseline and benchmarks will be developed to track all students with a disability having access to participate in career counseling, explorations, self-advocacy training, and work-based learning experiences.**
  
- Goal 3.2**      **By 2026, the 4-year cohort graduation rates for all Nebraska students will be greater than 92% and not less than 85% for any one subgroup.**
  
- Goal 3.3**      **By 2026, the 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90% for any one subgroup.**
  
- Goal 3.4**      **By 2026, 100% of Nebraska schools will fully implement a systematic process for supporting the needs of highly-mobile students.**

**Success, Access, and Support**  
**Educational Opportunities and Access**

**Strategic Priority:** Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

**Outcome Statement:** Ensure all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

**Goal 4.1**      **By 2020, NDE will develop a statewide digital course and content repository.**

**Goal 4.2**      **By 2026, 85% of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual credit and/or obtained industry certification.**

**Goal 4.3**      **By 2026, 95% of Nebraska elementary schools would be able to identify at least one high-quality early childhood educational program accessible to all of the school's resident preschool age population.**

**Teaching, Learning, and Serving**  
**College, Career, and Civic Ready**

**Strategic Priority:** Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

**Outcome Statement:** Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

**Goal 5.1**      **By 2018, the State Board will adopt a comprehensive approach to define and measure civic readiness.**

**Goal 5.2**      **By 2020, all Nebraska elementary schools will provide evidence-based interventions for any students not on grade level in reading and/or math.**

**Goal 5.3**      **By 2026, 100% of Nebraska schools will provide all students with a program for career awareness, exploration, and preparation.**

**Goal 5.4**      **By 2026, at least 50% of all Nebraska high school students from any given cohort year, will have earned a college degree, credential, or certificate within five years of graduating from high school.**

## Teaching, Learning, and Serving

### Assessment

**Strategic Priority:** Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

**Outcome Statement:** Use assessments to measure and improve student achievement and inform instruction.

- Goal 6.1**      **By 2018, utilizing baseline data from the ACT, long-term goals will be developed for 11<sup>th</sup> grade achievement, including goals for subgroups.**
  
- Goal 6.2**      **By 2018, the NDE will implement an assessment system to measure achievement and growth in grades 3-8 that meets the requirements of federal and state law and is timely for instructional purposes.**
  
- Goal 6.3**      **By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in reading will increase from 79% to 89%.**
  
- Goal 6.4**      **By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in math will increase from 72% to 82%.**
  
- Goal 6.5**      **By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in science will increase from 72% to 82%.**

## Teaching, Learning, and Serving

### Educator Effectiveness

**Strategic Priority:** Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

**Outcome Statement:** Assure students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

**Goal 7.1** By 2018, NDE will develop and implement a statewide teacher equity plan.

**Goal 7.2** By 2020, 100% of Nebraska schools will utilize performance standards and a research-based evaluation system for all certificated staff as aligned to Rule 10.

**Goal 7.3** By 2022, 100% of Nebraska schools will be staffed by teachers who have or are actively pursuing a teaching certificate with the appropriate endorsement for the subject(s) and grade level(s) of the course(s) being taught.

## **ACKNOWLEDGMENT**

The Nebraska State Board of Education and the Nebraska Department of Education give special thanks to the many partners who have provided input in the development of this strategic plan. We also recognize and appreciate the grant support of the Peter Kiewit Foundation and the Sherwood Foundation. The NDE is excited to continue collaboration in leading and supporting the preparation of all Nebraskans for learning, earning, and living.



# 2017-2026 STRATEGIC VISION AND DIRECTION

approved by the State Board of Education 12/2/16

## MISSION

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

## STRATEGIC PRIORITIES

Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life
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## Leadership

Provide leadership and high quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska.

## Success, Access, and Support

**Positive Partnerships and Student Success** – Increase student, family, and community engagement to enhance educational experiences and opportunities.

