



**Matthew L. Blomstedt, Ph.D., Commissioner**  
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TO:            Matt Blomstedt, Commissioner

FROM:        Bryce Wilson, Finance and Organizational Services Administrator

DATE:        August 6, 2012

SUBJECT:    Executive Summary of the Department of Education's Budget Request for  
FY 2015-16 & FY2016-17

We are scheduled to present the Department's FY 2015-16 & FY2016-17 proposed budget request to the State Board of Education at the August 7, 2014 work session. In the interest of providing the State Board of Education with concise budget information, we submit this executive summary of the Department's FY 2015-16 & FY2016-17 budget request. Detailed budget information, including descriptions of all agency activities, team goals, and the funding sources and considerations, will be available at a later date if any of the State Board members would like additional information. Our intent is to overcome the compressed State budgeting timelines by providing the State Board members with enough information to gain a feel for the magnitude and composition of the budget request and formulate questions about the budget request. We encourage the State Board members to make notes and to include questions on the executive summary prior to adopting the Department's FY 2015-16 & FY2016-17 Budget Request at the September Board meeting.

As in prior years, the budget recommendation will include a description of the budget modification process (5% prioritization exercise).

State Board members are encouraged to contact me at (402) 471-4320 or Shane Rhian at (402) 471-4313 with questions. We will also be available in to discuss the budget request with State Board members the State Board Room on Thursday, August 7, from 10:00 to 12:30 and Conference Room B on Friday, August 8, from 8:00 to 9:00. Between the August and September 2014 meetings of the State Board, we will be available to discuss the budget request by phone with individual Board members or meet with them at a time and location each member finds convenient.

**Nebraska Department of Education  
FY 2015-16 & FY 2016-17 Budget Request  
Executive Summary**

**Introduction**

Statutorily, the Nebraska Department of Education (Department) is required to submit a State Board approved budget request for FY 2015-16 & FY 2016-17 by September 15, 2014. In addition to communicating the fiscal resource requirements of the Department for the budget period, the budget document communicates information about the full range of Department activities. The budget is presented in the program format that is mandated by the Governor's Budget Division.

The budget is submitted using a web based budgeting system called Nebraska Budget Request and Reporting System (NBRRS). This is the fourth time this web based system is being utilized. Requests seeking additional/decreased funding from the base year allocation will be identified in the biennium budget years. Those requests will be identified as "Issues". The budget system defines "Issue" as any increase/decrease for FY 2015-16 and FY 2016-17 over the allotment "base year" for FY 2014-15.

**Required Program Budget Format**

For budgeting purposes, the Legislature has grouped activities for which the Department is responsible into eight budget programs. **Chart A** is a Department organization chart showing the major activities included in each program.

- **Program 025:** Education, Administration, and Support – The program includes almost all education activities (except those in Programs 161, 401, and 402 (see below)) plus all Department-wide administration and support activities. The budget for the State Board of Education is included in Program 025.
- **Program 158:** Education Aid – The program includes all education flow-through aid from all funding sources (except Lottery funded aid activities in Program 161).
- **Program 161:** Lottery Funded Education activities –Current earmarks for this funding are set to end on June 30, 2016.
- **Program 351:** Vocational Rehabilitation (VR) - including the Assistive Technology Project (ATP)
- **Program 352:** Disability Determinations (DDS)
- **Program 401:** [Educational] Services for the Deaf and Hard of Hearing
- **Program 402:** Nebraska Center for the Education of Children Who Are Blind and Visually Impaired (NCECBVI)
- **Program 614:** Professional Practices Commission (PPC) – The PPC budget is statutorily required to be submitted with the Department of Education budget request.

The budget request has five required parts:

1. **Base Year Allocation Budget** – The financial resources appropriated for FY 2014-15. This is the largest part and is analyzed by:
  - 1) Major category of expenditure (**Flow Through Aid and Operations**) and
  - 2) Source of funding (**State, Federal, Cash, Revolving**) of each major category of expenditure.
2. **Budget Issues** – A request for increases or decreases in financial resources from the Base Year Allocation Budget to support:
  - 1) Enterprise issues (Budget Office directives)
  - 2) New or expanded activities,
  - 3) Increased costs, and/or
  - 4) Implementation of legislation in the budget years.Reallocation of existing resources to meet additional needs is considered first prior to inclusion of an issue.
3. **Building Renewal (309) Budget** – A request for State resources to support building construction, modification, and repairs.
4. **IT Plan** – A report to the Chief Information Officer of the Department’s information technology plan that includes an accounting of all technology assets, including planned acquisitions and upgrades.
5. **Budget Modifications** – Identification and prioritization of those operating activities and flow-through aid programs that would be reduced should sufficient State General funds not be available to support the total budget request. The amount to be prioritized is the difference between the State General funded budget request and 95% of the current year (FY 2014-15) State General Fund appropriation. The modifications are computed separately for Department flow-through aid and operations.

**Flow-through aid** is budget authority and money distributed by NDE to recipients, such as schools, ESUs, clients, and other entities on the basis of entitlement (e.g. State Aid), formula grants (e.g. NCLB Title I), competitive grants (e.g. Statewide Longitudinal Data System (SLDS)), and discretionary grants.

**Operations** is budget authority and money appropriated to NDE to purchase or provide direct services to schools and clients, provide leadership and administration of the Department, administer the programs and their activities, and provide central support services (e.g. Legal, Human Resource, Accounting, Information Technology Services, etc.) to all Department programs and their activities.

**Sources of funding** include:

- **State General funds** – appropriated from State revenues;
- **Cash funds** – revenue from fees, the sale of materials and services external to NDE, and grants received from non-federal sources;
- **Federal funds** – Federal grants received primarily from the U.S. Department of Education and the U.S. Department of Agriculture;
- **Revolving funds** – revenue from sale of services internally in NDE; and
- **Building Renewal (309) funds** – appropriated from State revenues for specific capital facility construction or maintenance projects.

**Budget Request and Analysis**

**Budget**

Budget Summary by Program (**Chart B**) provides summary information for the proposed FY 2015-16 budget request for the Department in total and for each program broken out by Source of Funding within the categories of Operations and Flow-Through Aid. The agency summary reflects the following:

- ❖ **Total FY 2015-16 NDE budget request:** \$1,665,025,403
  - **Flow-Through Aid:** \$1,573,644,145 – 94.5% of the total budget request
    - **State General funded:** \$1,238,878,368 – 78.7% of the Flow-Through Aid budget and 78.7% of the total budget request
    - **Federal funded:** \$321,187,378 – 20.4% of the Flow-Through Aid budget and 19.3% of the total budget request
    - **Cash funded:** \$13,578,399 - 0.9% of the Flow-Through Aid budget and 0.8% of the total budget request
  - **Operations:** \$91,381,258 – 5.5% of the total budget request
    - **State General funded:** \$40,511,269 – 44.3% of the Operations budget request
    - **Federal funded:** \$48,273,221 – 52.8% of the Operations budget request
    - **Cash funded:** \$2,392,040 – 2.6% of the Operations budget request
    - **Revolving funded:** \$204,728 – 0.2% of the Operations budget request
  - **Major Accounts of Expenditure**
    - **Employee Salaries and Benefits:** \$39,227,694 (40.7% of Operations) for 586.38 FTE employees.
    - **Basic Operations:** \$52,153,564 (59.3% of Operations) – In addition to items such as rent, communication, and copying, this category also includes purchased services and materials provided to schools and clients as well as Department travel and equipment expenditures.

## Analysis

Significant changes in the budgets, other than the result of budget guidelines, are as follows:

- ❖ **Flow-Through Aid** – increases of \$104,661,381 or 7.1%
  - **State General Funded** – increases of \$82,493,486 or 7.1%
    - TEEOSA – increase of \$61,200,000
    - Special Education – increase of \$21,376,796
    - Early Childhood Education – increase of \$1,027,450
    - ESU Core Service Funding – increase of \$509,172
    - Adult Education Programs – increase of \$400,000
    - State Breakfast Match – increase of \$81,318
    - Vocational Rehabilitation – decrease of \$2,101,250
  - **Cash Funded** – increases of \$66,645 or 0.5%
    - Lottery Funds Allocations – increase of \$66,645
  - **Federal Funded** – increases of \$22,101,250 or 7.4%
    - Federal Programs including Special Education - \$20,000,000
    - Vocational Rehabilitation – increase of \$2,101,250
- ❖ **Operations** – increases of \$20,731,527 or 29.3%
  - **State General Funded** – increases of \$19,868,265 or 96.3%
    - Data, Research, and Evaluation – increase of \$14,149,128
    - State Assessment and Report Card – increase of \$2,714,467
    - Early Childhood Education – increase of \$2,150,985
    - Equity and Instructional Strategies – increase of \$259,804
    - Teacher/Principal Effectiveness Administrator – increase of \$224,233
    - Vocational Rehabilitation – increase of \$118,918
    - Children who are Deaf or Hard of Hearing – increase of \$98,581
    - NCECBVI – increase of \$97,386
    - Adult Education Programs – increase of \$54,763
  - **Cash Funded** – increases \$250,223 or 11.7%
    - Vocational Rehabilitation – increase of \$250,223
  - **Federal Funded** – increases \$613,039 or 1.3%
    - Vocational Rehabilitation – Increase of \$530,837
    - Equity and Instructional Strategies – increase of \$82,202

### **Proposed Budget Issues**

The proposed budget issues (increases or decreases) are listed by program number and do not reflect any particular priority. Narratives providing a description and rationale for each issue are found in **Attachment A** (blue pages). The amounts listed are changes in State General Funds, Department Cash Funds, or Federal Funds from the FY 2014-15 base year allocation.

Page No. (Blue Pages)	Issue	FY 2015-16	FY 2016-17
3	Transition State Assessment and Accountability	\$ 1,683,467	\$ 1,503,815
8	Transition State Assessment, Accountability, Special Education	1,031,000	1,051,000
12	Continued Military Children Compact Funding	-	10,000
13	Teacher/Principal Effectiveness Administrator	224,233	224,233
15	Program Assistance on Behavioral and Mental Health Needs	163,092	163,092
17	LEP Program Assistance	96,712	96,712
19	PSL for Director of 21st Century Community Learning Centers	82,202	82,202
21	Nebraska eLearning Project	-	2,607,773
23	Building Data Capacity	8,173,770	7,985,772
32	Instructional Improvement System	5,975,358	5,919,718
36	Adult Education Transition Specialist	54,763	54,763
39	Increased Federal Aid Appropriations	20,000,000	20,000,000
40	Continue Support for High Ability Learners	-	6,000,000
44	Continued Support for Career Education Grants	-	500,000
45	Step Up to Quality	2,275,985	2,429,690
48	Statewide Professional Development and Program Improvement	902,450	1,928,365
52	Continued Support of the Early Childhood Education Grant Program	-	1,950,000
54	Continued Support of Sixpence Programs	-	1,000,000
56	Continued Support of the Excellence to Teaching Act	-	1,270,179
58	Continuation and Expansion of the Bridge Program	400,000	400,000
61	Additional Special Education Aid Funding	21,376,796	44,891,272
63	Increased Funding for State Aid for Breakfast	81,318	108,034
64	Increase in TEEOSA funding for School Districts	61,200,000	105,200,000
65	ESU Core Service Funding	509,172	1,037,183
66	Education Innovation Fund Allocations	66,645	(10,534,800)
67	Vocational Rehabilitation Matching Funds Increase	649,755	665,999
69	Vocational Rehabilitation Increased Cash Authority	250,223	250,223
71	Elimination of General Fund Appropriation Earmark for Aid	-	-
73	Increase Funding for Children who are Deaf or Hard of Hearing	98,581	202,091
75	Increase Funding for NCECBVI Contract	97,386	199,642
		\$ 125,392,908	\$ 197,196,958

## Building Renewal (309) Budget

There are no current budget requests related to building renewal for the upcoming biennium.

### Budget Modifications

The budget modification process was initiated by the Legislature and the Governor to assist them in identifying agency priorities related to agency budget requests. It requires the agency leadership to answer the following question: If an agency's General Fund appropriations in the budget year FY 2015-16 would be less than the current year (FY 2014-15) or any level less than the total budget request, what activities or services included in the budget request would be reduced? The activities or services that would be cut are identified as budget modifications that, taken together, would reduce the appropriations to the specified percentage. The budget modifications are prioritized in the order they would be added back, if additional funding became available. The base level for the determination of the modifications for the FY 2015-16 and FY 2016-17 budget biennium is 95% of the current year (FY 2014-15) appropriation. Modifications are broken out by flow-through aid and operations.

A worksheet included as **Chart C** depicts the amount of modifications necessary based on the proposed budget. The modification amounts are \$140,272,545 for flow-through aid and \$21,137,739 for operations. **Chart C1** lists the criteria used to develop the proposed modifications. **Chart C1a** lists the proposed recommendations to the State Board in priority order.

### Context/Budget Relationships

A series of charts is included to provide context for the proposed Department budget request.

- **Chart D** shows the percentages of the Department's budget that goes to Flow Through Aid and Operations.
- **Chart E1** through **E3** show the Flow-through Aid amounts budgeted for each aid activity by source of funding.
- **Chart F** shows the percentage of the Department's total Flow Through Aid budget from each major funding source.
- **Chart G** shows the percentage of the Department's budget for Operations from each program.
- **Chart H** shows the percentage of the Department's total Operations budget from each major funding source.
- **Chart I** shows the number of FTE employees in the Department's budget from FY 2005-06 forward through FY 2014-15.

- **Chart J** shows the percentage of the Department's operating budget which represents the operating expenditures of the entire Nebraska K-12 public school system.
- **Chart K** shows the percentage of contribution of the Department's entire budget for Education and Administration to the operating revenues of the K-12 public school system.

### **Next Steps**

#### **Biennial Budget Request for FY 2015-16 and FY 2016-17**

- **September 5, 2014** – State Board of Education amends and/or approves the proposed NDE budget request
- **On or before February 1, 2015** – The Governor presents his budget recommendation to the Legislature
- **By March 2015** – The Legislature's Appropriations Committee holds hearings on agency budget requests
- **By May 2015** – The Legislature and the Governor approve appropriations to each agency for FY 2015-16 and FY 2016-17

#### **Budget Deficit Request for FY 2014-15**

- **October 3, 2014** – State Board of Education considers amendments proposed to the NDE budget request for situations or requirements not previously known and deficit requests to the FY 2014-15 base year appropriation

# Nebraska Department of Education

## **Budget Issues**

FY 2015-16 & FY 2016-17

Nebraska Department of Education  
**Proposed Budget Issue Summary**  
 FY 2015-16 FY 2016-17

08.07.14

Program	Issue	FTE	FY 2015-16	FTE	FY 2016-17	Total
025/003 - Assessment	Transition State Assessment and Accountability	0.5	\$ 1,683,467	0.5	\$ 1,503,815	\$ 3,187,282
025/003 - Assessment	Transition State Assessment, Accountability, Special Education		1,031,000		1,051,000	2,082,000
025/002 - Deputy Commissioner	Continued Military Children Compact Funding		-		10,000	10,000
025/001 - Curriculum & Instruction	Teacher/Principal Effectiveness Administrator	1.0	224,233	1.0	224,233	448,466
025/002 - Equity & Inst. Strategies	Program Assistance on Behavioral and Mental Health Needs	1.0	163,092	1.0	163,092	326,184
025/002 - Equity & Inst. Strategies	LEP Program Assistance	1.0	96,712	1.0	96,712	193,424
025/002 - Equity & Inst. Strategies	PSL for Director of 21st Century Community Learning Centers	1.0	82,202	1.0	82,202	164,404
025/003 - NEaT	Nebraska eLearning Project		-	1.0	2,607,773	2,607,773
025/005 - Data, Research, & Eval	Building Data Capacity	24.0	8,173,770	24.0	7,985,772	16,159,542
025/005 - Data, Research, & Eval	Instructional Improvement System	7.0	5,975,358	7.0	5,919,718	11,895,076
025/046 - Adult Education	Adult Education Transition Specialist	0.5	54,763	0.5	54,763	109,526
158 - State Aid	Increase Federal Aid Appropriations		20,000,000		20,000,000	40,000,000
158/041 - State Aid/Curriculum & Instruction	Continue Support for High Ability Learners		-		6,000,000	6,000,000
158/041 - State Aid/Curriculum & Instruction	Continued Support for Career Education Grants		-		500,000	500,000
158/044 - State Aid/Early Childhood	Step Up to Quality	1.0	2,275,985	2.0	2,429,690	4,705,675
158/044 - State Aid/Early Childhood	Statewide Professional Development and Program Improvement		902,450		1,928,365	2,830,815
158/044 - State Aid/Early Childhood	Continued Support of the Early Childhood Education Grant Program		-		1,950,000	1,950,000
158/044 - State Aid/Early Childhood	Continued Support of Sixpence Programs		-		1,000,000	1,000,000
158/046 - State Aid/Adult Education	Continued Support of the Excellence to Teaching Act		-	1.0	1,270,179	1,270,179
158/046 - State Aid/Adult Education	Continuation and Expansion of the Bridge Program		400,000		400,000	800,000
158/048 - State Aid/Special Education	Additional Special Education Aid Funding		21,376,796		44,891,272	66,268,068
158/049 - State Aid/Federal Programs	Increase Funding for State Aid for Breakfast		81,318		108,034	189,352
158/051 - State Aid	Increase in TEEOSA funding for School Districts		61,200,000		105,200,000	166,400,000
158/051 - State Aid	ESU Core Service Funding		509,172		1,037,183	1,546,355
161 - Lottery	Education Innovation Fund Allocations		66,645	-1.4	(10,534,800)	(10,468,155)
351 - Vocational Rehabilitation	Vocational Rehabilitation Matching Funds Increase		649,755		665,999	1,315,754
351 - Vocational Rehabilitation	Vocational Rehabilitation Increased Cash Authority		250,223		250,223	500,446
351 - Vocational Rehabilitation	Elimination of General Fund Appropriation Earmark for Aid		-		-	-
401 - Deaf & Hard of Hearing	Increase Funding for Children who are Deaf or Hard of Hearing		98,581		202,091	300,672
402 - Blind & Visually Impaired	Increase Funding for NCECBVI Contract		97,386		199,642	297,028
		37.0	\$ 125,392,908	38.6	\$ 197,196,958	\$ 322,589,866

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**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** - 025/003
2. **Program Name** – State Assessment/Report Card
3. **Issue Name**-Transition State Assessment and Accountability
4. **Program Description**

Nebraska Assessment Department requires additional assistance to:

- Provide transition to assess Nebraska College and Career Ready [CCR] standards in English Language Arts and Math on Nebraska State Accountability [NeSA] assessments
- Provide leadership to school districts in all phases of transition of NeSA assessments aligned to CCR standards
- Continue assessment of Nebraska State standards in science
- Assist in changes to the school accountability system Nebraska Performance Accountability System [NePAS]
- Support additional data calculations for State of Schools Report [SOSR]
- Include school district personnel in assessment development and decisions related to assessment and accountability
- Align items to revised Nebraska College and Career Ready standards in Math
- Develop item sampler to align to revised Nebraska College and Career Ready standards in Math
- Develop Table of Specifications for English Language Arts and Math assessments
- Provide leadership in developing technology-enhanced items.
- Field test technology-enhanced items
- Transition formative assessment bank to include technology-enhanced items
- Provide updates to formative assessment technology system
- Support assessment services: development, delivery, administration, scanning , scoring, analysis, and reporting for all NeSA assessments
- Support committees of Nebraska educators who will write items in English Language Arts and Math to assess Nebraska College and Career Ready standards and to continue NeSA- Science item writing per requirement of Statute 79-760.03
- Support committees of Nebraska educators who will write revised rubrics for assessment of writing on NeSA-Writing in English Language Arts.

- Support the Assessment/Accountability Advisory Committee to provide input of Nebraska educators into the Nebraska State Accountability assessments (NeSA) and Nebraska Performance Accountability System (NePAS).

NDE is in the process of reviewing state standards in English Language Arts and Math to revise for college and career readiness:

Subject	Projected Standards Revision Date	Projected Revised Assessment Implementation Date	Grades
English Language Arts	College & Career Ready by Fall 2014	2017-2018	3 - 8, H.S
Mathematics	College & Career Ready by Fall 2015	2018-2019	3- 8, H.S.

**Activity One: NeSA Test Development/Revision**

Develop NeSA assessments based on College and Career Ready standards, Administration, Scoring, and Maintenance in English Language Arts and Mathematics and continuation of NeSA-Science and Writing. Although all of the tests have been developed, administered, and operationalized, a continuous item and prompt development process remains as part of the annual vendor costs. In addition, the development and inclusion in operational tests of technology-enhanced items to meet the requirements of items that will assess College and Career ready standards adds significant cost.

	FTE	FY2016	FTE	FY2017
GF	0.0	\$1,540,957	0.0	\$1,280,920

**Activity Two: Nebraska Educator Test Development**

Engage Nebraska educators in the development of items to assess College and Career Ready standards. While the NeSA assessment item bank has items in it, the items need augmented and replaced on an ongoing basis. In addition, the item development of technology enhanced items will be added. It is also important to develop the item bank so that items are available for release to school districts on a regular basis. In 2015-2016 ELA items will be developed. In 2016-2017, ELA and Math items will be developed.

	FTE	FY2016	FTE	FY2017
GF	0.0	\$60,250	0.0	\$120,510

**Activity Three: Revise NeSA-Writing Rubrics**

Nebraska educators will revise and add rubrics for the assessment of NeSA-Writing at grades 4, 8, and 11 to align with the revised College and Career Ready English Language Arts standards.

