

## NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, February 6, 2026 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** NDE Office Building  
Board Room  
500 South 84th Street  
Lincoln, NE 68510
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: [www.education.ne.gov/stateboard/state-board-agendas/](http://www.education.ne.gov/stateboard/state-board-agendas/)
- Lunch:** On Friday, February 6, 2026, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (The Board May Take a Recess)  
President Tegtmeier
  - 1.1. Roll Call  
President Tegtmeier
  - 1.2. Pledge of Allegiance  
President Tegtmeier
  - 1.3. Announcement of the Placement of the Open Meetings Act Information  
President Tegtmeier
2. SPECIAL PRESENTATIONS  
President Tegtmeier
  - 2.1. Nebraska State Colleges - Reimagining Educator Preparation Pathways  
Paul Turman

2.2. CTE Month Recognition  
Katie Graham and Sydney Kobza

3. COMMISSIONER'S REPORT  
Commissioner Maher

3.1. Agenda Overview and Consent Agenda Process  
Commissioner Maher

3.1.A. Commissioner's Recommendations and Items to be Removed from Consent  
Agenda  
Commissioner Maher

4. PRESIDENT'S REPORT  
President Tegtmeier

5. PUBLIC COMMENT PERIOD  
President Tegtmeier

5.1. Public Comment

5.2. Written Public Comment (None Submitted)

6. CONSENT AGENDA  
President Tegtmeier

6.1. Board Member Out-of-State Travel Approval

6.2. Committee Appointments

6.3. Contract Approvals

6.4. Grant Approvals

6.5. Lease Approvals

6.6. Minutes of the Previous State Board of Education Meeting

6.7. Miscellaneous Approvals

6.7.A. Approve School Districts' Requests for Exclusions to the Budget Limitation  
in Accordance with the Provisions of the Tax Equity & Educational Opportunities  
Support Act (TEEOSA) (BF.082025.005)  
Bryce Wilson  
SO 1.1: Improved Student Achievement, SO 1.2: Reduced Chronic Absenteeism,  
SO 2.1: Increased Supply of Teachers

7. STANDING COMMITTEE REPORTS

President Tegtmeier

7.1. Executive Committee

President Tegtmeier

7.1.A. Discussion Item: Review 2026 Proposed State Legislation

7.2. Budget and Finance Committee

Kristin Christensen

7.2.A. Monthly Board Travel Expense Reports

7.2.B. Action Item: Contract Renewal to Build-Out Data Collection Processes to Meet Federal Post-School Outcome Data Report Requirements (BF.012026.001)  
SO 3.1: Increased Postsecondary Access and Attainment

7.2.C. Action Item: Accept Preschool Development Grant Funds and Subcontract to Fulfill Grant Requirements (BF.012026.002)  
SO 3.2: Improved Skill Attainment for Clients and Learners, SO 4.3: Improved Capacity Building

7.2.D. Action Item: Accept Mental Health Service Professional Demonstration Grant Funds and Subcontract to Fulfill Grant Requirements (BF.012026.003)  
SO 1.2: Reduced Chronic Absenteeism, SO 3.1: Increased Postsecondary Access and Attainment, SO 3.2: Improved Skill Attainment for Clients and Learners

7.2.E. Action Item: Accept School-Based Mental Health Services Grant Funds and Subcontract to Fulfill Grant Requirements (BF.012026.004)  
SO 1.2: Reduced Chronic Absenteeism, SO 3.1: Increased Postsecondary Access and Attainment, SO 3.2: Improved Skill Attainment for Clients and Learners

7.3. Planning and Evaluation Committee

Lisa Schonhoff

7.3.A. Action Item: Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties (PE.082025.003)  
SO 1.1: Improved Student Achievement, SO 1.2: Reduced Chronic Absenteeism, SO 3.1: Increased Postsecondary Access and Attainment

7.4. Rules and Regulations Committee

Maggie Douglas

7.4.A. Report On Rules

8. ADDITIONAL BUSINESS

President Tegtmeier

9. INFORMATION ITEMS AND REPORTS

President Tegtmeier

9.1. Contracts Approved by Commissioner

9.2. Grants Approved by Commissioner

10. GOOD OF THE ORDER

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

President Tegtmeier

11. ADJOURNMENT

President Tegtmeier

**Out-State Travel Authorization Reports - February**

<b><u>Name</u></b>	<b><u>Event Name</u></b>	<b><u>Date</u></b>	<b><u>Location</u></b>	<b><u>Trip Request (i.e. 1st, 2nd, Other)</u></b>
Kristin Christensen	(NONE)			
Lisa Schonhoff	(NONE)			
Sherry Jones	(NONE)			
Elizabeth Tegtmeier	(NONE)			

**Out-State Travel Authorization Reports - February**

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request (i.e. 1st, 2nd, Other)</u>
Maggie Douglas	(NONE)			
Liz Renner	(NONE)			
Kirk Penner	(NONE)			
Deborah Neary	(NONE)			

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

Thursday-Friday January 8-9, 2026

Nebraska Department of Education Office Building, State Board Room, 500 S 84<sup>th</sup> Street, Lincoln, NE 68508

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#) January 9, 2026

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

**STATE BOARD WORK SESSION, Thursday, January 9, 2026, 4:00 p.m.**

**1. CALL TO ORDER**

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

1.1 Roll Call

Roll Call showed the following attendance:

Deborah Neary	Elizabeth Tegtmeier	Kirk Penner
Kristin Christensen	Lisa Schonhoff	Liz Renner
Maggie Douglas	Sherry Jones	

Commissioner Maher was also in attendance.

1.2. President Tegtmeier led the Pledge of Allegiance.

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

**2. BUSINESS**

**2.1. 2025 ORGANIZATION OF THE STATE BOARD OF EDUCATION**

2.1.A. Election Processes and Procedures

Commissioner Maher presided over the election of officers pursuant to Board Bylaw 2 Board Officers. Officers elected at the meeting will serve a one-year term unless there is a motion for officers to serve a two-year term.

Commissioner Maher appointed Ami Huff and Lora Sypal as Tellers to disseminate and count the ballots.

2.1.B. Election of Board President

Commissioner Maher opened nominations for President.

Deborah Neary nominated Elizabeth Tegtmeier.

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

Vote 1:

Reporting Teller, Ami Huff, read the vote results:

- 8 votes were cast
- 5 votes were necessary for election
- 8 votes for Elizabeth Tegtmeier

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

2.1.C. Election of Board Vice President

Commissioner Maher opened nominations for Vice President.

Sherry Jones nominated Liz Renner.

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

Vote 1:

Reporting Teller, Ami Huff, read the vote results:

- 8 votes were cast
- 5 votes were necessary for election
- 8 votes for Liz Renner

The tally was delivered to Commissioner Maher, who announced the result that Liz Renner was elected Vice President.

2.2. Potential Closed Session

Motion by Deborah Neary, second by Kristin Christensen to go into Closed Session for the Protection of the Public Interest to Discuss Pending Litigation.

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Lisa Schonhoff	Yes
Liz Renner	Yes
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

At 4:16 p.m. the Board moved into Closed Session for the Protection of Public Interest to Discuss Pending Litigation.

Motion by Deborah Neary, second by Kristin Christen to adjourn Closed Session at 4:31 p.m.

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Lisa Schonhoff	Yes
Liz Renner	Yes
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

**3. ADJOURNMENT**

President Tegtmeier adjourned the meeting at 4:32 p.m.

The State Board of Education will reconvene Friday, January 9, 2026, at 9:00 a.m. at the Nebraska Department of Education Office Building for a regular business meeting at the Nebraska Department of Education Office Building, State Board Room, 500 S 84<sup>th</sup> Street, Lincoln, NE 68508.

**STATE BOARD OF EDUCATION MEETING, Friday, January 9, 2026, 9:00 a.m.**

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

1.1 Roll Call

Roll Call showed the following attendance:

Deborah Neary

Elizabeth Tegtmeier

Kirk Penner

Kristin Christensen

Lisa Schonhoff

Maggie Douglas

Sherry Jones

Commissioner Maher was also in attendance.

Absent: Liz Renner

1.2. President Tegtmeier led the Pledge of Allegiance.

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

**2. SPECIAL PRESENTATIONS**

(NONE)

**3. COMMISSIONER'S REPORT**

3.1. Agenda Overview and Consent Agenda Process

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

Agenda Item 6.3.A. was requested to be removed from the Consent Agenda.

Commissioner Maher delivered the Commissioner's report.

3.2. Nebraska Teacher of the Year

NDE Representative, David Jespersen, introduced Sarah Hardin, 2026 Nebraska Teacher of the Year, High School Science Teacher, Mullen, Nebraska, who provided her report.

3.3. Nebraska Leads Literacy and CLSD Update

NDE Representative, Jane Stavem, Jamie Cook, and Victoria Katzberg, spoke about the Nebraska Leads Literacy and provided an update on the CLSD.

**4. PRESIDENT'S REPORT**

There was no President's report.

**5. PUBLIC COMMENT PERIOD**

5.1. Public Comment

There was no Public Comment.

5.2. Written Public Comment

There was no Written Public Comment submitted.

## 6. CONSENT AGENDA

Motion by Kristin Christensen, second by Deborah Neary to approve the Consent Agenda without agenda item 6.3.A.

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Lisa Schonhoff	Yes
Liz Renner	Absent
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

## 7. STANDING COMMITTEE REPORTS

7.1. **Executive Committee** – Elizabeth Tegtmeier, Chair, reported on the meeting of the Committee.

7.2. **Budget and Finance Committee** – Kristin Christensen, Chair, reported on the meeting of the Committee.

7.2.A. Monthly Board Travel Expense Report

There was no further discussion on the item.

7.2.B. Action Item: Contract for Federal IDEA and Early Childhood Data Application Development

Motion by Kristin Christensen, second by Maggie Douglas to contract for Federal IDEA and Early Childhood Data Application Development.

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Lisa Schonhoff	Yes
Liz Renner	Absent
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

7.2.C. Action Item: Contract for Nebraska Inclusive Systems Capacity Project

Motion by Kristin Christensen, second by Maggie Douglas to authorize the Commissioner to contract for Nebraska Inclusive Systems Capacity Project.

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Lisa Schonhoff	Yes
Liz Renner	Absent
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

7.2.D. Action Item: Authorize the Commissioner to Approve the 2025-26 Trust Fund Budget for the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI)

Motion by Kristin Christensen, second by Lisa Schonhoff to authorize the Commissioner to Approve the 2025-26 Trust Fund Budget for the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI).

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Lisa Schonhoff	Yes
Liz Renner	Absent
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

7.3. **Planning and Evaluation Committee Report** – Lisa Schonhoff, Chair, reported on the meeting of the Committee.

7.3.A. Action Item: Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties.

NDE Representative, Shirley Vargas and Bryce Wilson, answered questions with regard to funding for the Learning Community.

The Committee recommends no action on this item.

7.4. **Rules and Regulations Committee** – Maggie Douglas, Chair reported on the meeting of the Committee.

7.4.A. Report on Rules

The report on rules is linked through Sparq in Board Agenda item 7.4.A.

7.4.B. Action Item: Proposed Revision of Rule 13 (92 NAC 13) Regulations and Procedures for Exempting Schools for Which Parents Elect Not to Meet Legal Requirements for School Approval and Accreditation

Motion by Maggie Douglas, second by Kristin Christensen to Adopt Proposed Revision of Rule 13 (92 NAC 13) Regulations and Procedures for Exempting Schools for Which Parents Elect Not to Meet Legal Requirements for School Approval and Accreditation.

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Lisa Schonhoff	Yes
Liz Renner	Absent
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

7.4.C. Action Item: Proposed Revision of Rule 51 (92 NAC 51) Regulations and Standards for Special Education Programs

Motion by Maggie Douglas, second by Lisa Schonhoff to Adopt Proposed Revision Of Rule 51 (92 NAC 51) Regulations and Standards for Special Education Programs.

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Lisa Schonhoff	Yes
Liz Renner	Absent
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

**8. ADDITIONAL BUSINESS**

6.3.A. Action Item: Amend Contract to Support Teams for Improvement to Increase Math and Literacy Outcomes

Motion by Kristin Christensen, second by Maggie Douglas to Amend the Contract to Support Teams for Improvement to Increase Math and Literacy Outcomes.

NDE Representative, Shirley Vargas, provided additional information for the amending of the contract.

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	No
Kristin Christensen	Yes
Lisa Schonhoff	No
Liz Renner	Absent
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

**9. INFORMATION ITEMS AND REPORTS**

Information items and reports are linked through Sparq under Board Agenda item 9.

**10. GOOD OF THE ORDER**

(NONE)

**11. ADJOURNMENT**

President Tegtmeier adjourned the meeting at 10:39 a.m.

The next meetings of the State Board of Education are scheduled for February 5-6, 2026, in Lincoln, Nebraska.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 23, 2026

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

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

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

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

### RATIONALE/BACKGROUND INFORMATION:

#### 1. Interfund Loans

Proposed Board Action: Approve the Interfund Loan listed on the attachment as a Special Grant Fund.

Rationale/Background information: The State Board, pursuant to provisions of State Statute Section 79-1003(38), has designated Interfund Loans as a special grant fund for budget limitation purposes. The Interfund Loans listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund. If approved, the school districts may access additional budget authority. This request is applicable to the 2025/26 school district budget.

### STRATEGIC PLAN ALIGNMENT:

- *Strategic Priority 1: Accelerate Student Achievement*
  - *Strategic Outcome 1.1: Improved Student Achievement*
  - *Strategic Outcome 1.2: Reduced Chronic Absenteeism*
- *Strategic Priority 2: Grow the Educator Pipeline*
  - *Strategic Outcome 2.1: Increased Supply of Teachers*

The additional budget authority for schools could be used by the school to address any of the first three strategic priorities.

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2026

**ESTIMATED COST:** None

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

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

**FOR GRANT SUBAWARDS: N/A**

*\*Updated 01.12.2026*

**Requests Relative to the Budgeting Provisions  
of the Tax Equity & Educational Opportunities Support Act  
For the 2025/26 School Year  
February 6, 2026**

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**Recommendation 1**

**Interfund Loan [Section 79-1003(38)]**

<b>County-District Number</b>	<b>School District Name</b>	<b>Amount to be Approved</b>
77-0001	Bellevue Public Schools	\$10,000,000
90-0595	Winside Public Schools	\$600,000



## STATE BOARD OF EDUCATION EXECUTIVE COMMITTEE REPORT

Date: February 6, 2026

The Executive Committee reports on its February 5, 2026, meeting. Members present were chair Elizabeth Tegtmeier, vice chair Liz Renner, Sherry Jones, and Deborah Neary.