**Transitions** – Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

**Educational Opportunities and Access** – Ensure that all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

## OUTCOME STATEMENTS

## Teaching, Learning, and Serving

**College, Career, and Civic Ready** – Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

**Assessment** – Use assessments to measure and improve student achievement and inform instruction.

**Educator Effectiveness** – Assure that students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

To view the full plan, please visit: <https://www.education.ne.gov/StateBoard/Index.html>

## Leadership

- By 2018, the NDE will be organized through personnel and processes to provide leadership in school support systems, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that will enhance the success of educational systems in Nebraska.
- By 2018, the Board and Commissioner will have a process in place to evaluate and ensure timely, high-quality services and systems of support provided by the Nebraska Department of Education.
- By 2020, 100% of teachers, service providers, school leaders and local school board members will have access to quality professional learning opportunities through an NDE facilitated professional learning directory.
- By 2020, the NDE will collaborate with the Governor, Legislature, postsecondary institutions, and the Educational Service Units (ESUs) to create a uniform process to align dual credit opportunities for students across the state.

## Success, Access, and Support

### Positive Partnerships, Relationships, and Success

- By 2019, the NDE will develop a system to regularly engage and survey clients, schools, and stakeholders to gather input, and measure engagement and satisfaction.
- By 2026, the dropout rate of all Nebraska students including subgroups will be less than 1%.
- By 2026, 100% of Nebraska schools will have all students in grades 7-12 create and utilize a personal learning plan.
- By 2026, there will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%.

### Transitions

- By 2018, a baseline and benchmarks will be developed to track all students with a disability having access to participate in career counseling, explorations, self-advocacy training, and work-based learning experiences.
- By 2026, the 4-year cohort graduation rates for all Nebraska students will be greater than 92% and not less than 85% for any one subgroup.
- By 2026, the 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90% for any one subgroup.
- By 2026, 100% of Nebraska schools will fully implement a systematic process for supporting the needs of highly-mobile students.

### Educational Opportunities and Access

- By 2020, NDE will develop a statewide digital course and content repository.
- By 2026, 85% of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual credit and/or obtained industry certification.
- By 2026, 95% of Nebraska elementary schools would be able to identify at least one high-quality early childhood educational program accessible to all of the school's resident preschool age population.

## Teaching, Learning, and Serving

### College, Career, and Civic Ready

- By 2018, the State Board will adopt a comprehensive approach to define and measure civic readiness.
- By 2020, all Nebraska elementary schools will provide evidence-based interventions for any students not on grade level in reading and/or math.
- By 2026, 100% of Nebraska schools will provide all students with a program for career awareness, exploration, and preparation.
- By 2026, at least 50% of all Nebraska high school students from any given cohort year, will have earned a college degree, credential, or certificate within five years of graduating from high school.

### Assessment

- By 2018, utilizing baseline data from the ACT, long-term goals will be developed for 11th grade achievement, including goals for subgroups.
- By 2018, the NDE will implement an assessment system to measure achievement and growth in grades 3-8 that meets the requirements of federal and state law and is timely for instructional purposes.
- By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in reading will increase from 79% to 89%.
- By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in math will increase from 72% to 82%.
- By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in science will increase from 72% to 82%.

### Educator Effectiveness

- By 2018, NDE will develop and implement a statewide teacher equity plan.
- By 2020, 100% of Nebraska schools will utilize performance standards and a research-based evaluation system for all certificated staff as aligned to Rule 10.
- By 2022, 100% of Nebraska schools will be staffed by teachers who have or are actively pursuing a teaching certificate with the appropriate endorsement for the subject(s) and grade level(s) of the course(s) being taught.

Registration is open: ESU 7 Website - [www.esu7.org](http://www.esu7.org)  
Contact Cindy Wieser if you need assistance registering: 402-564-5753 Ext. 1030 or [cwieser@esu7.org](mailto:cwieser@esu7.org)