	FTE	FY2016	FTE	FY2017
GF	0.0	\$0	0.0	\$30,000

**Activity Four: Engage Assessment/Accountability Advisory Committee**

A committee of Nebraska educators has been formed to provide input into the Nebraska State accountability assessments and Nebraska Performance Accountability System. Forty to sixty school districts are represented at meetings projected to meet the fall and spring of each year.

	FTE	FY2016	FTE	FY2017
GF	0.0	\$25,000	0.0	\$25,000

**Activity Five: Calculate Revised NePAS for State of the Schools Report**

With the revision of the Nebraska Performance Accountability System (NePAS), the complexity of calculating and reporting accountability on the State of the Schools Report will increase significantly. A request of a 0.5 FTE in addition to the current IT Data Database Analyst is requested.

	FTE	FY2016	FTE	FY2017
GF	0.5	\$57,260	0.5	\$47,385

**5. Research, Analysis and Justification**

Nebraska Standards in English Language Arts and Math are being revised to be College and Career Ready. Revised standards will call for changes to the Nebraska State Accountability assessment-- including new item development, updated item types, updated online testing capability--and revisions to the State of the Schools Report. In addition, changes to the Nebraska Performance Accountability System per requirements of State Statute 79-760.06 and 79-760.07 will call for changes in the measurement and reporting of school and district data.

The program objectives include:

- Revised NeSA tests developed with technology-enhanced items added, administered, and maintained that measure College and Career Readiness in English Language Arts and Math.

- Development, dissemination, and facilitation of improvements to the interim assessment system.
- Protocols, procedures, and accommodations for the revised NeSA tests written and communicated to schools.
- Development and implementation of a revised Nebraska Performance Accountability System (NePAS).
- Reporting of student performance data on the State of the Schools Report for Nebraska State Accountability Assessments (NeSA) and for a revised Nebraska Performance Accountability System (NePAS).
- Integration of federal requirements into the state testing and accountability systems

## 6. Impact

The assessment budget will be impacted by the revision of Nebraska State Accountability (NeSA) to assess the revised College and Career Ready state standards in English Language Arts and Math. The addition of a revised accountability system, Nebraska Performance Accountability System, (NePAS) will add to the cost. The cost of the NeSA system has steadily increased with increase of contract costs and Federal funding has remained constant.

## 7. Performance Indicators

- Revised NeSA tests developed with technology-enhanced items added, administered, and maintained that measure College and Career Readiness in English Language Arts and Math.
- Development, dissemination, and facilitation of improvements to the interim assessment system.
- Protocols, procedures, and accommodations for the revised NeSA tests written and communicated to schools.
- Development and implementation of a revised Nebraska Performance Accountability System (NePAS).
- Reporting of student performance data on the State of the Schools Report for Nebraska State Accountability Assessments (NeSA) and for a revised Nebraska Performance Accountability System (NePAS).
- Integration of federal requirements into the state testing and accountability systems

## 8. Implementation Plan

- Align items to revised Nebraska College and Career Ready standards in ELA and Math
- Develop item sampler to align to revised Nebraska College and Career Ready standards in ELA and Math
- Develop Table of Specifications for English Language Arts and Math assessments
- Provide leadership in developing technology-enhanced items.

- Field test technology-enhanced items
- Transition formative assessment bank to include technology-enhanced items
- Provide updates to formative assessment technology system
- Provide assessment services: development, delivery, administration, scanning , scoring, analysis, and reporting for all NeSA assessments
- Provide leadership for committees of Nebraska educators who will write items in English Language Arts and Math to assess Nebraska College and Career Ready standards and to continue NeSA- Science item writing per requirement of Statute 79-760.03
- Provide leadership for committees of Nebraska educators who will write revised rubrics for assessment of writing on NeSA-Writing in English Language Arts.
- Provide leadership for the Assessment/Accountability Advisory Committee to provide input of Nebraska educators into the Nebraska State Accountability assessments (NeSA) and Nebraska Performance Accountability System (NePAS).

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.5	\$1,683,467	0.5	\$1,503,815

**NEBRASKA DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2015-2016 FY2016-17 BIENNIAL BUDGET REQUEST**

**1. Program Number - 025/03**

**2. Program Name – State Assessment/Report Card**

**3. Issue Name-Transition State Assessment, Accountability, Special Education**

**4. Program Description**

Nebraska Assessment Department requires additional assistance to provide the following for NeSA Alternate Assessment:

- Provide transition to assess Nebraska College and Career Ready [CCR] standards in English Language Arts and Math on Nebraska State Accountability [NeSA] assessments
- Provide leadership to school districts in all phases of transition of NeSA assessments aligned to CCR standards for students taking alternate assessment
- Continue assessment of Nebraska State Extended standards in science
- Include school district personnel in assessment development and decisions related to assessment and accountability for students taking alternate assessment
- Align extended standards items to revised Nebraska College and Career Ready standards in Math
- Develop item sampler to align to revised Nebraska College and Career Ready standards in Math
- Develop Table of Specifications for English Language Arts and Math assessments
- Provide leadership in developing technology-enhanced items.
- Field test technology-enhanced items
- Transition formative assessment bank to include technology-enhanced items
- Provide updates to formative assessment technology system
- Support assessment services: development, delivery, administration, scanning, scoring, analysis, and reporting for all NeSA assessments
- Support committees of Nebraska educators who will write items in English Language Arts and Math to assess Nebraska College and Career Ready standards and to continue NeSA- Science item writing per requirement of Statute 79-760.03
- Support committees of Nebraska educators who will write revised rubrics for assessment of writing on NeSA-Writing in English Language Arts.

- Support the Assessment/Accountability Advisory Committee to provide input of Nebraska educators into the Nebraska State Accountability assessments (NeSA) and Nebraska Performance Accountability System (NePAS).

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Subject	Projected Standards Revision Date	Projected Revised Assessment Implementation Date	Grades
English Language Arts	College & Career Ready by Fall 2014	2017-2018	3 - 8, H.S
Mathematics	College & Career Ready by Fall 2015	2018-2019	3-8, H.S.

**Activity One: NeSA Test Development/Revision for Alternate Assessment**

Develop NeSA assessments based on College and Career Ready standards, Administration, Scoring, and Maintenance in English Language Arts and Mathematics and continuation of NeSA-Science and Writing. Although all of the tests have been developed, administered, and operationalized, a continuous item and prompt development process remains as part of the annual vendor costs. In addition, the development and inclusion in operational tests of technology-enhanced items to meet the requirements of items that will assess College and Career ready standards adds significant cost.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$1,000,000	0.0	\$990,000

**Activity Two: Nebraska Educator Test Development for Alternate Assessment**

Engage Nebraska educators in the development of items to assess College and Career Ready standards. While the NeSA assessment item bank has items in it, the items need augmented and replaced on an ongoing basis. In addition, the item development of technology enhanced items will be added. It is also important to develop the item bank so that items are available for release to school districts on a regular basis. In 2015-2016 ELA items will be developed. In 2016-2017, ELA and Math items will be developed.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$31,000	0.0	\$61,000

## 5. Research, Analysis and Justification

Nebraska Standards in English Language Arts and Math are being revised to be College and Career Ready. Revised standards will call for changes to the Nebraska State Accountability Alternate Assessment-- including new item development, updated item types, possible online testing capability--and revisions to the State of the Schools Report. In addition, changes to the Nebraska Performance Accountability System per requirements of State Statute 79-760.06 and 79-760.07 will call for changes in the measurement and reporting of school and district data for all students, including those in special education.

The program objectives include:

- Revised NeSA alternate tests, possibly developed with technology-enhanced items added, administered, and maintained that measure College and Career Readiness in English Language Arts and Math.
- Possible development, dissemination, and facilitation of improvements to the interim assessment system.
- Protocols, procedures, and accommodations for the revised NeSA tests written and communicated to schools for assessment of students in special education.
- Inclusion of consideration of special education in the development and implementation of a revised Nebraska Performance Accountability System (NePAS).
- Reporting of student performance data on the State of the Schools Report for Nebraska State Accountability Assessments (NeSA) and for a revised Nebraska Performance Accountability System (NePAS) for all students including those in special education
- Integration of federal requirements into the state testing and accountability systems for special education

## 6. Impact

The assessment budget will be impacted by the need to consider special education in the revision of Nebraska State Accountability (NeSA) to assess the revised College and Career Ready state standards in English Language Arts and Math. The addition of a revised accountability system, Nebraska Performance Accountability System, (NePAS) will add to the cost. The cost of the NeSA system has steadily increased with increase of contract costs and Federal funding has remained constant. The cost of Alternate Assessment has increased.

## 7. Performance Indicators

- Revised Alternate NeSA tests, possibly developed with technology-enhanced items added, administered, and maintained that measure College and Career Readiness in English Language Arts and Math.

- Development, dissemination, and facilitation of improvements to the interim assessment system.
- Protocols, procedures, and accommodations for the revised NeSA tests written and communicated to schools for special education
- Development and implementation of a revised Nebraska Performance Accountability System (NePAS), which includes special education
- Reporting of student performance data for special education on the State of the Schools Report for Nebraska State Accountability Assessments (NeSA) and for a revised Nebraska Performance Accountability System (NePAS).
- Integration of federal requirements into the state testing and accountability systems

**8. Implementation Plan**

- Align items to revised Extended Nebraska College and Career Ready standards in ELA and Math
- Develop item sampler to align to revised Nebraska College and Career Ready standards in ELA and Math
- Develop Table of Specifications for English Language Arts and Math assessments
- Provide leadership in developing technology-enhanced items.
- Field test technology-enhanced items
- Transition formative assessment bank to include technology-enhanced items
- Provide updates to formative assessment technology system
- Provide assessment services: development, delivery, administration, scanning , scoring, analysis, and reporting for all NeSA alternate assessments
- Provide leadership for committees of Nebraska educators who will write items for alternate assessment of English Language Arts and Math to assess Nebraska College and Career Ready standards and to continue NeSA- Science item writing per requirement of Statute 79-760.03
- Provide leadership for the Assessment/Accountability Advisory Committee to provide input of Nebraska educators into the Nebraska State Accountability assessments (NeSA) and Nebraska Performance Accountability System (NePAS) with regard to students taking the alternate assessment

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$1,031,000	0.0	\$1,051,000

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

**1. Program Number** – 025/012

**2. Program Name** – Commissioner’s Office

**3. Issue** – Interstate Compact on Educational Opportunity for Military Children Funding

**4. Program Description**

The Interstate Compact on Educational Opportunity for Military Children (Compact) is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

**5. Research, Analysis, and Justification**

The State of Nebraska joined the Compact with the passage of LB 575 in 2011. This Compact is financed by an annual assessment levied on each member state. This has been funded by a \$10,000 annual appropriation of Lottery Funds through FY 2015-16. The Department is requesting that the \$10,000 annual appropriation be continued with General Funds beginning in FY 2016-17.

**6. Impact**

Funding for the State’s participation in this Compact helps ensure that the children of military families stationed in Nebraska do not face any educational disadvantages.

**7. Performance Indicators**

Improved educational success by military children in Nebraska schools.

Continued funding will be used to pay for a portion of existing NDE employees’ personnel services and operating expenses related to participating in the Compact.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$0	0.0	\$10,000

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

- 1. Program Number – 025/041**
- 2. Program Name - Curriculum and Instruction**
- 3. Issue - Teacher/Principal Effectiveness Administrator**

**4. Program Description**

Funds are requested to support one FTE and associated operating and training expenses for the purpose of providing leadership for Educator Effectiveness initiatives. These dollars would be used to fully implement the new Teacher and Principal Standards and corresponding evaluation systems to support continuous school improvement leading to an effective educator in every classroom. Research shows effective educators improve teaching and learning. A high quality evaluation system can do just that. Nebraska developed new teacher and principal standards in 2011 and evaluation processes utilizing a statewide constituency of stakeholders in 2013. Currently, 17 districts are piloting the process with statewide implementation in 2015. Extensive training will be needed in the majority of Nebraska's 249 school districts to implement the system with fidelity.

Nebraska has laid the groundwork for defining the knowledge and skills necessary for effective teachers and principals by adopting a set of standards for each through the *Nebraska Teacher and Principal Performance Framework* in November of 2011. Since that time, work has begun on achieving those standards through effective evaluation systems, systems that drive improvement of instruction and leadership. Pilot schools are currently working with the Department to pilot the models as a key component in ensuring that every educator and administrator has those skills. Plans are to have the models ready for statewide implementation in the fall of 2015. To this point all of the work has been done with federal dollars, but in order to truly implement the models, state funds are going to be needed to implement a series of trainings and support systems across every region. In addition this cannot be an added responsibility to existing staff. A Senior Administrative position is needed to provide statewide leadership for an Effective Educator System. This includes responsibilities for coordination and collaboration with internal and external programs and initiatives. A senior level administrator could be given the authority to represent the Department to work with policy partners across the state to shape policy, build partnerships, and create a coordinated, systematic approach to educator effectiveness.

The activities could include such things as listed below:

- Training Institutes for Principals – instructional leadership, effective evaluation techniques, etc.;
- Instructional Frameworks training for principals and teachers;
- Student Learning Objective training for teachers and administrators;
- Professional Development Plans that lead to recertification for classroom teachers; and
- Mentoring for new teachers.

**5. Research, Analysis, and Justification**

In recent years, national, state, and local educational leaders have realized that improving teacher and principal effectiveness is the key to increasing student achievement and developing better school systems. “Nearly 60% of a school’s impact on achievement is attributable to principal and teacher effectiveness. About 35% can be credited to teacher effectiveness alone.” – Robert Marzano (2005). “The magnitude of the differences is truly large, with some teachers producing one and a half years of gain in achievement in an academic year while others with equivalent students produce only a half year of gain.” – Eric Hanushek (2010)

**6. Impact**

If funded, focused leadership would be provided for statewide implementation of effective educator system. It would provide the ability to coordinate data collection and related accountability provisions associated with educator effectiveness (preservice and inservice), including the ability to facilitate collaboration with other NDE functions/sections (including, but not limited to: Special Education, Data, Educator Preparation/Certification, Curriculum and Instruction, Federal Programs, and Approval and Accreditation) in the area of educator effectiveness. If not funded, timely implementation of initiatives will not be possible. Current NDE staff time is not sufficient to provide the coordination and leadership required to advance changes that are necessary and important, related to educator effectiveness.

**7. Performance Indicators**

- Increase in the number of highly effective educators
- Decrease in the number of non-tenured teachers removed for incompetence
- Increase student achievement

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	1.0	\$224,233	1.0	\$224,233

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** – 025/042
2. **Program Name** – Diversity Populations: Equity and Instructional Issues
3. **Issue** – Program Assistance on Connecting Systems of Support with a Focus on Behavioral and Mental Health Needs

**4. Program Description**

Program assistance for students with behavioral and mental health needs continue to be an area of concern nationally and in Nebraska. Recently Legislative Resolution 583 was passed in Nebraska. This funding request would provide services to follow-up and expand the findings of LR 583. The purpose of this resolution is to study and assess the behavioral health and mental health needs of Nebraska's K-12 students and the resources available to meet these needs through the State Department of Education and Department of Health and Human Services. "The study shall include, but not be limited to, an examination of the following: (1) Possible changes to programs in order to better coordinate and align services for students provided through these departments; (2) Any gaps in services for students with either behavioral health or mental health needs; (3) the potential benefit gained by cooperation and coordination of services between these departments; (4) the impact of such services on students' ability to be successful in the classroom; and (5) Policies and programs in other states on this subject."

With the completion of LR 583 in the summer/fall of 2014, this proposed activity would follow up on recommendations made. Activities would include an advisory committee to develop next steps which would include further assessment of needs, gaps, national models, and promising practices.

**5. Research, Analysis, and Justification**

Nebraska LR 583 identified behavioral and mental health as an area of concern. This request would provide further analysis and support for an intervention system. Nationally, efforts are being made to connect prevention/intervention learning support systems. Some initiatives are occurring through multi-tiered systems of support (MTSS) and Results Driven Accountability (RDA). Other efforts have used intervention strategies recommended by the National Prevention Network and tied those to Data Dashboards for Interventions. This proposal is being written to further explore national efforts, develop a mapping of existing learning supports for students in Nebraska; review national evidence based practices, and

identify Nebraska services needed. The work would be informed by a stakeholder advisory committee, national efforts, a Nebraska needs identification process, and pilot school/ESU input.

**6. Impact**

- Services would be focused on developing a Nebraska system for meeting the needs of students with behavioral health or mental health issues.
- This proposed scope of services would impact school staff, community organizations, students, parents, and state agencies providing services.
- More students would receive support services enabling them to graduate college and career ready.
- An opportunity to improve student outcomes would be missed.

**7. Performance Indicators**

- Advisory Council formed
- Review of national work being conducted in this area (including technology based systems)
- Pilot schools selected
- Consultant services from national level accessed
- Policy level recommendations including next steps for developing an “intervention catalogue” system for schools.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	1.0	\$163,092	1.0	\$163,092

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** – 025/042
2. **Program Name** – Diversity Populations: Equity and Instructional Issues
3. **Issue** – LEP Program Assistance - Increase Limited English Proficient (LEP) Student Outcomes.

**4. Program Description**

This request is for an NDE staff member to provide leadership in assisting schools with developing, implementing and improving services for LEP students which would result in the targeted students graduating college and career ready. The Education Specialist would provide leadership through the following:

- Professional development for teachers on language proficiency outcomes
- Professional development on language learning strategies
- The development of a training support system for educators to decrease the achievement gap of LEP students
- Disseminate national evidence based practices
- Assist educators with implementation of Rule 15, Education of Students with Limited English Proficiency in Public Schools
- Provide assistance to school staff on Rule 15 required LEP program evaluation to determine what strategies are working for their population.

The State Board of Education has Board Goal #1 on Improving Achievement Outcomes for All Students. Student performance data continues to show an achievement disparity for students who are limited English proficient. There is a need for NDE to provide leadership in implementing strategies/supports which increase achievement of these students as measured by the NeSA performance results

**5. Research, Analysis, and Justification**

In 2013 NDE conducted a performance audit of nine school districts who received both poverty and LEP allocations. A summary report indicated LEP expenditures primarily were used for staffing costs. Administrators indicated an interest in receiving additional guidance and assistance from NDE. This recommendation included training and support in the following areas: program evaluation to determine which services improve student results, design and implementation of services that are specific to LEP students, and identification of

promising practices (including evidence based practices) for LEP students. There is a need to have an NDE staff member able to develop and provide the identified assistance and training for schools focused on these students.

**6. Impact**

- Services would be provided to respond to the needs identified in the performance audit (including assistance on implementing *Rule 15 – Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools*) Presently NDE has no state staff assigned to provide on-going professional development for schools serving LEP students focused on improving student outcomes in order to graduate college & career ready
- This staff member would impact school staff, ESU staff, students, and assist NDE in identifying evidence based strategies to improve achievement outcomes for LEP students.
- An Increased number of LEP students would graduate college and career ready.
- An opportunity to improve the achievement outcomes of LEP students would be missed.

**7. Performance Indicators**

Professional development provided would result in improved student outcomes. Outcomes include: staffing provided; services conducted; student outcome data improving.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	1.0	\$96,712	1.0	\$96,712

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** – 025/042
2. **Program Name** – Diversity Populations: Equity and Instructional Issues
3. **Issue** – PSL for Director of 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)

**4. Program Description**

The 21<sup>st</sup> CCLC program is administered by a staff member on contract. This request is to obtain PSL to convert the contracted employee to a NDE employee, Education Specialist III.

**5. Research, Analysis, and Justification**

The 21<sup>st</sup> CCLC initiative began in 1998 as a federal grant program to provide schools with funds to create community learning centers. The No Child Left Behind Act of 2001 shifted the administration of this program to the state departments of education. The purpose of community learning centers is to provide high quality, experiential, developmentally appropriate student services during non-school hours or periods when school is not in session. The overall goals of the grant program are to improve student learning, increase positive behavioral changes and increase family and community engagement in supporting students' education.

The position responsibilities are presently being completed by a contractor. Changes in program responsibilities and staffing in the office are necessitating this PSL request to convert the contract to an NDE employee position.

**6. Impact**

- Receiving the PSL will allow NDE the option of making the contract position an NDE employee position.
- This proposed scope of services would impact school staff, community organizations, students, parents, and state agencies providing services.
- Services would be continued
- A contract would continue to be used. This option may limit interested applicants.

**7. Performance Indicators**

The goals and objectives of the 21<sup>st</sup> CCLC program would be directed by a full time NDE employee.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>FF</b>	1.0	\$82,202	1.0	\$82,202

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** – 025-443
2. **Program Name** – Network, Education and Technology
3. **Issue** – Nebraska eLearning Project

**4. Program Description**

The Nebraska eLearning Project would center on creation and procurement of high quality electronic learning objects for distribution to K-12 public schools at no cost to schools, in support of the State BlendEd Initiative and as an enhancement to the Data Dashboard currently being developed by NDE, while providing an in-depth hands on professional development process for Nebraska teachers, pre-service teachers and content specific undergraduate students.

The eLearning Project would be lead from the Nebraska Department of Education but would be a partnership between NDE, ESU's, NET, the University, State College's, K-12 School districts and other State Agencies.