On a weekly basis, the committee has reviewed and advised the Commissioner on 2026 proposed state legislation, NDE's position, and associated actions. The committee will continue to meet weekly throughout the duration of the session.

The committee reviewed two information items. First, the committee received information regarding proposed revisions to the Nebraska Council on Teacher Education (NCTE) organizational policies. Second, the committee received an update from NDE staff on implementation of the strategic plan.

This concludes the Executive Committee report.

Elizabeth Tegtmeier, Chair

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



## STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: February 5, 2026

The Budget and Finance Committee reports that at its Thursday, February 5th meeting, members present were Kristin Christensen, Maggie Douglas, Kirk Penner and Lisa Schonhoff. The Committee reviewed four action items. The first item reviewed was for a contract to build-out a data collection process to meet Federal post-school outcomes for students exiting special education programs. The Committee recommends approval of this item. The second action item reviewed was to accept the preschool development grant funds and subcontract to fulfill grant requirements. The Committee has no recommendation on this item. The Committee then reviewed a mental health grant to recruit and train school psychologists. The Committee has no recommendation on this item. The last action item reviewed was a mental health grant to recruit and retain current school psychologists. The Committee has no recommendation on this item.

The Committee then reviewed one discussion item for board member travel expenses noting no concerns.

Last, the Committee reviewed three information items including an update on 21<sup>st</sup> Century Community Learning Center grant fund allocations, an update on the Comprehensive Literacy State Development Grant expenditures and a contract for the comprehensive English learners proficiency assessment.

This concludes the Budget and Finance Committee report.

Kristin Christensen, Chair

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



2025-2026 Board Travel

*At-A-Glance*

Budgeted

**\$20,141**

Monthly Spending

**\$2,900**  
Average

Annual Spending

**\$34,500**  
Projected

Expenditures

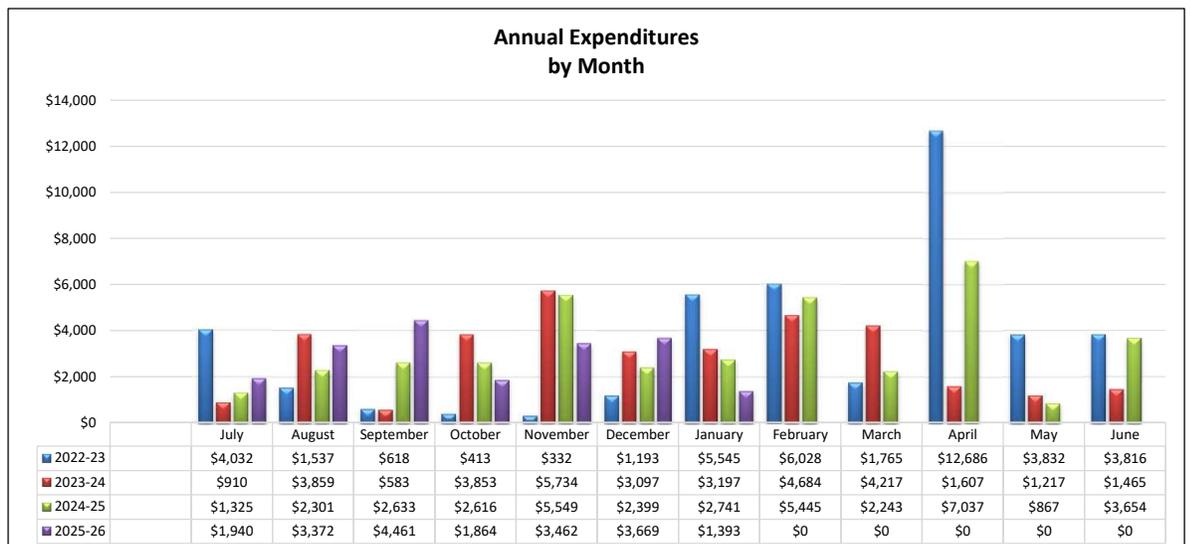
Lodging  
Meals  
Mileage



*Board Member Activity*

District	Board Member
1	Patsy Koch Johns <i>Incumbent</i>
1	Kristin Christensen <i>Appointed Dec. 2024</i>
2	Lisa Fricke <i>Incumbent</i>
2	Maggie Douglas <i>Appointed Dec. 2024</i>
3	Patti Gubbels <i>Incumbent</i>
3	Lisa Schonohoff <i>Appointed Dec. 2024</i>
4	Jacquelyn Morrison <i>Incumbent</i>
4	Liz Renner <i>Appointed Dec. 2024</i>
5	Kirk Penner
6	Sherry Jones
7	Elizabeth Tegtmeier - President
8	Deborah Neary - Vice President

	Current Year July 2025-June 2026		Prior Year July 2024-June 2025		Variance	
	January	Year-To-Date	January	Year-To-Date	January	Year-To-Date
1	\$0	\$0	\$0	\$376	\$0	-\$376
1	\$67	\$1,126	\$0	\$0	\$67	\$1,126
2	\$0	\$0	\$306	\$2,555	-\$306	-\$2,555
2	\$29	\$1,162	\$0	\$0	\$29	\$1,162
3	\$0	\$0	\$520	\$3,108	-\$520	-\$3,108
3	\$67	\$3,368	\$0	\$0	\$67	\$3,368
4	\$0	\$0	\$0	\$956	\$0	-\$956
4	\$67	\$1,110	\$0	\$0	\$67	\$1,110
5	\$29	\$73	\$0	\$548	\$29	-\$475
6	\$226	\$2,828	\$575	\$3,032	-\$349	-\$204
7	\$825	\$9,116	\$1,340	\$8,183	-\$515	\$933
8	\$67	\$277	\$0	\$455	\$67	-\$178
	<b>\$1,378</b>	<b>\$19,058</b>	<b>\$2,741</b>	<b>\$19,212</b>	<b>-\$1,363</b>	<b>-\$154</b>
Annual Budget		\$20,141		\$19,754		
Under or -Over Budget		<b>\$1,083</b>		<b>\$542</b>		



**In-State Travel Authorization Reports - February**

<b>Name</b>	<b>Event Name</b>	<b>Date</b>	<b>Location</b>	<b>Board Bylaw B16 Code A-F</b>
Kristin Christensen	(NONE)			
Lisa Schonhoff	Learning Community Tour	January 16, 2026	Omaha, NE	E
Sherry Jones	Visit to Learning Community in Omaha	January 16, 2026	Omaha, NE	E
Elizabeth Tegtmeier	NASB Legislative Issues Conference <i>and Testify at Education Committee Hearing (Edited from January )</i>	January 25- <del>26</del> January 25- <del>27</del> , 2026	Lincoln, NE	E

**In-State Travel Authorization Reports - February**

<b>Name</b>	<b>Event Name</b>	<b>Date</b>	<b>Location</b>	<b>Board Bylaw B16 Code A-F</b>
Maggie Douglas	(NONE)			
Liz Renner	(NONE)			
Kirk Penner	(NONE)			
Deborah Neary	(NONE)			



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 22, 2026

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

**FROM:** Amy Rhone – Office of Special Education

**PROPOSED AGENDA ITEM:** Action Item: Contract Renewal to Build-Out Data Collection Processes to Meet Federal Post-School Outcome Data Report Requirements. (BF.012026.001)

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

**RATIONALE/BACKGROUND INFORMATION:** The Office of Special Education proposes to renew a contract with The Board of Regents of University of Nebraska dba University of Nebraska–Lincoln to enable them to continue assisting NDE with meeting federal post-school outcome data report requirements, in accordance with 34 CFR § 300.601 and 34 CFR § 300.602.

The Office of Special Education (OSE) has contracted with the Bureau of Sociological Research (BOSR) at UNL for several years to conduct post-school outcome surveys on behalf of NDE. These services have consistently supported the state in meeting federal reporting requirements. For the current contract period, the proposed budget increases the total cost of services to an amount exceeding the \$50,000 approval threshold, necessitating formal board consideration and approval.

Federal regulations at 34 CFR § 300.601 and 34 CFR § 300.602 require state educational agencies to monitor performance and report annually on indicators included in the IDEA Part B State Performance Plan/Annual Performance Report (SPP/APR). One of these required indicators, Indicator 14 – Post-School Outcomes, measures the percentage of youth with individualized education programs (IEPs) who are engaged in higher education, competitive employment, or other postsecondary education or training within one year of exiting high school.

Through this contract, BOSR conducts valid and reliable post-school outcome surveys with adults with disabilities who previously received special education services. BOSR's established expertise ensures data collection methods meet federal requirements for accuracy, representativeness, and compliance with IDEA reporting standards. The data collected enables NDE to assess the effectiveness of special education services in preparing students with disabilities for successful adult outcomes, including participation in postsecondary education, competitive employment, or vocational training.

Continuation of this contract allows NDE to maintain compliance with federal monitoring and reporting requirements, ensure continuity and integrity of post-school outcome data, and meet IDEA Part B accountability expectations. Approval of this contract is recommended to support ongoing compliance and continuous improvement efforts while formalizing board oversight due to the increased contract amount.

**STRATEGIC PLAN ALIGNMENT:**

*Strategic Priority 3: Equip Learners for the Workforce*

- *Strategic Outcome 3.1: Increased Postsecondary Access and Attainment*
- This contract directly supports **Strategic Priority 3: Equip Learners for the Workforce** by ensuring Nebraska has valid, reliable data on post-school outcomes for students with disabilities, including participation in competitive employment, postsecondary education, and training. The post-school outcome data collected through this contract enables NDE to evaluate how effectively special education services prepare students for workforce readiness and successful transitions to adult life. Maintaining this data capacity supports continuous improvement efforts that strengthen pathways from school to employment and postsecondary opportunities for learners with disabilities.

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2026

**ESTIMATED COST:** \$56,178

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Federal IDEA Part B – 611 Funds
- New or Renewal: Renewal
- If renewal, date of first approval: 6/10/2010

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

- Indicate the method of procurement: Initially, this contract was selected through competitive negotiation (RFP NDE 07-017).
- Rationale for method of procurement: Competitive Negotiation was used to ensure a high quality of services and use of resources for this project.
- Rationale for contractor selection: This contractor has the knowledge and background required to fulfill these duties effectively and efficiently. In recent years, they've doubled the survey response rate. This data collection project most benefits from the continuity afforded from renewing this contract with this particular contractor.





## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 21, 2026

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

**FROM:** Melody Hobson

**PROPOSED AGENDA ITEM:** Action item: Accept Preschool Development Grant funds and subcontract to fulfill grant requirements. (BF.012026.002)

**AGENDA ITEM TYPE:** Contract

### RATIONALE/BACKGROUND INFORMATION:

The Preschool Development Grant is a grant from the U.S. Department of Health and Human Services' Administration for children and Families. The Preschool Development Grant (PDG) is a competitive grant that states apply to receive. State Governors were required to authorize submission of an application and designate a state agency to be the lead agency. Governor Pillen designated the Nebraska Department of Health and Human Services as the lead agency for Nebraska. The Nebraska Department of Education (NDE) is a project partner for Nebraska's application.

This PDG B-5 Systems-Building Grant provides funding to help states and territories:

- Develop a coherent, unified state Early Childhood Education (ECE) system that reconciles ECE Policies, initiatives, and funding streams, including by integrating Head Start grantees.
- Create seamless early learning experiences for young children and their families.
- Efficiently and strategically layer federal, state, local, and nongovernmental resources for early care and education.
- Maximize family choice across the range of ECE program options to give working families more opportunities that match their needs and preferences.

The following responsibilities for the NDE are required by the grant:

- Conduct a Head Start Needs Assessment to inform state-level policy and system alignment decisions.
- Participate in the statewide update for Nebraska's Needs Assessment and Strategic Plan.
- Conduct ECE standards, monitoring, and regulatory mapping with partner agencies.
- Establish governance and legal pathways for secure cross-agency data sharing to operationalize the Nebraska Early Childhood Integrated Data System (ECIDS).
- Develop a statewide roadmap to unify fragmented technology systems while ensuring compliance with privacy laws.

- Build analytic capacity through participation in the ECDataLab cohort, creating actionable dashboards to inform workforce recruitment, retention, and stability.
- Subcontract \$316,000 to ECDataLab to receive technical assistance and participate in a cohort of states that are working on similar data challenges regarding workforce analytics.

**STRATEGIC PLAN ALIGNMENT:**

- Strategic Priority 3: Equip Learners for the Workforce
  - Strategic Outcome 3.2: Improved Skill Attainment for Clients and Learners
    - PDG funds will allow the NDE to lead the mapping of standards and requirements for Nebraska’s mixed-delivery early childhood system. This mapping will reduce barriers to programs working to improve children’s skills and readiness for kindergarten.
- Strategic Priority 4: Provide Exceptional Service
  - Strategic Outcome 4.3: Improved Capacity Building
    - A functional ECIDS will provide easy to understand aggregated data to respond to requests for information from Nebraska partners, and will enable entities to efficiently plan programs and services for children

**PROPOSED BOARD MEETING:** Information: January 2026, Action: February 2026

**ESTIMATED COST:** The DHHS will provide an estimated \$550,000 to the NDE  
The NDE will subcontract \$316,000 to participate in the ECDataLab workforce analytic cohort.

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Federal Department of Health and Human Services, Administration for Children and Families through the Nebraska Department of Health and Human Services.
- New or Renewal: New
- If renewal, date of first approval: N/A

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

- Indicate the method of procurement: Sole Source
- Rationale for method of procurement: Subcontract of \$316,000 to ECDataLab, per Nebraska DHHS requirements written into the PDG grant application.
- Rationale for contractor selection: See above

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process: NA

*\*Updated 01.12.2026*



**NEBRASKA**  
DEPARTMENT OF EDUCATION

# Preschool Development Grant

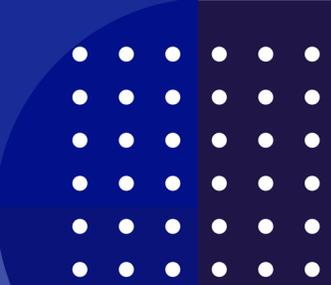
Budget and Finance Committee

February 5, 2026

Melody Hobson

# History

- Nebraska was awarded the state's first Preschool Development Grant (PDG) in 2018. First program year was 2019.
- Nebraska has been awarded a PDG grant for activities every year, except 2025.
- Current PDG award was released in November of 2025 for the program year of 2026



# Requirements

- Governor of each state must approve and their offices must facilitate the submission the applications for the PDG grant
- Each Governor must determine the “ lead agency” for the grant
- Governor Ricketts approved the first few PDG grants and named Nebraska Health and Human Services as the lead agency
- Governor Pillemer approved the content and submission of the 2025 PDG application

# Timeline

- Grant was released on Tuesday, November 18th
- State applications were due on Monday, December 1
- State writing team worked from Wednesday, November 19 through Sunday, November 23
- Writing team submitted draft to DHHS on Sunday, November 23 for review
- DHHS submitted draft to Governor Pillen's office Tuesday, November 25th
- Governor's office reviewed, Governor Pillen wrote a letter of support, and the grant was submitted to the federal grant portal on December 1st.



