FUTURE READY

NEBRASKA

PK-12 DIGITAL LEARNING AND ED TECH PLAN

2018 - 2020

DRAFT Plan

April 2018

TABLE OF CONTENTS

Future Ready Nebraska Council

Special thanks to the members of the Future Ready Nebraska Council who contributed their expertise, gave their time and collaborated to guide the development of this plan.

Dorann Avey, *Digital Learning, Nebraska Department of Education*
Jennifer Badura, *Director of Assessment and Accountability, Grand Island Public Schools*
Lucas Bingham, *Director of Information Technology, Papillion LaVista Public Schools & NETA Web Coordinator*
Lane Carr, *Innovation Grant Manager, Nebraska Department of Education*
Jon Cerny, *Superintendent, Bancroft-Rosalie Public Schools*
Jordan Clark, *Systems Engineer, ESU 10 Kearney*
Ted DeTurk, *Administrator, ESU 2 Fremont & NITC*
Rob Dickson, *Executive Director IMS, Omaha Public Schools & Future Ready Advisory Team & NATA member*
John Dunning, *Chief Information Officer, Wayne State College & NITC*
Cory Epler, *Teaching, Learning and Assessment Office Director, Nebraska Department of Education*
David Evertson, *Technology Director, Cozad Public Schools*
Dean Folkers, *Information Systems Officer, Nebraska Department of Education*
Martonia Gaskill, *Assistant Professor, University of Nebraska at Kearney - Teacher Education Department*
Wade Gibson, *Media and Technology Coordinator, ESU 11 Holdrege*
Karen Haase, *Attorney, KSB School Law*
Matt Hastings, *Senior Administrator of Data, Research and Evaluation, Nebraska Department of Education*
Scott Isaacson, *Technology Project Manager, ESUCC*
Kristi Jergensen, *Director of Technology, Lexington Public Schools & NATA President*
Steve Joel, *Superintendent, Lincoln Public Schools*
Beth Kabes, *Blended/Distance Education Director, ESUCC & NDLA*
Todd Karr, *Assistant Director, University of Nebraska Online*
Keegan Korf, *Lead Teacher of Digital Citizenship, Omaha Public Schools & Common Sense Media*
Dave Ludwig, *Executive Director, ESUCC*
Blane McCann, *Superintendent, Westside Public Schools*
Atwell Mukusha, *Project Management Office Director, Nebraska Department of Education*
Mary Niemiec, *Associate Vice President for Digital Education & Director of University of Nebraska Online – UNL & NITC*
BJ Peters, *Director of Technology/Distance Learning/Media, ESU 13 Scottsbluff*
Craig Peterson, *Coop Director, ESUCC*
Otis Pierce, *Professional Development Coordinator - Technology Integration, ESU 7 Columbus*
Tom Rolfes, *Education Information Technology Manager, NITC & NETA Executive Liaison*
Jason Schmidt, *Technology Director, Bennington Public Schools & NETA Board member*
Shureen Seery, *Secondary Curriculum Director, Papillion La Vista Public Schools*
Cynthia Stogdill, *Media Specialist, Papillion LaVista South High Schools*
SuAnn Witt, *Program Specialist & State E-Rate Coordinator, Nebraska Department of Education, NDLA & NITC Liaison*
Barbara Wolf-Shousha, *Director, University of Nebraska High School*
Nick Ziegler, *Instructional Technology Specialist, ESU 5 Beatrice & NETA Board member*

MESSAGE FROM COMMISSIONER:

Nebraska is committed to providing personalized digital learning opportunities for student success in learning, earning and living. In support of the State Board of Education's Strategic Vision and Direction plan and goals, the Nebraska Department of Education is pleased to release the first ever statewide *Future Ready Nebraska Digital Learning and Educational Technology Plan*. Created through a broad collaboration of education, technology, and librarian leaders from across the state the plan sets forth a set of shared priorities and action approaches to build on the strong foundation in Nebraska.

In Nebraska, leadership is provided at all parts and levels of the system. Identifying priorities, aligning existing efforts, and clarifying roles were assisted by using the Future Ready Framework. The opportunity to use the framework creates a consistent understanding for identifying work to be done in key areas that include: Budget and Resources; Community Partnerships; Curriculum, Instruction and Assessment; Data & Privacy; Personalized Professional Learning; Robust Infrastructure; and Use of Space and Time. These areas of focus are only effectively connected through empowered and innovative leadership within our state.

Ensuring equitable access for all students to experience learning that is applied, engaged, and personalized is part of the priority. Effectively and appropriately using the resources to prepare for success in postsecondary education, career and civic life is the other. Today's graduates must be critical thinkers, able to communicate effectively, collaborate with others, and use creativity to solve real problems. By educating every child — ensuring they are college and career and civic ready — we move Nebraska forward.

Students today are living in a different world of learning and our educators are continually searching for innovative opportunities to provide students. Schools are adopting new standards for secure learning environments that personalize learning and increasing access to digital devices, content, and learning structures. Working with our community partners and school districts to ensure all students have access to digital learning is an essential part of our Nebraska plan to serve every student in an equitable way across the state.

Meeting the needs of today's students requires innovation in creating student learning experiences, including adopting appropriate technology solutions that build on sound instructional practices -- meaningfully engage our students. Accomplishing the goals outlined in the *Future Ready Nebraska Digital Learning and Educational Technology Plan* demands that collectively we work together as part of the system to share the best and promising practices in creating digital learning opportunities.

I would like thank the Future Ready Nebraska Council members for their outstanding work in collaboratively creating this plan that supports the State Board's vision and direction. Now it is time to move forward these goals and action steps for Nebraska in support of every student, every day.

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

ABOUT THIS PLAN - ORIGINS AND RATIONALE

The 2018 - 2020 Nebraska Statewide Digital Learning and Educational Technology Plan sets forth a commitment and vision for creating an environment in which personalized digital learning is provided to PK - 12 students throughout Nebraska giving them the skills needed for learning, earning, and living. The intention of the plan is to provide key ideas and recommendations as well as provide a guide for planning and support aligned to the 2017 National Education Technology Plan (NETP), the Elementary and Secondary Education Act (ESEA) recently amended by Every Student Succeeds Act (ESSA), and the Nebraska Strategic Vision and Direction (Strategic Plan) written by the Nebraska State Board of Education while also supporting the goals and work of the Future Ready Nebraska Council.

This 2018 - 2020 Nebraska Digital Learning and Ed Tech Plan was designed to provide a map to assist Nebraska education leaders to create systematic changes to digital learning and education technology. In order to create a cohesive and comprehensive plan it was decided to base the work around the Future Ready framework. The research-based Future Ready Framework was created by the Alliance for Excellent Education (the Alliance) in an effort to maximize digital learning opportunities. The framework includes seven key areas, called gears, which make up the individual areas that should be addressed to create a larger comprehensive plan. The gears addressed in this plan are:

1. Budget and Resources
2. Community Partnership Development
3. Curriculum, Instruction and Assessment
4. Data and Privacy
5. Personalized Professional Development
6. Robust Infrastructure
7. Use of Space and Time

Information, goals, and recommendations that support each of the Future Ready gears are provided within this plan.

PLANNING PROCESS AND FINDINGS

In 2014, the Nebraska Legislature passed Legislative Resolution 264 (LR 264) the purpose of which is stated as: "The purpose of this resolution is to examine the education data system. The study shall include an assessment of the adequacy of the current data system maintained by the Nebraska Department of Education (NDE) to provide timely access to relevant and accurate data to meet various needs, including information for teachers in public schools about student achievement in their classrooms, objective research regarding educational practices, data for policy formation and review, and accountability to the public regarding the performance of the public schools."

The Nebraska Commissioner of Education, Dr. Matt Blomstedt, further directed that, based upon assessment of the current data system, the study make specific recommendations and propose a high-level one, three, and five year plan to improve, upgrade, and modernize the Nebraska Education Data System to meet the needs of Nebraska's public education system.

The study of Nebraska education data systems gathered information on three types of systems - Teaching and Learning, Administrative, and Back Office - as well as the cost and effort associated with data and accountability submissions. Superintendents and technology educators were invited to participate in a survey of system availability and importance. The Nebraska Council of School Administrators (NCSA) recommended district leaders participate in virtual focus groups on

each system type. The NCSA also recommended district financial personnel participate in individual interviews detailing the cost associated with education systems and data submission in their districts. Specific briefings and interviews were held with NCSA, the Nebraska State Education Association (NSEA), the Education Service Unit Coordinating Council (ESUCC), and Nebraska Department of Education (NDE) leaders. Over 200 education leaders in Nebraska participated in the study.

The LR 264 study made the following recommendations:

1. Ensure security, privacy, transparency, and the proper use of data the core of the Nebraska Education Data System implementation.
2. Unify the accountability data collection requirements into the Nebraska Education Data System to minimize the reporting burden on districts.
3. Require application vendors and other sources to provide data in a standard form specified by NDE directly into the Nebraska Education Data Standard (NEDS).
4. Leverage and strengthen Nebraska's ESU network, the ESUCC, and Network Nebraska to host, maintain, and sustain the Nebraska Education Data System, to support a statewide virtual help desk, and to train the educators in it is use.
5. Leverage the state-level market to influence vendors, negotiate lower prices through competition, provide consistent functions and pricing across large and small districts, and expand the number and quality of instructional applications.
6. Invest in providing education intelligence - access to actionable insight - through a warehouse, business intelligence tools, and increased internal capacity for districts, policy makers, and researchers.
7. Invest in an integrated data system that spans the districts, the ESU's, and NDE to support continuous education improvement.
8. Integrate staff data from district and state data sources, link teachers to student performance and success, and add additional data to better support teacher evaluation and professional development.
9. Invest in the licensing, integration and training of an Instructional Improvement System that is cost-effective for districts of all sizes.
10. Develop the staff and processes necessary to sustain the Nebraska Education Data System.