- This program is an investment to help reduce costs for Nebraska K-12 school districts by providing a high quality, extensive library of electronic learning objects to schools at no cost.
- Real world job experience for college students from multiple disciplines.
- Intense real world professional development activities for fellowshipped teachers.

**Participants:**

- Certified K-12 Educators (Fellowship Program)
- Pre-service education majors
- Undergrad computer science students
- Undergrad graphic design students
- Content specialists

**5. Research, Analysis, and Justification**

The current reality of Education Technology resources in Nebraska schools is a wide variety of content and programs which creates in-equities of educational opportunity for students based on adult bias, budget constraints, poor adoption, or lack of knowledge. The eLearning

project is designed to reduce district cost for access to quality resources, increase teacher confidence in effectively using electronic content in the classroom, extend and expand the learning day and equalize student educational opportunities regardless of geographical location. This project is designed to help tie content, professional development, curriculum and data together to finally reach the goal of individualizing education for all students.

- Development of the Nebraska State Virtual Educator Standards
- Development of Nebraska State Meta Tagging Standards Document
- Development of a Nebraska Certified OER Resource Library
- Development of a Nebraska digital eBooks library
- Development of a Nebraska eLearning Teacher Certification for K-12 teachers.
- Development of a resource/development center
- Integration of instructional resources into the SLDS Dashboard

**6. Performance Indicators**

- Increased effectiveness of Nebraska teachers through development of enhanced professional development activities
- Increased effectiveness of Nebraska pre-service programs through development of enhanced course offerings related to technology integration
- Reduced cost to districts for quality electronic learning objects
- Enhanced learning opportunities for students
- Career development opportunities for undergraduate students in the areas of computer science, graphic design and education
- Enhanced collaboration between Nebraska State Agencies with content resources
- Enhanced collaboration between Nebraska k-12 School districts, ESUs, Universities and State Colleges
- Development of quality services to be placed on Network Nebraska
- Integration of Instructional content with the Nebraska Dashboard system for Schools
- Provide all Nebraska schools access to a content repository

	FTE	FY2016	FTE	FY2017
GF	0.0	\$0	1.0	\$2,607,773

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** – 025/045
2. **Program Name** – Data, Research, and Evaluation
3. **Issue** – Building Data Capacity today to efficiently meet the demands of tomorrow

**4. Program Description**

The LR264 study of Nebraska education data systems estimated annual costs of \$100 million for technology, software systems, and accountability data submission from public school districts and NDE.

A more efficient and effective use of these resources would be achieved by coordinating state, regional and local education data systems resulting in a reduction of annual costs, estimated at \$30 million after implementation. The efforts would ensure services are available to all schools, support the future capacities for an instructional improvement system, support student achievement outcomes through continuous school improvement, and establish a sustainable capacity for the future.

Historically, the education data collection systems in Nebraska have been built using federal resources. Much of the ongoing support and maintenance of the systems remains federally funded as well. As Nebraska transitions the accountability approaches and technology enables more efficient approaches and offerings the need to strategically invest in four major areas over the next three years (two years of the biennium) it will provide a strong foundation for the future, provide a significant cost savings from annual license fees, support and maintenance, and reduce the \$100 million data collection burden on schools.

The most recent federal investment was provided by a \$4.3 million dollar Statewide Longitudinal Data Systems grant from the US Department of Education. The resources are supporting the creation of a data dashboard tool for teacher and administrators in school districts to access secure and appropriate data to support decisions in the classroom. As part of the implementation, an opportunity to restructure the data systems, warehousing, and collection approaches, using open source resources, provide a significant opportunity to eliminate ongoing license fees and increase the efficiency and effectiveness of the data collection.

Most importantly, the opportunity to support school districts in Nebraska with tools and resources to enhance the security of data systems and provide tools to use the data for purposes of improving teaching and learning creates a significant opening for Nebraska to develop and support critical systems for the future.

The recent completion of the LR 264 Nebraska data systems study yielded identification of multiple opportunities for integrating and supporting systems that yield a sustainable future and options for Nebraska school districts. The study was supported through collaboration with the Educational Service Unit Coordinating Council, ESU's, Nebraska Council of School Administrators, Nebraska State Education Association, school districts, and others. A primary focus was to balance the need to meet requirements of state and federal accountability while also moving Nebraska's use of data beyond the lowest level of use in reports. The change creates a unique window for short-term strategic investments that will yield long-term and sustainable return on that investment. The resulting resources and tools provide an opportunity to ensure services are available to all schools and accomplish the goal in an economically collaborative and academically productive way.

To support the emerging accountability requirements, ensure services are available to all school districts, significantly reduce the reporting burden, and increase access and use to data through tools the following four strategic areas of focus are provided:

**Nebraska Education Data Infrastructure**

NDE will leverage the Ed-Fi infrastructure to connect source systems and drive down costs.

	FTE	FY2016	FTE	FY2017
GF	6.0	\$2,204,617	6.0	\$2,144,257

**Nebraska Accountability Data Support**

NDE will reduce the burden of accountability submissions on districts through automated process leveraging the Ed-Fi infrastructure.

	FTE	FY2016	FTE	FY2017
GF	6.0	\$2,579,252	6.0	\$2,541,572

**Nebraska Education Intelligence System**

NDE will create education intelligence - access to actionable insight - through a warehouse, business intelligence tools, and increased internal capacity for districts, policy makers, and researchers.

	FTE	FY2016	FTE	FY2017
GF	6.0	\$2,085,080	6.0	\$2,035,720

**Nebraska Help Desk & Support**

NDE, along with the ESUCC and ESU's, will provide technical support for Nebraska education data systems through a virtual help desk and coordinated knowledge transfer.

	FTE	FY2016	FTE	FY2017
GF	6.0	\$1,304,821	6.0	\$1,264,223

The initial investment, including a combination of contract support and expanded staffing, provide the foundation to maintain the effectiveness and capacity of the data systems integration for the future in support of Nebraska education system and economic viability and upon completion provide an estimated \$30 million dollar a year reduction in the reporting burden and provide opportunity for improving student learning.

**5. Research, Analysis, and Justification**

A business case analysis of the education data systems in Arizona estimated annual ROI of over \$141 million annually. The premise of leveraging a systemic statewide approach, using market forces to negotiate rates at scale, and provide all school districts options for access to the systems served as a foundational tenant to the LR264 study. The study estimated an annual \$100 million cost on software systems and accountability data submissions.

A more productive use of the resources and an increasing focus on securely and safely using appropriate data, including school finance systems, provide a unique opportunity for Nebraska to transition to the future efficiently and effectively.

Building off the business case completed in Arizona and the work completed through the LR 264 study for Nebraska specifically, the strategic investment in pk-12 systems and structure would be \$25.1 million over the biennium. The Net Benefits below demonstrate the estimated five-year return on investment, over time, of local, regional, and state education agencies through the leveraged approach.

<u>Nebraska Fiscal Year</u>	<u>Net Benefit (In millions)</u>
Year 1 (FY 2016)	\$(15.4)
Year 2 (FY 2017)	\$(16.4)
Year 3 (FY 2018)	\$(1.7)
Year 4 (FY 2019)	\$12.2
Year 5 (FY 2020)	\$32.0

In addition to the efficiency and effectiveness of the systems, building the capacity to use data more effectively to inform policy and practice is a part of what was posited in the recent SEA of the Future, Volume 2. The focus was on prioritizing productivity.

An excerpt from the *SEA of Future Volume 2 – Prioritizing Productivity*:

In 2013, the Strategic Data Project reported that students enrolled in Delaware’s vocational-technical schools were more likely to complete high school than were similar peers attending the state’s other public schools. This is a tremendously valuable insight for a state hoping to improve the graduation rate in its traditionally underserved communities. Incredibly, though, the data for this analysis—including test scores, graduation rates, and student and school information—had been sitting in the state’s data warehouse for years.<sup>1</sup> Data’s power is in its secure application to improve student achievement and system performance.

Over the last 10 years, states across the country built robust longitudinal data systems comprising students’ academic performance data linked to classroom, school, and district data. Since 2005, the Data Quality Campaign (DQC) has tracked states’ progress toward implementing 10 essential elements of a quality data system.<sup>2</sup> When DQC last surveyed these elements in 2011, all but one state had put eight or more of the essential elements in place. This was more than double the number of states that had this capacity in 2005.<sup>3</sup> It means that virtually every state now has the data needed to answer the questions most critical to improving education policy and practice at all levels.

But many states have yet to fully leverage data in schools, in districts, and in the state agency itself. Teachers and principals vary tremendously in their capacity to access, interpret, and incorporate data for school and district improvement.<sup>4</sup> Many states are still developing systems to raise local leaders’ awareness and ability to act on data, and just 14 states have data literacy requirements for educator licensing and program approval policies. Perhaps even more importantly, state education agencies (SEAs) have not consistently incorporated data from their own data systems into policy and regulatory decisions that they control.

These failures represent more than missed opportunities. As the other essays in this volume attest, states face tremendous pressure to drive

advances in educational productivity by holding down costs while dramatically increasing student achievement. Meeting these demands will require states to move beyond gathering data and toward using it to improve the productivity of educational systems, while ensuring the privacy, security and confidentiality of student data is protected.

#### GETTING BEYOND THE DATA:

#### EXAMPLES FROM STATES LEADING THE WAY

When states have good longitudinal data systems, and the right people can access and understand the information, policymakers can better gauge the relative performance of schools, districts, and programs; identify best practices; and base the allocation of scarce resources on what has provided the greatest impact. Prompt access to reliable data won't just help state administrators. With these data, students and families can pick the schools and courses most likely to lead to successful outcomes, and teachers can deliver more powerful and targeted instruction.

SEAs can play a leading role in making these opportunities a reality. As creatures of the state, they are uniquely situated to leverage state resources to bolster local access and capacity for data use. As regulatory and policymaking bodies, they are poised to leverage data to improve their own systems of support and intervention—better identifying the schools, districts, and programs that need help and more precisely identifying what they need to improve. This essay reports on the progress states have made in going beyond data systems toward securely using data to drive continuous improvement.

#### Leveraging State Resources to Improve Data Use in Districts and Schools

Large, high-capacity districts led the way in building sophisticated data systems and tools for instructional staff. But even the most sophisticated district-built systems generally do not follow students' progress as they move into careers or college, and one district's system can't be easily merged with other districts' systems to provide a statewide perspective on the performance of local school systems. Moreover, many smaller districts lack the capacity to develop comparably sophisticated data tools, leaving significant gaps in local data use.

The states leading the way are working to address these gaps by leveraging state resources to supplement, not supplant, district-level efforts to improve data use. Georgia, Texas, and Delaware offer great examples of how states can reduce data redundancies and streamline data management by creating centrally managed data repositories and dashboards. Such efforts benefit both large districts, which already have sophisticated local systems but lack integrated access to longitudinal data systems, and smaller districts, which often lack the capacity to develop and support a locally managed system. Oregon shows how states can go one step further by offering direct support to teachers and other instructional leaders toward using data in their professional practice.

When the Georgia Department of Education first sought to improve access to its longitudinal data system, officials found that many districts had already invested in their own data management systems, which were not compatible with state-level databases. This meant that state data were underutilized and generally disconnected from the richer array of data available within districts. In 2009, after extensive stakeholder engagement, the department released what it called a “tunnel,” which links data from a single state system directly to district-level student information systems.<sup>5</sup> District staff can now view and compare state and local performance information on specific schools or programs to identify best practices, while teachers and parents have access to detailed longitudinal data to support children in the classroom and at home.<sup>6</sup>

In Texas, where more than 1,000, mostly small school districts had their own systems for collecting and analyzing data, the need for better access and support was clear. The Texas Education Agency realized that districts were struggling under the cost of collecting and reporting data to the state. At the same time, many districts received state-sponsored reports too late for them to be useful to instructional staff monitoring student progress. The new Texas Student Data System provides two solutions to solve these problems: a set of dashboards for teachers, and a revised data submittal system to reduce the burden on administrators.<sup>7</sup>

Delaware, meanwhile, created Education Insight, a \$1.3 million program funded through the state’s Race to the Top grant. Education Insight aggregates data from a variety of existing sources to provide teachers, principals, and other staff a comprehensive view of each student and school. The program is free for all public schools in the state, traditional or charter, and shows how states can effectively

leverage resources to improve data access in districts and schools.<sup>8</sup> principals, and other staff a

Beyond access, states are poised to enhance district- and school- level staff capacity to use data in decision-making. Oregon provides a strong example of the promise for students when a state agency supports effective data use in the classroom. As the Oregon Department of Education began to build a statewide longitudinal data system in 2007, it organized the Oregon Direct Access to Achievement (DATA) Project, in collaboration with several other state organizations and regional support districts that offer services to the districts in their area.<sup>9</sup> The project's two-day, in-person training institutes have trained nearly 5,000 educators to use data to inform instructional decisions.

Oregon's effort has paid off. After just two years of teacher professional development in participating schools, teachers reported significantly increased use of data-driven decision making. The results for students also look promising: the percentage of students scoring proficient or better on the state test grew significantly more in participating schools than in schools whose teachers did not receive training on data use in their classrooms.

1. For more about this story and the Strategic Data Project's partnership with Delaware, see Lindsay Page, "Informed Decisionmaking in Practice: Connecting Data and Policy in Delaware," Data Quality Campaign, *The Flashlight* blog, August 9, 2013, accessed September 10, 2013: [www.dataqualitycampaign.org/blog/2013/08/informed-decisionmaking-in-practice-connecting-data-and-policy-in-delaware/](http://www.dataqualitycampaign.org/blog/2013/08/informed-decisionmaking-in-practice-connecting-data-and-policy-in-delaware/)
2. "State Analysis by Essential Element," Data Quality Campaign, accessed October 21, 2013: [www.dataqualitycampaign.org/node/388/](http://www.dataqualitycampaign.org/node/388/)
3. This includes data on attendance, demographics, test scores, student grades, and completion. Most states have yet to put together the final pieces: linking students and teachers, and incorporating transcript and college entrance exam data.
4. See Julie A. Marsh, John F. Pane, and Laura S. Hamilton, *Making Sense of Data-Driven Decision Making in Education: Evidence from Recent RAND Research* (Santa Monica, CA: RAND Corporation, 2006).
5. "State Longitudinal Data System Frequently Asked Questions," Georgia Department of Education, accessed September 6, 2013: <http://slds.doe.k12.ga.us/DataHubPortal/Documents/SLDS%20FAQs.pdf>
6. For more information on the "tunnel," see "Georgia's Information Tunnel: Linking District Ingenuity with State Resources to Make Data Matter," Data Quality Campaign, accessed September 6, 2013: [www.dataqualitycampaign.org/success-stories/state-](http://www.dataqualitycampaign.org/success-stories/state-)

[stories/georgia-information-tunnel-linking-district-ingenuity-with-state-resources-to-make-data-matter/](#)

7. For more information on the Texas story, see “Texas Leads the Charge for the State-of-the-Art State-Level Reporting,” Data Quality Campaign, accessed September 6, 2013: [www.dataqualitycampaign.org/success-stories/state-stories/texas-leads-the-charge-for-state-of-the-art-education-data-reporting](http://www.dataqualitycampaign.org/success-stories/state-stories/texas-leads-the-charge-for-state-of-the-art-education-data-reporting)
8. “Statewide Data Dashboard Gives Educators New Tool to Support Student Learning,” Delaware Department of Education, August 21, 2012, accessed September 6, 2013: [www.doe.k12.de.us/news/2012/0821.shtml](http://www.doe.k12.de.us/news/2012/0821.shtml)
9. “About Us,” Oregon Direct Access to Achievement Project, accessed October 21, 2013: [www.oregondataport.org/content/about-us](http://www.oregondataport.org/content/about-us)
10. Next Level Evaluation, Oregon DATA Project Final Evaluation Report (Fayetteville, AR: Next Level Evaluation, 2011).

## 6. Impact

Because of the initial investment and the coordination of systems, the overall impact of the project would save Nebraska schools annually at least \$30 million in costs for systems, staff and data collection. Nebraska has a unique opportunity to make a strategic investment now that will save for the future, ensure a more robust, and secure approach to collecting and using data.

## 7. Performance Indicators

Identified Indicators of performance include reduced reporting burden, efficient and secure use of data and results for reporting and continuous school improvement.

## 8. Implementation Plan

High Level Implementation Plan:

Year 0: FY 2014-15 (SY 2014-15)—9 Districts  
 Year 1: FY 2015-16 (SY 2015-16)—50 Districts  
 Year 2: FY 2016-17 (SY 2016-17)—150 Districts  
 Year 3: FY 2017-18 (SY 2017-18)—245 Districts

### Nebraska Education Data Infrastructure

- Identify and collectively procure state-sponsored SIS(s)
- Support SIS Vendor Ed-Fi Interfaces
- Support assessment vendor Ed-Fi interfaces
- Other source system interfaces to Ed-Fi (HR, SRS, applications)
- Support transfer to state supported systems in years 2 and 3
- Develop identity management solution for statewide single sign-on

- ESUCC Infrastructure
- Infrastructure scaling and security audit activities

**Nebraska Accountability Data Support**

- Statewide rollout with dual submissions (rollout plan based on SIS vendor)
- Develop and validate state accountability reports
- Develop business rules and validation for automatic accountability submissions
- Develop and validate federal accountability report submissions
- Develop district review and approval infrastructure

**Nebraska Education Intelligence System**

- Dashboard statewide rollout
- Dashboard updates and extensions
- District data warehouses and reporting layer
- District data warehouse security layer (with and without de-identification)
- NDE data warehouse cubes and BI layer

**Nebraska Help Desk & Support**

- Expand help-desk support to include Year 1,2 & 3 systems
- Develop professional development curriculum on Year 1,2 & 3 systems
- Integrate statewide ticketing system for "virtual help desk"
- Level 4 Support and Contracts

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	24.0	\$8,173,770	24.0	\$7,985,772

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

- 1. Program Number – 025/045**
- 2. Program Name – Data Research and Evaluation**
- 3. Issue - Instructional Improvement System**
- 4. Program Description**

The LR264 study of Nebraska education data systems estimated annual costs of \$100 million for technology, software systems, and accountability data submission from public school districts and NDE.

A more efficient and effective process for access and use of the resources would be achieved by coordinating state, regional and local education systems resulting in a reduction of annual costs. Using a Network Nebraska type model, the process would ensure services are available to all schools, support the future capacities for upgrades, focus primarily on student achievement outcomes and support the teaching and learning in Nebraska schools.

Currently, the options and access for schools to use technology in support of teaching and learning is disparate and confusing. Annual costs range from \$4/ student to \$58 for the different systems. The different systems are also often not available or even feasible for districts to consider because of costs, maintenance, and support.

Efficiently coordinating efforts among the state, regional, and local levels provides an opportunity to support systems and efforts systemically and sustain the viability and options available for all districts in Nebraska.

The varieties of systems that need to be coordinated include:

- Learning Management Systems,
- Content Management Systems,
- Assessment Systems
- Teacher Principal Professional Development and Support Systems,
- Career Information Systems,
- Guidance and counseling systems,
- Financial systems,
- Transportation systems,

- School climate and survey systems,
- Email systems,
- And host of other opportunities.

As part of the LR 264 study and the emerging leveraging of the resources to support access in schools an initial publication on the SEA of the Future provides principles for supporting data use in districts and schools. An excerpt is provided below.

From the SEA of the Future Publication, the following four guiding Principles were outlined as approaches for the future Supporting Data Use in Districts and Schools: Guiding Principles

- Principle 1: Collaboratively identify district data capacity to inform state data efforts.
- Principle 2: Transform data into actionable information and ensure district access.
- Principle 3: Ensure data literacy among educators through pre-service and in- service policies and practices.
- Principle 4: Maximize efficiency and minimize burden in data collection.

These four principles are at the core of a completed study on July 31, stimulated by LR 264. The study engaged administrators, schools leaders, community leaders, professional developers, and teachers from across the State to provide insight, interest, and priorities to build the capacity for the future.

The results of the study demonstrated a need for leadership, coordination, and systems building to provide equitable opportunities for school districts and students while ensuring a significant return on investment for the future in Nebraska education.

A critical recommendation of the study was to support the creation and integration of an Instructional Improvement System (IIS). The system would include the critical digital assets and tools to support areas like learning management systems, content management systems, blended and online learning, teacher principal evaluation system, school improvement and climate tools, career readiness and discovery, local assessment systems, and other tools to enhance the educational opportunities and experiences.

NDE, working with education partners, will build the capacity of Nebraska educators to continuously improve the quality of instruction for students through integrated, efficient systems. The vision is to create essentially an application store for school districts to choose from that leverages the collective bargaining advantage of 245 schools districts, 300,000 students, ESU resources and the Nebraska Dept. of Education.

## 5. Research, Analysis, and Justification

A critical recommendation of the LR 264 study was to support the creation and integration of an Instructional Improvement System (IIS). The system would include the critical digital assets and tools to support areas like learning management systems, content management systems, blended and online learning, teacher principal evaluation system, school improvement and climate tools, career readiness and discovery, local assessment systems, and other tools to enhance the educational opportunities and experiences.

Current efforts provide pieces, but the proposal is to approach the issue from a systemic view and provide opportunities for foundational approaches moving forward.

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**6. Impact**

- Significant costs savings
- Coordinated efforts in Professional Development
- Systemic expectations and support of Nebraska education standards
- Coordination and capacity for future upgrades and enhancements

**7. Performance Indicators**

Identified indicators of performance include:

- Increased access to systems and services to all schools.
- Reduced reporting burden
- Efficient and secure use of data and results for supporting student achievement.
- Increased focus on continuous school improvement.