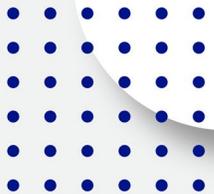


# Federal priorities

- Critical Element 1: Statewide ECE needs assessment and strategic plan
- Critical Element 2: Outcome strategies to advance program priorities
- Critical Element 3: Tracking project impact

# NDE Project involvement within PDG grant

- Critical Element 2: Outcome Strategies to advance program priorities
  - Data System Alignment and Governance
    - Finalize Statewide ECIDS data Governance framework
    - Create ECIDS, NECPRS and Head Start integrational roadmap
    - Cross agency agreements
    - ECIDS Operational Playbook
    - Workforce Data Dashboard
  - Program Sustainability and Shared Services
    - Align requirements, monitoring and regulations for Child care Licensing , child Care Subsidy, Head Start/Early Head Start



# Federal Awards

- 33 States applied for this PDG grant
- Nebraska was one of 23 states to be awarded a PDG grant this year



**Use Case #1: Distinct count of children receiving services in the B-5 mixed delivery system.**

Description: A distinct count is the number of distinct children being served by a program or set of programs and/or services within a specified geographic area over a given period of time. Specifically, this use case would answer the following:

- *How many children are being served by only one Nebraska B-5 mixed delivery system program?*
- *How many children are being served simultaneously by two or more Nebraska B-5 mixed delivery system programs and what are the combinations of those services?*

In addition, the ability to calculate a distinct count is the foundation of the analytics to address additional short- and long-term practice, policy, and research-related use cases, such as:

- Identifying evidence-based practices, promising interventions, and high-quality early childhood programs to inform continuous improvement and professional development strategies, support effective policy decisions, and help ensure children are prepared for success as they transition into the K–12 education system.
- Analyzing early childhood service need and availability within a defined geographic area to identify service gaps and guide data-driven decisions on service expansion, staffing, and resource allocation.
- Enabling the state to allocate resources more efficiently and use public funding more effectively by providing an accurate picture of who is being served and where gaps or overlaps exist.

An SLDS Issue Brief on ‘The Value of Having a Distinct Count’ can be accessed here:

<https://acf.gov/eecd/policy-guidance/slds-issue-brief-primer-distinct-count-children>

**Use Case #2: Equal access to full-day, year-round, high-quality early care and education for children regardless of the setting or family income.**

Description: Quality early care and education environments nurture the cognitive and social-emotional development of young children and support their parents’ ability to pursue education and career. The CCDF program provides funding to states to enhance the quality of child care and enable low-income parents to work or pursue education and training so they can better support their families while at the same time promoting the learning and development of their children. Specifically, the CCDF regulations require states to “ensure that families receiving CCDF funding have the opportunity to choose from the full-range of eligible child care settings and must provide families with equal access to child care that is comparable to that of non-CCDF families” (2022-2024 CCDF State Plan Preprint). This use case would address the following questions:

- *What proportion of children have access to full-day, year-round, high-quality early care and education? Does access differ by age, income, geography, disability, or race/ethnicity?*
- *To what extent does the current funding environment ensure fully-funded, equal access?*
- *Of the eligible population, what percentage of children are receiving CCDF subsidy?*
- *What proportion of children receiving CCDF subsidy are cared for in quality environments and how does this compare to non-CCDF children?*
- *How has the proportion of children receiving CCDF subsidy who are cared for in quality environments changed over time?*

### **Use Case #3: Head Start/ECIDS Pilot Project**

Description: The Nebraska ECIDS team is working with Head Start leadership to develop a pilot to enhance the ability of Nebraska Head Start professionals to access and use data for decision making, continuous improvement, and demonstrating program success through the integration of relevant data sources and development of appropriate technologies. An initial task of the pilot is to collaboratively identify priority use cases and data needs through a systematic stakeholder engagement process. Specific questions to be addressed by the pilot include:

- *What are the characteristics of the communities Head Start serves? What are the number of eligible children and how many experience homelessness, are in foster care, and/or are children with disabilities*
- *What proportion of the eligible population in my Head Start service area is currently being served? Where are there gaps in services?*
- *What other state or community-based programs and services do Head Start children receive?*

### **Use Case #4: Early Literacy**

Description: The Nebraska Early Childhood Integrated Data System (ECIDS) will support Nebraska's statewide literacy priorities by linking early childhood data with K–3 student outcomes to monitor progress toward improving third-grade reading proficiency. Aligned with the Nebraska Department of Education's Comprehensive Literacy State Development (CLSD) grant goals and the Board of Education's priority to increase third-grade English Language Arts proficiency, ECIDS will integrate data on early learning participation, literacy assessments, instructional quality, and educator preparation. This longitudinal data environment will enable analysis of how early experiences and evidence-based literacy instruction influence reading outcomes over time, support timely intervention, and inform equitable allocation of literacy supports. Some important questions that can be addressed by this are:

- *How do early childhood experiences influence third-grade reading outcomes?*
- *Which early literacy indicators are most strongly associated with later reading success?*
- *How do educator preparation and instructional experiences relate to literacy outcomes over time?*



**Jim Pillen**  
Governor

STATE OF NEBRASKA

OFFICE OF THE GOVERNOR  
P.O. Box 94848 • Lincoln, Nebraska 68509-4848  
Phone: (402) 471-2244 • jim.pillen@nebraska.gov

December 1, 2025

Richard Gonzales  
Administration for Children and Families  
U.S. Department of Health and Human Services  
Mary W. Switzer Building  
300 C Street, SW  
Suite 4020B  
Washington, D.C. 20201

Subject: Nebraska's Preschool Development Grant Application

Dear Mr. Gonzales:

As Governor of the State of Nebraska, I am pleased to support our application for a Preschool Development Grant. This letter designates the Nebraska Department of Health and Human Services (DHHS) as the State agency best suited to oversee and manage the grant. DHHS plays a leading role in the state's early childhood system and has successfully executed Nebraska's previous Preschool Development Grant Birth through Five grants.

In preparation for this application, the governor's office conferred with DHHS to select the proposed activities and develop a supporting budget. If awarded, DHHS will provide regular updates to this office, tracking the spending and monitoring of the grant, allowing feedback opportunities throughout.

DHHS has had a long and successful partnership with the Nebraska Department of Education, the state's other leading agency for early education and care services. DHHS also has a longstanding partnership with the Nebraska Children and Families Foundation. Together, we ensure that all children have the resources and support they need to thrive. This opportunity will enable DHHS to build upon our relationship with Nebraska Head Start Programs, as well as an array of other statewide child-focused entities that benefit Nebraska's families and children.

DHHS collaborates with the Nebraska Department of Administrative Services and has established accountability systems to manage grant processes, including reporting to federal partners, timely drawdown of funds, and accounting procedures for invoicing. The Office of Economic Assistance (OEA), in conjunction with the Grant Accounting Unit, provides grant oversight, federal reporting, and subrecipient monitoring, holding all parties accountable and ensuring that regulations within CFR 200 are upheld.

Within DHHS, leadership will be provided by OEA Director Shannon Grotrian. Within OEA, Nicole Vint, Administrator of the Child Care and Development Fund (CCDF) Program, will continue to provide day-to-day leadership over the grant.

We look forward to utilizing this grant to strengthen Nebraska's early childhood system.

Sincerely,

A handwritten signature in blue ink that reads "Jim Pillen".

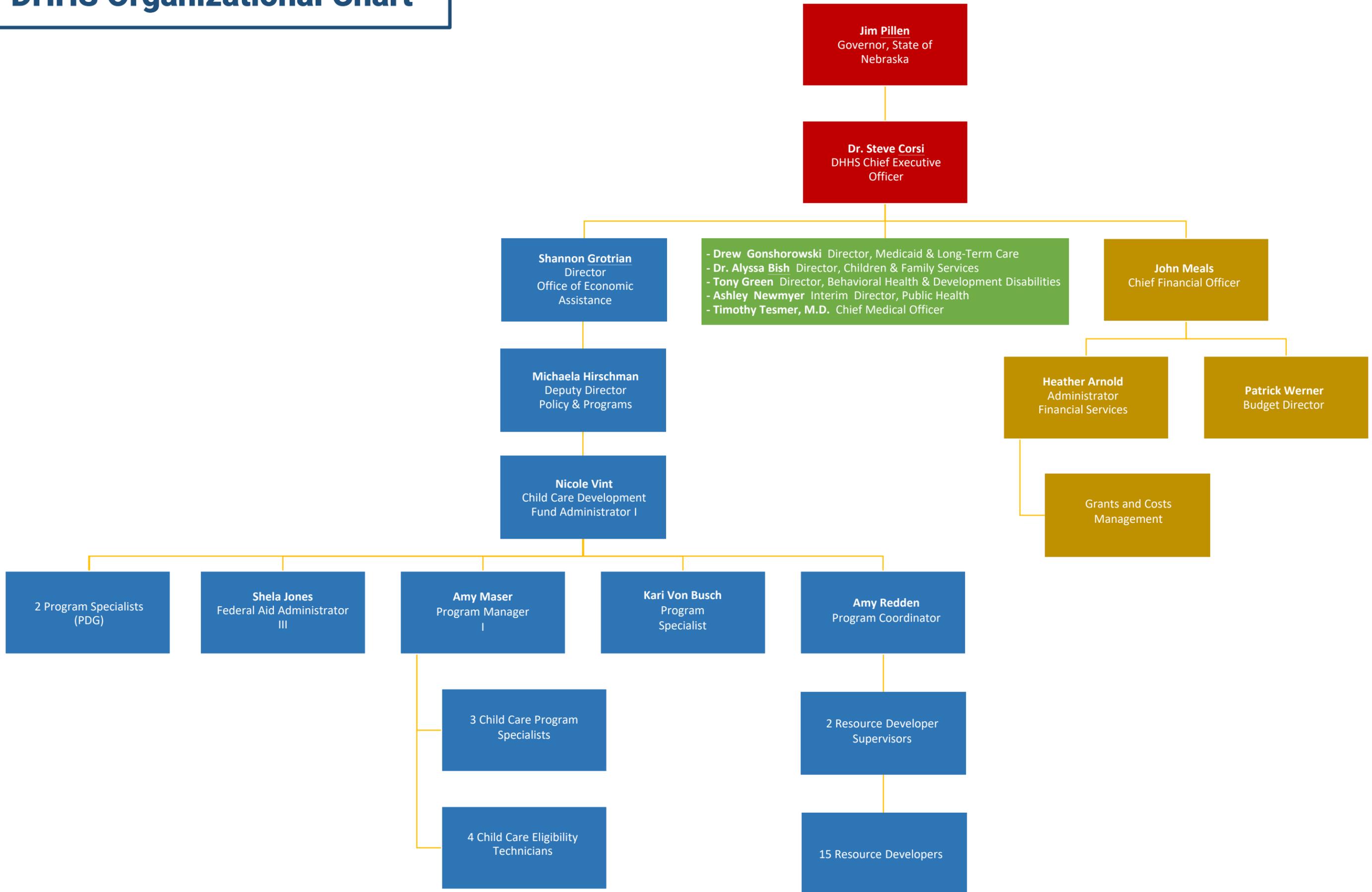
Governor Jim Pillen

## **File 2 – Supplementary Budget Information Statement**

Nebraska thanks USHHS-ACF-OECD for the opportunity to identify additional funds under Preschool Development Grant Birth through Five (PDG B-5) Systems-Building Grant, Opportunity Number HHS-2025-ACF-ACD-TP-0016.

We are not requesting additional funds at this time.