The primary benefits of the LR 264 study recommendations will come from a greatly improved instructional system that improves student performance leading to greater student success. In addition, the proposed approach also results in cost savings and efficiencies that will also provide a financial return from substantially-reduced accountability costs and from reduced technology costs to districts. The projected cumulative net return for the investment over five years is $44.8 million.

THE CREATION OF THE FUTURE READY NEBRASKA COUNCIL

In response to the LR 264 study and in an effort to coordinate the number of positive initiatives, efforts, and supports for digital learning and education technology in Nebraska, NDE created the Future Ready Nebraska Council (FRNC). Members of this council represent strategic partner groups that are committed to use their expertise and knowledge to shape and communicate the vision, strategic objectives, and actions intended to transform the digital education and education systems of Nebraska schools.

The purpose of the FRNC is to assist the NDE Information Systems Officer (ISO) in shaping, planning, and communicating the vision, strategic objectives, and actions that transform the digital education and administrative systems of Nebraska schools. Assuming roles of Champion, Capacity Builder, Connector, and Change Agent, the work of the Council enables, in part, the State Board of Education's (SBOE) strategic vision and direction for Nebraska Education.

Members of the FRNC broadly represent the K-12 education community in Nebraska. Responsibilities include attending regular meetings, providing insight and opinions in planning and prioritization, and communicating and acquiring feedback

from their representative stakeholders. The NDE ISO, with recommendations from representative groups, appoints members to the council.

Membership to the Council includes the following representative groups:

- NDE ISO Project Members
- Administrators and External Partners
    - Experts and influencers to align and support initiatives and efforts
        - District superintendents
        - District principals
        - Curriculum specialists
        - Assessment specialist
        - Nebraska Information Technology Commission (NITC), Education Council member
        - Nebraska Association of Technology Administrators (NATA) member
        - Nebraska Education Technology Association (NETA) member
        - Legislative Champion (State Senator)
- Technology Directors
    - LEA technology problem-solvers from broad experiences and using a variety of technologies
        - 2 rural, 1 suburban, 1 urban
- Educational Service Unit (ESU) and Affiliate Group Representatives
    - Provide expertise in related areas and engage with other ESU affiliate members
        - ESU Administrator
        - Network Operations Committee (NOC) current chair or appointed liaison
        - Teaching and Learning with Technology (TLT) current chair or appointed liaison
        - Staff Development Affiliate (SDA) current chair or appointed liaison
        - At large Tech integration, Blend Ed, and/or Prof Dev coordinator

PURPOSE OF FUTURE READY NEBRASKA COUNCIL

The FRNC provides intellectual and practical insights toward the development of Nebraska's Digital Learning and Ed Tech comprehensive plan for PK-12. This digital learning plan and ed tech plan builds a coherent long-term strategy that sets directions and priorities, supports innovation, and provides resources to enable Nebraska educators and students to benefit fully from digital-age teaching and learning.

To meet the needs of today's students and to ensure they are college, career and civic ready, the council will encourage schools and districts throughout Nebraska to be innovative in providing student learning experiences, adopting technologies and instruction in ways that meaningfully engage the digital generation. In addition, teachers will be trained to provide digital opportunities that promote critical thinking, communication, collaboration, and creativity and innovation. The council's long term outcomes will provide for equitable, personalized, and engaged digital learning for all Nebraska students. These outcomes will be accomplished through the work of the FRNC using the Future Ready Framework.

The council, through its collaborative gear groups, will create vision, plan, implement, and assess the digital learning plan continually. Once a plan is strategically developed in each gear, the council will move forward into an implementation phase providing statewide systems that lend support and resources that result in innovation empowered by digital learning throughout Nebraska.

THE FUTURE READY FRAMEWORK

At the heart of Future Ready is the research-based Future Ready Framework, a robust structure for digital learning, planning, and implementation. The Future Ready Framework emphasizes empowered and innovative leadership and focuses on seven essential components (called gears), while keeping personalized student learning at the center of all decision-making.

The Future Ready Framework developed by the Alliance for Excellent Education (The Alliance) was chosen as the primary model for the development of the statewide Digital Learning and Ed Tech plan and the work of the Future Ready Nebraska Council. This free research based framework was designed as a tool to assist educators "to create a systematic plan using technology as a tool to effectively engage students, empower teachers and improve learning outcomes." Recently a state leaders framework was also developed to help State Education Agencies provide support to their state school districts to help advance and promote digital and personalized learning as well as create an environment throughout the state that improves digital equity and capacity building.

FUTURE READY NEBRASKA COUNCIL GOALS SURVEY

In December 2017, a Future Ready Nebraska Council Goals survey was sent out statewide to educational stakeholders throughout the state. The main purpose of this survey was to prioritize the goals set by the Future Ready Nebraska Council and to allow for feedback on each of the goals. More than 300 educators and education leaders participated in the survey and represented much of Nebraska. Figure 1 shows the representation of each participant by zip code. Figure 2 shows the education roles that each participant represented. The largest represented group were PK - 12 Administrators which represented 63% of the total respondents.
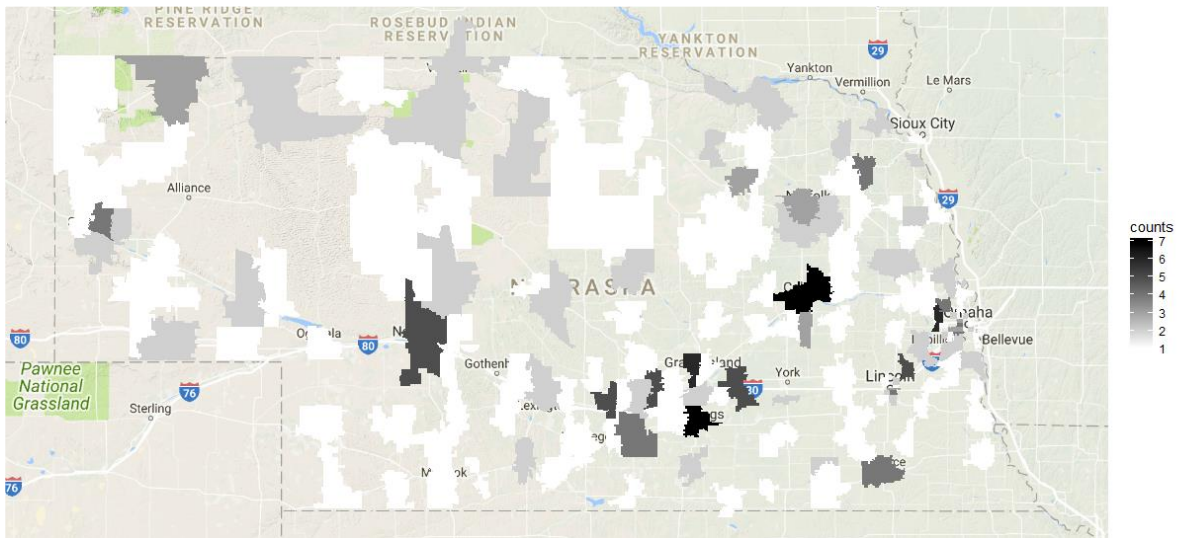
Figure 1: The Distribution of Respondents who participated in the goals survey by Zip Code.
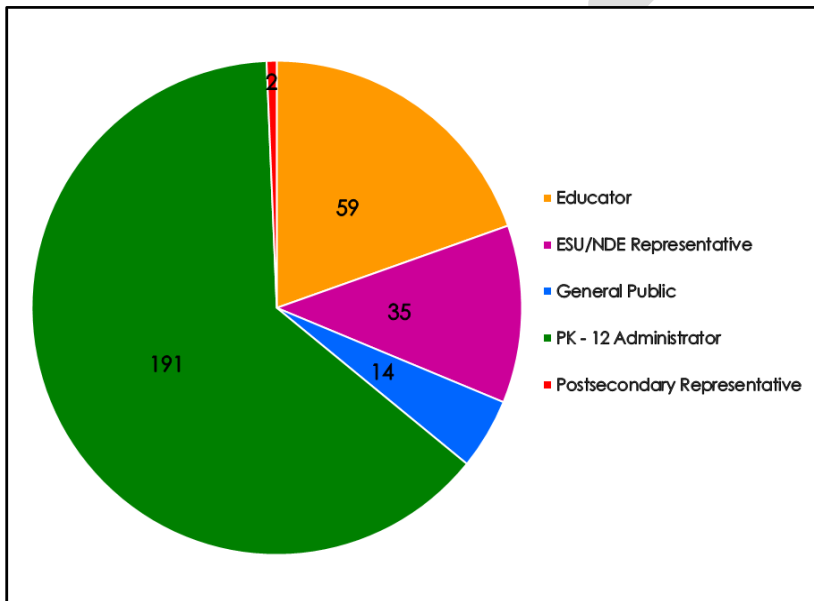

Figure 2: The education role of the survey respondents.

Based on the data collected, each gear group was asked to review their role and prioritize their goals using the data and the comments that were shared for each of the goals.