**8. Implementation Plan**

Year 1: FY 2015-16 (SY 2015-2016)—50 Districts  
 Year 2: FY 2016-17 (SY 2016-2017)—150 Districts  
 Year 3: FY 2017-18 (SY 2017-2018)—245 Districts

	FTE	FY2016	FTE	FY2017
<b>GF</b>	7.0	\$5,975,358	7.0	\$5,919,718

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** – 025/046
2. **Program Name** – Adult Education Programs
3. **Issue** - Request for funds for a 0.5 FTE Adult Education Transition Specialist

**4. Program Description**

Adult Education (AE) program requirements have increased significantly. Incorporation of Career and College Readiness (CCR) and Career Pathways, and increased rigor of the GED® tests requires curriculum development, improved instruction, and staff training to expand learning opportunities, student performance and best practices. This process is a lengthy and challenging one for Nebraska's AE program.

In addition, Section 79-1191 provides funds (ending 6/3/2015) to establish four pilot Bridge Programs. The project gives low-income adults foundation skills training in conjunction with post-secondary training, resulting in attainment of a postsecondary education and/or industry recognized credential. Funding was for aid only; no funds were provided for state administration.

Currently only 19% of Nebraska's Adult Education students enroll in post-secondary education/training within a year of receiving their GED® credential; this percentage is unacceptable and must increase in order for adults to earn a sustaining wage to support a family and become tax-paying members of their communities. To assist our Adult Education (AE) programs in the incorporation of the new state initiatives, the State AE Office needs an additional staff member to assist the 15 AE programs that geographically cover the state. Current state staff has not been able to devote the amount of time that is required to assist the local programs as they incorporate a systems change. These changes are necessary in order for the AE program to experience increased performance at the local program level, resulting in an increased number of GED® credential holders moving on to postsecondary education and/or being job ready. And, it is necessary to provide coordination and oversight of the anticipated and increased funding for the Bridge program.

Members of the Nebraska State Board of Education, at a State Board meeting in the fall of 2013, expressed the need that our GED® credential holders must also be college/career ready; and rightfully so. Work must be done in our AE programs to convince staff, students, partner agencies, and the public that receiving a high school credential (in this case, the

GED® diploma) must include the skills necessary to compete and succeed in the workplace and/or at the post-secondary level. Our mindset must change. Additional professional development and training is required for the entire Adult Education community to achieve this goal.

Therefore, funds for a 0.5 FTE professional staff member, an Adult Education Transition Specialist, is requested to both coordinate the Bridge program and incorporate these new initiatives to ensure a bright future, which includes sustainable living wage for adults served by Adult Education.

### **5. Research, Analysis, and Justification**

As indicated above, in order to incorporate new and required initiatives, much work needs to be done. General funds currently fund only 1.10 Adult Education professional staff (0.5 FTE to administer Rule 82 activities (see next paragraph); 0.25 FTE of the AE State Director's salary and 0.35 FTE of the AE State Director's salary for GED® Administrator duties. This funding is inadequate to accomplish new and expanding initiatives in a timely fashion and at a level that is deserving of the adults we serve.

Currently, the passage of LB 366 in 2013 (Rule 82) provides for a 0.5 FTE Adult Education professional staff person to carry out the activities of the High School Equivalency, as outlined in the Rule. This request for an additional 0.5 FTE would allow for a full-time staff member to carry out the duties of Rule 82, the Bridge program, and the new Adult Education state initiatives.

There are currently more than 163,000 Nebraska adults, 16 years of age and older, who do not have a high school diploma; this represents more than 9.9% of the state's population. On average, a Nebraska high school graduate earns \$5,423 more per year than a high school dropout. Apply that to the 163,000 Nebraskans without a high school diploma, and that adds up to more than \$883 million in lost wages. That's \$883,000 million a year that isn't being spent or invested by consumers, and \$883 million that isn't being taxed. And, basic foundation skills also have an impact on a family's health, safety, and civic involvement. Studies have shown that states with a better-educated workforce generally have higher economic growth and better wages. And, evidence suggests that increasing parents' basic skills can positively affect the educational outcomes of their children.

In the release of the Program for International Assessment of Adult Competencies (PIAAC) in 2013, it was noted that one in six American adults have less than basic literacy skills; this represents roughly 18% of the adult population, or 36 million people. And, nearly one in three have less than basic numeracy (math) skills; this represents roughly 30% of the adult population, or 60 million people.

**6. Impact**

By 2018, 65% of all new jobs will require some form of postsecondary education/training. Time is of the essence. We have much to do in the next 3-4 years to make our Nebraska adults adequately educated to meet these employment needs, by helping our Adult Education students be college and/or career ready. To make this happen, Adult Education needs an additional staff member to assist the 15 Adult Education programs that typically serve 8,500 – 9,500 adult students each program year. Our task is important and it will benefit Nebraska and its citizens in many positive ways in 21<sup>st</sup> century lives, where learning and skill development/training/re-training must be a lifelong pursuit.

**7. Performance Indicators**

The Adult Education Transition Specialist will:

- In collaboration with state and local AE staff, create a framework for the plan to incorporate college and career readiness and Career Pathways for the Nebraska AE program.
- Work with each local AE program to plan program-wide incorporation of CCR and Career Pathways.
- Work with other groups, agencies, and partners to expand the opportunities for adults to improve foundation skills that will result in college and career readiness.
- Collaborate with local and state AE staff on curriculum development, best practice strategies, and staff training so that CCR and Career Pathways can meet the need for increased foundation skills.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.5	\$54,763	0.5	\$54,763

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

**1. Program Number – 158**

**2. Program Name – Education Aid**

**3. Issue – Increased Federal Aid Appropriations**

**4. Program Description**

The Department is responsible for administering Federal education programs such as Child Nutrition Programs, No Child Left Behind, Individuals with Disabilities Education Act, Career and Technical Education, Vocational Rehabilitation, Disability Determination Services, and Adult Education.

**5. Research, Analysis, and Justification**

Based on Grant Award Notifications from the US Departments of Education and Agriculture, the Department projects a total of \$318,462,804 in aid available to distribute to Nebraska subrecipients. This is \$19,376,676 more than the current amount \$299,086,128 appropriated for fiscal year 2014-15.

**6. Impact**

Without sufficient appropriations for Federal Aid in Program 158, the Department may not be able to disburse all available funds to Nebraska subrecipients.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$20,000,000	0.0	\$20,000,000

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** – 158/041
2. **Program Name** – State Aid/Curriculum and Instruction
3. **Issue** – Continue Support for High Ability Learners.

4. **Program Description**

State Statutes 79-1105 – 79-1108.03 provide for services to Gifted Children and Students with High Ability. Legislation in 1998, provided incentive funding from State General Funds to encourage Nebraska Schools to initiate or enhance existing programs for High Ability Learning (HAL). Since that time well over 90% of the schools have taken advantage of this option. Statutorily the funding was to increase every year but that has not happened and, in fact, during the last budget crisis HAL was placed on lottery funds which are set to sunset in 2016. If funding is not replaced programs will be cut, hurting Nebraska's best and brightest students. This will have a long lasting negative impact on our state.

High Ability Learners have unique learning requirements. These students have instructional needs that must be met at a high level, every day-not just Monday, Wednesday and Friday from 10:00am to 11:00 am. For these students, an essential education means a high degree of rigor, in order to keep them engaged.

Learners with high ability come from diverse economic and cultural settings. High ability learner capabilities are evidenced in all races, creeds, national origins, genders, physical abilities, and economic strata. Community understanding and involvement is critical in the education of learners with high ability.

Funding established in 1998 by the Legislature set the dollar amount at \$3,000,000 with a salutatory requirement that a 2% increase would be added each year to provide for improved programming and provide on-going high caliber professional development for classroom teachers working with HAL students. If this funding had stayed on track the annual amount would be well over \$7,000,000 per year. Instead the 2014 allotment was \$2,285,816 far less than originally intended. In addition, after the 2008 economic crisis the HAL grant funding was placed on the lottery funds rather than being funded by secure, on-going state general funds. When the Lottery Funds sunset in 2016 the HAL funding is in danger of disappearing all together.

Adequate HAL funding is essential to meeting the needs of Nebraska's best and brightest students. Many will be leaders in their respective fields as they grow to adulthood. Giving them a positive experience in K-12 education will encourage more of them to stay in Nebraska and have a positive impact on our economy and our society.

The system put in place in 1998; the state providing base and matching funds based on the number of local students identified, and local school districts providing matching funds, has been a good one and should be maintained. Keeping it as a grant to local school districts is also a good idea. The HAL grant is already on the special grant fund list increasing the district's ability to spend money and exceed their spending authority limit by their grant amount.

#### **5. Research, Analysis, and Justification**

Published Information - Lyndon B. Johnson once said "We believe, that is, you and I, that education is not an expense. We believe it is an investment." Investing in HAL students is essential. Many people believe that HAL students because they are bright will get it on their own and need no special attention. This could not be further from reality. Research provides evidence that HAL students require an affective curriculum and specialized counseling to fully meet their needs yet less than 35% of Nebraska schools recently reported providing this type of service. Adequate funding would allow for quality programming and professional development to fully train the educators working with these students.

This information is provided from the dissertation of Dr. Julie Hehnke and Dr. Wanda Stelk both educators of HAL students in Nebraska.

"Research provides evidence that gifted/talented students require an affective curriculum and specialized counseling to meet social and emotional needs (Clark, 2002; Janos, Marwood, & Robinson, 1985; Moon, 2002; NAGC, 1998; Reiss & Moon, 2002; Robinson, 2002; Silverman, 1993) yet, less than 35% of the school districts reported providing this service to their students. Research dating as far back as the work of Leta Stetter Hollingworth in 1939 substantiates the need for meeting the needs of gifted/talented children and adolescents. These students face both social and emotional problems uncommon with other children their age in areas of public opinion towards giftedness, underachievement, and school and family relations (Moon, 2002). Gifted/talented students require earlier academic guidance than their classmates in the areas of college choices, entrance requirements, and vocational awareness (NAGC, 1998; Silverman, 1993).

Only about one-half of the school districts indicated they utilize differentiation of instruction. School districts that reported using some form of differentiation most commonly used compacting (54%), curriculum enrichment (48%), and flexible grouping of students (44%).

According to the research (Chandler, 2001; Colangelo, Assouline, & Gross, 2004; NAGC, 1992; Rogers, 2004), acceleration can take on many forms, but actual subject or grade acceleration is an option for the highly gifted and should be considered only after extensive assessment of the student's needs. Only about one-third of Nebraska school districts reported use of acceleration. As research has noted (Southern & Jones, 2004), districts might hesitate to offer accelerated courses as a result of budget, location, district size, and beliefs about giftedness. Dual enrollment was offered by 39% of the school districts, with almost three fourths of those districts located within 40 miles of an institution of higher learning. Twenty-nine percent of Nebraska school districts offered Advanced Placement classes, and of those districts, 39% were located in non-core areas, rural and remote sections of the state with low total student enrollments.

These services should be a seamless flow from one grade level to the next, yet less than 20% of the school districts reported such a program. Twenty-eight percent of the school districts had identification and program options in place for kindergarten through grade two. Specifically, 19% of the districts had identification procedures and program options beginning at kindergarten, 2% at first grade, and 7% in second grade. Seventy-two percent of the gifted programs began their services at the third grade level or later.

Few districts had specialized staff to work with gifted/talented learners, as only 3% of Nebraska school districts stated their gifted/talented educators possessed certification or a degree in gifted education; and less than 10% of Nebraska school districts provided professional staff development opportunities in this area. Lack of staff development equals lack of educator knowledge, which limits effective participation in many of the tasks related to gifted education, such as being able to nominate students in a reliable and valid manner, designing educational experiences that provide differentiated learning opportunities, and recognizing and being able to meet the social and emotional needs of these students (Hansen & Feldhusen, 1994; NAGC, 1998). Staff development in the area of gifted education is a weak component in gifted programming of Nebraska public school districts. Although the majority of districts stated they had a plan to make staff aware of the characteristics of gifted/talented learners.”

Providing for on-going funding at the level intended by the Legislature when the statutes were enacted would lead to better programming, increased numbers of specialized staff, increased knowledge on the part of all educators, and a better all- round experience for students with high ability.

**6. Impact**

Authorizing legislation sunsets in 2016 – transfer to cash fund will allow support for high ability learners aid to continue. Increased funding will lead to better services for HAL students in Nebraska.

**7. Performance Indicators**

- Increased number of schools serving high ability students
- Increased number of students being served by quality high ability learning programming
- Increased number of professional development opportunities for instructors serving high ability students
- Continued compliance with HAL requirements through effective administration of the program

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$0	0.0	\$6,000,000

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

**1. Program Number** – 158/041

**2. Program Name** – State Aid/Curriculum and Instruction

**3. Issue** – Continued Support for Career Education Grants

**4. Program Description**

Grant program to assist schools who have completed the reVISION process to provide assistance needed to implement the reVISION Action Grant, detailing improvements to be made in career technical education programs, career guidance and work-based learning. Grant funds are available to school districts for three years following the completion of the reVISION CTE evaluation process.

**5. Research, Analysis, and Justification**

Available funds have not been adequate to meet the needs of districts applying for assistance to modernize and improve their career technical education programs so they align with local and regional labor market needs and economic priorities.

**6. Impact**

Authorizing legislation sunsets in 2016 – transfer to cash fund will allow more districts to participate in grant program for improvement of career technical education

**7. Performance Indicators**

- Number of districts participating in grant program
- Number of career technical programs aligned to local and regional labor market needs and economic priorities
- Number of high school graduates who are college and career ready

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$0	0.0	\$500,000

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

**1. Program Number** – 025/044 and 158/044

**2. Program Name** – Office of Early Childhood Education

**3. Issue** - Step Up to Quality

**4. Program Description**

Step Up to Quality is a quality rating and improvement system which was created in 2013 by the passage of LB 507 in 2013. Step Up to Quality is designed to use objective criteria to measure the quality of programs serving children from birth to kindergarten. Goals of Step Up include:

- Informing parents about program quality
- Promoting accountability for public funding
- Improving staff effectiveness through training, education and coaching
- Strengthening standards, assessment procedures and use of data.

**5. Research, Analysis, and Justification**

Financial calculations have been based on a Quality Rating and Improvement System (QRIS) Cost Estimation Model (CEM) available from the U.S. Dept. of Health and Human Services Administration for Children and Families. Assumptions based on knowledge of NE and information about of Step Up to Quality was entered. After cost estimations were calculated, the calculations were modified to reflect current 2014-15 appropriations, and other cost saving measures. Nebraska's Step Up to Quality system is jointly administered by the NE Dept. of Education and NE Department of Health and Human Services. This budget issue is for NDE's responsibilities.

**6. Impact**

Step Up to Quality participation is required for licensed child care centers, dependent upon the level of federal child care subsidy they receive through contractual agreements with the Department of Health and Human Services. In 2015-16 and 2016-17, we anticipate 65 licensed child care programs will be required to participate. This required participation translates to approximately 13,000 young children between the ages of birth to kindergarten entrance age, and their families being served. In 2016-2017, both required programs *and* voluntary programs participating in Step Up to Quality will further expand the projected numbers of young children impacted to nearly 45,000. This is 35% of the total birth cohort

[i.e., 26,000], ages birth through five years, being served in all types of early care and education programs including: public school district early childhood programs, federal Head Start and Early Head Start programs, and licensed child care centers and family child care homes across the state.

#### **7. Performance Indicators**

Information submitted by participating early childhood program staff will be verified by NDE personnel. Program quality assessments will be conducted in early childhood programs hoping to be rated at a level 3, 4, or 5. The assessments will be conducted by observers and raters who are highly trained. Aggregate data will be kept to judge program improvement, training offered, and data will be used to improve the process, alter the program and refine the criteria to be most reflective of quality practices and improved outcomes for children.

#### **8. Implementation Plan**

Step Up to Quality will be in its second year at the beginning of the biennium.

- Base levels of staffing will already be in place. A full time staff person for data verification will be needed in 2015/16, and an additional staff person for data verification will be needed in 2016/17.
- A budget of \$25,000 per year is included in the supplies line item. These include copies of materials for training participants, resources and other needs.
- The contracting line includes the amounts budgeted for coaching/Technical Assistance for Step Up participants. \$400,000 is budgeted for child care centers in 2015/16 and \$500,000 in 2016/17. \$200,000 is budgeted for coaching for family child care home staff in 2015/16 and \$300,000 for 2016/17. This is being supplemented by base appropriations. Contracting for trainers to present training events throughout the state accounts for \$400,000 in 2015/16 and \$300,000 in 2016/17. The costs for contracting with trained observers using the quality measures are being budgeted at \$436,000 per year. This will be supplemented with funding from another budget issue ( Professional Development System)
- Travel projections and equipment projections are based on NDE costing guidelines and they are identified for the two new staff. Current staff travel is included in base appropriation.
- \$50,000 in 2015/16 and \$100,000 in 16/17 is budgeted for TEACH scholarships. These scholarships allow participants to take college coursework. This amount is supplemented by \$100,000 in currently appropriated state funds and more than \$400,000 per year in federal funds.
- A public engagement campaign will be necessary to inform parents, communities, and other early education and care providers about Step Up. \$250,000 is planned to be used in each year.

- Completion of the programming for the training and trainer parts of the Professional records system is budgeted at \$200,000 for 2016 and \$100,000 for 2017.
- Raters who will review and verify individual program information is budgeted at \$120,000 for each year in the biennium.
- Quality improvement incentives for centers and family child care homes that move up a step in quality are budgeted at \$75,000 for 2016 and \$90,000 for 2017.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	1.0	\$2,275,985	2.0	\$2,429,690

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** – 158/044 & 025/044
2. **Program Name** - Office of Early Childhood Education
3. **Issue** - Statewide Professional Development and Program Improvement (Early Learning Connection System Support)

**4. Program Description**

This issue addresses critical needs of the Early Learning Connection (ELC) system including the Early Childhood Training Center (ECTC). The EC professional development system consists of regional ELC Partnerships that cover the state. Each ELC has a full time coordinator who builds partnerships, coordinates training and professional development (PD) activities with partners who contribute time, money or expertise to the effort. The coordinator ensures that federal, state and local priorities are met. The regional ELC Partnerships are anchored by the ECTC, which is part of the Nebraska Dept. of Education. ECTC creates PD curricula, creates and provides train-the-trainer opportunities and maintains an early childhood media center stocked with resources available on free loan to EC providers across the state.

See Nebraska EC Professional Development System Graphic at end of Issue narrative

**5. Research, Analysis, and Justification**

In 2013, the Nebraska Legislature created Step Up to Quality. It is a Quality Rating and Improvement System open to all early childhood programs that serve children birth to kindergarten in a center-based setting. Also in 2013, the Nebraska Dept. of Health and Human Services (DHHS) completed revision of licensing standards for child care, community preschool and school age care. Both of these changes require an increased capacity for professional development and program quality assessment resources. Research has shown that gaps in children's language are seen in the toddler years. Early childhood professionals, regardless of the type of program in which they work, need to understand child development and implement effective strategies that help children development and learn to their fullest.

Historically, the statewide system of early childhood professional development has been almost entirely funded with federal funds. Federal Child Care and Development Funds have been used and supplemented with Federal IDEA Part B and Part C funds. State General funds

for monitoring and technical assistance have been allocated to the Department of Education for use with school district/ESU operated early childhood programs through the Early Childhood Education Grant Program and through Sixpence. Those funds have been used to monitor compliance with NDE Rule 11, to support the Results Matter Child, Program and Family Outcomes System, and/or to assist in meeting Sixpence quality criteria. In 2013, the Step Up to Quality Child Care Act was enacted and with that legislation, an appropriation for the creation and implementation of the Step Up to Quality, Quality Rating and Improvement System. The current professional development system is efficient but is limited in capacity. Increased training requirements for programs licensed by DHHS are crucial to improving quality as is the new Step UP to Quality system. However, meeting the need for additional training, and thoughtful, research-informed professional development requires additional investment so that all programs can support the growth and learning of a diversifying and increasingly challenging population of children. Attached is the most current CCDF quarterly report. It outlines a short synopsis of many- but not all- of the activities of the Nebraska Early Childhood professional development system.

#### **6. Impact**

As of June 6, 2014, there were 3,686 licensed child care and community preschool programs. Research has shown that high quality early childhood programs contribute to improved child outcomes. National and Nebraska specific research has shown that the majority of child care quality is mediocre or poor. In the 2012-2013 school year, there were 12,970 children served by school districts and ESUs in Nebraska. 168 school districts operated an early childhood program. Additionally 5 ESUs operated early childhood programs for an additional 24 districts. Improved capacity of the early childhood professional development system is crucial to closing the opportunity gap and ensuring all children begin kindergarten able to gain the most out of their formal school years.

#### **7. Performance Indicators**

Early Learning Connection Grant Coordinators submit quarterly reports of training offered and records of participation at training events. Data is disaggregated by type of early childhood practitioner receiving training. Early Learning Connection partnerships also conduct annual needs assessments to determine the type and the format of training most needed by early childhood education and care providers. Coordinators use information in quarterly reports and the annual needs assessment to plan future training and professional development. Data regarding program quality assessments will be kept.