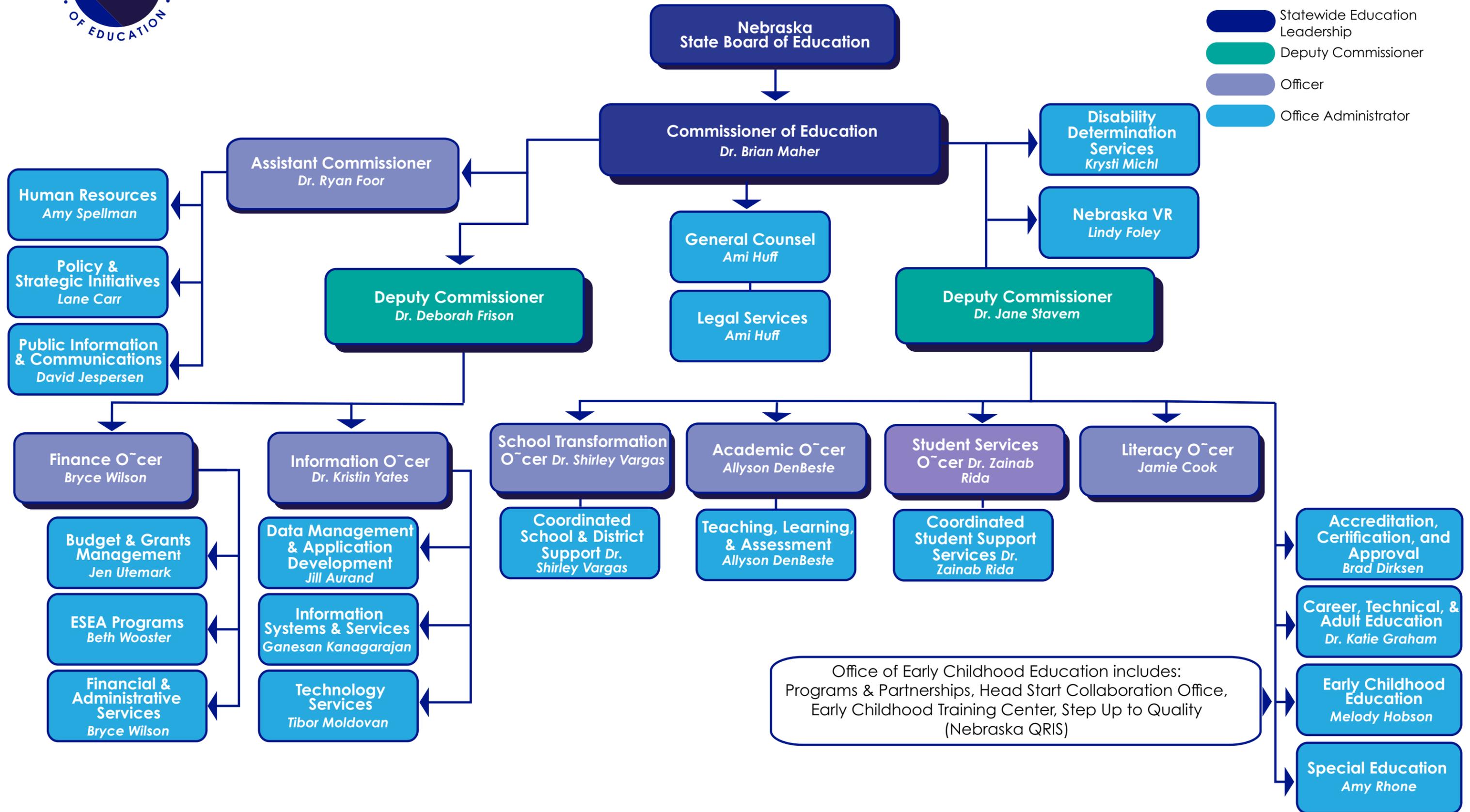
# DHHS Organizational Chart



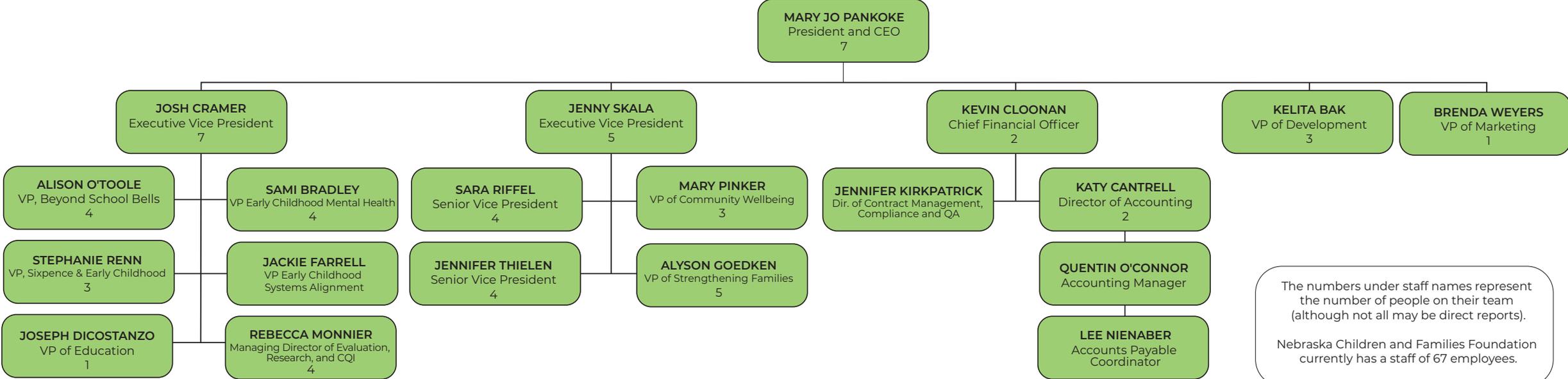


# 2025 NDE Organizational Structure

- Statewide Education Leadership
- Deputy Commissioner
- Officer
- Office Administrator



# Nebraska Children and Families Foundation Leadership



The numbers under staff names represent the number of people on their team (although not all may be direct reports).  
Nebraska Children and Families Foundation currently has a staff of 67 employees.

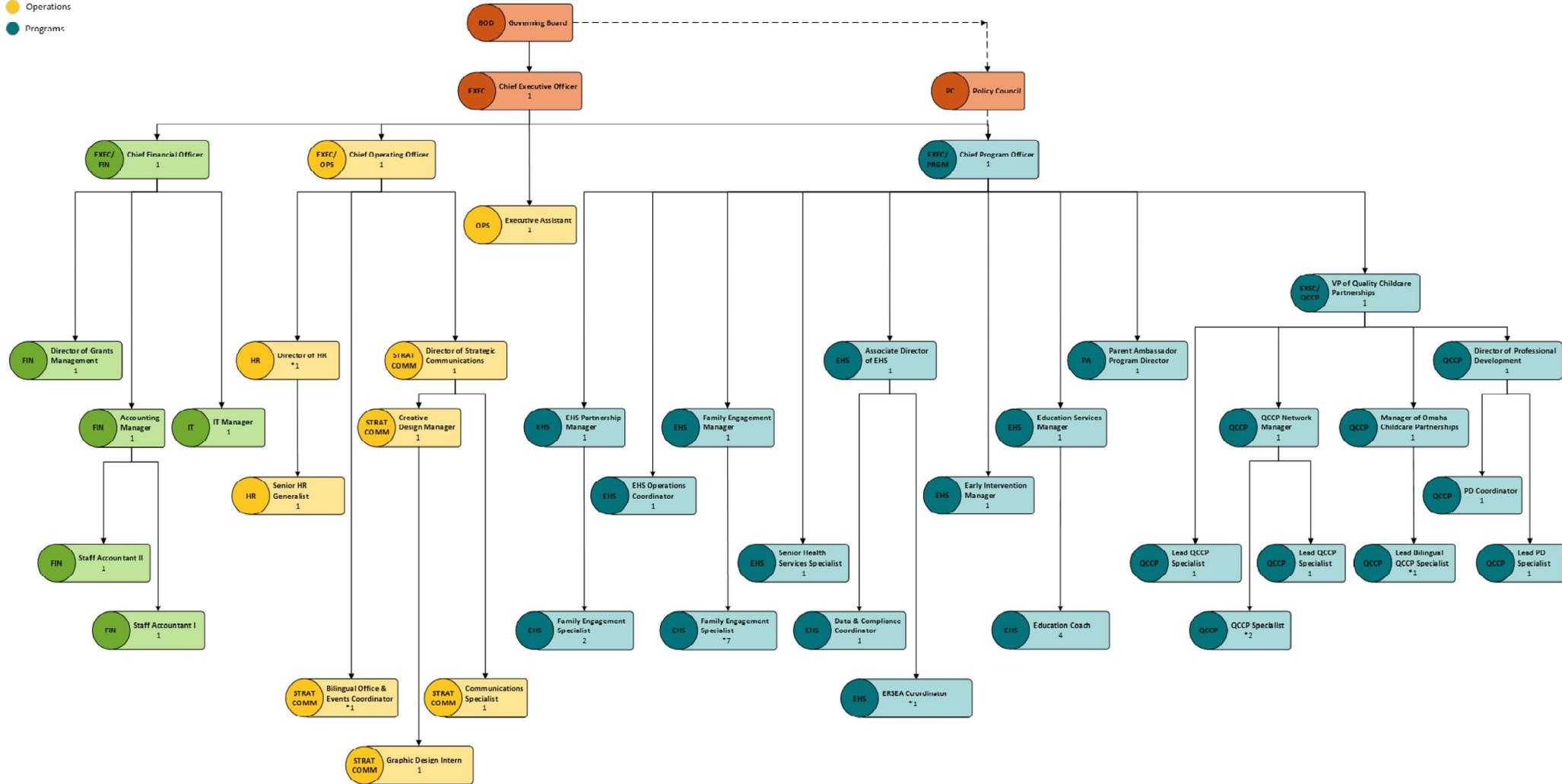


nebraskachildren  
AND FAMILIES FOUNDATION



# nebraska early childhood COLLABORATIVE

- Boards / Councils / CEO
- Finance
- Operations
- Programs



\*bilingual English/Spanish

**DHHS PROGRAM SPECIALIST CLASS CODE: C73210**

DESCRIPTION: Plans and coordinates the development, administration, and evaluation of a statewide health and human services program(s); serves as a resource and consultant to provide technical assistance/advice to agency staff, clients, and service providers; researches and develops program policy and performs quality assurance analysis and evaluation of assigned program(s); performs related work as assigned.

Qualifications/Requirements: Bachelor's degree, or equivalent coursework/training, in public administration, social/behavioral sciences, healthcare, human services, or other program-related field. Professional experience working in a human/social service or health care agency with responsibility for planning or evaluating services, programs or operational policies and practices may substitute in lieu of the educational requirement.

EXAMPLES OF WORK:

- Performs program planning, implementation, monitoring, and evaluation of program activities to manage the day-to-day operational and technical functions.
- Research, reviews, analyzes, and interprets federal regulations, federal laws, state laws, and their administrative requirements to formulate appropriate policies, procedures, and interpretations for a specialized health and human services program(s).
- Performs program planning, implementation, monitoring, and evaluation of program activities.
- Monitors, assesses, and evaluates service providers' activities for compliance with policies, procedures, and legal mandates; ensures all contractual requirements are met.
- Prepares and presents informational presentations to agency staff, clients, and service providers.
- Lead and coordinate Preschool Development Grant B-5 (PDG B-5) activities and agency engagement.
- Provide PDG B-5 operational oversight, supported outcome strategies, including service planning and cross-agency systems alignment.
- Leads PDG B-5 grant activities.

Knowledge of: the principles and practices of public administration; procedure and policy development; methods and techniques of program planning; federal and state laws, rules, regulations, and procedures about health and human services programs; public funds and budgeting methods; quality assurance mechanisms; principles and techniques of planning, monitoring, and evaluating human services programs and service delivery systems.

Ability to: plan, organize and direct a major program; work collaboratively in a team setting; analyze, develop and organize materials; establish and maintain positive relationships with agency staff, service providers/contractors, community organizations and clients; explain, discuss, advise and interact with interested groups on various program issues and problems; prepare and review technical documents such as summaries of state and federal regulations, action plans, reports, contracts and grants; understand, interpret and apply instructions, laws, rules, policies and procedures pertinent to the program.



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 26, 2026

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

**FROM:** Zainab Rida, Ph.D.  
Student Services Officer and Administrator  
Office of Coordinated Student Support Services

**PROPOSED AGENDA ITEM:** Action Item: Accept Mental Health Service Professional Demonstration Grant and Authorize the Commissioner to subcontract to fulfill grant requirements (BF.012026.003)

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

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

**What:** The Office of Coordinated Student Support Services has received a four-year grant from the U.S. Department of Education to expand and strengthen school mental health services in high-need Nebraska school districts by increasing the number of trained school psychologists and improving district capacity to provide comprehensive, tiered mental health supports.

**Why:** School districts across Nebraska report a growing need for student mental health services, but there are not enough qualified providers. Currently, Nebraska has approximately 1,306 students for every school psychologist, far exceeding the recommended ratio of 500:1. Teachers also report feeling underprepared to support student wellbeing, particularly in high-need districts. Without stronger infrastructure and trained professionals, schools cannot adequately meet students' mental health needs.

**How** The grant will:

- Recruit and fund school psychology trainees through internships and fellowships in high-need rural and urban districts
- Provide professional development to educators to strengthen their ability to support student mental health
- Build district-level infrastructure to support comprehensive school mental health programming, including screening, referral, consultation, and evidence-based interventions

Over the grant period:

- 28 school psychology trainees will be supported (7 per year)
- 500 educators will receive professional development

**Who**

- 19 high-need LEAs in ESU #13 and Omaha Public Schools

- Approximately 3,500 students will receive direct tiered mental health supports
- More than 66,000 students will benefit from improved mental health systems
- An estimated 30–40% of trainees (8–11) are expected to remain employed in Nebraska, strengthening the state’s long-term workforce

**When:**

February 10, 2026

This project will significantly improve access to school mental health services, strengthen educator capacity, and address workforce shortages in Nebraska’s highest-need districts.

**STRATEGIC PLAN ALIGNMENT:**

- Strategic Priority 1: Accelerate Student Achievement
    - **Strategic Outcome 1.2: Reduced Chronic Absenteeism**
  - Strategic Priority 3: Equip Learners for the Workforce
    - **Strategic Outcome 3.1: Increased Postsecondary Access and Attainment**
    - **Strategic Outcome 3.2: Improved Skill Attainment for Clients and Learners**
1. When students have timely access to school-based mental health support, they are better able to manage stress, trauma, and mental health challenges, leading to improved engagement, attendance, and overall academic success.
  2. Increasing the number of trained school psychologists directly supports NDE’s strategic priority to Equip Learners for the Workforce by ensuring students have the mental health support needed to stay engaged in school, persist through challenges, and successfully complete their education.

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2026

**ESTIMATED COST:** \$4,999,780

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: US Department of Education
- New or Renewal: New
- If renewal, date of first approval:

The funds for the following contracts are included in the approved Mental Health Service Professional Demonstration Grant application.

The University of Nebraska Public Policy Center (NUPPC) will provide evaluation expertise (consultation and technical assistance) as well as data collection, management, and reporting for the grant.

University of Nebraska Medical Center/Munroe Meyer (UNMC/MMI) will provide consultation and technical assistance, tuition for school psychology predoctoral interns and Educational Specialists and practicum students; annual trainee stipends for 1 predoctoral intern, an Educational Specialist School Psychology Intern two school psychology practicum students/trainee and health insurance for predoctoral interns

<b>Budget Categories</b>	<b>Project Year 2026</b>	<b>Project Year 2027</b>	<b>Project Year 2028</b>	<b>Project Year 2029</b>
The University of Nebraska Public Policy Center	\$72,706	\$75,387	\$78,176	\$81,076
University of Nebraska Medical Center/Munroe Meyer	\$585,700	\$595,971	\$606,548	\$610,518

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

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

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process:

*\*Updated 01.12.2026*



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 26, 2026

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

**FROM:** Zainab Rida, Ph.D.  
Student Services Officer and Administrator  
Office of Coordinated Student Support Services

**PROPOSED AGENDA ITEM:** Action Item: Accept School-Based Mental Health Services Grant and Authorize the Commissioner to subcontract to fulfill grant requirements (BF.012026.004)

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

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

**What:** The Office of Coordinated Student Support Services has received a four-year grant from the U.S. Department of Education to expand and strengthen school mental health services in high-need Nebraska school districts by recruiting, retaining, and respecializing school psychologists and improving district capacity to provide comprehensive, tiered mental health supports.

**Why:** School districts across Nebraska report a growing need for student mental health services, but there are not enough qualified providers. Currently, Nebraska has approximately 1,306 students for every school psychologist, far exceeding the recommended ratio of 500:1. Teachers also report feeling underprepared to support student wellbeing, particularly in high-need districts. Without stronger infrastructure and trained professionals, schools cannot adequately meet students' mental health needs.