BUDGET & RESOURCES SURVEY RESULTS

The role of the Budget and Resources Gear is to identify opportunities to reduce costs for technology procurement. The focus areas of each goal were summarized into short phrases which are indicated on the chart. The five main goal areas were: funding options, sustainability, prioritize funding, equitable investment and return on investment. Figure 3 shows the goals by priority ranking of the survey respondents. Each priority was given a point value with first priority receiving five points and the fifth priority indicated by the respondent receiving one point. They appear in priority order within Figure 3.
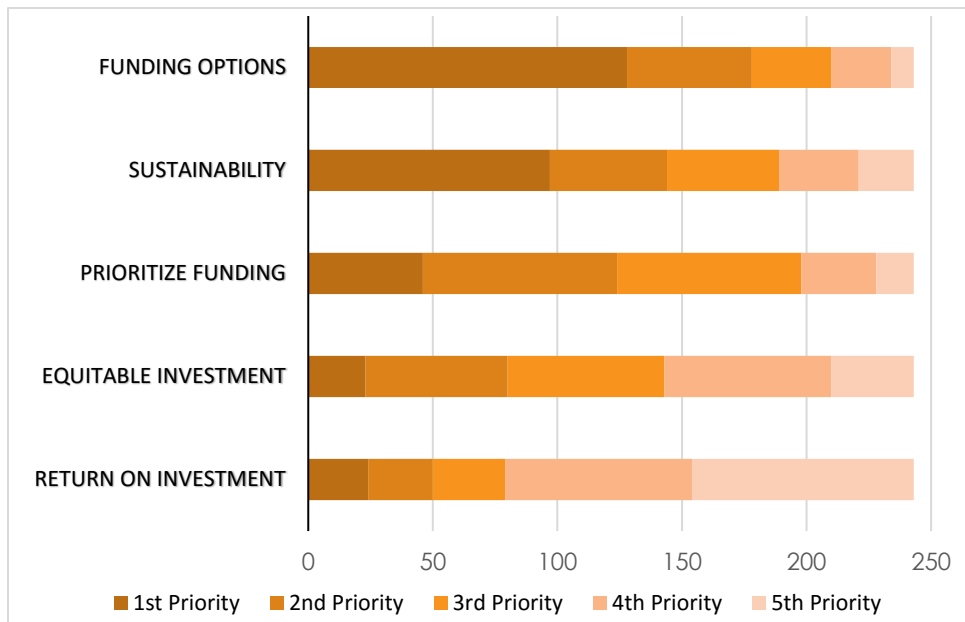
Figure 3: Budget & Resources goals ranked by priority

COMMUNITY PARTNERSHIPS SURVEY RESULTS

The role of the Community Partnerships Gear is to establish a Future Ready Schools coalition of interested and invested organizations and parties. The focus areas of each goal were summarized into short phrases which are indicated on the chart. The five main goal areas were: forming partners, exemplars, build partnership, clearinghouse and getting started. Figure 4 shows the goals by priority ranking of the survey respondents. Each priority was given a point value with first priority receiving five points and the fifth priority indicated by the respondent receiving one point. They appear in priority order within Figure 4. Based on feedback from the survey these goals were further refined and finalized into these 4 areas: communication, partnerships, exemplars and build equity. These changes are reflected in the Community Partnerships goals shown later in the plan.
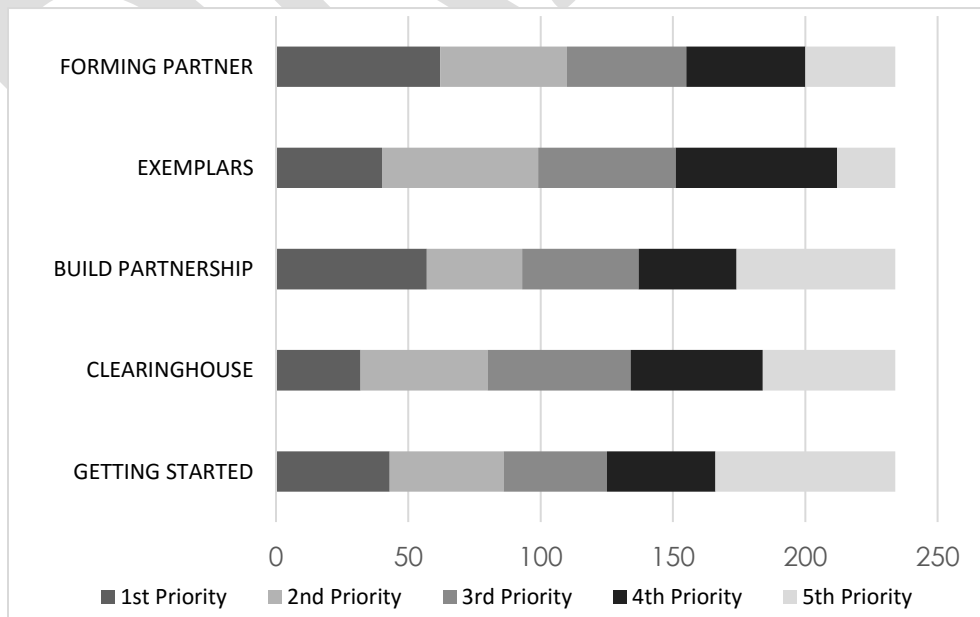
Figure 4: Community Partnership goals ranked by priority

CURRICULUM, INSTRUCTION & ASSESSMENT SURVEY RESULTS

The role of the Curriculum, Instruction and Assessment Gear is to integrate the effective use of technology in all state academic standards, not just technology standards. The focus areas of each goal were summarized into short phrases which are indicated on the chart. The seven main goal areas were: training and educators, online resources, standards, student access, Rule 10, personalized learning and invest in resources. Figure 5 shows the goals by priority ranking of the survey respondents. Each priority was given a point value with first priority receiving seven points and the seventh priority indicated by the respondent receiving one point. They appear in priority order within Figure 5. Based on the feedback from the survey respondents these goals were further refined and finalized to five goals in these five areas: regulations, technology in learning, training and educator resources, online student resources and assessment and research. These changes are reflected in the Curriculum, Instruction and Assessment goals shown later in the plan.
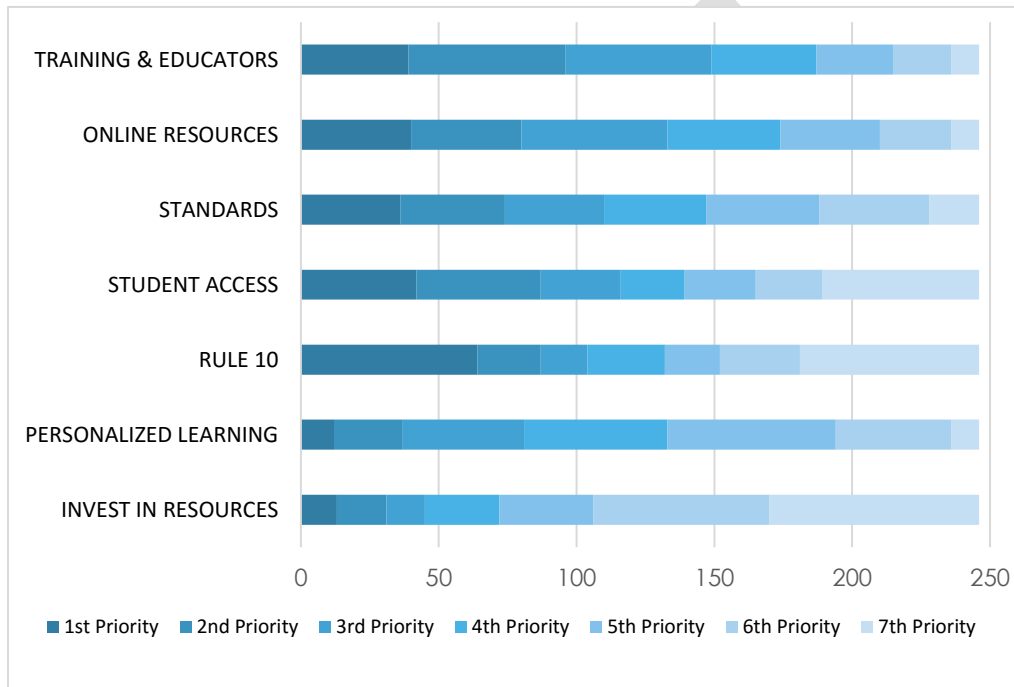
Figure 5: Curriculum, Instruction and Assessment goals ranked by priority

DATA & PRIVACY SURVEY RESULTS

The role of the Data and Privacy Gear is twofold, first is to provide useful data to leaders and educators to support instruction and decision-making. The second is to articulate clear expectations relating to the privacy of student data. The focus areas of each goal were summarized into short phrases which are indicated on the chart. The three main goal areas were: data collection, policies and data communication. Figure 6 shows the goals by priority ranking of the survey respondents. Each priority was given a point value with first priority receiving three points and the third priority indicated by the respondent receiving one point. They appear in priority order within Figure 6. Based on the feedback from survey some changes were made to the original goals and a new main goal area was developed called training which still includes parts of the data communication goals but also added additional components that were suggested in the survey. These changes are reflected in the Data and Privacy goals shown later in the plan.
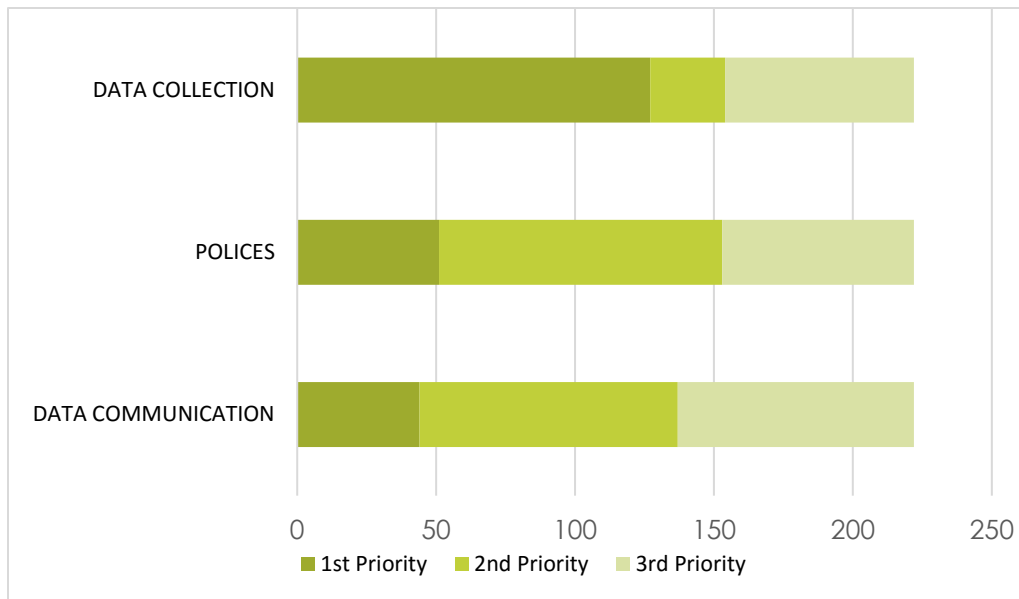
Figure 6: Data and Privacy goals ranked by priority