#### **8. Implementation Plan**

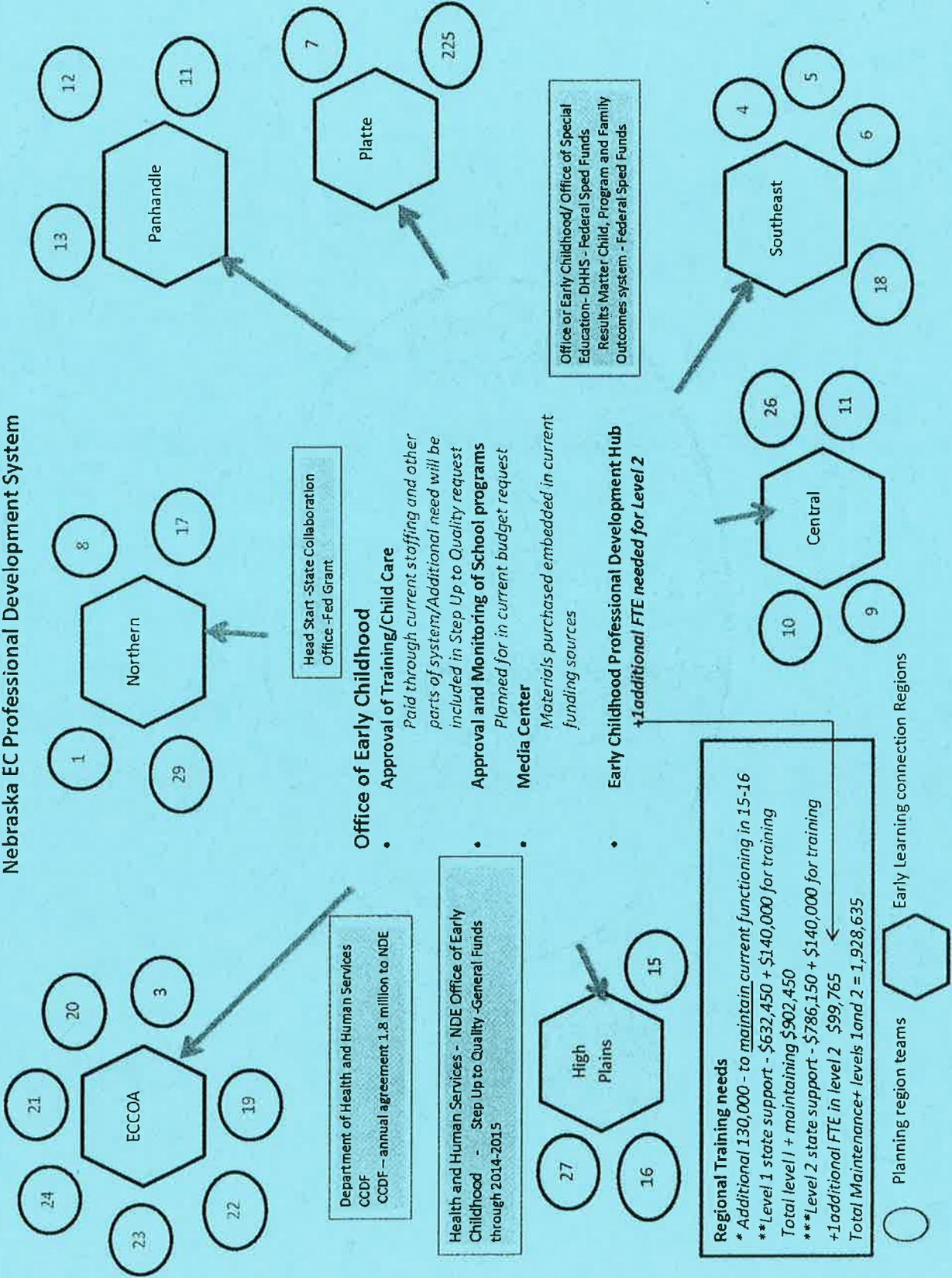
- In 2015/16, an increase of funding above the current grant award will be allocated to the grantee in each of the Early Learning Connection regions to provide additional services in the grantee region. Grantees will be responsible hiring or contracting with

individuals who will achieve and maintain reliability in the program quality assessment tools used in school district early childhood programs and in the Nebraska Step Up to Quality; Quality Rating and Improvement System.

- In 2016/17, additional funding will allow grantees to increase capacity for training coordination, entry and follow up of items in the statewide training calendar, and partnership development among early education and care providers.
- In 2016/17 a staff person will be added to the Early Childhood Training Center to manage the ELC grants and provide technical assistance to the ELC regions.
- In each year, additional funding will be provided to each ELC grant to pay for the provision of additional training events and sustained professional development opportunities for early childhood program staff.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$902,450	0.0	\$1,928,365

Nebraska EC Professional Development System



**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** – 158/044
2. **Program Name** – Office of Early Childhood Education
3. **Issue** – Continued Support of the Early Childhood Education Grant Program for children ages 3 to 5.

**4. Program Description**

Early childhood education grant programs provide high quality experiences for preschool aged children. Grants target children with one or more risk factors. First priority is given to children who will be eligible to attend kindergarten in the following year. Programs operate a minimum of 12 hours per week and at least 450 hours per year. Early Childhood grants must match grant funds with other sources of income. Federal funds, local dollars, parent fees, and partner funds can all be used as sources of match. Early childhood classes are taught by certified teachers who hold an early childhood teaching endorsement.

**5. Research, Analysis, and Justification**

The intent of the Early Childhood Education Grant Program is to help communities move away from categorical programs for *at-risk* four-year-old children. Programs are expected to serve the targeted population within inclusive classrooms of three- and four-year-old children that represent a range of abilities and disabilities and the social, linguistic, and economic diversity of families within the community. Grants are intended to improve equity of access to early childhood education programs.

**6. Impact -**

In the 2014-15 school year, seventy-one (71) districts will receive an Early Childhood Education Grant to help fund an early childhood program.

**7. Performance Indicators**

Each early childhood program must meet requirements of NDE Rule 11: Regulations for Early Childhood Education Programs. Each early childhood program operated by a school district or ESU is also required to participate in the NDE Results Matter Child, Program, and Family and Family Outcomes System. Child Outcomes are measured by developmental domain and functional outcome. Program quality is measured by the results of environment rating scales. The scales measure how the classroom environment supports children's physical, cognitive, social-emotional, and language and literacy development. Family

outcomes are measured by the percent of families who indicate through a survey that participation has positively influenced their involvement in the early childhood program and helped improve outcomes for their children.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$0	0.0	\$1,950,000

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** – 158/044
2. **Program Name** - Office of Early Childhood Education
3. **Issue** – Continued Support of Sixpence Programs.

**4. Program Description**

Sixpence programs provide high quality programs and services for at-risk infants and toddlers and their families to improve children's growth and development and to improve the likelihood of future success in school and life. The Sixpence program began as the Birth –to-Three Endowment, and was created by a public-private partnership between NDE and the endowment provider (the Nebraska Children and Families Foundation), which was selected by NDE through a competitive application process. The Sixpence grants are governed by a 6 member Board of Trustees whose membership is dictated by statute (79-1104). Additional grants were funded in 2013 as a result of the appropriation of General Funds and the designation of \$1,000,000 in lottery funds to go to supplement the Endowment Cash fund and General Funds for the 2013-14, 2014-2015, and the 2015-2016 program years.

**5. Research, Analysis, and Justification**

Evaluation of Sixpence grants found the following:

- All grantees met or exceeded program quality indicators
- The vast majority of children met or exceeded expectations in all developmental areas
- Significant gains were made in:
  - Child vocabulary and social/emotional skills, both of which have been linked to school success
  - Parent-child interaction
  - The longer families participate in a Sixpence program, the more positive their outcomes.

**6. Impact**

With new funding in 2013, 7 new grants and 5 expansion grants were awarded. On January 1, 2014, 7 more new grants and one more expansion grant were funded, bringing the total Sixpence grantee count to 25: 11 original, 5 of which expanded services, and 14 new grantees. Of the 25 grantees, 17 are Family Engagement (Home Visiting) models, 6 are Center Based, and 2 offer both service types. It is expected that a total of 682 of Nebraska's

youngest and most at-risk children will be served with the inclusion of these expansion grants. As of May 2014, 238 infants and toddlers were being served in Sixpence Center Based programs, and 329 infants and toddlers were being served through Sixpence Family Engagement (Home Visiting) programs.

**7. Performance Indicators**

Program quality is measured by nationally recognized assessments (Infant/Toddler Environment Rating Scale and Toddler Classroom Assessment Scoring System for center-based programs, and Home Visit Rating Scales-A for home visiting programs). Child outcomes are measured by one or more of the following assessments; Teaching Strategies GOLD, McArthur-Bates CDI, Peabody Picture Vocabulary Test -IV, and the Devereaux Early Childhood assessment.

**8. Implementation Plan**

Program activities are monitored by the Endowment Provider (Nebraska Children and Families Foundation) under the direction of the Sixpence (Endowment) Board of Trustees.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$0	0.0	\$1,000,000

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** - 025/046 and 158/046
2. **Program Name** - Adult Education Programs
3. **Issue** – Continued Support of the Excellence to Teaching Act

4. **Program Description** -

Sections 79-8,132 – 79-8,140 and 9-812 R.R.S. authorize Education Innovation funds for the Excellence in Teaching Act, which includes the Attracting Excellence to Teaching Program (AETP) and the Enhancing Excellence in Teaching Program (EETP). The purpose of the AETP is directed at attracting and retaining individuals into teaching through loans during preparation and forgiveness upon meeting teaching requirements. The purposes of the EETP are to provide loans to eligible teachers in certain programs to improve the skills of existing teachers through graduate education programs and forgiveness of those loans upon meeting teaching requirements.

AETP focuses on attracting outstanding students to major in shortage areas in Nebraska's teacher preparation programs. The EETP provides loan forgiveness if the recipient maintains employment as a Nebraska teacher after graduation from an eligible graduate program. Both programs are restricted to awards to individuals in Nebraska teacher preparation programs and forgiveness requires several years of teaching in a Nebraska school to qualify for forgiveness. Awards are limited to \$3,000 per individual and approximately 130 AETP and 450 EETP awards are likely with the \$1.2 million allocation.

Title 92 N.A.C. Chapter 25 implements the statutory requirements.

5. **Research, Analysis, and Justification**

Current authorization for the Excellence to Teaching Act is through June 30, 2016. The authorization includes loan/scholarship funds and NDE operations. The program is viewed as an effective resource to support the supply of effective teachers for Nebraska schools by providing incentive funding and has provided support to approximately 2,000 individuals since its inception. Even if funds are not authorized for further scholarship/loans after June 30, 2016, there will continue to be a need to manage the existing awards which we estimate will be over 1,500 active files.

NDE responsibilities include tracking recipients to assure they meet contract obligations and managing other statutory requirements. It would not be possible for other section staff to

absorb the responsibilities associated with this program--both in terms of time and expertise. The request includes funds for personnel and operations.

The program is managed by the Nebraska Department of Education with significant involvement of the Nebraska educator preparation programs and the Nebraska State Education Association (NSEA).

There are currently over 1,500 active files of individuals who are in various stages of meeting service requirements for forgiveness or who have entered repayment. . With continuing allocation of annual awards, this amount will continue to increase. Tasks include, but are not limited to: annual monitoring to assure that recipients are meeting contract obligations, processing payments upon verification of required documentation, monitoring continuing and qualifying employment, and managing/monitoring loan repayment for those not meeting contract obligations.

In addition to 1.0 FTE, consideration for operating expenses would be necessary.

**6. Impact**

Statutory requirements for continued tracking of recipients for forgiveness/repayment obligations can not be met without staff consideration. An important resource for supporting individuals seeking to enter the teaching profession and for those seeking to enhance their teaching skills will not be available if a decision is made to redirect Education Innovation funds and general funds are not allocated in place of the Education Innovation funds.

**7. Performance Indicators**

- All available funds are distributed to eligible recipients.
- Use of the funds is compliant with statute, and Nebraska Department of Education rules and regulations regarding the use of the funds are followed

	FTE	FY2016	FTE	FY2017
GF	0.0	\$0	1.0	\$1,270,179

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** – 158/046
2. **Program Name** – Adult Education Programs
3. **Issue** – Continuation and Expansion of the Bridge Program

**4. Program Description**

Bridge programs are educational programs designed to help individuals acquire the foundation skills necessary to succeed in postsecondary training that lead to career path employment in a specific industry. Education beyond the initial employment area is encouraged so students can pursue a career pathway to increased opportunities and economic self-sufficiency. Targeted students include low-income adults in need of increased basic education skills and wrap-around support services while enrolled in postsecondary education programs. Nationwide, Bridge programs have become an essential component of the Adult Education program. Partnerships with such organizations as human services, other government agencies, and workforce development are essential to the success of the Bridge program.

NDE received ten applications for a Bridge pilot program, but monies were available for only four projects. The four grant recipients and the postsecondary diploma or certificate earned in the program include:

- Mid-Plains Community College in North Platte, offering an Information Technology Diploma
- Southeast Community College – Lincoln, in conjunction with the Center for People in Need, offers either a Certificate or Diploma in the Office Professional Program.
- Omaha Opportunities Industrialization Center (OIC), in partnership with Creighton University, offers training resulting in a CNA Certificate.
- Omaha Goodwill Industries, in collaboration with Metropolitan Community College, awards a Customer Service Representative Specialist Diploma.

**5. Research, Analysis, and Justification**

Section 79-1191 authorized a pilot Bridge program, which ends June 30, 2015. The emphasis, since the inception of this program, has been to encourage programs to “bridge” Adult Education students with low skills into training programs in an accelerated manner by

continuing to work with them on basic skills while they are in college classes or technical training.

Many sources have indicated that by 2018, 65% of all new jobs will require some education/training beyond the high school level. Bridge programs can assist in making Nebraskans ready for these jobs of the future and also provide the opportunities for low-income adults to be part of the solution and not be left behind.

This is a new concept to Nebraska as Adult Education has always been separated from credit and certificate programming. Initial reports from the four projects have been very encouraging and participants are gaining the skills and confidence they need to succeed!

Bridge programs continue to grow across the country as the statistics show that they are successful in helping individuals who may otherwise not be able to participate in Adult Education and postsecondary education in an accelerated environment and take away a college certificate or credential.

The Bridge pilot funding is for Aid only; no amount was earmarked for administration of the Bridge program. For FY 2016 and 2017, a portion of the .5 FTE request for an Adult Education Transitions Specialist is for the coordination of the Bridge Program. Administrative staff is needed to monitor, evaluate, and provide technical assistance and professional development opportunities for the Bridge projects and staff.

## 6. Impact

In Section 79-1131, the Nebraska Legislature indicates that: 1) Nebraska faces a skills gap of educated workers to serve key roles in high-demand industries; 2) Nebraska must develop innovative education and training solutions in order to fill these roles and compete in a global economy; and 3) Bridge programs, in which adult learners earn postsecondary educational credentials in an expedited manner, are a proven solution to this problem.

From the beginning, there has been statewide interest in the Bridge program. In order for this to happen, this funding is essential. The Bridge program would not be able to continue and/or expand to meet the need for educated workers expressed in Section 79-1131.

When one looks at the Mission and Vision of the Nebraska Department of Education, one can see the Bridge program is a testimony for *learning, earning, and living..... for life!*

## 7. Performance Indicators

Section 79-1193 specifies that the Bridge programs collect and provide the Nebraska Department of Education data illustrating the outcomes of the participants, including:

- Participants' education levels, income, and employment status upon entry into the Bridge program;
- The total number of participants beginning the Bridge program, earning college credit, earning industry-recognized postsecondary educational credentials;
- The employment rates of participants in six months, twelve months, and twenty-four months after leaving the Bridge program; and
- The number of participants pursuing additional education in six months, twelve months, and twenty-four months after leaving the Bridge program.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$400,000	0.0	\$400,000

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

**1. Program Number – 158/048**

**2. Program Name – Education Aid – Special Populations**

**3. Issue – Additional Special Education Aid Funding**

**4. Program Description**

Provide funding to school districts for services to school age children with disabilities.

**5. Research, Analysis, and Justification**

- Costs for school districts to serve school age children with disabilities continue to increase due primarily to inflationary costs, more children being verified with a disability, and the severity of the disabilities.
- 10% annual increase is the maximum amount allowed by statute per Neb. Rev. Stat. Sec. 79-1145 as amended.

**6. Impact**

- Mandated program for school districts – costs not reimbursed become responsibility of the district.
- NE statutory authority: Special Education Act, Neb. Rev. Stat. Sec. 79-1110 et seq.
- Funds appropriated for this program are primary source for the calculation of state maintenance of financial support for IDEA.
- Payments for educational services for non-state wards placed in residential settings for reason other than to receive an education [79-215(10)] are now paid from the Special Education appropriation; this current year reimbursement for 100% of the costs is for both verified and non-verified students receiving services and reduces the amount of funding available to districts for providing special education to their resident students with disabilities; no previous increase in appropriation for this purpose.

**7. Performance Indicators**

Timely distribution of funds as per NDE procedures; collection/analysis of data for six year federally required State Performance Plan (SPP) and the Annual Performance Report (APR) plus Improving Learning for Children with Disabilities (ILCD) and Special Education monitoring processes.

**8. Implementation Plan**

10% increase in Special Education appropriation each year will be distributed to school districts.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$21,376,796	0.0	\$44,891,272

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

- 1. **Program Number** – 158/049
- 2. **Program Name** – Nutrition Services
- 3. **Issue** – Increased Funding for State Aid for Breakfast

**4. Program Description**

Nutrition Services anticipates an increase in the number of schools participating in the School Breakfast Program and in total student participation in the breakfast program. The Community Eligibility Provision which is available to all schools starting in SY 2014-15 requires participating schools to participate in both the school lunch program and the school breakfast program. States that have been involved in the 3-year pilot program for CEP have realized up to a 50% increase in breakfast participation. In addition, Nutrition Services has partnered with the Midwest Dairy Council and Hunger Free Heartland to promote more schools offering Breakfast as well as expanding the number of students who participate in the Breakfast Program. With the increase in the number of Breakfasts served, the State will have an increase in the 5 cent additional reimbursement paid to the SFAs per breakfast.

**5. Research, Analysis, and Justification**

Nutrition Services estimates there will be 10,686,520 and 11,220,848 breakfasts served in fiscal years 2016 and 2017 respectively. Total reimbursement to school districts at five cents per breakfast will be \$534,326 and \$561,042 in fiscal years 2016 and 2017 respectively. Current appropriations are \$453,008 annually, which results in a projected deficit of \$81,318 and \$108,034 in fiscal years 2016 and 2017 respectively.

**6. Impact**

An increase in the number of Breakfasts served will have an increase of 5 cents additional reimbursement the State will need to pay to the SFAs per breakfast served.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$81,318	0.0	\$108,034

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** – 158
2. **Program Name** – Education Aid
3. **Issue** – Increase in TEEOSA funding for School Districts as estimated by legislature.
4. **Program Description**  
The Tax Equity and Educational Opportunities Support Act (TEEOSA) is the primary source of State funding for school districts.
5. **Research, Analysis, and Justification**  
TEEOSA requires that the State aid funding formula be funded according to statutes 79-1001–79-1033. The estimated funds needed for FY 16 and FY 17 is \$994 million and \$1.038 billion respectively, which is an increase of \$61,200,000 for FY 16 and \$105,200,000 billion for FY 17.
6. **Impact**  
Funding TEEOSA with moderate increases allows schools to keep up with increasing expenses so that they can continue to offer the same level of education from year to year. Not funding the increase in TEEOSA would not only hurt the school district’s ability to educate children but would also put the state out of compliance with TEEOSA which requires the formula to be funded.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$61,200,000	0.0	\$105,200,000

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

**1. Program Number – 158**

**2. Program Name – Education Aid**

**3. Issue – ESU Core Service Funding**

**4. Program Description**

Core Service funding is the primary source of state funding for Educational Service Unit's.

**5. Research, Analysis, and Justification**

State Statute 79-1241.01 requires core service funding at the prior year's level plus a percentage growth amount based on the allowable growth rate plus the percentage growth in fall membership for member districts. The increase required in statute results in a \$509,172 increase for FY 16 and \$1,037,183 increase for FY17.

**6. Impact**

ESU Core Service funding requires an increase by the basic allowable growth rate plus the percentage growth in fall membership to meet the requirements in statute 79-1241.01.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$509,172	0.0	\$1,037,183

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

**1. Program Number - 161**

**2. Program Name – Education Innovation**

**3. Issue – Education Innovation Fund Allocations**

**4. Program Description**

Neb. Rev. Stat. Sec 9-812(d) allocates the Education Innovation Fund for fiscal year 2015-16 and increases funding for Distance Education Incentives (\$500,000), High Ability Learners (\$57,145), Career Education Grants (\$9,500), and Early Childhood Education Grants (\$100,000); and reduces funding for Excellence to Teaching Act (\$400,000) and Bridge Programs (\$200,000).

Neb. Rev. Stat. Sec 9-812(e) terminates the Education Innovation fund on June 30, 2016.

**5. Research, Analysis, and Justification**

This budget issue adjusts Education Innovation Program funding to agree to Neb. Rev. Stat. Sec 9-812.

**6. Impact**

This budget issue adjusts Education Innovation Program funding to agree to Neb. Rev. Stat. Sec 9-812.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>CASH</b>	0.0	\$66,645	(1.4)	(\$10,534,800)

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

- 1. Program Number - 351**
- 2. Program Name – Vocational Rehabilitation**
- 3. Issue – Vocational Rehabilitation Matching Funds Increase**
- 4. Program Description**

Vocational Rehabilitation provides services to eligible Nebraskans with disabilities who can benefit from services and begin or return to employment. An individual program of vocational rehabilitation is developed for each eligible person. These individualized programs are based on each person's unique needs, goals, and choices, and are designed to overcome their barriers to employment and integration into the work place and the community.