## Upcoming Legal Trainings at ESU 7



### **Business Practices (FLSA and new hire rules for Obamacare)**

**September 22, 2016 - 9AM to 12PM**

Karen Haase and Bobby Truhe will review two significant new changes in federal law that school business offices will need to deal with during the first semester of this school year. First, the Department of Labor's proposed changes to the Fair Labor Standards Act will become effective on December 1, 2016. The new regulations increase the weekly salary minimum from \$455/week (\$23,660/year) to \$913/week (\$47,476/year). Karen and Bobby will review how these changes will affect schools and will review some specific options that school districts have for complying with these new regulations without significantly changing the district's personnel costs. Related to the issue of recording keeping and employee work hours are the "new hire" rules under the Patient Protection and Affordable Care Act. Until September 1, 2016, school districts that employ between 50 and 99 employees have been able to rely on transition relief and so have not had to decide when to offer new employees health insurance or face the shared responsibility tax. This school year, however, the determination of who is a full-time employee will be crucial in evaluating your options for complying with the employer shared responsibility rules. Karen and Bobby will review the various ways of assessing what constitutes a full-time employee eligible for coverage under the PPACA. They will review concepts such as how to address variable hour and seasonal employees like community coaches as well as the district's options for determining its standard measurement, administrative and stability periods.

### **Annual Title IX Training**

**October 20, 2016 - 1PM to 4PM**

This summer the ACLU of Nebraska made a massive public records request of all school districts in the state. One of the topics about which the ACLU sought information was the policies related and services provided to pregnant and parenting students. This request coincides with the Office for Civil Rights announcing a renewed enforcement emphasis on Title IX compliance by K-12 schools, with a particular emphasis on pregnant and parenting students. All schools must name a Title IX Coordinator and must make sure that person has been provided with up-to-date training. Karen Haase will review the basic legal premises of Title IX with a focus on schools' obligations to pregnant and parenting students. Karen will also provide an up-to-date review of case law and OCR decisions related to all areas of Title IX, including a discussion of the most recent legal developments related to students who are transgendered. This training will not be identical to the Title IX training Karen provided at various service units last year, but will still fulfill OCR's ongoing Title IX training requirements.

### **Student Discipline**

**November 29, 2016 - 9AM to 1PM**

Attorneys from KSB will review the requirements of the Nebraska Student Discipline Act; address discipline in unique areas such as extracurriculars, Section 504, and the special education world; and provide samples of the various student discipline forms and processes for you to use in your district.

### **SPED Law**

**November 29, 2016 - 1PM to 3:30PM**

Schools across the state have witnessed a huge increase in students who qualify for special education services who have significant behavioral issues. Karen Haase will review provide an update on legal issues related to these special education students. Karen will review what should be included in a behavior intervention plans and a functional behavioral analysis. This discussion will include a review of the least restrictive environment requirement and the continuum of options that schools have in making a placement decision. Karen will also examine common implementation errors made by schools and offer practical advice on how to avoid claims based on the failure of staff to implement the IEP and the BIP with fidelity.

### **Student Discipline/Bullying**

**February 9, 2017 - 9AM to 12PM**

Schools have made significant progress in improving their climates which has led to a decrease in student reports of bullying. However, bullying remains a significant issue both for students and in the perceptions of parents. It is imperative that school administrators redouble their efforts to promote good digital citizenship in students and respond promptly and appropriately to reports of bullying or harassment. However, school officials cannot leap into action without considering their legal limitations. Karen Haase will provide a legal update on the boundaries that limit school administrators in this important area. She will review the situations in which schools must act, will examine the actions that administrators cannot take action and will provide practical advice for how to proceed in situations which are ambiguous.





Start early. Start well.

## **NEBRASKA EARLY CHILDHOOD WORKFORCE COMMISSION**

### **Agenda**

**February 15, 2017**

**8 a.m. – 12:00 p.m.**

### **Meeting Goals**

- Build connections among commission members
- Clarify the purpose, roles, and responsibilities of the commission
- Affirm basic outline of blueprint with any recommended revisions
- Establish foundation for year-long process

8:00	Breakfast available
8:15	Announcements – Susan Sarver
8:20	Opening remarks – Marjorie Kostelnik
8:25	Framing of the Day – Bill Fulton
8:55	Commission Goals, Roles, and Responsibilities – Samuel Meisels
9:10	Educating the Public – Marjorie Kostelnik and Renee Wessels
9:30	Developing a Deeper Understanding of the Blueprint – Bill Fulton, Susan Sarver, and Cathey Huddleston-Casas
10:00	Small Group Discussion
10:15	Break
10:30	Overview of the Year – Bill Fulton, Susan Sarver, and Cathey Huddleston-Casas
11:35	Homework Assignment – Bill Fulton and Renee Wessels
11:55	Closing Remarks – Samuel Meisels
12:00	Adjourn

## NEBRASKA EARLY CHILDHOOD WORKFORCE COMMISSION AT A GLANCE

### Summary

The Nebraska Early Childhood Workforce Commission is a collaborative group of 39 public- and private-sector leaders convened by the Buffett Early Childhood Institute at the University of Nebraska to develop a comprehensive plan of action for expanding and strengthening the state's early childhood workforce. The commission will meet quarterly over a three-year period beginning in 2017.