**How:** The grant will:

- Recruit and retain credentialed school psychologists to work with identified high need LEAs,
- Recruit rural Nebraska residents to complete a grow-your-own program leading to Nebraska certification in school psychology
- Create and facilitate a training and consultation program for credentialed and aspiring school psychologists statewide

Over the grant period:

- 8 FTE school psychologists will be recruited and retained
- 10 rural residents will be respecialized as school psychologists
- Training will be offered to school psychologists statewide

**Who**

- 31 high-need LEAs in ESU #11, #13, and #16
- More than 25,000 students will benefit from improved mental health systems

**When:**

February 10, 2026

**STRATEGIC PLAN ALIGNMENT:**

- Strategic Priority 1: Accelerate Student Achievement
    - **Strategic Outcome 1.2: Reduced Chronic Absenteeism**
  - Strategic Priority 3: Equip Learners for the Workforce
    - **Strategic Outcome 3.1: Increased Postsecondary Access and Attainment**
    - **Strategic Outcome 3.2: Improved Skill Attainment for Clients and Learners**
1. When students have timely access to school-based mental health support, they are better able to manage stress, trauma, and mental health challenges, leading to improved engagement, attendance, and overall academic success.
  2. Increasing the number of trained school psychologists directly supports NDE's strategic priority to Equip Learners for the Workforce by ensuring students have the mental health support needed to stay engaged in school, persist through challenges, and successfully complete their education.

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2026

**ESTIMATED COST:** \$6,282,324

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: US Department of Education
- New or Renewal: New
- If renewal, date of first approval:

The funds for the following contracts are included in the approved School-Based Mental Health Services Grant application.

The University of Nebraska Public Policy Center (NUPPC) will provide evaluation expertise (consultation and technical assistance) as well as data collection, management, and reporting for the grant.

University of Nebraska Medical Center/Munroe Meyer (UNMC/MMI) will 1) provide expertise including consultation and technical assistance for the Psychology School Mental Health training team and coordinate efforts with the Nebraska Department of Education state-level team; 2) develop online module platform for sustainability purposes and 3) incorporate feedback from partners into development and facilitation of a

supervision training and consultation series and a state-wide learning collaborative for credentialed school psychologists delivering services in schools.

University of Nebraska-Lincoln will provide tuition remission, health insurance and associated FICA/worker’s compensation, and travel expenses for the students who are participating in the certification of school psychology program.

<b>Budget Categories</b>	<b>Project Year 2026</b>	<b>Project Year 2027</b>	<b>Project Year 2028</b>	<b>Project Year 2029</b>
The University of Nebraska Public Policy Center	\$90,800	\$94,209	\$97,753	\$101,438
University of Nebraska Medical Center/Munroe Meyer	\$151,151	\$155,292	\$159,556	\$163,948
University of Nebraska-Lincoln	\$185,011	\$181,930	\$204,578	\$148,412

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

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

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process:

*\*Updated 01.12.2026*



## STATE BOARD OF EDUCATION PLANNING AND EVALUATION COMMITTEE REPORT

Date: February 5, 2026

The Planning and Evaluation Committee reports on their committee meeting on February 5, 2026. The members present were Lisa Schonhoff, Sherry Jones, Deborah Neary, and Kristin Christensen.

The committee reviewed one action item related to the Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties. The committee has no recommendation on this item.

The committee reviewed informational items related to the Rule 11 waiver request for Ord Public Schools, update of the social studies content standards review and other content standards review, contract for general and alternate statewide assessment services, Priority School Designation Process update, and the annual reports for approved pilot programs and processes.

The committee also reviewed informational items related to the Rule 10 waiver request from Hyannis Public Schools, approval of plans of corrections for Rule 10, 14, and 18 school systems, approval of nonpublic schools for the 2026-2027 school year, and approval of interim-program schools for 2026-2027 school year. NDE staff will bring informational items to a future meeting for discussion and subsequent approval, where appropriate.

This concludes the Planning and Evaluation report.

Lisa Schonhoff, Chair

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



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 21, 2026

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

**FROM:** Shirley Vargas, Ed.L.D.  
School Transformation Officer

**PROPOSED AGENDA ITEM:** Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties (PE.082025.003)

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

**RATIONALE/BACKGROUND INFORMATION:** In accordance with Nebraska Revised Statute §79-2122, which took effect on July 21, 2016, the districts in the Learning Community of Douglas and Sarpy Counties collaboratively developed a Community Achievement Plan (CAP). The CAP serves as the plan that brings multiple stakeholders, initiatives, and plans together to collectively improve the outcomes of the students served in Douglas and Sarpy counties.

The CAP is comprised of four major strands of work that are in various stages of development, implementation, and data gathering and reporting. The four areas are the Superintendents' Early Childhood Plan, North and South Omaha Learning Centers, the MOEC Collective Impact Plan, and the Superintendents' Attendance Plan.

N.R.S. §79-2122 requires "an approved plan (that) shall remain in effect for three years except as revised with the approval of the state board. The learning community shall submit a report on the success of the plan, evaluation results, and proposed revisions by December 1 immediately following the completion of the first two years of implementation and every three years thereafter." The CAP was last approved by the State Board on April 7, 2023.

The CAP 2026-2029 has been approved by the superintendents of the 11 participating districts on November 13, 2025, and the Learning Community Coordinating Council on November 19, 2025.

Attachments: CAP 2026-2029

Timeline:

- August 2025: Information Item
- September 2025: Information Item
- October 2025: Information Item

- December 2025: Discussion Item
- January 2026: Action Item
- February 2026: Action Item

**STRATEGIC PLAN ALIGNMENT:**

- Strategic Priority 1: Accelerate Student Achievement
  - Strategic Outcome 1.1: Improved Student Achievement
  - Strategic Outcome 1.2: Reduced Chronic Absenteeism
- Strategic Priority 3: Equip Learners for the Workforce
  - Strategic Outcome 3.1: Increased Postsecondary Access and Attainment

The Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties delineates the collaboration between the 11 participating school districts to increase student achievement and equip learners for the workforce, through the various goals and activities outlined in the plan.

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2026

**ESTIMATED COST:** N/A

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: (*--e.g., Federal, State*)
- New or Renewal:
- If renewal, date of first approval:

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

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

**FOR GRANT SUBAWARDS:**

- Describe the grantee selection process:

*\*Updated 01.12.2026*

# Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties (2026-2029)



Approved by the  
Superintendents of the  
Learning Community  
on: 11/13/25

Approved by the  
Learning Community  
Coordinating Council  
on: 11/19/25

Approved by the  
Nebraska State Board  
of Education on:  
\_\_\_\_\_

**Vision**

That all children within the Learning Community achieve academic success without regard to social or economic circumstance.

**Mission**

Together with school districts and community organizations as partners, we demonstrate, share, and implement more effective practices to measurably improve educational outcomes for children and families in poverty.

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**Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties (2026-2029)**  
**Approved by the Nebraska State Board of Education, April 14, 2023**  
**Revisions and Progress Reports Submitted, October 3, 2025**

**CAP Background**

Required by Nebraska Revised Statute §79-2122, the Community Achievement Plan (CAP), was originally approved by the State Board of Education on April 7, 2017, and revised and approved on April 14, 2023. The CAP impacts the Learning Community of Douglas and Sarpy counties, the 11 school districts contained therein, and Educational Service Unit’s 3 and 19. Over 125,000 PreK-12 students attend the schools of the Learning Community and are impacted by the Community Achievement Plan.

The Community Achievement Plan was developed to provide synergy and collaboration between already existing programs and newly conceived initiatives. These included:

- the Superintendents’ Early Childhood Plan—a partnership between the 11 school districts, the Buffett Early Childhood Institute at the University of Nebraska, and the Learning Community of Douglas and Sarpy Counties. The Superintendents’ Early Childhood Plan was specifically developed in response to legislation (LB 585) passed by the Nebraska Legislature in 2013 that directed the Learning Community Coordinating Council to establish an early childhood program designed by the metro Omaha superintendents for young children living in high concentrations of poverty. The plan is financed by a half-cent levy on property values, the funds shared roughly equally between the Institute and the participating school districts;
- the Superintendents’ Attendance Plan – a partnership between the 11 school districts, Douglas and Sarpy County law enforcement agencies, county juvenile court systems, county attorneys’ offices, and Nebraska state offices to focus on increasing student attendance;
- the Learning Community of Douglas and Sarpy Counties’ North and South Omaha Learning Centers; and
- a Collective Impact Initiative developed by the Metropolitan Omaha Education Consortium (MOEC).

**CAP General Operating Principles**

The completion of the Community Achievement Plan necessitated that those responsible for its completion do so based upon a set of shared operating principles. The principles included a focus on

- students of poverty and limited English proficiency, within the framework of all students,
- student achievement and access to programs and services, and

- common goals for student achievement (academic readiness, proficiency in reading and math, graduation, successful transition to the next level, attendance, and completion of grade and program, participation in work experiences, etc.) across the continuum of their PK- 16 experiences.

To actualize these principles, the Learning Community will:

- continue to foster collaboration between and among the 11 school districts, Educational Service Units 3 and 19 and the Learning Community of Douglas and Sarpy counties, and community partners
- continue to address achievement barriers,
- be research and/or evidence-based,
- utilize best practices in addressing achievement issues,
- acknowledge the diversity of the member districts and their communities,
- provide customized plans matched to the schools/districts and community needs,
- capitalize on recently developed collaborative action while developing new initiatives to address critical needs, and
- promote continuous improvement while recognizing that changing conditions will necessitate changes in strategies over time.

### **Community Achievement Plan**

These sections are intended to enhance and expand upon current initiatives as the plan evolves and additional community partners become involved. The CAP consists of four sections containing goals, strategies, and actions associated with each:

#### **I. Section 1: Increased Access to Early Childhood Programming**

##### **1.1 Customized Assistance for Districts**

All districts in the Learning Community will have access to customized assistance to support their early childhood goals. The Institute will partner with district leaders to co-create and monitor action plans, provide consultation and technical assistance, and build district capacity to design, implement, and sustain high-quality early childhood systems and programs.

##### **1.2 School as Hub Programming for Schools**

Districts will deepen implementation of the School as Hub model in selected schools with high concentrations of poverty. This approach integrates leadership effectiveness, instructional excellence, and family–community partnership engagement to ensure children and families from birth through Grade 3 experience continuity of high-quality learning opportunities and supports.

##### **1.3 Specialized Professional Learning for Educators**

Districts will collaborate with the Institute to provide specialized professional learning for early childhood educators, leaders, and family-facing staff across settings. Professional learning will be aligned to district action plans and the School as Hub

framework, with a focus on research-based practices that improve instructional quality, leadership capacity, and family engagement.

**II. Section 2. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers**

**2.1 Family Learning at the Learning Community Center of South Omaha**

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents and family members who have limited English proficiency and who are living in poverty to support their children’s learning.

**2.2 Parent University at the Learning Community Center of North Omaha**

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents of high-poverty backgrounds to support their children’s learning.

**2.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha**

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for intensive, high-quality preschool experiences that measurably improve the educational outcomes for children from high-poverty backgrounds.

**2.4 Partnership with IEC and Child Care Centers at the Learning Community Centers of North and South Omaha**

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate with Omaha Public Schools’ Intensive Early Childhood Partnership (IEC) to strengthen partnerships with childcare centers located in proximity to the North and South Learning Community Centers. The focus is to extend high-quality early learning practices and coaching supports into community childcare centers serving children from high-poverty backgrounds.

**2.5 Workforce Development Initiative at the Learning Community Centers of North and South Omaha**

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify and expand workforce development strategies that support parents and family members, increasing family stability and economic opportunity to improve children’s learning outcomes.

**III. Section 3: Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan**

3.1 Students and families are engaged in high-quality early childhood experiences, so they are successful in the primary grades.

3.2 Students complete P-12 education and are prepared to successfully engage in a career pathway.

- 3.3 Students complete postsecondary experiences prepared for career success.
- 3.4 Business and community partners are engaged in collaborations with educators to create career and employment opportunities.

**IV. Section 4: Superintendents' Attendance Plan**

- 4.1 To improve student attendance and learning by offering assistance to youth and families, accomplished by early assessment and prompt delivery of coordinated interventions that promote school attendance and decrease at-risk behaviors.

**Changes to the Community Achievement Plan**

- 1. In Section 1, updates include revisions to Goal 1: Customized Assistance, highlighting action planning and capacity building for all 11 districts, Goal 2: School as Hub Programming, emphasizing birth through grade 3 in schools serving high concentrations of poverty, and Goal 3: Specialized Professional Learning, expanding tailored learning, coaching, and communities of practices for educators, leaders, and family-facing staff.
- 2. In Section 2, updates include expanding satellite locations to strengthen partnership with schools and offer Parent University in North Omaha, increase the Workforce Development Pathway to serve more families, and deepen partnerships with childcare centers in North and South Omaha.
- 3. In Section 3, updates include continued focus areas on math and literacy across participating districts, along with postsecondary partners, outline current metrics measured, and focus on student postsecondary and career success.
- 4. In Section 4, the Superintendents' Attendance Plan includes a goal and action plan, aligned to statutory requirements, highlighting best practices, for each participating district to address student attendance.

## Section 1: Increased Access to Early Childhood Programming

### CAP Goal

Goals of the Superintendents’ Early Childhood Plan focus on reducing or eliminating opportunity gaps for every child by helping Learning Community school districts create and sustain high-quality early childhood practices and policies. This includes:

**1.1 GOAL 1: Customized Assistance for Districts:** Support all 11 districts in developing and implementing comprehensive early childhood action plans that build district capacity, strengthen leadership, align policies and practices, and reduce opportunity gaps for children from birth through Grade 3.

**1.2 GOAL 2: School as Hub Programming for Schools:** Strengthen the “School as Hub” approach in selected elementary schools with high concentrations of poverty, ensuring children and families benefit from high-quality instruction, strong family-school partnerships, and seamless access to supports from birth through Grade 3.

**1.3 GOAL 3: Specialized Professional Learning for Educators:** Advance the expertise of early childhood educators, leaders, and family-facing professionals through tailored professional learning, coaching, and communities of practice that strengthen instructional excellence, leadership effectiveness, and family and community partnership engagement across the Learning Community.

### Strategies/Activities

**GOAL 1: Customized Assistance for Districts** strengthens district systems for children from birth through Grade 3 by focusing on leadership effectiveness, instructional excellence, and family and community partnership engagement. Districts develop action plans in collaboration with the Buffett Institute that guide implementation of early childhood priorities.