Vocational Rehabilitation staff directly provides vocational counseling and guidance, vocational evaluation, independent living, and job placement services. Vocational Rehabilitation also works collaboratively with community rehabilitation resources to provide and develop services needed by Nebraskans with disabilities

Vocational Rehabilitation is one of a very few programs that have an annual increase in federal funds due to the Consumer Price Index written into law as part of the funding formula. An increase in general funds will enable the agency to match all of the available federal funds for the program.

- 5. Research, Analysis, and Justification**

Federal Vocational Rehabilitation funds are expected to increase by 2.5% each year for FY 2016 and FY 2017. These Federal Funds must be matched by State Funds. Each dollar of state funds matches \$3.69 in Federal Funds, so each dollar of State Funds results in a total of \$4.69 in services. Based on our current general fund appropriation, we will need a 2.5% increase in FY 2016 and another 2.5% increase in FY 2017 to meet our projected matching requirements. The additional federal funds will increase both operations and aid in FY16 and FY17. Not matching available federal funds over this period of time is projected to result in a loss of \$1,327,393 in Federal funds.

Nebraskans with disabilities who are returned to employment by Vocational Rehabilitation pay taxes on their earnings. These taxes return the full cost of the Vocational Rehabilitation

program in approximately 42 months. In the long term, the return on investment for the Vocational Rehabilitation program is an average of \$9.75 returned to taxpayers for every dollar spent due to the services that result in an individual with a disability being successfully employed.

**6. Impact**

Not matching available federal funding in any FY will reduce the amount of money available to purchase services for individuals with disabilities, thereby creating a list of Nebraska consumers with disabilities waiting to be served whenever funding is available. Not matching available federal funds over this period of time is projected to result in a loss of \$1,327,393 in Federal funds. As the cost of case services continues to increase, the only other option is to reduce the number of staff. If staff is reduced, the direct services provided to consumers through trained VR staff would decrease, making the waiting list even larger.

**7. Performance Indicators**

- The number of individuals with disabilities served.
- The number of individuals with disabilities rehabilitated into employment earning at least minimum wage.
- The percentage of disabled persons served who are classified as severely disabled.
- The number of students age 14-18 served in transition programs in Nebraska schools.

**8. Implementation Plan**

Timeline for expending funds is October 1, 2014, to September 30, 2016.

	FTE	FY2016	FTE	FY2017
<b>TOTAL</b>	0.0	\$649,755	0.0	\$665,999
<b>GF</b>	0.0	\$118,918	0.0	\$121,891
<b>FF</b>	0.0	\$530,837	0.0	\$544,108

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

**1. Program Number - 351**

**2. Program Name – Vocational Rehabilitation**

**3. Issue – Increased Cash Authority**

**4. Program Description**

Vocational Rehabilitation staff directly provides vocational counseling and guidance, vocational evaluation, independent living, and job placement services. Vocational Rehabilitation also works collaboratively with community rehabilitation resources to provide and develop services needed by Nebraskans with disabilities

Vocational Rehabilitation is one of a very few programs that have an annual increase in federal funds due to the Consumer Price Index written into law as part of the funding formula. An increase in general funds will enable the agency to match all of the available federal funds for the program.

**5. Research, Analysis, and Justification**

Vocational Rehabilitation's (VR) cash appropriation is currently \$249,777. In 2015-2016 and 2016-2017 VR anticipates a 2.5% increase in Federal funding each FY, which will require a 2.5% increase in General Fund appropriation each FY to meet the matching requirement. Cash balances, which can also be used for match, are often needed to match reallotment dollars that become available when states turn back federal funds that cannot be matched. In an effort to claim additional reallotment dollars if they become available, VR is requesting an increase in spending authority for the cash appropriation to \$500,000.

**6. Impact**

The increase in cash spending authority of \$250,223 would match an additional \$923,322.87 in federal reallotment funds should they become available. The additional \$1,173,545.87 in state/federal funds would be used to assist individuals with disabilities return to work.

**7. Performance Indicators**

Additional federal funds matched in the re-allocation process.

**8. Implementation Plan**

Timeline for using cash to match additional federal funds would occur in the SFY 2015-2017 budget years.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>CASH</b>	0.0	\$250,223	0.0	\$250,223

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

1. **Program Number** - 351
2. **Program Name** – Vocational Rehabilitation
3. **Issue** – Elimination of General Appropriation Earmark for Aid

**4. Program Description**

Vocational Rehabilitation provides services to eligible Nebraskans with disabilities who can benefit from services and begin or return to employment. An individual program of vocational rehabilitation is developed for each eligible person. These individualized programs are based on each person's unique needs, goals, and choices, and are designed to overcome their barriers to employment and integration into the work place and the community.

Vocational Rehabilitation staff directly provides vocational counseling and guidance, vocational evaluation, independent living, and job placement services. Vocational Rehabilitation also works collaboratively with community rehabilitation resources to provide and develop services needed by Nebraskans with disabilities

Vocational Rehabilitation is one of a very few programs that have an annual increase in federal funds due to the Consumer Price Index written into law as part of the funding formula. An increase in general funds will enable the agency to match all of the available federal funds for the program.

**5. Research, Analysis, and Justification**

A specific amount of the Vocational Rehabilitation (VR) General Appropriation is earmarked for Basic Aid. In order to meet the earmark, VR must spend general funds on aid and federal carryover funds on operations. The spending of federal carryover funds on operations results in additional indirect costs for the previous grant year. In years where VR is in an overmatch situation (has already matched all of the federal funds available), the state share of these additional indirect costs adds to the overmatch, thus increasing the Maintenance of Effort (MOE).

Eliminating the general appropriation earmark for aid would allow VR the flexibility to use the federal carryover funds for aid, rather than for operations, if needed. This would eliminate the additional state share of indirect cost and allow VR to keep the MOE as low as

possible. The total amount spent on aid would remain the same; it would just provide the flexibility to spend it from either federal funds or general funds.

**6. Impact**

VR had already fully matched their FY13 federal grant. Due to the earmark, VR had to spend general funds for case services, which required the federal FY13 carryover funds to be spent on operations. The result was an additional \$35,000 in state share of indirect cost charged the FY13 grant, thus increasing the MOE.

**7. Performance Indicators**

Flexibility to keep the MOE level.

**8. Implementation Plan**

Timeline for the elimination of the earmark would be the SFY 2015-2017 budget appropriation.

	FTE	FY2016	FTE	FY2017
<b>TOTAL</b>	0.0	\$0	0.0	\$0
<b>GF</b>	0.0	(\$2,101,250)	0.0	(\$2,101,250)
<b>FF</b>	0.0	\$2,101,250	0.0	\$2,101,250

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

- 1. Program Number – 401**
- 2. Program Name – Services for Children who are Deaf or Hard of Hearing**
- 3. Issue – Increase Funding for Regional Program Contracts and Iowa School for Deaf Residential Costs**
- 4. Program Description –**  
Continue implementation of approved (Dec. 2004) plan for “Statewide Educational Programs and Support Services for Children who are Deaf or Hard of Hearing”.
- 5. Research, Analysis, and Justification**
  - The approved State Plan for Children who are Deaf or Hard of Hearing is carried out through contracts with four regional programs, ESU #9, and an Agreement with Iowa School for the Deaf (ISD).
  - 5% increase: increasing program costs.
- 6. Impact**
  - Contracts support implementation of the Statewide Regional Network for Children who are Deaf or Hard of Hearing; without contracts NDE would need to pursue other alternatives.
  - Contract with ESU #9 provides oversight of implementation of all components of State Plan for Deaf or Hard of Hearing.
  - Agreement with ISD provides services to NE students requiring a residential alternative and allows NE to meet federal requirement for maintaining a “continuum of service options” (most restrictive to least restrictive setting) for this disability category.
  - Districts contracting for education program at ISD pay tuition for students while NDE pays residential costs.
  - NE statutory authority: Neb. Rev. Stat. 79-1148 thru 79-1151.
  - Funds appropriated for this program are now included in the calculation for state maintenance of financial support for IDEA.
  - Costs for Regional Network supplemental services to districts serving children who are deaf or hard of hearing and costs at ISD have increased; appropriation has been level funded for multiple years.

**7. Performance Indicators**

Annual narrative and fiscal reports prepared by Regional Programs and ESU #9; report of NE students participating/completing program at ISD.

**8. Implementation Plan**

5% annual increase in amount of Regional Network contracts, ESU #9 contract, a portion of ISD residential costs, and other associated costs.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$98,581	0.0	\$202,091

**DEPARTMENT OF EDUCATION  
BUDGET ISSUE NARRATIVE  
FY 2016-17 BIENNIAL BUDGET REQUEST**

**1. Program Number – 402**

**2. Program Name – Services for Children who are Blind or Visually Impaired**

**3. Issue – Increase Funding for NCECBVI Contract**

**4. Program Description –**

Continue implementation of approved (Sept. 2004) “Planning Team Recommendations for Statewide Services for Education of Children who are Blind or Visually Impaired.”

**5. Research, Analysis, and Justification**

- The approved State Plan for Blind or Visually Impaired Children is carried out through a contract with ESU #4 to operate the NCECBVI (Center-based program and outreach services to students being served locally by school districts)
- 5% increase: increasing program costs

**6. Impact**

- ESU #4 is willing to operate the program for NDE assuming adequate funding is available to cover costs; without contract NDE would need to pursue other alternatives.
- Center-based program is serving students with more severe multi-disabilities and number of students served by districts needing outreach support continues to increase resulting in higher costs.
- NE statutory authority: Neb. Rev. Stat. 79-11, 109 & 79-11, 110
- Funds appropriated for this program are now included in the calculation for state maintenance of financial support for IDEA.
- Contracting for NCECBVI option allows NE to meet federal requirements for maintaining a “continuum of service options” (most restrictive to least restrictive setting) for this disability category.
- Increased costs for NCECBVI services not absorbed through the Program 402 appropriation will result in increased costs to districts contracting with NCECBVI.

**7. Performance Indicators**

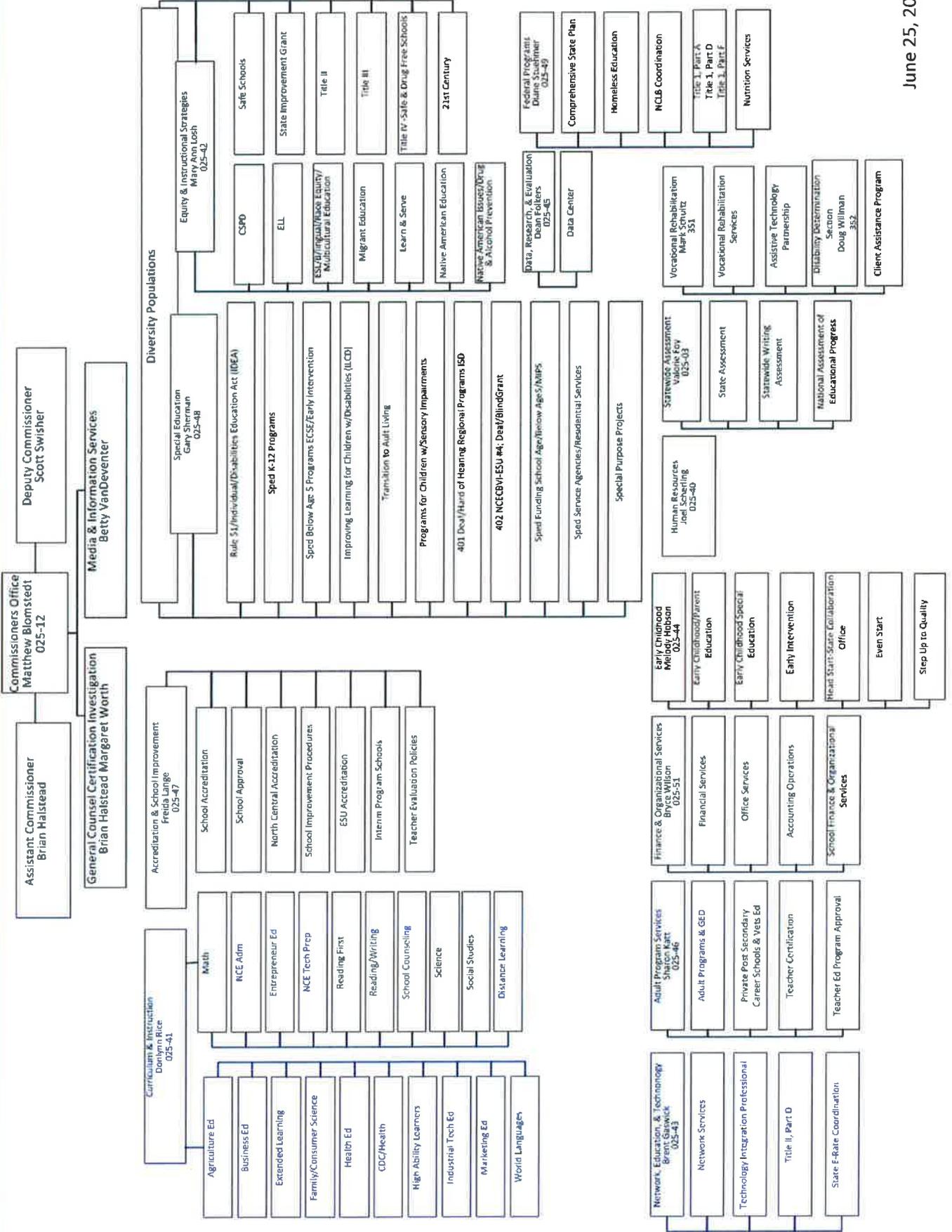
Annual narrative and fiscal report prepared by ESU #4.

**8. Implementation Plan**

5% annual increase in amount of contract with ESU #4 to operate NCECBVI and other associated costs.

	<b>FTE</b>	<b>FY2016</b>	<b>FTE</b>	<b>FY2017</b>
<b>GF</b>	0.0	\$97,386	0.0	\$199,642

# NEBRASKA DEPARTMENT OF EDUCATION



June 25, 2014

**NEBRASKA DEPARTMENT OF EDUCATION  
BUDGET SUMMARY BY PROGRAM  
2014-15**

8/4/2014 10:24

**DEPARTMENT OF EDUCATION**

	NDE BUDGET TOTAL			NDE FLOW THROUGH		NDE OPERATIONS TOTAL			Program 025 Education, Administration, and Support			Program 161 Lottery Funded Programs			Program 401 Programs for the Deaf and Hard of Hearing			Program 402 Program for the Blind and Visually Impaired			Program 614 Professional Practices Commission			Program 351 Vocational Rehabilitation			Program 352 Disability Determinations		
		% tot	FTE		% tot		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE
<b>TOTAL</b>	\$1,539,632,495	100.00%	549.38	\$1,468,982,764	95.41%	\$70,649,731	4.59%	549.38	\$38,375,791	54.32%	236.57	\$263,984	0.37%	1.40	\$1,974,590	2.79%	0.20	\$1,947,726	2.76%	0.20	\$128,253	0.18%	1.00	\$19,639,096	27.80%	225.88	\$8,320,291	11.78%	84.13
<b>SOURCE OF FUNDS</b>																													
STATE	\$1,177,027,886	76.45%	138.15	\$1,156,384,882	78.72%	\$20,643,004	29.22%	138.15	\$14,068,200	36.66%	95.70	\$0	0.00%	0.00	\$1,971,625	99.85%	0.20	\$1,947,726	100.00%	0.20	\$0	0.00%	0.00	\$2,655,453	13.52%	42.05	\$0	0.00%	0.00
CASH	\$15,653,571	1.02%	8.49	\$13,511,754	0.92%	\$2,141,817	3.03%	8.49	\$1,496,838	3.90%	6.09	\$263,984	100.00%	1.40	\$2,965	0.15%	0.00	\$0	0.00%	0.00	\$128,253	100.00%	1.00	\$249,777	1.27%	0.00	\$0	0.00%	0.00
FEDERAL	\$346,746,310	22.52%	402.74	\$299,086,128	20.36%	\$47,660,182	67.46%	402.74	\$22,606,025	58.91%	134.78	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$16,733,866	85.21%	183.83	\$8,320,291	100.00%	84.13
REVOLVING	\$204,728	0.01%	0.00	\$0	0.00%	\$204,728	0.29%	0.00	\$204,728	0.53%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00

**2015-16  
DEPARTMENT OF EDUCATION**

	NDE BUDGET TOTAL			NDE FLOW THROUGH		NDE OPERATIONS TOTAL			Program 025 Education, Administration, and Support			Program 161 Lottery Funded Programs			Program 401 Programs for the Deaf and Hard of Hearing			Program 402 Program for the Blind and Visually Impaired			Program 614 Professional Practices Commission			Program 351 Vocational Rehabilitation			Program 352 Disability Determinations		
		% tot	FTE		% tot		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE
<b>TOTAL</b>	\$1,665,025,403	100.00%	586.38	\$1,573,644,145	94.51%	\$91,381,258	5.49%	586.38	\$58,011,373	63.48%	273.57	\$263,984	0.29%	1.40	\$2,073,171	2.27%	0.20	\$2,045,112	2.24%	0.20	\$128,253	0.14%	1.00	\$20,539,074	22.48%	225.88	\$8,320,291	9.11%	84.13
<b>SOURCE OF FUNDS</b>																													
STATE	\$1,279,389,637	76.84%	174.15	\$1,238,878,368	78.73%	\$40,511,269	44.33%	174.15	\$33,621,580	57.96%	131.70	\$0	0.00%	0.00	\$2,070,206	99.86%	0.20	\$2,045,112	100.00%	0.20	\$0	0.00%	0.00	\$2,774,371	13.51%	42.05	\$0	0.00%	0.00
CASH	\$15,970,439	0.96%	8.49	\$13,578,399	0.86%	\$2,392,040	2.62%	8.49	\$1,496,838	2.58%	6.09	\$263,984	100.00%	1.40	\$2,965	0.14%	0.00	\$0	0.00%	0.00	\$128,253	100.00%	1.00	\$500,000	2.43%	0.00	\$0	0.00%	0.00
FEDERAL	\$369,460,599	22.19%	403.74	\$321,187,378	20.41%	\$48,273,221	52.83%	403.74	\$22,688,227	39.11%	135.78	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$17,264,703	84.06%	183.83	\$8,320,291	100.00%	84.13
REVOLVING	\$204,728	0.01%	0.00	\$0	0.00%	\$204,728	0.22%	0.00	\$204,728	0.35%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00

**% OF CHANGE FROM PRIOR YEAR**

<b>TOTAL</b>	\$125,392,908	8.14%		\$104,661,381	7.12%	\$20,731,527	29.34%		\$19,635,582	51.17%		\$0	0.00%		\$98,581	4.99%		\$97,386	5.00%		\$0	0.00%		\$899,978	4.58%		\$0	0.00%	
<b>STATE</b>	\$102,361,751	8.70%		\$82,493,486	7.13%	\$19,868,265	96.25%		\$19,553,380	138.99%		\$0	0.00%		\$98,581	5.00%		\$97,386	5.00%		\$0	0.00%		\$118,918	4.48%		\$0	0.00%	
<b>CASH</b>	\$316,868	2.02%		\$66,645	0.49%	\$250,223	11.68%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$250,223	100.18%		\$0	0.00%	
<b>FEDERAL</b>	\$22,714,289	6.55%		\$22,101,250	7.39%	\$613,039	1.29%		\$82,202	0.36%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$530,837	3.17%		\$0	0.00%	
<b>REVOLVING</b>	\$0	0.00%		\$0	0.00%	\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%	

**2016-17  
DEPARTMENT OF EDUCATION**

	NDE BUDGET TOTAL			NDE FLOW THROUGH		NDE OPERATIONS TOTAL			Program 025 Education, Administration, and Support			Program 161 Lottery Funded Programs			Program 401 Programs for the Deaf and Hard of Hearing			Program 402 Program for the Blind and Visually Impaired			Program 614 Professional Practices Commission			Program 351 Vocational Rehabilitation			Program 352 Disability Determinations		
		% tot	FTE		% tot		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE
<b>TOTAL</b>	\$1,736,829,453	100.00%	586.98	\$1,643,017,037	94.60%	\$93,812,416	5.40%	586.98	\$60,484,505	64.47%	275.57	\$0	0.00%	0.00	\$2,176,681	2.32%	0.20	\$2,147,368	2.29%	0.20	\$128,253	0.14%	1.00	\$20,555,318	21.91%	225.88	\$8,320,291	8.87%	84.13
<b>SOURCE OF FUNDS</b>																													
STATE	\$1,361,781,861	78.41%	176.15	\$1,318,588,721	80.25%	\$43,193,140	46.04%	176.15	\$36,094,712	59.68%	133.70	\$0	#DIV/0!	0.00	\$2,173,716	99.86%	0.20	\$2,147,368	100.00%	0.20	\$0	0.00%	0.00	\$2,777,344	13.51%	42.05	\$0	0.00%	0.00
CASH	\$5,368,994	0.31%	7.09	\$3,240,938	0.20%	\$2,128,056	2.27%	7.09	\$1,496,838	2.47%	6.09	\$0	#DIV/0!	0.00	\$2,965	0.14%	0.00	\$0	0.00%	0.00	\$128,253	100.00%	1.00	\$500,000	2.43%	0.00	\$0	0.00%	0.00
FEDERAL	\$369,473,870	21.27%	403.74	\$321,187,378	19.55%	\$48,286,492	51.47%	403.74	\$22,688,227	37.51%	135.78	\$0	#DIV/0!	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$17,277,974	84.06%	183.83	\$8,320,291	40.48%	84.13
REVOLVING	\$204,728	0.01%	0.00	\$0	0.00%	\$204,728	0.22%	0.00	\$204,728	0.34%	0.00	\$0	#DIV/0!	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00	\$0	0.00%	0.00