![gear icon] **PERSONALIZED PROFESSIONAL LEARNING SURVEY RESULTS**

The role of the Personalized Professional Learning Gear is to provide opportunities for educators and leaders to deepen their Future Ready Schools knowledge. The elements that comprise this gear are: shared ownership and responsibility for professional growth, 21st Century skill set, diverse opportunities for professional learning through technology, broad-based, participative evaluation. The focus areas of each goal were summarized into short phrases which are indicated on the chart. The three main goal areas were: online resources, effective professional learning and differentiate professional learning. Figure 7 show the goals by priority ranking of the survey respondents. Each priority was given a point value with first priority receiving three points and the third priority indicated by the respondent receiving one point. They appear in priority order within Figure 7.
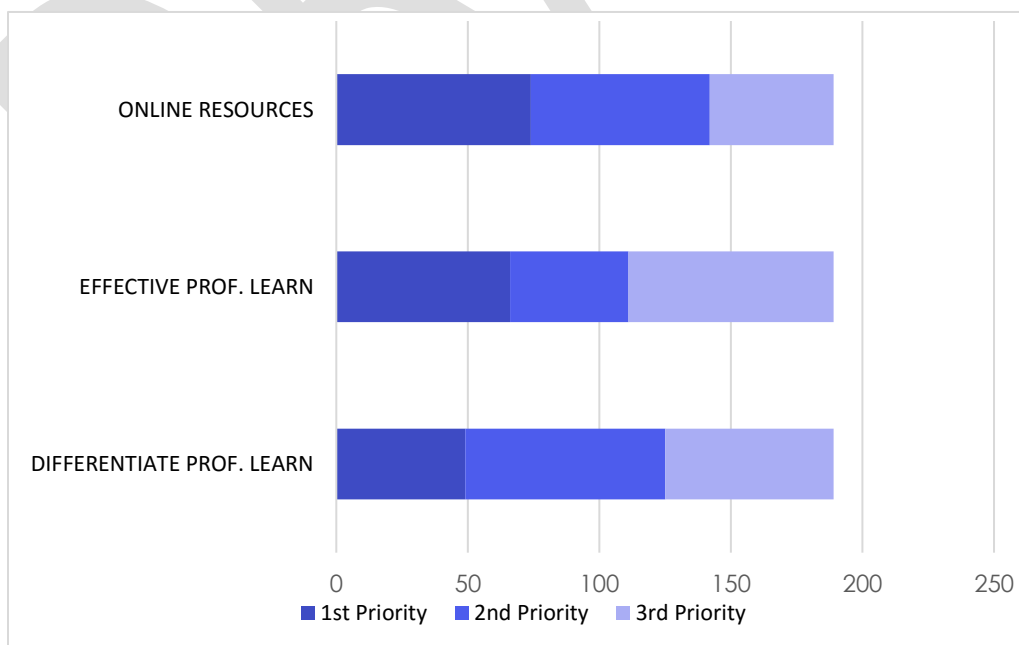
Figure 7: Personalized Professional Development goals ranked by priority

ROBUST INFRASTRUCTURE SURVEY RESULTS

The role of the Robust Infrastructure Gear is to establish a technology ecosystem to ensure every school exceeds industry-connectivity standards. The elements that comprise this gear are: adequacy of devices; quality and availability, robust network infrastructure, adequate and responsive support, and formal cycle for review and replacement. The focus areas of each goal were summarized into short phrases which are indicated on the chart. The five main goal areas were: access, funding, single sign on, e-Rate and procurement. Figure 8 shows the goals by priority ranking of the survey respondents. Each priority was given a point value with first priority receiving five points and the fifth priority indicated by the respondent receiving one point. Based on the feedback from survey some changes were made to the original goals and the e-Rate goal was broadened to include other parts of the infrastructure. This broader area was renamed Infrastructure which is shown in the Robust Infrastructure goals shown later in the plan.
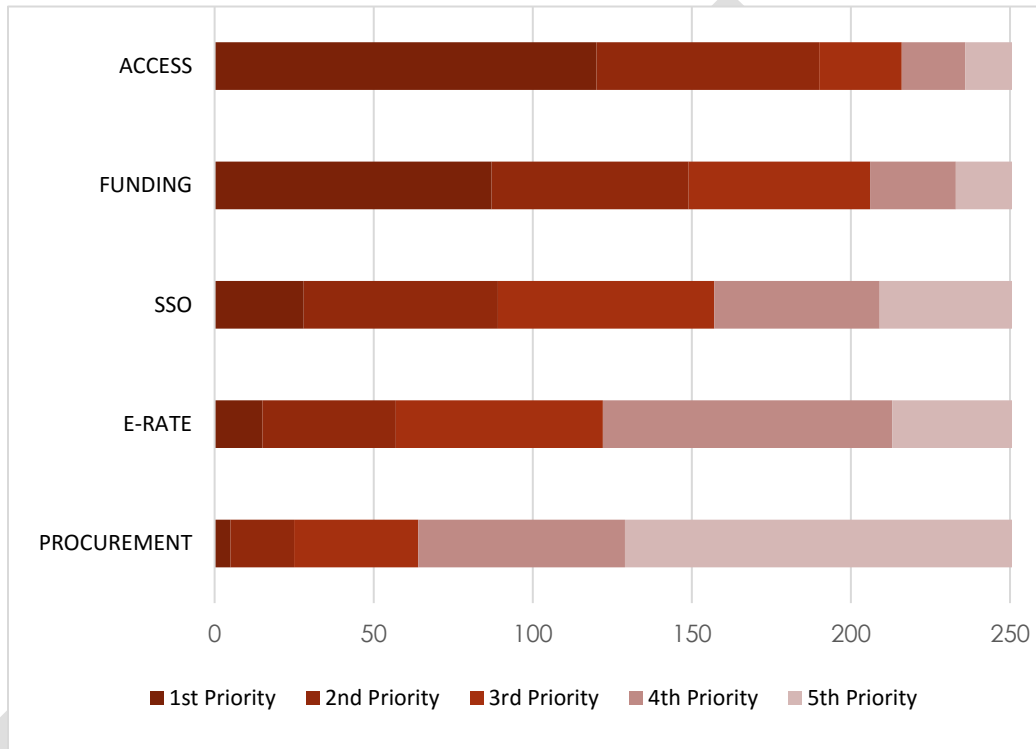
Figure 8: Robust Infrastructure goals ranked by priority

USE OF SPACE AND TIME SURVEY RESULTS

The role of the Use of Space and Time Gear is to create opportunities for districts to explore innovative classroom models. The elements that comprise this gear are: flexible learning; anytime, anywhere, new pedagogy, schedules and learning environment for personalized learning, competency based learning and strategies for providing extended time for projects and collaboration. The focus areas of each goal were summarized into short phrases which are indicated on the chart. The seven main goal areas were: access, digital tools, blended courses, integrating tech, exemplars, distance learning, and Rule 10. Figure 9 shows the goals by priority ranking of the survey respondents. Each priority was given a point value with first priority receiving seven points and the seventh priority indicated by the respondent receiving one point. Based on the feedback from survey some changes were made to the original goals. Goals were condensed into 3 broader areas: learning environment, learning pedagogy and exemplars. These changes are reflected in the Use of Space and time goals later in the plan.
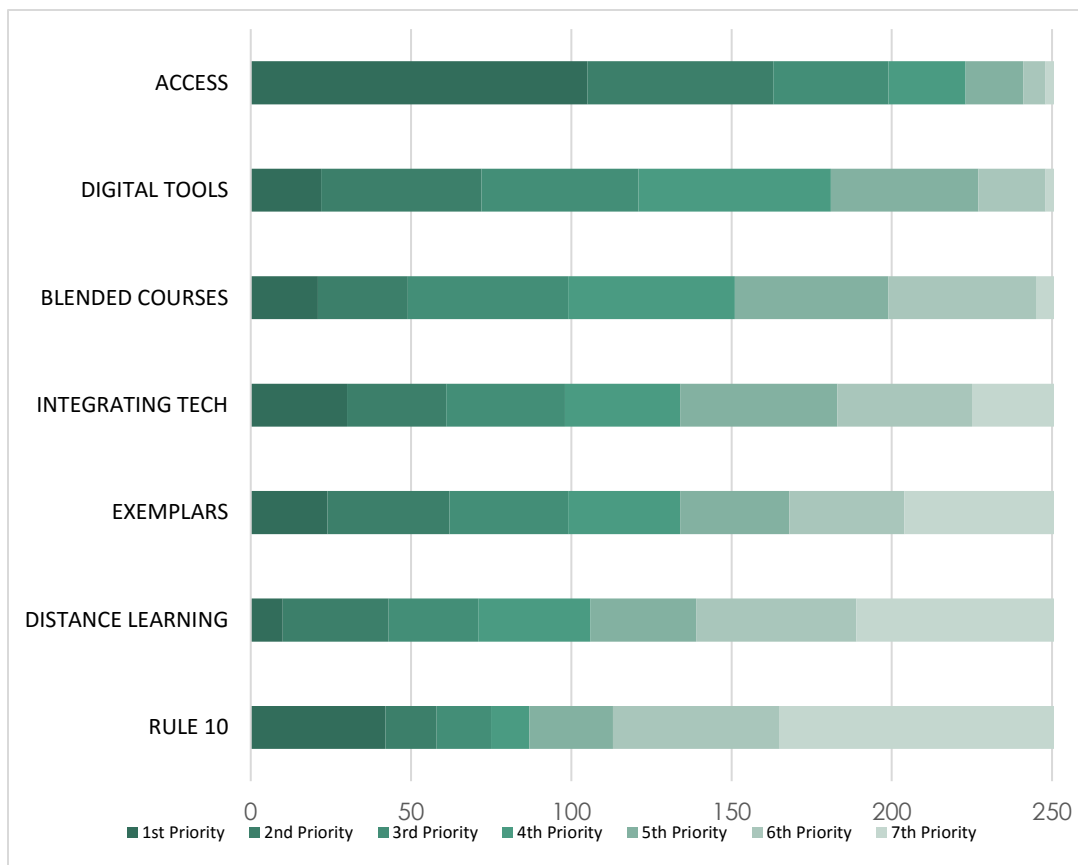
Figure 9: Use of Space and Time goals ranked by priority