#### **Institute staff collaborate with district leaders to:**

- Co-develop and monitor action plans.
- Provide consultation and technical assistance aligned to district needs.
- Design and facilitate professional learning connected to action plan goals.
- Support collaboration and problem-solving to address barriers and sustain implementation.

### Evaluation Plan

Evaluation activities for the Superintendents’ Early Childhood Plan are designed to assess outcomes for children, families, and systems, while also informing continuous improvement. Both qualitative (e.g., interviews, focus groups) and quantitative (e.g., surveys, assessments, administrative data) methods are used. Data use agreements are developed with districts, as needed, to support evaluation activities.

#### **Child-Level Outcomes**

The evaluation examines how participation in School as Hub programming influences children’s experiences and growth. Key questions include:

- How does engagement in the Superintendents’ Plan influence students’ academic growth within School as Hub sites?  
*Measure: Academic Achievement Reflections and district*

**District leaders collaborate with Institute staff by:**

- Establishing and following action plans.
- Maintaining regular communication.
- Engaging in planning and implementation.
- Taking steps to achieve identified goals.

**GOAL 2: School as Hub Programming for Schools** provides comprehensive birth through Grade 3 supports in selected elementary schools serving high concentrations of poverty. The approach integrates home visiting for children birth to age 3, high-quality preschool, and aligned PreK–3 curriculum, instruction, and assessment, along with strong family–school partnerships.

**Institute staff collaborate with district and school leaders to:**

- Provide consultation and coaching to principals, teachers, family facilitators, and home visitors.
- Plan and co-facilitate monthly School as Hub team meetings.
- Facilitate professional learning at school sites to strengthen instructional and family engagement practices.
- Support implementation of aligned instruction, leadership, and family engagement strategies.

**School and district leaders, staff, and facilitators engage by:**

- Leading and sustaining birth through Grade 3 programming.
- Promoting family and community engagement as a central part of the school’s work.
- Facilitating home visits and socialization events for families with infants and toddlers.
- Creating and supporting family engagement opportunities for all families in the school community.
- Participating in consultation, coaching, professional learning, and team-based planning.

**GOAL 3: Specialized Professional Learning for Educators** builds the knowledge and skills of educators, leaders, and family-facing staff

*assessments*

- How does engagement in the Superintendents’ Plan influence children’s development and social-emotional skills?  
*Measure: ASQ and ASQ-SE*

**Family-Level Outcomes**

The evaluation assesses how families engage with and benefit from School as Hub supports. Key questions include:

- What is the influence of family engagement programming on perceptions of support?  
*Measures: Family Interviews and Family Engagement Staff Focus Groups*
- What is the level of collaboration among families, schools within School as Hub sites, and communities?  
*Measures: Family Engagement Survey*

**Systems-Level Outcomes**

Evaluation activities track how the plan strengthens leadership, instructional excellence, and family–community engagement across districts. Key questions include:

- What are the barriers and facilitators to collaboration between district stakeholders and Institute staff members?  
*Measure: Collaboration Survey*
- How much progress was made toward district-level action plan goals?  
*Measures: Action Plan Focus Groups*
- What was the depth of learning from participants engaged in professional learning opportunities?  
*Measures: Professional Learning Survey*
- How did engagement in the Lens series influence early childhood educators' learnings and perceptions of the six essential child experiences?  
*Measures: Lens Series Program Surveys*
- How did engagement in the Superintendents’ Plan

across the Learning Community. Professional learning opportunities strengthen instructional excellence, leadership effectiveness, and family and community partnership engagement from birth through Grade 3.

**Institute staff collaborate with district and school leaders to:**

- Provide access to a catalog of professional learning offerings for schools, districts, and community childcare programs to select programming aligned with their needs and priorities.
- Design and deliver professional learning aligned to district action plans and School as Hub priorities.
- Facilitate workshops, communities of practice, and coaching to support implementation of best practices.
- Provide tailored supports that connect research and innovative strategies to classroom, leadership, and family engagement practices.

**District, school leaders, and staff engage by:**

- Participating in professional learning sessions, coaching, and communities of practice.
- Applying new knowledge and strategies to strengthen instructional practice, leadership, and family engagement.
- Sharing insights and lessons learned to inform continuous improvement across schools and districts.

consultation, coaching, and communities of practice influence teacher and principal perceptions of self-efficacy for teaching and leadership?

*Measures: Self-Efficacy Surveys*

**Summary**

Together, these measures provide a comprehensive picture of how the Superintendents' Early Childhood Plan improves child learning and well-being, strengthens family engagement, and builds district and school capacity to sustain high-quality early childhood systems.

## **Partnerships**

The Superintendents' Early Childhood Plan is built on strong partnerships across the Learning Community of Douglas and Sarpy Counties. Representatives from all 11 districts are engaged as advisors and collaborators on a regular basis. Every district has access to **Customized Assistance** and **Specialized Professional Learning** through the Buffett Early Childhood Institute, while six districts implement **School as Hub programming** in designated elementary schools serving high concentrations of poverty.

Representative partnerships include:

**Learning Community of Douglas and Sarpy Counties:** The Learning Community partners with the Buffett Early Childhood Institute and school districts to provide governance, oversight, and fiscal responsibility for the Superintendents' Early Childhood Plan. As the primary funder, the Learning Community ensures alignment with statutory requirements and community priorities, while supporting accountability and sustainability of the plan.

**Buffett Early Childhood Institute:** The Buffett Early Childhood Institute serves as the lead implementation partner for the Superintendents' Early Childhood Plan. The Institute collaborates with districts, schools, and community partners to design and implement programming, provide customized assistance, and facilitate professional learning. In partnership with the Learning Community, the Institute ensures that the plan is research-based, responsive to district needs, and continuously improved through evaluation.

**Superintendents' Plan Workgroup:** Each superintendent appoints an administrator to serve as a workgroup member. Members collaborate with one another and Institute staff to advise on the direction of the Superintendents' Plan. The workgroup meets quarterly.

**District Leaders:** Select school district leaders, including (but not limited to) early childhood coordinators, special education directors, curriculum directors, and student services administrators, partner with Institute staff to strengthen district systems through customized assistance and support implementation of School as Hub programming at school sites.

**School Principals:** Principals from the 10 School as Hub sites works regularly with Institute staff to implement School as Hub programming aligned with district priorities and action plans.

**School Staff:** Home visitors, family facilitators, community facilitators, teachers, and other school staff collaborate with Institute staff to provide children and families access to high-quality learning through classroom instruction, home visitation, family learning events, family engagement, connections to community supports, and engagement with community child care programs.

**Evaluation Partner:** To ensure accountability, effectiveness, and continuous program improvement, the Munroe-Meyer Institute at the University of Nebraska Medical Center serves as the independent third-party evaluator.

This partnership structure ensures shared governance, aligns district and community goals, and sustains collective responsibility for advancing high-quality early childhood education across the Learning Community.

## Section 2: Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

2.1 Family Learning at The Learning Community Center of South Omaha	
<p><b>CAP Goal</b></p> <p>2.1 Family Learning at the Learning Community Center of South Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents and family members who have limited English proficiency and who are living in poverty to support their children’s learning.</p> <p>2.1.1 By 2029, parents will demonstrate individualized gains in English language acquisition as measured by CASAS assessments, with at least 70% advancing one or more proficiency levels after 40+ instructional hours.</p> <p>2.1.2 By 2029, at least 65% of parental interactions will be of medium to high quality (building relationships, promoting learning, and supporting confidence) as measured by the KIPS assessment.</p> <p>2.1.3 By 2029, families receiving navigation services will demonstrate measurable increases in self-sufficiency and reduced stress as evidenced through social assistance navigator data.</p> <p>2.1.4 By 2029, students of parents engaged for two years or more will demonstrate stronger educational outcomes than district peers, including:</p> <ul style="list-style-type: none"> <li>• Higher attendance rates (with 70% or more missing fewer than 10 days).</li> <li>• Academic performance in the average or above average range on NWEA MAP in reading and math.</li> <li>• Gains in executive functioning and social-emotional skills, with at least 90% scoring in the average range by spring.</li> </ul> <p>For more information about the program, please see the annual report: <a href="http://www.learningcommunityds.org">www.learningcommunityds.org</a>.</p>	
<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>• Expand programming to two satellite locations in partnership with Omaha Public Schools to increase access for families in school communities.</li> <li>• Diversify course offerings to reach a wider range of participants, including expanded workforce development pathways, digital literacy, and financial literacy.</li> <li>• Provide ESL and GED instruction supported by bilingual facilitators, with progress monitored through CASAS assessment and GED enrollment/completion data.</li> <li>• Deliver parenting classes and workshops (Circle of Security, Love and Logic, financial literacy, nutritious cooking) to</li> </ul>	<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• CASAS Assessment to track English language proficiency gains.</li> <li>• KIPS assessment to measure parent-child interaction quality.</li> <li>• Navigator data (referrals, closures, and family outcomes) to measure family resiliency and self-sufficiency.</li> <li>• Attendance tracking for students to monitor progress toward 70%+ meeting the 10-day absenteeism threshold.</li> <li>• NWEA MAP results for students to monitor reading and math achievement compared to district averages.</li> <li>• Executive functioning and social-emotional measures (teacher-reported and observational) to assess student growth from fall to spring.</li> </ul>

<p>strengthen parenting skills and protective factors.</p> <ul style="list-style-type: none"> <li>• Utilize Educational and Social Assistance Navigators to provide individualized support, connect families to resources, and monitor family progress through structured assessments.</li> <li>• Facilitate interactive parent-child activities and monitor outcomes using KIPS to measure improvements in building relationships, promoting learning, and supporting confidence.</li> <li>• Partner with workforce organizations to award certificates in high-demand fields, track completion rates, and assess parent-reported gains in employment or education.</li> <li>• The team will continue to respond to families and community constituents with emphasis on inclusive practices.</li> </ul>	
<p><b>Partnerships</b>          UNO Special Education/Communication Disorders, UNO School of Music, Opera Omaha, PTI Nebraska, Joslyn Art Museum, Nonprofit Association of the Midlands, ASCEND Network at Aspen Institute, Lutheran Family Service, Omaha Public Schools, Nebraska Enterprise Fund, Project Harmon, Heartland Workforce Solutions, Smart Girls Society, SPARK Positivity, The Big Garden, Douglas County Health Department, Food Bank of the Heartland, Latino Center of the Midlands, Omaha Public Library, Omaha Conservatory of Music, Buffett Early Childhood Institute, City Sprouts, Creighton University, Child Saving Institute, Nebraska Extension Office, Omaha Fire Department, Women's Center for Advancement, UNMC Center for Reducing Health Disparities, UNO Service Learning Academy</p>	

<p>2.2 Parent University at The Learning Community Center of North Omaha</p>
<p><b>CAP Goal</b></p> <p>2.2 Parent University at the Learning Community Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents of high poverty backgrounds to support their children’s learning.</p> <p>2.2.1 By 2029, students of parents participating in the program for two years or more will demonstrate increased educational outcomes by effectively engaging parents in their child’s school.</p> <p>2.2.2 By 2029, students of parents participating in the program for two years or more will demonstrate improved educational outcomes as evidenced by stronger attendance (65% missing fewer than 10 days) and academic performance in the average</p>

range on NWEA MAP reading and math assessments.

2.2.3 By 2029, parents participating in ESL or GED cohorts will show measurable gains in English and literacy, with at least 70% advancing one or more levels on CASAS after 40+ hours of instruction.

2.2.4 By 2029, parents will demonstrate individualized gains in parent-child interactions, with at least 65% achieving medium-to-high quality interactions (Building Relationships, Promoting Learning, Supporting Confidence) as measured by the Keys to Interactive Parenting Scale.

By 2025, children ages birth–5 whose parents participate in Parent University will demonstrate measurable gains in early development and social-emotional growth, as assessed by the Developmental Assessment of Young Children (DAYC-2) and Devereux Early Childhood Assessment (DECA).

For more information about the program, please see the annual report: [www.learningcommunityds.org](http://www.learningcommunityds.org).

**Strategies/Activities**

- Provide ESL and GED instruction with bilingual supports, tracking progress through CASAS.
- Deliver parenting education workshops (Circle of Security, Love & Logic, Growing Great Kids, trauma-informed supports) that strengthen protective factors and parenting strategies.
- Utilize Educational Navigators to create individualized family action plans, conduct monthly home visits, and connect families with resources based on student and parent needs.
- Facilitate parent-child interactive activities and monitor progress through KIPS™ assessments.
- Use DAYC-2 and DECA assessments to evaluate children’s language, development, and social-emotional skills, and adjust programming to address identified needs.
- Expand Parent University with a satellite location by 2027 to extend access to additional North Omaha families.
- The team will continue to respond to families and community constituents with emphasis on inclusive practices.

**Evaluation Plan**

- CASAS: Track adult English language acquisition.
- GED enrollment/completion: Monitor parent educational attainment.
- KIPS: Measure parent-child interaction quality.
- DAYC-2 and DECA: Assess child development and social-emotional growth.
- NWEA MAP: Monitor student achievement in reading and math.
- Attendance records: Track chronic absenteeism and improvements over time.

**Partnerships**

Boys Town, Williams Consulting, Abundant Life Consulting, Bellevue University, Family Housing Advisory Services, Empowerment Network, Eastern Nebraska Action Partnership, Omaha Bridges out of Poverty, Life Coach Academy, Goodwill Industries, Creighton University, PTI Nebraska, Project Harmony

2.3 Intensive Early Childhood Classrooms at The Learning Community Center of North Omaha

**CAP Goal**

2.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for intensive, high quality preschool experiences that measurably improve the educational outcomes for children from high poverty backgrounds.

- 2.3.1 By 2029, students enrolled in IEC classrooms will demonstrate measurable improvements in school readiness skills as evidenced by significant gains in vocabulary, literacy, and numeracy measured through the DAYC-2 and teacher-reported assessments.
- 2.3.2 By 2029, children will show growth in social-emotional development, with at least 90% scoring within the average range by spring as measured by the DECA.
- 2.3.3 By 2029, IEC classrooms will maintain high-quality environments, with CLASS domain scores (emotional support, classroom organization, instructional support) meeting or exceeding national quality thresholds.
- 2.3.4 By 2029, students will demonstrate gains in executive functioning, with at least 90% achieving scores in the average range on school readiness and classroom-based measures.

For more information about the program, please see the annual report: [www.learningcommunityds.org](http://www.learningcommunityds.org).