### Why?

- In Nebraska today, nearly 80 percent of children from birth through age 5 are enrolled in some form of paid child care. Decades of research have shown that those who care for and educate these children play the single most important role in their early development and learning.
- There are tremendous challenges to growing and sustaining a high-quality early childhood workforce:
  - **Shortage.** The Nebraska Department of Education's Teacher Vacancy Survey lists both Early Childhood Education and Early Childhood Special Education as "Teacher Shortage Areas."
  - **Preparation.** Training and education requirements for early childhood professionals are uneven and often inadequate. For example, each of Nebraska's 20 early childhood degree programs includes at least one practicum experience, but the required supervised classroom hours vary from nine to 150.
  - **Compensation.** Salaries are so low that many in the workforce leave the profession for other jobs, contributing to high turnover and a lack of stability for young children. In 2015, the average compensation for child care professionals in Nebraska was \$19,620, which is below the poverty line for a family of three.
- These challenges exist across the state in both urban and rural areas. According to the 2016 *Kids Count in Nebraska Report*, 11 counties statewide had no licensed child care facilities in 2015, and roughly 75 percent of counties in Nebraska with child care facilities did not have enough available slots to meet the estimated current demand.

### Goals

- Create consensus on a comprehensive statewide plan to transform and sustain a skilled, informed, and diverse early childhood workforce for all children from birth through Grade 3.
- Develop implementation plans that describe effective strategies, actions, and responsible parties.
- Facilitate and promote collaboration among stakeholders throughout the state and assist with public education and outreach.

### Members

- **Co-chairs:** Dr. Marjorie J. Kostelnik, dean, College of Education and Human Sciences, University of Nebraska-Lincoln; Dr. Samuel J. Meisels, founding executive director, Buffett Early Childhood Institute.
- **Members:** Membership is drawn from government, higher education, public schools, child care, philanthropy, health care, and the business community.

## **NEBRASKA EARLY CHILDHOOD WORKFORCE COMMISSION TALKING POINTS**

1. A new statewide commission convened by the Buffett Early Childhood Institute at the University of Nebraska is developing a comprehensive plan of action for expanding and strengthening Nebraska's early childhood workforce.
2. The commission is focusing on the early childhood workforce because the single most important factor in young children's lives are the adults who care for, nurture, and educate them. Decades of research has shown that these experiences have a profound impact on children's long-term school and life success.
3. In Nebraska today, nearly 80 percent of children from birth through age 5 are in some form of paid child care.
4. Tremendous challenges face the early childhood workforce, including a statewide shortage of professionals, training requirements that are uneven and often inadequate, and low wages. In 2015, the average compensation for child care professionals in Nebraska was \$19,620, which is below the poverty line for a family of three.
5. These challenges exist in both urban and rural areas and contribute to high turnover and instability in early childhood programs, directly affecting the quality of care children receive. According to the 2016 *Kids Count in Nebraska Report*, roughly 75 percent of counties in Nebraska with child care facilities did not have enough available slots to meet the estimated current demand.
6. The Nebraska Early Childhood Workforce Commission will address these challenges by developing a comprehensive plan of action. The commission will address the multiple forces that influence these issues, including systems of higher education, early care and education delivery, and policy.
7. The commission will meet quarterly over a three-year period beginning in 2017. In addition to a comprehensive statewide plan, targeted implementation plans will be developed by task forces consisting of commission members and other stakeholders.
8. The commission includes 39 members representing government, higher education, public schools, child care, philanthropy, health care, and the business community.
9. The commission is co-chaired by Marjorie Kostelnik, dean of the College of Education and Human Sciences at the University of Nebraska-Lincoln, and Samuel J. Meisels, founding executive director of the Buffett Early Childhood Institute.