AQUESTT EVIDENCE BASED ANALYSIS

In addition to reviewing the Future Ready Nebraska Goals survey, AQuESTT Evidence Based Analysis (EBA) data was also reviewed to help further edit and prioritize the FRNC goals. Many of the respondents of the Future Ready Nebraska Goals survey indicated that where possible the goals of the FRNC be tied to the AQuESTT tenets and EBA results. The EBA results shown below represent the most requested supports indicated by the respondents of the EBA. The supports are divided into 3 main types:

1. Technical Support
2. Professional Development
3. Other Resources

Many of the supports that were most requested are clearly tied to goals that were set forth by the FRNC.

Figure 10 below shows which EBA items were the top requested technical supports for schools classified as good, great and excellent. There are many ties to several of the gear's goals listed in these technical requests. The first three: supplementing in-person classroom instruction with digital learning opportunities, technology to support teaching and learning and strategies to support all students in monitoring and managing learning/student personal learning plans are all addressed in the Curriculum, Instruction and Assessment goals. The fourth most requested technical support: before or after school opportunities is addressed within the Use of Space and Time goals. The fifth highest ranked EBA item: utilizing perceptual data is addressed within the Data and Privacy goals.

Among Schools Classified as Good, Great, and Excellent			
Frequency	Rank Order	Tenet	EBA Item
149	1	Educational Opportunities and Access	2. Supplementing in-person classroom instruction with digital learning opportunities.
148	2	Educator Effectiveness	5. Technology to support teaching and learning.
142	3	Positive Partnerships, Relationships, and Student Success	5.E. Strategies to support all students in monitoring and managing learning. 5.M.H. Student Personal Learning Plans.
142	3	Educational Opportunities and Access	1. Before or after school opportunities.
141	5	Assessment	5. Utilizing perceptual data.

Figure 10: Top requests for technical support for Good, Great and Excellent schools

Figure 11 below shows which EBA items were the top requested technical supports for schools classified as needs improvement. For needs improvement schools there are 3 EBA items that are supported by Future Ready gear goals. The first one: partnerships with community groups and support services is supported within the Community Partnerships gear goals. The fourth and sixth items: strategies to support all students in monitoring and managing learning/student personal learning plans and supplementing in-person classroom instruction with digital learning opportunities are addressed in the Curriculum, Instruction and Assessment goals.

Among Schools Classified as Needs Improvement			
Frequency	Rank Order	Tenet	EBA Item
18	1	Positive Partnerships, Relationships, and Student Success	1. Partnerships with community groups and support services.
17	2	Positive Partnerships, Relationships, and Student Success	4. Measuring and addressing student engagement.
17	2	Transitions	3. Process to identify and support students at risk of dropping out.
15	4	Positive Partnerships, Relationships, and Student Success	5.E. Strategies to support all students in monitoring and managing learning. 5.M.H. Student Personal Learning Plans.
15	4	Transitions	2. Process for addressing the needs of highly mobile students.
15	4	Educational Opportunities and Access	2. Supplementing in-person classroom instruction with digital learning opportunities.
15	4	Educational Opportunities and Access	5. Evaluating new educational programs.

Figure 11: Top requests for technical support for Needs Improvement schools

Figure 12 below shows which EBA items were the top requested professional development supports for schools classified as good, great and excellent. There is one that directly ties to the gear's goals listed in these professional development requests. The first one: strategies to support all students in monitoring and managing learning/student personal learning plans is addressed in the Curriculum, Instruction and Assessment goals.

Among Schools Classified as Good, Great, or Excellent			
Frequency	Rank Order	Tenet	EBA Item
366	1	Positive Partnerships, Relationships, and Student Success	5.E. Strategies to support all students in monitoring and managing learning.* 5.M.H. Student Personal Learning Plans.*
352	2	Positive Partnerships, Relationships, and Student Success	4. Measuring and addressing student engagement.*
324	3	College and Career Ready	2. Integration of Career Readiness Standards into all content areas.*
269	4	College and Career Ready	5.E. Career awareness instruction.* 5.M. Career exploration instruction.* 5.H. Career preparation instruction.*
263	5	Educator Effectiveness	1. Measuring and addressing teacher engagement.*

Figure 12: Top requests for professional development for Good, Great and Excellent schools

Figure 13 below shows which EBA items were the top requested professional development for schools classified as needs improvement. For needs improvement schools there are 2 EBA items that are supported by Future Ready gear goals. The first and fourth items: strategies to support all students in monitoring and managing learning/student personal learning plans and supplementing in-person classroom instruction with digital learning opportunities are addressed in the Curriculum, Instruction and Assessment goals.

Among Schools Classified as Needs Improvement			
Frequency	Rank Order	Tenet	EBA Item
33	1	Positive Partnerships, Relationships, and Student Success	5.E. Strategies to support all students in monitoring and managing learning.* 5.M.H. Student Personal Learning Plans.*
30	2	Positive Partnerships, Relationships, and Student Success	4. Measuring and addressing student engagement.*
30	2	Transitions	2. Process for addressing the needs of highly mobile students.*
30	2	Educational Opportunities and Access	2. Supplementing in-person classroom instruction with digital learning opportunities.*
30	2	College and Career Ready	2. Integration of Career Readiness Standards into all content areas.*

Figure 13: Top requests for professional development for Needs Improvement schools

Figure 14 below shows which EBA items were the top requested other resources for schools classified as good, great and excellent. There 3 EBA items that directly tie to the gear's goals listed in these professional development requests. The first one: before or after school opportunities is supported within the Use of Space and time goals. The second one: partnerships with community groups and support services is supported within the Community Partnership goals and the fourth one: strategies to support all students in monitoring and managing learning/student personal learning plans is addressed in the Curriculum, Instruction and Assessment goals.

Among Schools Classified as Good, Great, or Excellent			
Frequency	Rank Order	Tenet	EBA Item
102	1	Educational Opportunities and Access	1. Before or after school opportunities.
96	2	Positive Partnerships, Relationships, and Student Success	1. Partnerships with community groups and support services.
94	3	Positive Partnerships, Relationships, and Student Success	2. Strategies for family attendance and participation.
78	4	Positive Partnerships, Relationships, and Student Success	5.E. Strategies to support all students in monitoring and managing learning. 5.M.H. Student Personal Learning Plans.
76	5	Positive Partnerships, Relationships, and Student Success	4. Measuring and addressing student engagement.

Figure 14: Top requests for professional development for Good, Great and Excellent schools

Figure 15 below shows which EBA items were the top requested other resources for schools classified as needs improvement. For needs improvement schools there are 3 EBA items that are supported by Future Ready gear goals. The second item: partnerships with community groups and support services is supported by the Community Partnerships goals. The fourth item: before and after school opportunities is supported by the Use of Space and Time goals and the fifth one: strategies to support all students in monitoring and managing learning/student personal learning plans and supplementing in-person classroom instruction with digital learning opportunities are addressed in the Curriculum, Instruction and Assessment goals.

Among Schools Classified as Needs Improvement			
Frequency	Rank Order	Tenet	EBA Item
19	1	Positive Partnerships, Relationships, and Student Success	2. Strategies for family attendance and participation.
15	2	Positive Partnerships, Relationships, and Student Success	1. Partnerships with community groups and support services.
12	3	Transitions	5.E. Strategies to support transition from elementary to middle school. 5.M. Strategies to support transition from middle school to high school. 5.H. Strategies to support transition from high school to post-high school opportunities.
12	3	Educational Opportunities and Access	1. Before or after school opportunities.
11	5	Positive Partnerships, Relationships, and Student Success	5.E. Strategies to support all students in monitoring and managing learning. 5.M.H. Student Personal Learning Plans.
11	5	Transitions	4.E. Processes to help incoming students be prepared for elementary school. 4.M. Processes to help incoming students be prepared for middle school. 4.H. Processes to help incoming students be prepared for high school.

Figure 15: Top requests for professional development for Needs Improvement schools

Through this Digital Learning and Ed Tech plan education leaders and educators should find several supports to the AQuESTT tenets no matter their school classification. There are even more AQuESTT tenet supports that are found in all gears goals and recommended actions steps which are shown in the gear sections of this plan.