**% OF CHANGE FROM PRIOR YEAR**

<b>TOTAL</b>	\$71,804,050	4.31%		\$69,372,892	4.41%	\$2,431,158	2.66%		\$2,473,132	4.26%		(\$263,984)	-100.00%		\$103,510	4.99%		\$102,256	5.00%		\$0	0.00%		\$16,244	0.08%		\$0	0.00%	
<b>STATE</b>	\$82,392,224	6.44%		\$79,710,353	6.43%	\$2,681,871	6.62%		\$2,473,132	7.36%		\$0	0.00%		\$103,510	5.00%		\$102,256	5.00%		\$0	0.00%		\$2,973	0.11%		\$0	0.00%	
<b>CASH</b>	(\$10,601,445)	-66.38%		(\$10,337,461)	-76.13%	(\$263,984)	-11.04%		\$0	0.00%		(\$263,984)	-100.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%	
<b>FEDERAL</b>	\$13,271	0.00%		\$0	0.00%	\$13,271	0.03%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$13,271	0.08%		\$0	0.00%	
<b>REVOLVING</b>	\$0	0.00%		\$0	0.00%	\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%		\$0	0.00%	

**Glossary:**

- State funds appropriated from state receipts
- Cash funds generated by the sale of products or services or the collection of fees from parties outside the Department
- Federal funds having an origin from the Federal government
- Revolving funds generated by the sale of products or services within the Department
- %tot indicates a percentage of the total amount by function or source of funds
- FTE full time equivalency of a permanent position

**NEBRASKA DEPARTMENT OF EDUCATION  
BUDGET SUMMARY BY PROGRAM  
2010-11**

Continuation Budget by Total, Flow-through, and Operations

Continuation Budget Operations by Program

2011-12  
DEPARTMENT OF EDUCATION

	1 NDE BUDGET TOTAL			2 NDE FLOW THROUGH		3 NDE OPERATIONS TOTAL		5 Program 025 Education, Administration, and Support			7 Program 161 Lottery Funded Programs			8 Program 401 Programs for the Deaf and Hard of Hearing			9 Program 402 Program for the Blind and Visually Impaired			10 Program 614 Professional Practices Commission			11 Program 351 Vocational Rehabilitation			12 Program 352 Disability Determinations			
		% tot	FTE		% tot		% tot		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE		% tot	FTE				
<b>TOTAL</b>	\$1,383,745,943	100.0%	544.28	\$1,312,848,585	94.9%	\$70,897,358	5.1%	544.28	\$40,138,116	56.61%	232.31	\$123,821	0.17%	1.64	\$1,973,651	2.78%	0.20	\$1,836,407	2.59%	0.20	\$123,207	0.2%	1.00	\$18,656,350	26.31%	224.80	\$8,045,806	11.35%	84.13
<b>SOURCE OF FUNDS</b>																													
STATE	\$1,030,682,495	74.5%	130.55	\$1,006,674,890	76.7%	\$24,007,605	33.9%	130.55	\$17,620,129	44%	95.55	\$0	0%	-	\$1,970,686	100%	0.20	\$1,836,407	100%	0.20	\$0	0%	-	\$2,580,383	14%	34.60	\$0	0%	-
CASH	\$9,289,661	0.7%	14.81	\$7,800,938	0.6%	\$1,488,723	2.1%	14.81	\$1,076,053	3%	6.17	\$123,821	100%	1.64	\$2,965	0%	-	\$0	0%	-	\$123,207	100%	1.00	\$162,677	1%	6.00	\$0	0%	-
FEDERAL	\$343,619,059	24.8%	398.92	\$298,372,757	22.7%	\$45,246,302	63.8%	398.92	\$21,287,206	53%	130.59	\$0	0%	-	\$0	0%	-	\$0	0%	-	\$0	0%	-	\$15,913,290	85%	184.20	\$8,045,806	100%	84.13
REVOLVING	\$154,728	0.0%	0.00	\$0	0.0%	\$154,728	0.2%	0.00	\$154,728	0%	-	\$0	0%	-	\$0	0%	-	\$0	0%	-	\$0	0%	-	\$0	0%	-	\$0	0%	-
<b>% OF CHANGE FROM PRIOR YEAR</b>																													
TOTAL	-8.90%			-9.73%		9.83%			18.77%			0.00%		0.00%		0.00%		0.00%		0.00%			0.00%				0.00%		
STATE	0.65%			0.03%		35.92%			56.27%			0.00%		0.00%		0.00%		0.00%		0.00%			0.00%				0.00%		
CASH	-7.02%			-3.35%		-22.45%			0.00%			0.00%		0.00%		0.00%		0.00%		0.00%			-72.59%				0.00%		
FEDERAL	-29.11%			-32.17%		0.96%			0.00%			0.00%		0.00%		0.00%		0.00%		0.00%			2.78%				0.00%		
REVOLVING	0.00%			0.00%		0.00%			0.00%			0.00%		0.00%		0.00%		0.00%		0.00%			0.00%				0.00%		

Percentage Change from Prior Year by Source of Funding for Column Budget (e.g. Total Budget)

Budget

FTE - Total

Percentage of Next Higher Level Budget (e.g. Flow-through is 94.9% of Total Budget & State is 76.7% of Flow-through budget)

**Glossary:**  
 State funds appropriated from state receipts  
 Cash funds generated by the sale of products or services or the collection of fees from parties outside the Department  
 Federal funds having an origin from the Federal government  
 Revolving funds generated by the sale of products or services within the Department  
 %tot indicates a percentage of the total amount by function or source of funds  
 FTE full time equivalency of a permanent position

This page is an aid to interpreting the chart on the prior page.

CALCULATION OF MODIFICATION AMOUNTS  
STATE OF NEBRASKA - LEGISLATIVE FISCAL OFFICE  
REPORT 200

AGENCY : STATE DEPARTMENT OF EDUCATION

BASE LEVEL CALCULATION	OPERATIONS GENERAL FUND TOTAL	GOVERNMENT AID GENERAL FUND TOTAL
2014-15 NEW APPROPRIATION	20,643,004	1,156,384,882
ADJUSTMENTS TO APPROPRIATION (LIST)		
LB 464 - Council on School Attendance Meetings	186	
LB 905 - Pilot IT Academy	(250,000)	
LB 507 - Step Incentive Bonuses		42,300
REVISED APPROPRIATION TOTAL	20,393,190	1,156,427,182
BASE PERCENTAGE	0.95	0.95
BASE LEVEL	19,373,530	1,098,605,823
<b>TO BE COMPLETED BY AGENCY</b>		
2015-16 TOTAL REQUEST	40,511,269	1,238,878,368
LESS: BASE LEVEL	19,373,530	1,098,605,823
MINIMUM MODIFICATIONS REQUIRED	21,137,739	140,272,545

The following are general criteria used by the Commissioner in the selection of the budget modifications in the operations and flow-through aid categories for the biennial budget process.

### CRITERIA FOR OPERATIONS BUDGET MODIFICATIONS

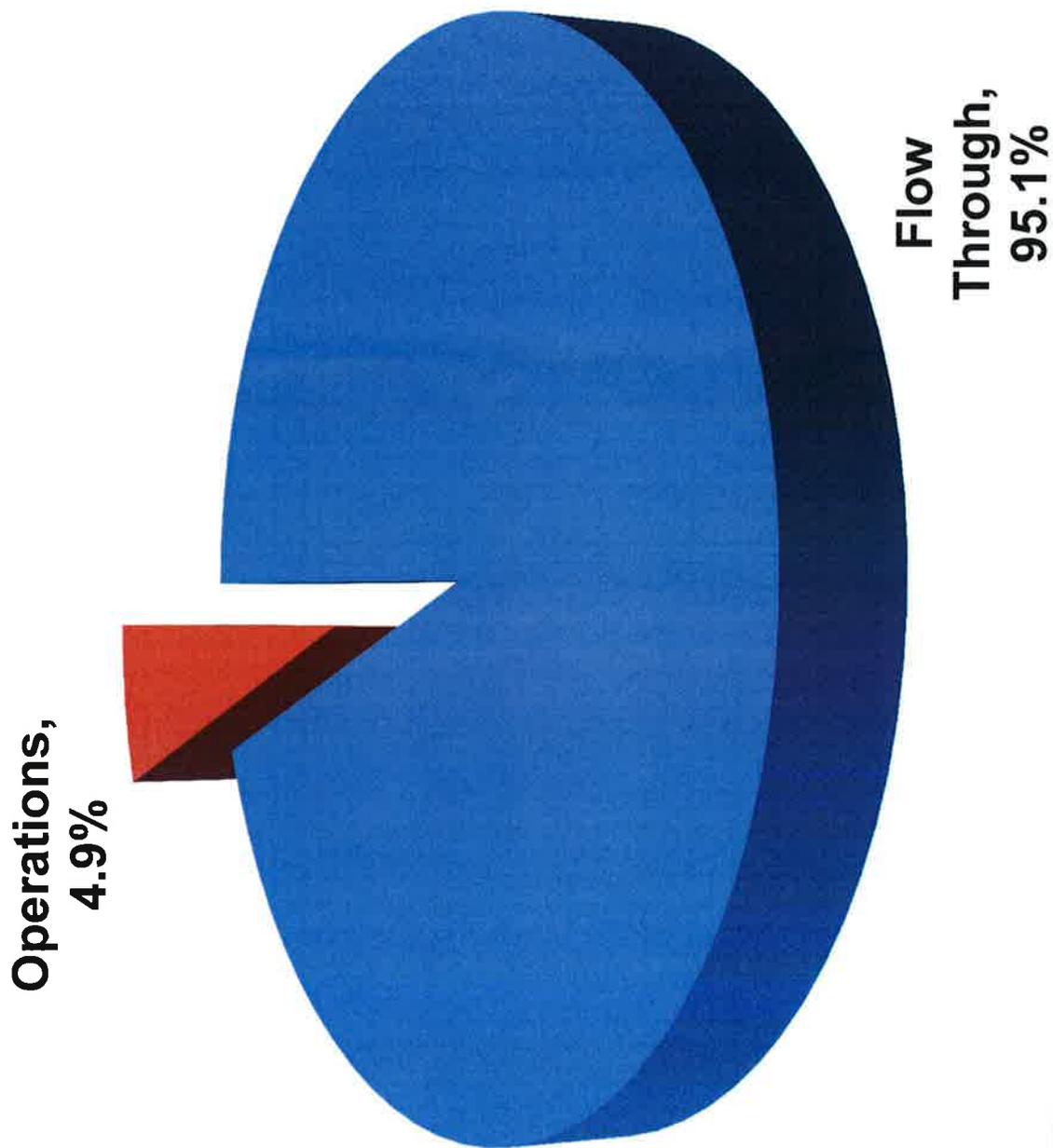
1. Issues - all or most budget adjustments are the first budget items selected for prioritization. The rationale for including budget adjustments as budget modifications is that the budget adjustments have not been funded yet and a failure to fund them will have limited, if any, impact on existing Department programs.
2. Activities that, if unfunded, will have a minimum impact on children and clients.
3. Activities that are not funding priorities for the Department such as fees for centralized state government costs.
4. Activities or staff for which there may be reasonable alternative funding sources the usage of which will have minimal, if any, impact on customers, clients, or students where the program is maintained but funded in alternative ways.
5. Activities for which evidence of accomplishment of stated purposes is limited or nonexistent and/or the programs lack sufficient statutory authority to create greater program impact and program accountability.
6. Activities or programs in which there are staffing vacancies or may have staffing vacancies. These are evaluated to determine if alternative methods of meeting required workload are available.
7. Activities or programs that have State funded budgets in excess of the Maintenance of Effort requirements for co-funding with federal funds.
8. Activities or programs for which existing funding could be used more effectively or to serve a broader population, if provided in a different program or delivery structure and context.
9. Activities or programs for which there is a statutory basis and would benefit from a discussion of the current regulatory requirements and a discussion of program effectiveness.
10. Across-the-board reductions – across-the-board reductions are rarely used in operations prioritizations as the effects are to reduce the capacity of all programs and activities throughout the Department. This is especially the case given the recent years of significant budget reductions due to the State revenue shortfall.
11. Keep proposed modification as far from children as possible. (Added by Board member in December 2007)

Nebraska Department of Education  
**Budget Modifications**  
 FY 2015-16

Chart C1a

<u>Priority</u>	<u>Description</u>	<u>Amount</u>	<u>FTE</u>
<b>Operations</b>			
	Reduce Writing Assessment to One Grade Level	\$ 200,000	
	Deputy Commissioner's Salary to Indirect Costs	168,497	1.00
	School Security Director	142,000	1.00
	Additional Funding for Data Warehouse	100,000	
	Early Childhood Position (Three Years Only)	95,000	1.00
	Student Achievement Coordinator	93,532	1.00
	Public Relations Position to Indirect Costs	77,602	1.00
	LEP Poverty Plans TA & Audits	75,000	
	Diploma of High School Equivalency Assistance Act	42,290	
	Leadership Academy Position	19,608	0.25
	Council on Student Attendance	6,216	
		<u>\$ 1,019,745</u>	<u>5.25</u>
<b>Government Aid</b>			
	TEEOSA	\$ 45,652,776	
	Special Education	10,688,398	
	ESU Core Services	688,070	
	Text Book Loan	465,500	
	Distance Education Systems	290,365	
	Aid for Learning Community	36,250	
		<u>\$ 57,821,359</u>	

# Chart D: Budgeted Flow Through and Operations for FY 2015-16



**NEBRASKA DEPARTMENT OF EDUCATION  
STATE FUNDED FLOW PROGRAMS  
FY 2014-15**

<b>Flow Through Program</b>	<b>FY2014-15 Appropriation</b>	<b>FY2015-16 Budget</b>	<b>\$ Change</b>	<b>% Change</b>	<b>FY2016-17 Budget</b>	<b>\$ Change</b>	<b>% Change</b>	<b>Program Information</b>
State Aid	\$913,571,842	\$974,771,842	\$61,200,000	6.70%	\$1,018,771,842	\$44,000,000	4.51%	158/51
<b>Special Education</b>								158/48
School Age	\$191,632,270	\$211,160,430	\$19,528,160	10.19%	\$232,641,405	\$21,480,975	10.17%	
School Age Transport	\$18,140,896	\$19,989,532	\$1,848,636	10.19%	\$22,023,033	\$2,033,501	10.17%	
Residential Settings-Support Services	\$1,923,410	\$1,923,410	\$0	0.00%	\$1,923,410	\$0	0.00%	
Residential Settings-Special Educations Services	\$1,471,385	\$1,471,385	\$0	0.00%	\$1,471,385	\$0	0.00%	
Residential Care	\$300,000	\$300,000	\$0	0.00%	\$300,000	\$0	0.00%	
Below Age 5 Flexible Funding	\$300,000	\$300,000	\$0	0.00%	\$300,000	\$0	0.00%	
<b>Total Special Educ.</b>	<b>\$213,767,961</b>	<b>\$235,144,757</b>	<b>\$21,376,796</b>	<b>10.00%</b>	<b>\$258,659,233</b>	<b>\$23,514,476</b>	<b>10.00%</b>	
<b>Vocational Rehabilitation</b>								351
Basic Aid	\$2,101,250	\$0	(\$2,101,250)	-100.00%	\$0	\$0	0.00%	
<b>Total Vocational Rehabilitation</b>	<b>\$2,101,250</b>	<b>\$0</b>	<b>(\$2,101,250)</b>	<b>-100.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>	
School Lunch Match	\$392,032	\$392,032	\$0	0.00%	\$392,032	\$0	0.00%	158/51
School Breakfast Program	\$453,008	\$534,326	\$81,318	17.95%	\$561,042	\$26,716	5.00%	158/51
Summer Food Program	\$130,000	\$130,000	\$0	0.00%	\$130,000	\$0	0.00%	158/51
Adult Education	\$214,664	\$214,664	\$0	0.00%	\$214,664	\$0	0.00%	158/46
Text Book Loan	\$465,500	\$465,500	\$0	0.00%	\$465,500	\$0	0.00%	158/51
ESU Core Services & Technology Infrastructure	\$13,761,396	\$14,270,568	\$509,172	3.70%	\$14,798,579	\$528,011	3.70%	158/51
High Ability Learners	\$0	\$0	\$0	0.00%	\$6,000,000	\$6,000,000	0.00%	158/41
Early Childhood	\$9,761,864	\$10,789,314	\$1,027,450	10.53%	\$14,730,464	\$3,941,150	36.53%	158/44
Aid for Learning Community	\$725,000	\$725,000	\$0	0.00%	\$725,000	\$0	0.00%	158/12
HighSchool Equivalency Act	\$750,000	\$750,000	\$0	0.00%	\$750,000	\$0	0.00%	158/44
Career Education Grants	\$0	\$0	\$0	0.00%	\$500,000	\$500,000	0.00%	158/41
Excellence to Teaching Act	\$0	\$0	\$0	0.00%	\$1,200,000	\$1,200,000	0.00%	158/46
Bridge Program	\$0	\$400,000	\$400,000	0.00%	\$400,000	\$0	0.00%	158/46
Distance Education Systems	\$290,365	\$290,365	\$0	0.00%	\$290,365	\$0	0.00%	158/41
<b>TOTAL State Fund Flow Through</b>	<b>\$1,156,384,882</b>	<b>\$1,238,878,368</b>	<b>\$82,493,486</b>	<b>7.13%</b>	<b>\$1,318,588,721</b>	<b>\$79,710,353</b>	<b>6.43%</b>	

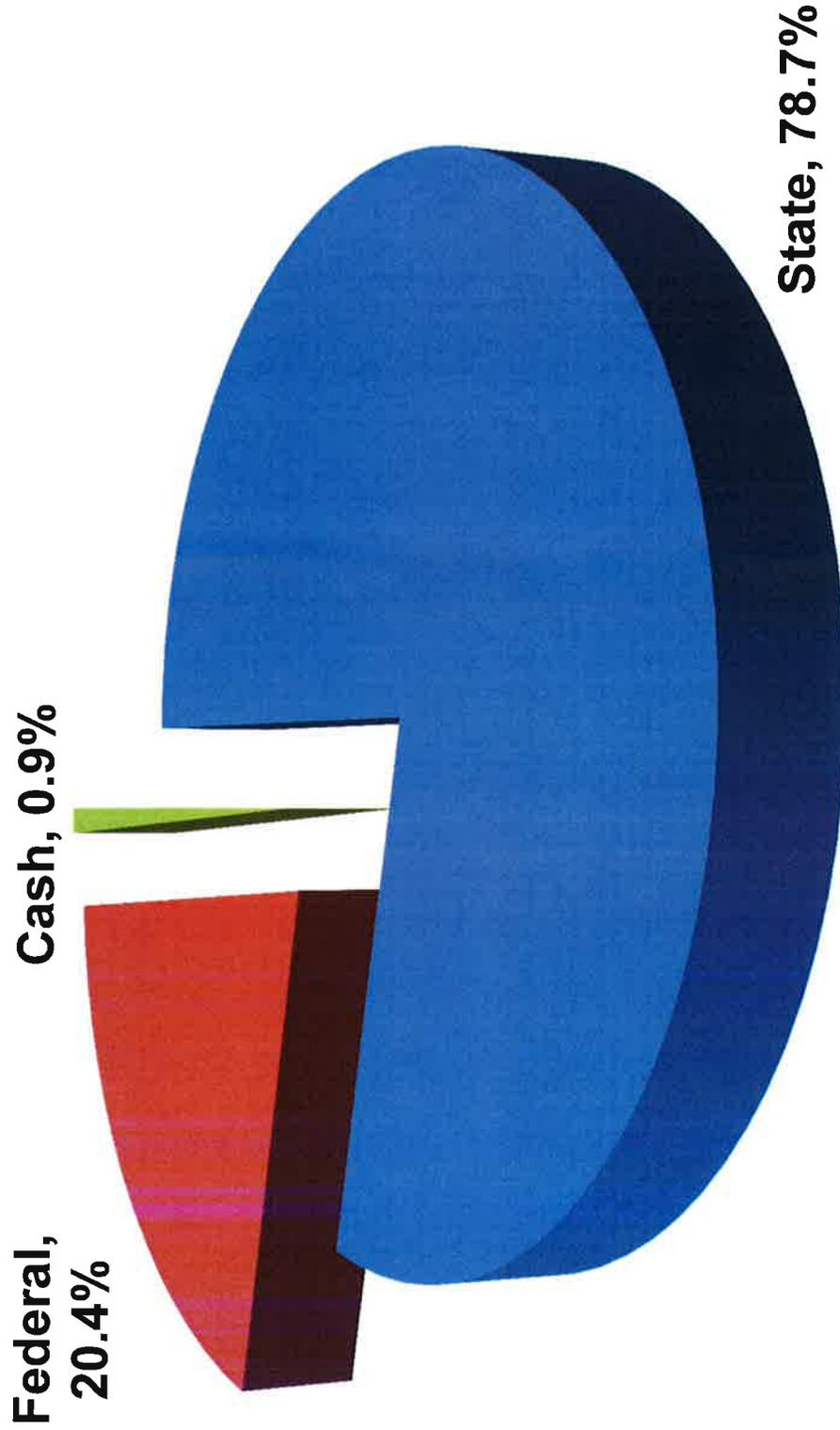
**NEBRASKA DEPARTMENT OF EDUCATION  
CASH FUNDED FLOW PROGRAMS  
FY 2014-15**

<b>Flow Through Program</b>	<b>FY2014-15 Appropriation</b>	<b>FY2015-16 Budget</b>	<b>\$ Change</b>	<b>% Change</b>	<b>FY2016-17 Budget</b>	<b>\$ Change</b>	<b>% Change</b>	<b>Program Information</b>
Tuition Recovery Fund	\$40,938	\$40,938	\$0	0.00%	\$40,938	\$0	0.00%	158/46
High Ability Learners	\$2,285,816	\$2,342,961	\$57,145	0.00%	\$0	\$0	0.00%	161/41
Early Childhood	\$1,850,000	\$1,950,000	\$100,000	0.00%	\$0	\$0	0.00%	161/44
Early Childhood Ed Endowment	\$4,100,000	\$4,100,000	\$0	0.00%	\$3,100,000	(\$1,000,000)	-24.39%	158/44
Excellence in Education - Dist Ed Equip	\$2,000,000	\$2,500,000	\$500,000	25.00%	\$0	(\$2,500,000)	-100.00%	161/43
Career Education Grants	\$335,000	\$344,500	\$9,500	2.84%	\$0	(\$344,500)	-100.00%	161/41
Attracting Excellence to Teaching	\$1,600,000	\$1,200,000	(\$400,000)	-25.00%	\$0	(\$1,200,000)	-100.00%	161/46
Bridge Grants	\$200,000	\$0	(\$200,000)	-100.00%	\$0	\$0	0.00%	161/46
Reorganization	\$1,000,000	\$1,000,000	\$0	0.00%	\$0	(\$1,000,000)	-100.00%	158/51
025 Contingency Cash	\$100,000	\$100,000	\$0	0.00%	\$100,000	\$0	0.00%	158/12
<b>TOTAL Cash Fund FLOW THROUGH</b>	<b>\$13,511,754</b>	<b>\$13,578,399</b>	<b>\$66,645</b>	<b>0.49%</b>	<b>\$3,240,938</b>	<b>(\$6,044,500)</b>	<b>-44.52%</b>	