**Strategies/Activities**

- Partner with OPS to deliver 13 high-quality preschool classrooms in six schools, serving children ages 3–5.
- Implement CLASS observations annually to ensure teaching practices provide strong emotional support, classroom organization, and instructional quality.
- Use the DAYC-2 to monitor vocabulary, communication, and cognitive growth, adjusting curriculum and teacher supports to address gaps.
- Use the DECA to track children’s protective factors (initiative, self-control, attachment) and guide social-emotional learning supports.
- Provide inclusive supports for children with IEPs, ensuring differentiated strategies that promote both language and social-emotional growth.
- Facilitate professional development and coaching cycles for teachers, grounded in continuous quality improvement and IEC best practices.

**Evaluation Plan**

- NWEA-MAP® Growth™.
- Ninety-five percent of Nebraska school districts will be able to identify at least one high- quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2029.
- CLASS: Evaluate classroom quality in emotional support, organization, and instructional support domains.
- DAYC-2: Track student growth in vocabulary, communication, and cognitive skills.
- DECA: Measure social-emotional development and protective factors.
- Executive functioning tools: Monitor student growth in attention, self-regulation, and problem-solving.
- Attendance: Track chronic absenteeism to ensure regular participation in early learning experiences.

**Partnership**

Omaha Public Schools, Educare, Buffett Early Childhood Institute

**2.4 Partnership with IEC and Child Care Centers at the Learning Community Centers of North and South Omaha**

2.4 Partnership with IEC and Child Care Centers at the Learning Community Centers of North and South Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate with Omaha Public Schools’ Intensive Early Childhood Partnership and local agencies to strengthen partnerships with childcare centers near the North and South Learning Community Centers. The goal is to extend high-quality early learning practices into community-based settings, improving school readiness and long-term educational outcomes for children from high-poverty backgrounds.

- 2.4.1 By 2029 at least 15 childcare centers in proximity to the North and South Centers will participate in ongoing professional development and coaching through partnerships with IEC staff and Learning Community facilitators.
- 2.4.2 By 2029, participating centers will demonstrate measurable improvement in classroom quality, with CLASS score in emotional support, classroom organization, and instructional support meeting or exceeding national thresholds.
- 2.4.3 By 2029, at least 70% of childcare staff engaged in Rooted in Relationships or coaching cycles will report increased confidence and skills in supporting children’s social-emotional and language development.
- 2.4.4 By 2029, children attending partner childcare centers will show measurable growth in DAYC-2 developmental domains (language, cognitive, communication) and DECA protective factors (initiative, self-control, attachment).

For more information about the program, please see the annual report: [www.learningcommunityds.org](http://www.learningcommunityds.org).

**Strategies/Activities:**

- Leverage the **IEC Community Facilitator role** to engage childcare centers near the North and South Learning Community Centers, building trust and providing professional development.
- Expand the **Rooted in Relationships program** to include additional centers, focusing on social-emotional development, responsive caregiving, and family engagement practices.
- Provide **CLASS observations and feedback cycles** in participating centers to drive continuous quality improvement.
- Offer **joint professional learning communities** between IEC teachers and childcare providers to share strategies and strengthen alignment.

**Evaluation Plan**

- CLASS observations: Monitor classroom quality and improvements in instructional practices.
- DAYC-2 and DECA assessments: Track growth in children’s developmental and social-emotional outcomes in partner centers.
- Childcare staff surveys: Measure increased knowledge, skills, and confidence in supporting children’s learning.
- Family engagement data: Track referrals and connections from childcare centers to Learning Community Navigators and parent education programs.

<ul style="list-style-type: none"> <li>• Connect childcare centers with Learning Community Navigators to help families access parenting education, ESL/GED, and workforce development opportunities.</li> <li>• Collaborate with OPS and Buffett Early Childhood Institute to align training and resources across systems.</li> </ul>	
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**Partnerships**

Omaha Public Schools, Buffett Early Childhood Institute, Educare, Rooted in Relationships (Nebraska Children & Families Foundation), Project Harmony, OneWorld Community Health Centers, Family Housing Advisory Services, and local childcare providers in North and South Omaha.

**2.5 Workforce Development Initiative at the Learning Community Centers of North and South Omaha**

2.5 Workforce Development Initiative at the Learning Community Centers of North and South Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for expanding workforce development opportunities that strengthen the capacity of parents to achieve educational advancement, economic stability, and improved family well-being—directly supporting children’s learning outcomes.

- 2.5.1 By 2029 at least 250 parents will complete workforce development pathways, including GED completion, certificates, and career readiness credentials.
- 2.5.2 By 2029, at least 70% of participants will report improved employment, enrollment in higher education, or increased wages as a result of their training.
- 2.5.3 By 2029, participants will demonstrate measurable gains in digital literacy, financial literacy, and workforce readiness skills as evidenced by course completion and post-training surveys.
- 2.5.4 By 2029, parents participating in workforce programming will also report increased capacity to support their children’s education, as measured through navigator surveys and follow-up interviews.

For more information about the program, please see the annual report: [www.learningcommunityds.org](http://www.learningcommunityds.org).

**Strategies/Activities**

- Partner with **Metropolitan Community College, Heartland Workforce Solutions, and other community agencies** to expand certificate and credentialing opportunities in high-demand fields.
- Provide **on-site workforce development classes** at the North and South Centers and OPS satellite locations, including bilingual instruction and flexible scheduling.

**Evaluation Plan**

- **Certificates and credential tracking** (customer service, workforce ethics, GED completion, digital literacy).
- **Participant employment/education follow-up surveys** to measure changes in income, employment, or continued education.
- **Navigator data** on family progress in self-sufficiency and stress reduction.

<ul style="list-style-type: none"> <li>• Integrate <b>career coaching, resume building, interview preparation, and job search strategies</b> to ensure workforce readiness.</li> <li>• Offer <b>digital literacy, financial literacy, and entrepreneurship courses</b> to broaden pathways for parents and promote long-term self-sufficiency.</li> <li>• Connect workforce participants to <b>Educational and Social Assistance Navigators</b> to align family economic goals with children’s educational success.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parent feedback surveys</b> to capture perceived impact on ability to support children’s education.</li> </ul>
<p><b>Partnerships</b>  University of Nebraska at Omaha, Creighton University Metropolitan Community College, Heartland Workforce Solutions, Latino Center of the Midlands, Family Housing Advisory Services, Empowerment Network, Project Harmony, and other local workforce and community partners.</p>	

**Section 3: Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan**

<p><b>CAP Goal</b> 3.1 Students and families are engaged in high-quality early childhood experiences, so they are successful in the primary grades.</p>	
<p><b>Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>• A MOEC work group on Early Literacy has worked with 11 school districts and national consultants to better embed the Science of Reading into school curricula.</li> <li>• MOEC has supported more than 130 teachers in a semester-long workshop/course related to early literacy that was offered 5 times throughout the past 2 years.</li> <li>• MOEC has collaborated with Buffet Early Childhood Institute, as well as select school districts, to develop a data collection process for the metric regarding the number of children enrolled in a high-quality early childhood program, and they implemented a pilot for the data collection process, with the intention of expanding to all schools in the next two years and provided documentation throughout the process.</li> </ul>	<p><b>Evaluation Plan</b> Data for the following metrics, except the first one, are being collected:</p> <ul style="list-style-type: none"> <li>• Children enrolling in school-based Pre-K or kindergarten who are at age-appropriate developmental milestones or had been enrolled in a high-quality early childhood program.</li> <li>• Early childhood teachers who are properly credentialed: Data for 2024: 86% total, 45 to 100% district range.</li> <li>• Entering kindergarten students meeting the state-approved threshold for a student to be progressing toward future reading success: Data for 2024: 50% total, 8 to 95% district range.</li> <li>• Students who meet expectations for proficiency in literacy by the end of 3rd grade: Data for 2024: 61% total, 40 to 93% district range.</li> </ul> <p><u>NOTE:</u> Data includes aggregated metrics for all MOEC districts.</p>
<p><b>Partnerships</b> The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Philanthropic support from local foundations. UNO College of Education, Health, and Human Services; Buffett Early Childhood Institute; Nebraska Department of Education.</p>	

**CAP Goal**

3.2 Students complete P-12 education and are prepared to successfully engage in a career pathway.

**Strategies/Activities**

- The Metropolitan Omaha Education Consortium (MOEC) regularly convenes cross-district work groups related to early literacy, mathematics, FAFSA completion, and dual enrollment.
- MOEC is leading multiple attendance improvement cohorts that bring together school teams from several districts and all grade levels to work together to improve school attendance in their own building, with the goal of decreasing the chronic absence rate in the metro.
- MOEC is supporting a Saturday conference for metro-area K-8 mathematics educators to engage in rich professional learning and networking with the goal of improving math instruction and student success.
- MOEC is advancing dual enrollment by advocating for streamlined approval processes for high school instructors; collaborating with public schools, higher education institutions, and community partners to expand course offerings; and raising awareness among families and students about the benefits and career pathways connected to dual enrollment opportunities.
- MOEC includes representatives from member postsecondary institutions UNO, Metro Community College, and Iowa Western Community College on all work groups and most task force groups. The collaboration has especially positive outcomes in conversations about dual enrollment in high school and in work to improve student success in high school math classes. Monthly meetings include leaders of 12 school districts, two service units and three postsecondary institutions to share challenges and successes.

**Evaluation Plan**

Data for the following metrics are being collected:

- Students who meet expectations for proficiency in literacy (ELA) by the end of 8th grade: Data for 2024: 62% total, 38 to 91% district range.
- Students who meet expectations for proficiency in math by end of 8th grade: Data for 2024: 53% total, 21 to 90% district range.
- Students who meet expectations for proficiency in literacy (ELA) by the end of 11th grade: Data for 2024: 44% total, 20 to 80% district range.
- Students who meet expectations for proficiency in mathematics by the end of 11th grade: Data for 2024: 40% total, 14 to 76% district range.
- Students who graduate from high school having successfully completed four years of math: Data for 2024: 50% total, 20 to 100% district range.
- High school freshmen who are on track to graduate by the end of 9th grade: Data for 2024: 82% total, 62 to 100% district range.
- Number of students who missed 10% or more days of school during the year: Data for 2024: 25% total, 7 to 41% district range.
- Students enrolled in postsecondary education within a year of high school graduation who are academically prepared for math: Class of 2024: 37% total; 18 to 72% district range.
- Students enrolled in postsecondary education within a year of high school graduation who are academically prepared for English: Class of 2024: 39% total; 24 to 78% district range
- Teachers/instructors approved to teach dual enrollment courses: Data for 2024: 17% total, 10 to 37% district range.

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|--|---|
|  | <ul style="list-style-type: none"><li>• Students who complete at least one dual enrollment course prior to high school graduation: Data for 2024: 48% total, 1 to 88% district range.</li></ul> |
|--|---|

NOTE: Data includes aggregated metrics for all MOEC districts.

**Partnerships**

The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Postsecondary institutions in Nebraska: University of Nebraska at Omaha, Metropolitan Community College; postsecondary institution in Iowa: Iowa Western Community College. Philanthropic support from local foundations. Nebraska Department of Education.

**CAP Goal**

3.3 Students complete postsecondary experiences prepared for career success.

**Strategies/Activities**

- The Metropolitan Omaha Education Consortium (MOEC) collaborates with postsecondary partners to share and analyze data on persistence, credit completion, and degree attainment, using insights to inform K–12 preparation and student supports.
- MOEC engages in joint initiatives with higher education institutions to align high school coursework, dual enrollment, and general education requirements to reduce remediation and accelerate degree completion.
- MOEC has been invited to participate in the development of a Nebraska partnership with the National College Attainment Network (NCAN) to apply best practices in supporting college access, persistence, and completion for underrepresented students throughout the state.

**Evaluation Plan**

Data for the following metrics are being collected:

- Students enrolled in any postsecondary institution within a year of high school graduation: Class of 2023: 64% total; 35 to 86% district range.
- Students who successfully complete math program/degree requirements by the end of the first year of postsecondary education: Class of 2023: 40% total; 28 to 67% district range.
- Students who successfully complete English program/degree requirements by the end of the first year of postsecondary education: Class of 2023: 64% total; 55 to 83% district range.
- Recent high school graduates who persist from first term to second term in postsecondary education: Class of 2023: 90% total; 78 to 100% district range.
- Graduates who complete a 4-year postsecondary degree within 150% of expected time: Class of 2017: 36% total; 20 to 67% district range.
- Graduates who complete a 2-year postsecondary degree within 150% of expected time: Class of 2020: 6% total; 3 to 59% district range.

NOTE: Data includes aggregated (and range) metrics for MOEC high school graduates attending MOEC postsecondary institutions; most of the data points do not measure post high school performance of students who attend other postsecondary institutions.

**Partnerships**

The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Postsecondary institutions in Nebraska: University of Nebraska at Omaha, Metropolitan Community College. Postsecondary institution in Iowa: Iowa Western Community College. Philanthropic support from local foundations.

**CAP Goal**

3.4 Business and community partners are engaged in collaborations with educators to create career and employment opportunities.

**Strategies/Activities**

The Metropolitan Omaha Education Consortium’s (MOEC) work with business, community, and postsecondary partners is still in the early stages, but these collaborations are essential for preparing students for future careers. Initial efforts focus on building connections with the Greater Omaha Chamber, local employers, and higher education institutions to explore opportunities for work-based learning and career pathway development.

- MOEC is beginning conversations with the Greater Omaha Chamber of Commerce and other community partners to explore ways to connect students with local career pathways and work-based learning opportunities.
- MOEC will share information and best practices across districts regarding existing business–school partnerships (e.g., internships, job shadowing, career fairs) to identify scalable models for broader implementation.
- MOEC will continue to invite employers and community representatives to participate in task force discussions where career readiness and workforce alignment are emerging topics of focus.
- MOEC will explore opportunities to collaborate with postsecondary partners and employers on pilot programs that provide students with early exposure to industry-recognized credentials.

**Evaluation Plan**

Data for one of the following metrics are being collected while the rest are under development:

- Number of unfilled teaching positions: Data for 2024: 3% total, range of 0% to 9% by district.
- Students who participate in high school pre-apprenticeship/ internship experiences.
- Students who complete an industry-recognized credential or degree by high school graduation before transition to a career, military or higher education.
- Students who participate in postsecondary internships, apprenticeships, clinical practices, and other experiential training opportunities that lead to employment.

**Partnerships**

The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Postsecondary institutions in Nebraska: University of Nebraska at Omaha, Metropolitan Community College. Postsecondary institution in Iowa: Iowa Western Community College. Greater Omaha Chamber of Commerce.