SUMMARY OF DATA REPORTED IN THE 2016-2017 TECHNOLOGY PLAN

Along with the data from the FRNC and EBA surveys that were used to develop the plan some baseline data was shared from the 2016 - 2017 district technology plans. This information was used to help the FRNC to understand the current status of technology currently in use in Nebraska school districts. In the future, it is the hope that more data will be collected and analyzed to share with districts and to help inform future digital learning and ed tech plans.

In the 2016 - 2017 district technology plans there were 259,439 total instructional devices currently in use as reported by districts. These numbers do not include non-instructional district devices for office and administrative personnel. These numbers include both wireless and wired instructional machines. By comparison, according to the NDE Instruction Technology Summary of 2012 - 2013 (ITS), there were 159,131 instructional devices throughout the state. At that time 52% of the devices were Macintosh and all of the remaining devices, 48% were PC's. The ITS listed mobile devices separately and at that time there were 27,959 mobile devices being used throughout schools. Of those 27,959 mobile devices 94% were iOS devices. The data from the ITS also showed that 84% of devices in districts at that time were computers that were not mobile and had to be hardwired to school networks for use. This data comparison shows an increase in instructional machines of 72,144 devices in just 4 years. In addition, there has been a reduction in the percent of both Apple and PC's devices with Chromebooks being added into the mix. Figure 16 shows the type of instructional machines in districts by percent of total machines reported. The largest percent of machines still being Macintosh devices followed closely by Chromebook and PC devices.
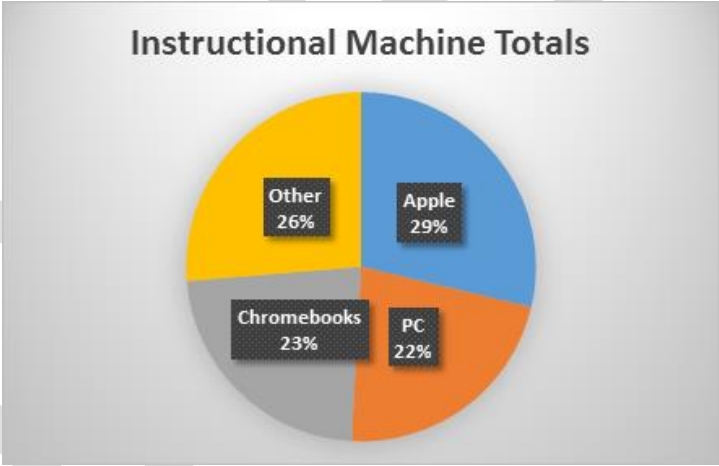
Figure 16: Shows the type of instructional machines in districts by percent of total machines reported
*Other includes: iPads, iPods, Kindle, Nook, Tablets and other devices but 77% were iPads within this category

Figure 17 shows the number of districts that according to the 2016 - 2017 district technology plans have one to one initiatives in their district. The total number of reporting districts was 251 with both public and nonpublic organizations reported. Both public and non-public organizations are shown with 141 having one to one initiatives and 110 not having one to one initiatives. The one to one initiatives did not have to, and may not have, included all grade levels for the districts that reported having these initiatives. The results show that 60% of the one to one initiatives were only indicated in middle and/or high schools but did not include the district's elementary grades (85 districts). There was no previous data collected for one to one initiatives to use for comparison in the ITS 2012- 2013 technology plans.
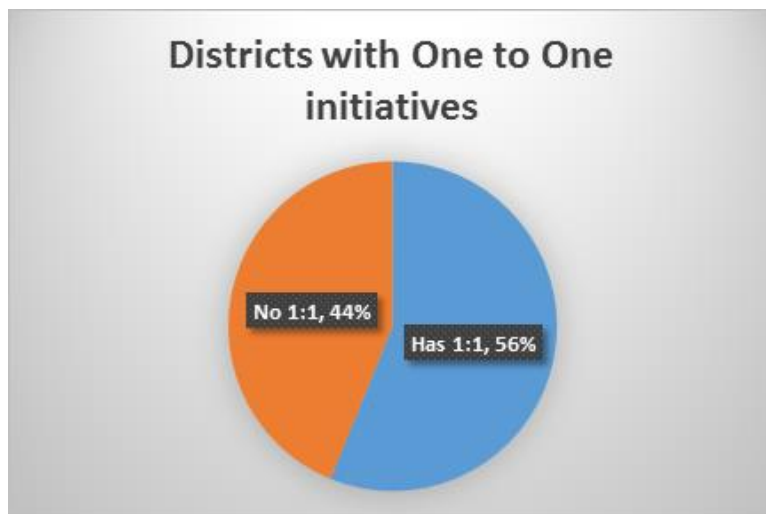
Figure 17: Shows the number of districts that have one to one initiatives in their district

DEFINITION OF DIGITAL LEARNING

To assist in furthering the work of the FRNC, a position statement which defines digital learning in Nebraska and supports the Future Ready framework was written and approved by the Nebraska State Board of Education in the fall of 2017. The approved position statement is shown in its entirety below.

Position Statement on Nebraska Digital Education

The Nebraska State Board of Education set forth a strategic vision and direction to ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success and to increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

The Guiding Principles used in developing the Digital Education Position Statement include: Ensure a student-centered approach that incorporates personalized learning to foster deeper learning competencies and greater skill development; Support a dynamic vision that drives change through proactive leadership to support learning; Build connections amongst stakeholders to take action in support of success for all learners; Provide all Nebraskans significant opportunity to receive fair, equitable, and high quality education and services to close achievement gaps; Allow all learners to achieve their fullest potential in transitioning through phases of school and into civic life; Ensure all educators are effectively using instructional strategies and monitoring student progress using multiple measures of proficiency; Prepare all learners to be college, career, and civic ready

Using these guiding principles, the State Board of Education believes that digital education and related supports must provide quality-learning opportunities for all Nebraska students and that Nebraska schools are ready for the Future (Future Ready).

The State Board defines "digital education" as the teaching and learning through tools, resources, or approaches that are realized or carried out chiefly using or supported by technology. The approaches provide access to learners regardless of location and are broadly available through synchronous (real time), asynchronous (on demand), or blended (a combination) delivery models. The digital learning facilitated by technology gives students some element of control over time, place, path, and/or pace in pursuit of increased student engagement personalized learning.

The State Board of Education supports the development and implementation of statewide systems supporting quality digital education. These systems should promote effective instructional and assessment practices; enhance student

learning; ensure equity of access, regardless of background and circumstances; promote effective evidence based practices for learning; and ensure quality professional digital learning experiences for educators.

The State Board of Education also believes that the pursuit of quality digital education must be supported through a solid infrastructure, including consistent broadband access, uses industry based technology and data standards, and must ensure the privacy and security of student information.

Finally, the State Board of Education supports the Department's creation and implementation of a statewide digital learning and educational technology plan that achieves the priorities of the NSBOE strategic plan and direction including a digital course and content repository, integration of resources for implementation, and addresses the following key areas:

- Budget and Resources
- Community Partnerships
- Curriculum, Instruction and Assessments
- Data and Privacy
- Personalized Professional Learning
- Robust Infrastructure
- Use of Space and Time

USING THE FUTURE READY GOALS AND ACTION STEPS

Each of the FRNC gear groups has written a comprehensive set of goals and provided recommended action steps supporting their goals to help move digital learning and education technology forward in Nebraska. To assist districts and schools in aligning their work to this plan, icons representing common state and national education initiatives were created and then aligned to each goal and action step. Table 1 below gives guidance to each of the icons used and which initiative the icon represents. In many cases, the goals and action steps identified support work on multiple initiatives and each icon is shown to indicate these matches. In addition, each goal was given a short descriptor indicated by all capital letters that summarizes the work of the goal or its potential outcome. For example, the goal listed below has ties and supports for both ESSA and the National Education Technology plan. The goal also is summarized as "BUILD EQUITY" which is a short descriptor of the main outcome of the goal.

essa NEBRASKA **GOAL: CP4. BUILD EQUITY:** Support the creation of opportunities and programs that advance our vision of increased equity and access to technology for learning throughout the state.

FUTURE READY GOALS AND ACTION STEP ICONS

AQuESTT for Nebraska	This icon indicates that the Goal or action step is tied to an AQuESTT tenet or work that supports an AQuESTT tenet.
essa NEBRASKA	This icon indicates that the Goal or action step is tied to ESSA either as a support of the act or because it is tied to available ESSA monies or grant opportunities.
(gears icon)	This icon indicates that this Goal or action step is directly linked to a Goal or action step of another Future Ready Gear.

	This icon indicates that this Goal or action step is tied to a recommendation that is found within the 2017 National Education Technology plan.
	This icon indicates that this Goal or action step supports a goal or advances the work of a Nebraska State Board of Education goal.

Table 1: Future Ready Goals and Action Step Icons

In addition to the icons shown above that help make connections to state and national education initiatives, each recommended action step also has additional information. All of the recommended action steps show when the work on this step should begin and which stakeholders should be involved in completing the work of the action step. The goals do not have this additional information because most of the goals will be either ongoing work beyond the timeline of this statewide plan or because all of the recommended action steps for the goal would need to be completed and the goal reassessed to be sure the work is complete. An example of where you can find this additional information is shown in the example below. You will see that following the text of the goal are parentheses ( ) which show the quarter and the year that work on the action step should begin. The quarters are indicated by calendar year not school year. So Q1 (quarter 1) is January - March of 2019 in the example. It is followed by the stakeholders who should be involved with the work of the action step in this case the Future Ready Nebraska Council and the Nebraska Department of Education.