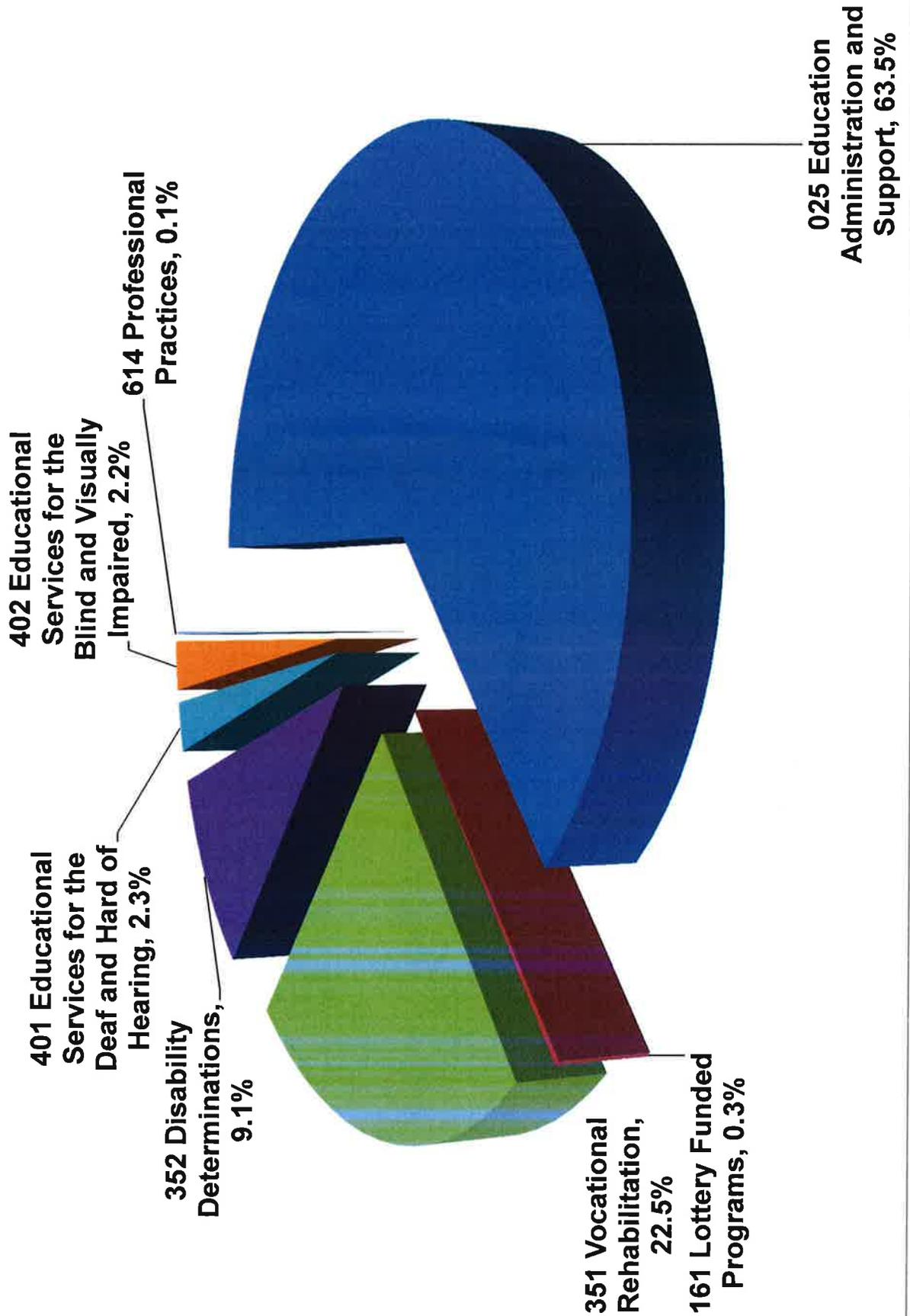
**NEBRASKA DEPARTMENT OF EDUCATION  
FEDERAL FUNDED FLOW THROUGH PROGRAMS  
FY 2014-15**

<b>Flow Through Program</b>	<b>FY2014-15 Projection</b>	<b>FY2015-16 Budget</b>	<b>\$ Change</b>	<b>% Change</b>	<b>FY2016-17 Budget</b>	<b>\$ Change</b>	<b>% Change</b>	<b>Program Information</b>
<b>Child Nutrition Prog (CNP)</b>								158/49
School Lunch	\$91,500,000	\$91,500,000	\$0	0.00%	\$91,500,000	\$0	0.00%	
Child and Adult Care	\$33,000,000	\$33,000,000	\$0	0.00%	\$33,000,000	\$0	0.00%	
Summer Feeding	\$3,200,000	\$3,200,000	\$0	0.00%	\$3,200,000	\$0	0.00%	
<b>TOTAL CNP</b>	<b>\$127,700,000</b>	<b>\$127,700,000</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$127,700,000</b>	<b>\$0</b>	<b>0.00%</b>	
<b>School Improvement/Federal Prgm</b>								158/49
Title I Part A	\$68,484,985	\$68,484,985	\$0	0.00%	\$68,484,985	\$0	0.00%	
Title I, Part C Migrant	\$4,718,048	\$4,718,048	\$0	0.00%	\$4,718,048	\$0	0.00%	
Title I Part D Neglected, Delin	\$340,600	\$340,600	\$0	0.00%	\$340,600	\$0	0.00%	
Title II, Part A Teacher & Prin. Trng	\$10,765,738	\$10,765,738	\$0	0.00%	\$10,765,738	\$0	0.00%	
Title II, Part B Math and Science	\$707,600	\$707,600	\$0	0.00%	\$707,600	\$0	0.00%	
Title III, Part A English Language	\$2,790,099	\$2,790,099	\$0	0.00%	\$2,790,099	\$0	0.00%	
Title IV Part B 21st Century	\$5,350,315	\$5,350,315	\$0	0.00%	\$5,350,315	\$0	0.00%	
Title I Section 1003(a)	\$2,713,498	\$2,713,498	\$0	0.00%	\$2,713,498	\$0	0.00%	
Title VI Subpart 2 of B Rural Ed	\$144,340	\$144,340	\$0	0.00%	\$144,340	\$0	0.00%	
Title X McKinney-Vento Homeless	\$244,598	\$244,598	\$0	0.00%	\$244,598	\$0	0.00%	
Title I Section 1003(g)	\$2,624,918	\$2,624,918	\$0	0.00%	\$2,624,918	\$0	0.00%	
<b>TOTAL School Improvement</b>	<b>\$98,884,739</b>	<b>\$98,884,739</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$98,884,739</b>	<b>\$0</b>	<b>0.00%</b>	
<b>Special Education</b>								158/48
IDEA Base	\$24,115,073	\$24,115,073	\$0	0.00%	\$24,115,073	\$0	0.00%	
IDEA Enrollment/Poverty	\$42,402,755	\$42,402,755	\$0	0.00%	\$42,402,755	\$0	0.00%	
IDEA VI-B	\$6,104,464	\$6,104,464	\$0	0.00%	\$6,104,464	\$0	0.00%	
Part-C Grants	\$1,791,141	\$1,791,141	\$0	0.00%	\$1,791,141	\$0	0.00%	
Preschool Grants	\$382,350	\$382,350	\$0	0.00%	\$382,350	\$0	0.00%	
Deaf/Blind Grant	\$60,000	\$60,000	\$0	0.00%	\$60,000	\$0	0.00%	
<b>TOTAL Special Educ.</b>	<b>\$74,855,783</b>	<b>\$74,855,783</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$74,855,783</b>	<b>\$0</b>	<b>0.00%</b>	
<b>Career and Technical Ed</b>								158/41
Perkins	\$5,894,360	\$5,894,360	\$0	0.00%	\$5,894,360	\$0	0.00%	
<b>TOTAL Career and Tech Ed</b>	<b>\$5,894,360</b>	<b>\$5,894,360</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$5,894,360</b>	<b>\$0</b>	<b>0.00%</b>	
<b>Vocational Rehabilitation</b>								351
Basic Aid	\$4,499,617	\$6,600,867	\$2,101,250	46.70%	\$6,600,867	\$0	0.00%	
<b>TOTAL Vocational Rehab.</b>	<b>\$4,499,617</b>	<b>\$6,600,867</b>	<b>\$2,101,250</b>	<b>46.70%</b>	<b>\$6,600,867</b>	<b>\$0</b>	<b>0.00%</b>	
<b>Instructional Strategies</b>								158/42
NE State Personnel Dev. Grant	\$326,432	\$326,432	\$0	0.00%	\$326,432	\$87,500	26.80%	
<b>TOTAL Instr. Strategy</b>	<b>\$326,432</b>	<b>\$326,432</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$326,432</b>	<b>\$0</b>	<b>0.00%</b>	
<b>Adult Education</b>								158/46
Adult Ed. - Basic Grant	\$2,015,000	\$2,015,000	\$0	0.00%	\$2,015,000	\$0	0.00%	
<b>TOTAL Adult Education</b>	<b>\$2,015,000</b>	<b>\$2,015,000</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$2,015,000</b>	<b>\$0</b>	<b>0.00%</b>	
Disability Determinations	\$3,697,373	\$3,697,373	\$0	0.00%	\$3,697,373	\$0	0.00%	352
<b>Early Childhood</b>								158/44
Child Care Block Grant (CCDF)	\$539,500	\$539,500	\$0	0.00%	\$539,500	\$0	0.00%	
<b>TOTAL Early Childhood</b>	<b>\$539,500</b>	<b>\$539,500</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$539,500</b>	<b>\$0</b>	<b>0.00%</b>	
Advanced Placement	\$45,000	\$45,000	\$0	0.00%	\$45,000	\$0	0.00%	158/41
Teacher of Year Awards	\$5,000	\$5,000	\$0	0.00%	\$5,000	\$0	0.00%	158/12
<b>TOTAL FEDERAL FLOW THROUGH</b>	<b>\$318,462,804</b>	<b>\$320,564,054</b>	<b>\$2,101,250</b>	<b>0.66%</b>	<b>\$320,564,054</b>	<b>\$0</b>	<b>0.00%</b>	

# Chart F: Budgeted Flow Through Sources of Funding for FY 2015-16



# Chart G: Operations by Program for FY 2015-16



# Chart H: Operations by Source of Funding for FY 2015-16

**Federal,  
52.8%**

**Revolving,  
0.2%**

**State, 44.3%**

**Cash, 2.6%**

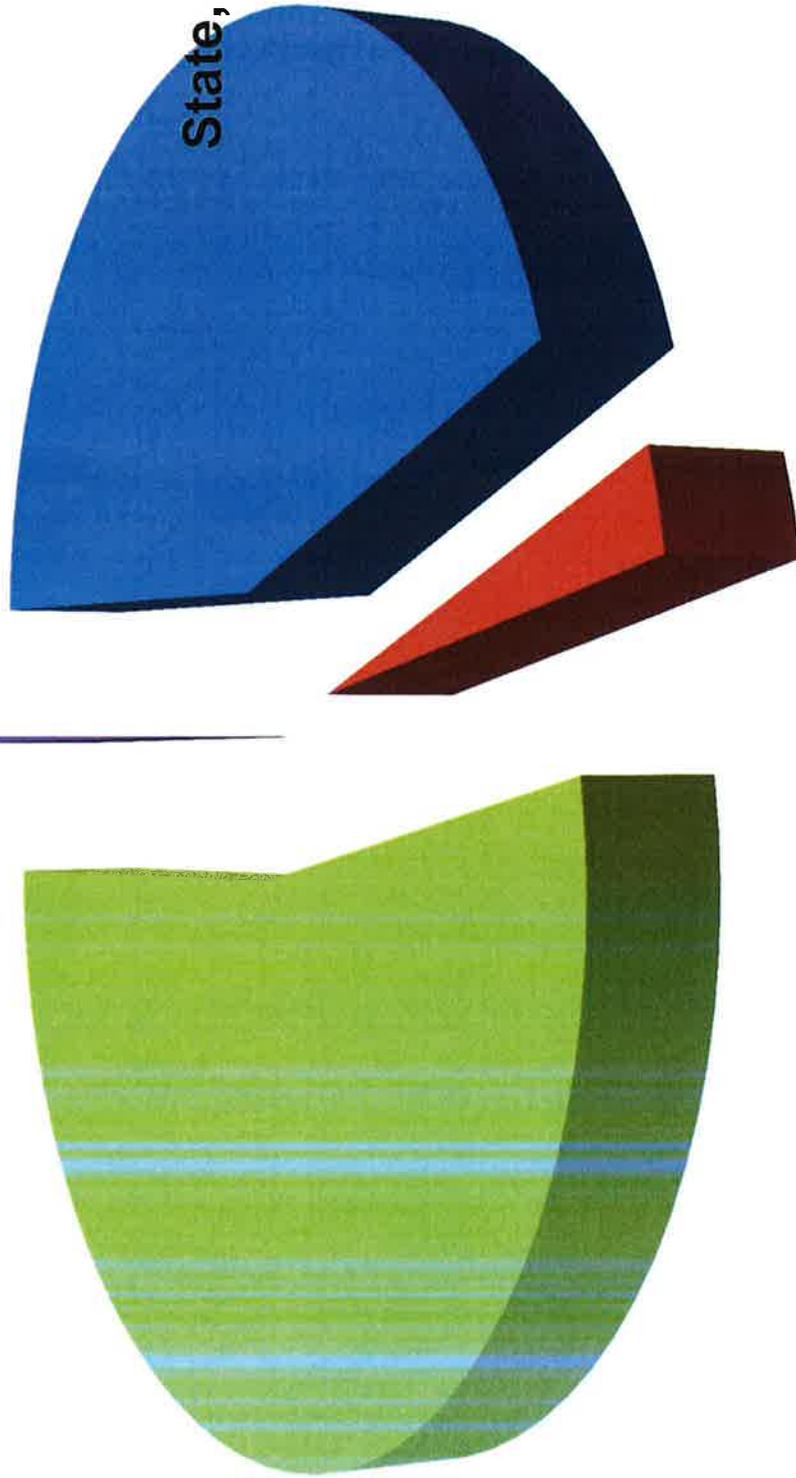


Chart I

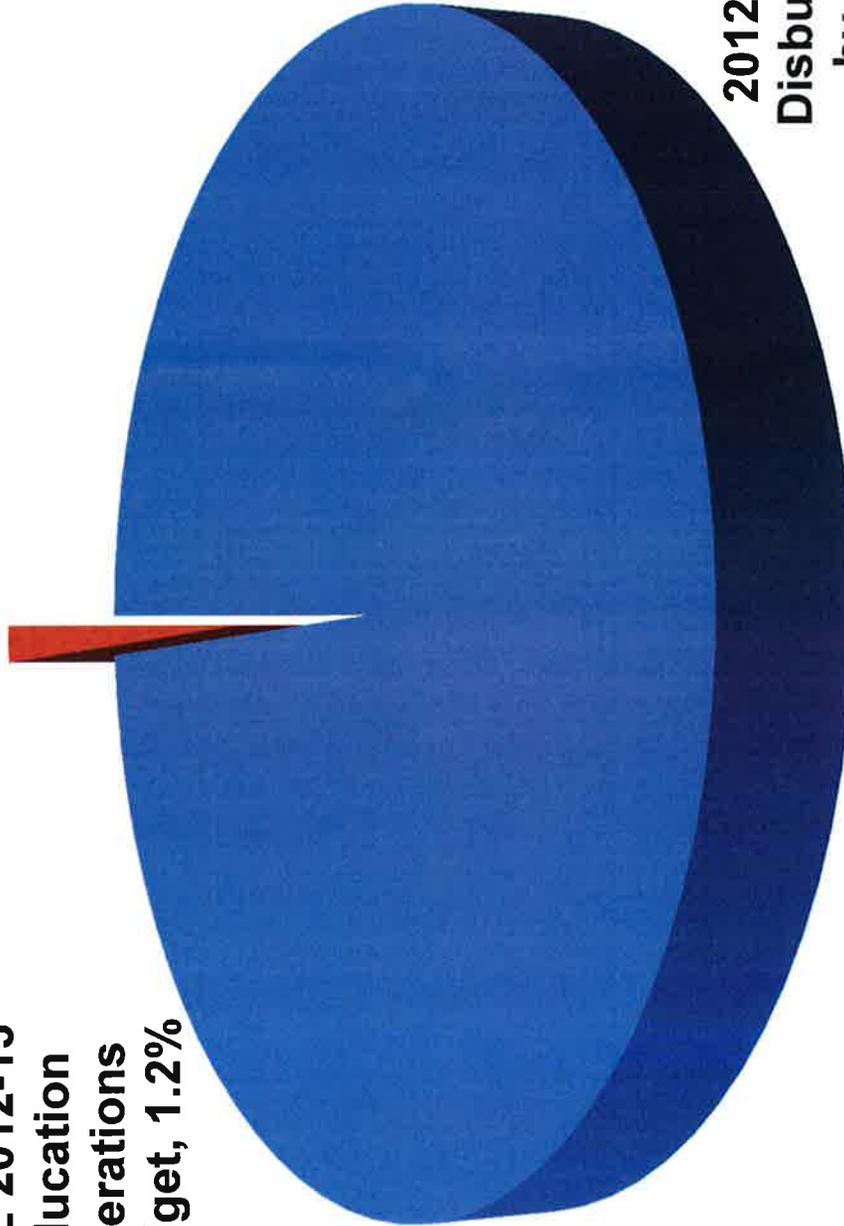
NDE Staffing History (Continuation)

4-Aug-14

NDE Program	2005-06 FTE	2006-07 FTE	2007-08 FTE	2008-09 FTE	2009-10 FTE	2010-11 FTE	2011-12 FTE	2012-13 FTE	2013-14 FTE	2014-15 FTE
Education, Admin & Support	207.72	211.51	215.33	224.60	223.68	228.31	226.70	226.95	229.68	237.97
State Funded Portion	97.32	95.41	88.19	92.20	96.41	91.55	75.08	76.85	91.35	95.70
Vocational Rehabilitation	218.39	219.48	221.85	223.69	234.10	224.79	224.79	226.00	225.88	225.88
Disability Determination Service	77.13	78.88	76.31	79.31	79.56	84.13	83.69	84.12	84.12	84.13
Nebraska School for the Deaf	1.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20
Nebraska Center for Educ of Blind and Visually Impaired	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20
Professional Practices Commission	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
<b>TOTAL</b>	<b>505.64</b>	<b>511.27</b>	<b>514.89</b>	<b>529.00</b>	<b>538.74</b>	<b>538.63</b>	<b>536.58</b>	<b>538.47</b>	<b>541.08</b>	<b>549.38</b>

# Chart J: Supporting Education in Nebraska: A \$3,258,637,847 Enterprise

**NDE 2012-13  
Education  
Operations  
Budget, 1.2%**



**2012-13 Total  
Disbursements  
by School  
Districts,  
98.8%**

# Chart K: School District Revenues for School Year 2012-13