#### Section 4: Superintendents' Attendance Plan

<p><b>CAP Goal:</b> To improve student attendance and learning by offering assistance to youth and families, accomplished by early assessment and prompt delivery of coordinated interventions that promote school attendance and decrease at-risk behaviors.</p>	
<p><b>Strategies/Activities</b></p> <p>This plan operationalizes the Superintendents' statutory responsibility to lead a collaborative, preventative, and restorative response to chronic absenteeism, as outlined in NRS 79-209 and supported by the LC Coordinating Council. The Metropolitan Omaha Education Consortium (MOEC) will:</p> <ul style="list-style-type: none"> <li>• Coordinate cross-district implementation of the Superintendents' Attendance Plan, emphasizing early intervention and community-based solutions to attendance.</li> <li>• Convene monthly, semi-annual, and annual meetings of the MOEC School Attendance Workgroup, comprised of Student Services leaders and district-appointed representatives, to share data, monitor trends, and identify effective strategies.</li> <li>• Host annual multi-sector convenings that include juvenile court, county attorneys, DHHS, probation, Region VI, school districts, and nonprofit partners to review system data and determine aligned responses.</li> <li>• Ensure alignment with Multi-Tiered Systems of Support (MTSS) frameworks across districts, building consistent, proactive supports at Tier I, II, and III levels, including case conferencing, restorative justice practices, and academic interventions.</li> <li>• Support implementation of district-specific collaborative attendance plans prior to any legal referral, in compliance with state law and informed by best practices in prevention and diversion.</li> </ul>	<p><b>Evaluation Plan</b></p> <p>MOEC will collect and report the following information to the Learning Community Coordinating Council annually:</p> <ul style="list-style-type: none"> <li>• Aggregated school attendance rates by grade level (based on data collected by Nebraska Department of Education).</li> <li>• Data on legal agency disposition of school-district referrals to county attorneys.</li> <li>• A list of current recognized community support organizations.</li> <li>• A summary of successes and challenges incurred in the prior academic year.</li> </ul>
<p><b>Partnerships:</b> Systems-level collaboration and partnerships across education, justice, health, and human services sectors: The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, and Westside; Douglas and Sarpy County Attorneys' Offices; Juvenile Courts and Juvenile Assessment Centers; DHHS; NDE; multiple community-based organizations.</p>	

DR. BRIAN L. MAHER, COMMISSIONER



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## STATE BOARD OF EDUCATION RULES AND REGULATIONS COMMITTEE REPORT

Date: February 5, 2026

The Rules and Regulations Committee reports on February 5, 2026, meeting of the committee. Members present were chair Maggie Douglas, vice chair Liz Renner, Elizabeth Tegtmeier, and Kirk Penner.

Committee members reviewed the Report on Rules.

NDE staff presented the committee with policy considerations and a proposed timeline for Rule 19, School Enrollment.

This concludes the Rules and Regulations Committee report.

Maggie Douglas, Chair

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



To: Dr. Brian L. Maher, Commissioner of Education  
From: Debra Holmes, Paralegal  
Date: February 3, 2026  
Subject: Report on Rules

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**Awaiting Approval by the Governor**

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**Revision** - Title 92, Nebraska Administrative Code, Chapter 20, *Regulations for the Approval of Educator Preparation Programs*

Posted for Public Input: July 8-22, 2025  
Public Hearing held: October 24, 2025  
Approved by the State Board of Education: December 5, 2025  
Approved by the Attorney General: February 2, 2026  
Approved by the Governor:  
Effective Date:

**Revision** - Title 92, Nebraska Administrative Code, Chapter 47, *Regulations for Career Academy Programs Established by School Districts*

Public Hearing held: November 24, 2025  
Approved by the State Board of Education: December 5, 2025  
Approved by the Attorney General: February 3, 2026  
Approved by the Governor:  
Effective Date:

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**Awaiting Approval by the Attorney General**

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**Revision** - Title 92, Nebraska Administrative Code, Chapter 11, *Regulations for the Approval of Prekindergarten Programs Established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants*

Posted for Public Input: July 17-30, 2025  
Public Hearing held: October 15, 2025  
Approved by the State Board of Education: December 5, 2025  
Approved by the Attorney General:  
Approved by the Governor:  
Effective Date:

**Revision** - Title 92, Nebraska Administrative Code, Chapter 13, *Regulations and Procedures for Exempting Schools for which Parents Elect Not to Meet Legal Requirements for School Approval and Accreditation*

Public Hearing held: December 19, 2025  
Approved by the State Board of Education: January 9, 2026  
Approved by the Attorney General:  
Approved by the Governor:  
Effective Date:

**Revision** - Title 92, Nebraska Administrative Code, Chapter 51, *Regulations and Standards for Special Education Programs*

Posted for Public Input: October 22-28, 2025  
Public Hearing held: December 17, 2025  
Approved by the State Board of Education: January 9, 2026  
Approved by the Attorney General:  
Approved by the Governor:  
Effective Date:

**Revision** - Title 92, Nebraska Administrative Code, Chapter 89, *Regulations and Procedures to Incentivize for the Education Innovation Fund Program – Distance Education Equipment Reimbursement and Incentives*

Public Hearing held: November 6, 2025  
Approved by the State Board of Education: December 5, 2025  
Approved by the Attorney General:  
Approved by the Governor:  
Effective Date:

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### Public Hearing Scheduled for February 20, 2026

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**Revision** – Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*

Posted for Public Input: December 3-17, 2025  
Public Hearing to be held: February 20, 2026  
Approved by the State Board of Education:  
Approved by the Attorney General:  
Approved by the Governor:  
Effective Date:

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### Information Items for February Rules and Regulations Committee Meeting

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None.

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### Other Rules in the Revision Process

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**Revision** - Title 92, Nebraska Administrative Code, Chapter 6, *Regulations and Standards for Uniform Sharing of Student Data, Records and Information*

**Revision** - Title 92, Nebraska Administrative Code, Chapter 10, *Regulations and Procedures for the Accreditation of Schools*

**Revision** - Title 92, Nebraska Administrative Code, Chapter 14, *Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools*

**Repeal** - Title 92, Nebraska Administrative Code, Chapter 17, *Regulations Governing the Approval of Alternative Schools, Classes, or Programs for Expelled Students*

**Revision** - Title 92, Nebraska Administrative Code, Chapter 19, *Regulations Regarding School Enrollment*

**Revision** - Title 92, Nebraska Administrative Code, Chapter 27, *Regulations and Standards for Professional Practices Criteria*

**Revision** - Title 92, Nebraska Administrative Code, Chapter 28, *Professional Practices Investigations, Hearings, and Determinations by the State Board*

**Revision** - Title 92, Nebraska Administrative Code, Chapter 52, *Regulations and Standards for the Provision of Early Intervention Services*

**Revision** - Title 92, Nebraska Administrative Code, Chapter 55, *Rules of Practice and Procedure for Due Process Hearings in Special Education Contested Cases*

**Revision** - Title 92, Nebraska Administrative Code, Chapter 91, *Regulations Governing Driver Qualifications and Operational Procedures for Pupil Transportation Vehicles*

**Revision** - Title 92, Nebraska Administrative Code, Chapter 92, *Regulations Governing the Minimum Equipment Standards and Safety Inspection Criteria for Pupil Transportation Vehicles*

## NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
12/19/2025	46198		<a href="#">National Council for Community &amp; Education Partnerships</a>	\$514,000	12/22/2025	6/30/2027	General	Support NDE's implementation & evaluation of the Postsecondary Readiness Pilot grant.	Katie Graham
12/28/2025	46196		<a href="#">Vela Institute</a>	\$504,000	12/22/2025	6/30/2027	General	Support NDE's postsecondary readiness pilot program.	Katie Graham
12/28/2025	46203		<a href="#">Van Horne Mediation</a>	\$49,999	12/22/2025	6/30/2026	Federal/General	Enrollment cases.	Ami Huff
12/28/2025	46202		<a href="#">Van Horne Mediation</a>	\$100,000	12/22/2025	6/30/2026	Federal/General	Serve as hearing officer for PPC, VR, Nutrition, Teacher Cert and Option	Ami Huff
12/29/2025	46205		<a href="#">Tatiana Eskridge</a>	\$6,475	12/29/2025	6/29/2026	General	Serve as hearing officer for SPED cases.	Ryan Foor
12/29/2025	46186		<a href="#">Liliana Velasquez</a>	\$5,500	1/1/2026	12/31/2026	General	Strategic Initiative & Policy Intern.	
1/5/2026	46195		<a href="#">Sarah Hardin</a>	\$15,000	1/1/2026	2/1/2027	General	Deliver special care training to Spanish speaking Early Childhood professionals.	Melody Hobson
1/5/2026	46191		<a href="#">Teachstone</a>	\$49,880	1/1/2026	12/31/2026	General/Federal	2026 NE Teacher of Year.	David Jespersen
1/6/2026	46152		<a href="#">NCSA</a>	\$12,000	11/1/2025	10/31/2026	Federal	Provide training materials for the introductions and the observer trainings.	Melody Hobson
1/6/2026	46197		<a href="#">Emspace</a>	\$49,900	12/19/2025	12/18/2026	Federal	Execute multiple conferences/arranging and providing speakers.	Amy Rhone
1/7/2026	46192		<a href="#">UNMC</a>	\$81,407	1/7/2026	1/6/2027	Federal	Design and develop material, templates and digit assets for the promotion of the Beanstock program.	Zainab Rida
1/7/2026	46204		<a href="#">Kidwell</a>	\$30,795	12/15/2025	2/27/2026	General	Responsible for work related to the annual report and lead the evaluation of the SPDG activities and Pbis trainings and coaching support.	Amy Rhone
1/8/2026	46211		<a href="#">NE Association of Health Occupation Students of America</a>	\$7,000	1/2/2026	5/31/2026	General	Install sound masking system.	Ryan Foor
1/8/2026	46210		<a href="#">NE DECA</a>	\$7,000	1/2/2026	5/31/2026	General	Procure services of conference assistant for NE HOSA State Leadership Conference.	Katie Graham
1/8/2026	46208		<a href="#">NE Future Business Leaders of America</a>	\$8,500	1/2/2026	5/31/2026	General	Procure services of conference assistant for NE DECA State Career Development Conference.	Katie Graham
1/8/2026	46212		<a href="#">Buckley &amp; Sitzman</a>	\$8,500	1/2/2026	4/15/2026	General	Procure services of conference assistant for NE State FBPA Conference.	Katie Graham
1/8/2026	46213		<a href="#">NE FCCLA Association</a>	\$12,700	1/2/2026	5/31/2026	General	Perform procedures to verify that cash processes comply.	Katie Graham
1/8/2026	46207		<a href="#">NE Future Educators Association</a>	\$5,900	1/2/2026	5/31/2026	General	Procure services of conference assistant for NE FCCLA State Leadership Conference.	Katie Graham
1/8/2026	46209		<a href="#">NE Association of SkillsUSA</a>	\$10,000	1/2/2026	5/31/2026	General	Procure services of conference assistant for Educators Rising State Leadership Conference.	Katie Graham
1/9/2026	46218		<a href="#">Grafton &amp; Associates</a>	\$16,170	1/12/2026	12/31/2026	General	Procure services of conference assistant for 2026 NE SkillsUSA Leadership & Skills Championship.	Katie Graham
1/9/2026	46217		<a href="#">Margaret Schneider</a>	\$37,058	1/12/2026	12/27/2026	Federal	Provide licenses for the use of Intuit Quickbook online advanced for each of NE Career & Technical Student Organizations.	Katie Graham
1/12/2026	46216		<a href="#">Kimberly Sanderson</a>	\$20,000	2/1/2026	1/31/2027	Federal/General	Coordinate and lead the development, advising and management of DECA State Officers.	Katie Graham
1/12/2026	46206		<a href="#">Donelle Wolters</a>	\$48,287	1/12/2026	12/27/2026	Federal	Provide coaching services and develop and deliver training.	Melody Hobson
1/12/2026	46214		<a href="#">Partners for Insightful Evaluation</a>	\$314,000	1/2/2026	1/1/2027	Federal	Serve as FFA Leadership Program Manager	Katie Graham
1/12/2026	46215		<a href="#">Julie Jones-Branch</a>	\$48,900	2/1/2026	1/31/2027	Federal	Provide statewide evaluation services for the 21st Century Community Learning Centers grant program.	Zainab Rida
1/13/2026	46187		<a href="#">UNO</a>	\$249,900	1/13/2026	6/30/2026	General	Serve as course proctor for First Connections training.	Melody Hobson
1/15/2026	46226		<a href="#">Value-Up</a>	\$39,000	1/26/2026	12/31/2026	Federal	Create attendance improvement cohorts.	Shirley Vargas
1/15/2026	46135	AM#1	<a href="#">District Management Group</a>					Provide training.	Zainab Rida
1/16/2026	46223		<a href="#">OCIO (Sushmitha Savempu)</a>	\$139,067.20	1/16/2026	1/15/2027	Federal	Allow additional 10 school teams to implement rapid cycles of improvement across NE schools identified by AQUESTT as needs support to improve.	Shirley Vargas
1/16/2026	46222		<a href="#">OCIO (Swetha Manne)</a>	\$120,667.20	1/16/2026	12/14/2026	Federal	Provide Early Childhood development support.	Melody Hobson
1/16/2026	46219		<a href="#">Hayes &amp; Associates</a>	\$63,418	1/1/2026	9/30/2026	Federal	Provide Early Childhood development support.	Melody Hobson
1/16/2026	46220		<a href="#">CN Resource</a>	\$236,150	1/15/2026	9/30/2026	Federal	Conduct audits of Child Care Centers.	Zainab Rida
1/21/2026	46201		<a href="#">DHHS</a>	\$14,065	1/21/2026	7/21/2026	Federal	Conduct administrative reviews and site visits of school food authorities.	Zainab Rida
1/21/2026	46221		<a href="#">Sarah Hoops</a>	\$16,000	1/19/2026	9/30/2026	General	Provide individual data & mailing lists on a quarterly basis from the Traumatic Brain Injury Registry.	Lindy Foley
1/21/2026	46224		<a href="#">OCIO (Eric Tomasek)</a>	\$216,963	1/16/2026	12/14/2026	Federal	Develop content for new units of Harvest of the Month Early Care & Education curriculum.	Zainab Rida
1/21/2026	46200		<a href="#">Enome Inc</a>	\$300,000.00	12/29/2025	12/28/2026	Federal	Provide SPED development support for projects ILCD & CSP.	Amy Rhone
1/21/2026	46227		<a href="#">Courtney Hagestad</a>	\$21,949	1/26/2026	12/27/2026	Federal	Implement multi-year high quality IEP development and implementation pilot project.	Amy Rhone
								Serve as 2026 FCCLA Leadership Coordinator.	Katie Graham