> Recommended Action Step 2. Consider implementation of Enterprise Architecture planning to establish baseline needs (or gaps) to identify funding resources. (Q1 2019, FRNC & NDE)

GOALS AND RECOMMENDED ACTION STEPS FOR EACH GEAR GROUP

The next section of the plan has all of the goals that have been set by each gear group. They are listed in alphabetical order by gear group name. Most gear groups have 3 - 5 goals with a small number of recommended action steps that support work towards completion of the goals. The goals are numbered and set in order of priority as indicated by the respondents of the FRNC Goals survey. The recommended action steps are also numbered in order by the date the work on the action step will begin. Following the goal, yearly timelines are shown with recommended action steps that are being worked on for each of the years of this plan.

BUDGET AND RESOURCES GEAR GOALS AND ACTION STEPS

GEAR: Budget and Resources (BR)
GOAL: BR1. PRIORITIZE FUNDING: Develop a system to identify and prioritize ed tech and digital learning initiatives by what needs to be funded, why it should be funded and look at possible funding options.
Recommended Action Step 1. Create a prioritization metric that considers value to the district and state for different initiatives and supports. (Q3 2108, FRNC & NDE)
Recommended Action Step 2. Consider implementation of Enterprise Architecture planning to establish baseline needs (or gaps) to identify funding resources. (Q1 2019, FRNC & NDE)
Recommended Action Step 3. Provide best practice benchmarks (e.g., percentages of budgets, etc.) for districts to consider as part of the work based on key examples of existing or successful implementations. (Q4 2019, NDE, FRNC & ESUCC)

	GOAL: BR2. FUNDING OPTIONS: Provide the budget and resources necessary to ensure students and staff have access, support, and integration necessary to personalize learning and develop future ready skills through the use of digital tools.
	Recommended Action Step 1. Create a biennium budget that reflects the needs of the statewide Ed Tech Plan. (Q2 2018 & Q2 2020, NDE & FRNC)
	Recommended Action Step 2: Align ESSA Title IV funds or other funds to planned professional development and training to support Ed Tech and Digital Learning goals. (Q3 2018, ESU's & Districts)
	Recommended Action Step 3. Create metrics to evaluate project funding options with criterion based on student access, support, scalability and integration. (Q4 2018, FRNC & NDE)
	Recommended Action Step 4. Identify current expenditures for digital tools and resources at the district and school levels and publish the benchmarks for use by school districts. (Q2 2019, NDE & Districts)
	Recommended Action Step 5. Identify a core set of applications and services to provide supports and broader negotiation and buying power. (Q4 2019, NDE & ESUCC)
	GOAL: BR3. EQUITABLE INVESTMENT: Create a needs based system that ensures efficient, effective, equitable investment and implementation of digital tools and resources for all districts across the state.
	Recommended Action Step 1. Revamp and distribute District Technology Planning process using the Future Ready Framework that can identify state and local needs, assets, and areas of growth. (Q2 & Q3 2018, NDE)
	Recommended Action Step 2. Capture, collect and use actionable data to support the prioritization and supports needed for Nebraska. (Q1 2019, NDE)
	Recommended Action Step 3. Create a committee to support coordination of funding resources and determining public/private partnerships priorities to leverage capital investments and scale for statewide access and sustainability. (Q2 2019, FRNC)
	Recommended Action Step 4. Identify public and private sources of funding to ensure statewide, equitable access to all digital learning resources. (Q1 2020, NDE)
	GOAL: BR4. RETURN ON INVESTMENT: Investigate "Learning Return on Investment" through research and provide examples/case studies from successful digital learning programs that clearly illustrate how technology enables personalized learning and the development of 21st Century skills.
	Recommended Action Step 1. Coordinate with Nebraska Career Education and the Partnerships with Industry Sector strategies at the NCE conference. (Q2 2019, NDE)
	Recommended Action Step 2. Develop a guide or model to calculate Learning Return on Investment. (Q1 2020 Higher Ed., NDE & FRNC)
	Recommended Action Step 3. Identifying the job skills and careers needed and aligned to Nebraska economic development priorities and align the use of resource priorities for industry and education purposes. (Q2 2020, NDE & Higher Education)
	GOAL: BR5. SUSTAINABILITY: Provide guidance for the development of sustainable technology plans.
	Recommended Action Step 1. Explore & Advise districts on options of free, open source and open education resources to replace more expensive options (textbook adoptions, purchased learning content and professional

development training and materials) while eliminating resources and tasks that can be made obsolete by technology. (Q1 2019, NDE & ESCUU)

essa NEBRASKA Recommended Action Step 2. Coordinate examples of state and local funding models that sustain, upgrade and support digital learning. (Q1 2019, NDE & FRNC)

BUDGET AND RESOURCES: 3 YEAR GOALS TIMELINE

Budget & Resources 3 Year Timeline				
2018				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
BR 1 Prioritize Funding:			AS 1. Prioritization metric tool that considers value of supports and initiatives.	
BR 2 Funding Options		AS 1. Create Biennium Budget for Ed Tech Plan	AS 2. ESSA funds aligned to training	AS 3. Project funding evaluative metrics
BR 3 Equitable Investment		AS 1. Revamp district Technology Plan	AS 1. Distribute district Technology Plan	
BR 4 Return on Investment				
BR 5 Sustainability				

Budget & Resources 3 Year Timeline				
2019				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
BR 1 Prioritize Funding:	AS 2. Implement Enterprise Arch. Plan to establish baselines and needs			AS 3. Best Practice Benchmarks for Successful implementation
BR 2 Funding Options		AS 4. Identify Current Expenditures for digital tools and resources and publish benchmarks		AS 5. Core set of applications and services
BR 3 Equitable Investment	AS 2. Actionable Data for Priorities & Create funding committee	AS 3. Creation of committee to support coordination of funding resources etc.		
BR 4 Return on Investment		AS 1. Coordination of NCE and Industry Strategies		
BR 5 Sustainability	AS 1. OER options for replacement and eliminate obsolete resources		AS 2. Examples of funding models for sustaining and supporting digital learning	

Budget & Resources 3 Year Timeline				
2020				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
BR 1 Prioritize Funding:				AS 4. Update Best Practice Benchmarks

BR 2 Funding Options		AS 1. Create Biennium Budget for Ed Tech Plan		
BR 3 Equitable Investment	AS 4. Identify sources of public and private funding to ensure equitable access to digital learning resources.			
BR 4 Return on Investment	AS 2. Guide and Model to Calculate LROI	AS 3. Align NE Econ Dev priorities to education resource priorities and purposes		
BR 5 Sustainability				

COMMUNITY PARTNERSHIPS GOALS AND ACTION STEPS

GEAR: Community Partnerships (CP)
GOAL: CP1. COMMUNICATION: Communicate the Digital Learning/Ed Tech plan with stakeholders throughout the state.
Recommended Action Step 1. Prepare several forms of Communication (PowerPoint, Flyers, Posters, Web Pages etc.) about the Digital Learning and Ed Tech plan for sharing at meetings and events so a consistent message is developed and shared with stakeholders. (Q2 2018, 2019, & 2020, NDE & FRNC)
Recommended Action Step 2. Deliver presentations to several conferences, meetings and events to share the plan as widely as possible. (Q3 2018, 2019, 2020, NDE, ESUCC, ESU's & FRNC)
Recommended Action Step 3. Future Ready Council members will meet with their legislative representative to share information about the Digital Learning and Ed. Tech plan and encourage support for its goals. (Q4 2018, 2019, 2020, FRNC)
Recommended Action Step 4. Explore options to host a statewide Future Ready Summit that would engage Nebraska educators and Nebraska education leaders. (Q4 2018, FRNC & NDE)
GOAL: CP2. PARTNERSHIPS: Establish clear strategic planning connections among all state, district, higher education and school levels and identify how they relate to and are supported by technology to improve learning.
Recommended Action Step 1. Develop a toolbox to assist schools in the work of forming a local community partnerships and creating opportunities. (Q1 2019, NDE & ESU's)
Recommended Action Step 2. Create a community committee to help create and execute the vision of current school technology initiatives and goals. (Q2 2019, ESU's & District's)
Recommended Action Step 3. Partner with postsecondary institutions to integrate digital learning best practices into pre-service coursework and to increase digital learning pedagogy course offerings for preservice educators. (Q4 2019, NDE & Higher Ed)

	Recommended Action Step 4. Develop partnerships between K-12 systems, postsecondary institutions, libraries and other community partners that enable opportunities to learn from each other and share resources to enrich digital learning opportunities. (Q1 2020, NDE, Higher Ed., ESU's & FRNC)
	Recommended Action Step 5. Build partnerships with higher education, college board and other educational services to provide students with dual credit, AP courses and industry certification opportunities. (Q3 2020, ESU's & Districts)
	GOAL: CP3. EXEMPLARS: Identify and share examples of existing successful school-community partnerships across the state that could be used as a resource for digital learning opportunities.
	Recommended Action Step 1. Provide an easily accessible "clearinghouse" of community learning resources which is searchable and includes categories, descriptions, and contact information. (Q4 2018, NDE & FRNC)
	Recommended Action Step 2. Identify local business and industries that could benefit from an increase in digital learning opportunities within the community and share resources. (Q1 2019, ESU's & Districts)
	Recommended Action Step 3. Identify or develop opportunities or workplace experiences that could provide students with career readiness skills related to technology which allow them to be productive employees of local business and industry. (Q4 2019, Districts and ESU's)
	GOAL: CP4. BUILD EQUITY: Support the creation of opportunities and programs that advance our vision of increased equity and access to technology for learning throughout the state.
	Recommended Action Step 1. Build relationships with Higher Ed and National organizations to promote the development of Computer Science education throughout Nebraska. (Q2 2018, Higher Ed. & NDE)
	Recommended Action Step 2. Establish communication channels between all digital learning stakeholders (i.e. email lists, websites, attendance at meetings/public forums, leveraging collaborative tech tools, etc.) (Q1 2019, NDE, ESU's & Districts)
	Recommended Action Step 3. Continuously engage stakeholder groups to communicate vision and facilitate processes for obtaining access to technology for learning. (Q3 2019, NDE, FRNC, ESU's & Districts)
	Recommended Action Step 4. Identify community, county, school district, and service unit entities that can provide or fund technology for learning in the community and/or homes. (Q1 2020, NDE, FRNC & ESU's)
	Recommended Action Step 5. Identify and work with families in the school district who do not have home access to technology for learning. (Q3 2020, ESU's & Districts)

COMMUNITY PARTNERSHIPS: 3 YEAR GOALS TIMELINE

Community Partnerships 3 Year Timeline				
2018				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
CP1 Communication		AS 1. Develop Communication pieces and choose events to share	AS 2. Deliver Presentations and share the plan as widely as possible	AS 3. Meet with Legislators to share the plan details and goals & AS 4. Begin Future Ready Summit planning (2)

	Q1	Q2	Q3	Q4
CP2 Partnerships				
CP3 Exemplars				AS 1. Clearinghouse of community resources
CP4 Build Equity		AS 1. Build Computer Science relationships to promote the development of CS education.		

Community Partnerships 3 Year Timeline				
2019				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
CP1 Communication		AS 1. Develop Communication pieces and choose events to share	AS 2. Deliver Presentations and share the plan as widely as possible	AS 3. Meet with Legislators to share the plan details and goals
CP2 Partnerships	AS 1. Toolbox development on how to form partnerships and create opportunities.	AS 2. Creation of Community committees to execute current technology initiatives.		AS 3. Partnerships for preservice learning around digital learning best practices and pedagogy
CP3 Exemplars	AS 2. Identify business and industries that benefit from an increase digital learning opportunities and share resources.			AS 3. Identify and develop opportunities and workplace experiences to provide career readiness skills in technology.
CP4 Build Equity	AS 2. Establish Communication channels to digital learnings stakeholders		AS 3. Continuously Engage stakeholder groups to communicate vision for obtaining access to technology for learning	

Community Partnerships 3 Year Timeline				
2020				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
CP1 Communication		AS 1. Develop Communication pieces and choose events to share	AS 2. Deliver Presentations and share the plan as widely as possible	AS 3. Meet with Legislators to share the plan details and goals
CP2 Partnerships	AS 4. Partnerships for sharing community resources amongst postsecondary, libraries etc. to enrich digital learning		AS 5. Partnerships with higher ed, college board and other for dual credit, AP courses and certifications	
CP3 Exemplars				
CP4 Build Equity	AS 4.Identify stakeholder groups that can provide assistance to families in obtaining access		AS 5. Identify and create assistance to families for home access to technology for learning.	

CURRICULUM, INSTRUCTION AND ASSESSMENT GOALS AND ACTION STEPS

GEAR: Curriculum, Instruction and Assessment (CIA)
GOAL: CIA1. REGULATIONS: Identify the rules that support personalized teaching and learning; review and revise (if necessary).
Recommended Action Step 1. Research, develop, vet, and adopt personalized learning definition and Board Statement. (Q3 2018, NDE & FRNC)
Recommended Action Step 2. Review Rule 10, Rule 21, Rule 20 and others as needed to identify and recommend updates to effectively implement the goals of the Digital Learning/Ed Tech plan. (Q3 2018, NDE, FRN, ESU's & Districts)
Recommended Action Step 3. Clearly communicate changes to Rules; understand misconceptions and concerns and address. (Q1 2019, NDE, ESU's & FRNC)
Recommended Action Step 4. Investigate options for meeting Dual Credit and AP teacher criteria to increase opportunities for students including digital learning options. (Q3 2019, NDE & ESUCC)
GOAL: CIA2. TECHNOLOGY IN LEARNING: Implement and integrate standards aligned curricula and assessments that demonstrate deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology in all content areas for teachers and students.
Recommended Action Step 1. Develop resources that assist schools in developing Computer Science Education programs throughout Nebraska. (Q3 2018, NDE, Higher Ed. & ESU's)
Recommended Action Step 2. Assist schools in developing school library programs that will provide students an opportunity to develop digital literacy skills. (Q4 2018 NDE, ESU's & Districts)
Recommended Action Step 3. Create a toolbox of resources and exemplars for all content areas incorporating integrated technology standards (i.e. ISTE, STL & AETL) for learners. (Q2 2019, NDE)
Recommended Action Step 4. Incorporate and assess integrated technology standards (e.g. ISTE, STL & AETL) for students, teachers and administrators as part of future district ed tech plans. (Q3 2019, NDE, ESU's & Districts)
Recommended Action Step 5. Identify public and private sources of funding to ensure statewide, equitable access to all digital learning resources. (Q1 2020, NDE & FRNC)
Recommended Action Step 6. Integration specialists will be available to schools to implement and provide professional development and coach on the effective use of technology in teaching and learning. (Q2 2020, ESUs & Districts)
Recommended Action Step 7. Annually review integrated technology standards (i.e. ISTE, STL & AETL) and trends in digital and personalized learning and revise toolbox and resources as needed. (Q3 2020, NDE)

	GOAL: CIA3. TRAINING & EDUCATOR RESOURCES: Provide a collaborative reservoir of resources for educator professional growth/learning using OER Commons or similar platforms.
	Recommended Action Step 1. Begin OER project planning & Train educators on statewide, coordinated, and collaborative reservoir of open resources. (Q1 & Q3 2018 -> ongoing, NDE, ESUs, ESU SDA and TLT)
	Recommended Action Step 2. Find, define, and share exemplars of digital teaching and learning from local and national districts/schools. (Q2 2019, NDE, ESUs, NE<3 Public Schools, self-identified)
	Recommended Action Step 3. Seek partnerships to offer online teacher credit, advancement, and professional growth in technology integration (Q4 2019, NDE, FRNC, ESU's and districts)
	GOAL: CIA4. - ONLINE STUDENT RESOURCES: Create a system of equitable, differentiated opportunities for access to online resources for all students in Nebraska.
	Recommended Action Step 1. Find, define, share and create exemplars of digital learning resources for students from districts/schools. (Q1 2019 - ongoing, NDE, districts, ESUs)
	Recommended Action Step 2. Assure resources leveraging technology to create personalized learning experiences are available to meet the individual needs of every student. (Q1 2020, NDE & ESU's)
	Recommended Action Step 3. In district technology plans, districts will demonstrate equitable access to personalized learning resources for all students which includes the use of Universal Design principles as standard practice for digital tool development. (Q2 2020, FRNC, NDE and ESU's)
	GOAL: CIA5. ASSESSMENT and RESEARCH: Develop methods to evaluate the effectiveness of personalized and digital learning on student outcomes.
	Recommended Action Step 1. Analyze current practices and tools for gathering data on personalized and digital learning and create new measures as necessary. (Q4 2018, NDE, ESUs)
	Recommended Action Step 2. Find research and develop partnerships with higher education institutions and private institutions for data collection around personalized and digital learning effectiveness and outcomes. (Q2 2019, NDE, Higher Ed & ESU's)
	Recommended Action Step 3. Integrate findings into the NDE data dashboard and coach educators on effective use of these data to create personalized and digital learning opportunities. (Q4 2019, NDE, ESUs)
	Recommended Action Step 4. Educators will use assessment data that enables them to personalize instruction and increase student achievement. (Q3 2020, Districts)

CURRICULUM, INSTRUCTION AND ASSESSMENT: 3 YEAR GOALS TIMELINE

Curriculum, Instruction and Assessment 3 Year Timeline			
2018			
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.

	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
CIA1 Regulations			AS 1. Personalized Learning definition and Board Statement & AS 2. Rules Review and recommendations (2)	
CIA2 Technology in Learning			AS 1. Develop resources for schools to develop Computer Science programs.	AS 2. Assist schools in developing school library programs to provide digital literacy skills
CIA3 Training & Educator Resources	AS 1. Begin OER project Planning and creation of Hub		AS 2. Train educators on OER and OER Commons Hub (Ongoing)	
CIA4 Online Student Resources				
CIA5 Assessment & Research				AS 1. Analyze and gather Data on current practices of personalized and digital learning

Curriculum, Instruction and Assessment 3 Year Timeline			
2019			

	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
CIA1 Regulations	AS 2. Communicate Rules changes and address misconceptions		AS 3. Investigate options for meeting Dual Credit and AP teacher criteria to increase student opportunities.	
CIA2 Technology in Learning		AS 3. Create Toolbox of resources and exemplars for integrating integrated tech standards	AS 4. Incorporate and assess Integrated Tech standards for students, teachers and administrators as part of technology plan.	
CIA3 Training & Educator Resources		AS 3. Find, define and share Digital teaching exemplars		AS 4. Partnerships for online PD for teachers with credit earned, advancement or growth credits
CIA4 Online Student Resources	AS 1. Create exemplars of digital learning resources for students.			
CIA5 Assessment & Research		AS 2. Find research and develop partnerships for data collection around the effectiveness of personalized and digital learning outcomes.		AS 3. Use NDE dashboard data around personalized and digital learning with educators

Curriculum, Instruction and Assessment 3 Year Timeline			
2020			
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
CIA1 Regulations				
CIA2 Technology in Learning	AS 5. Identify sources of public and private funding to ensure equitable statewide access to digital learning resources.	AS 6. Integration specialists are available to schools to implement and coach on the effective use of technology in teaching learning.	AS 7. Annual Review of Integrated technology standards and trends and revise toolbox and resources as needed.	
CIA3 Training & Educator Resources				
CIA4 Online Student Resources	AS 2. Assure resources leveraging technology to create personalized learning experiences are available.	AS 3. Districts technology plans will demonstrate equitable Access to personalized learning resources including Universal Design principles.		
CIA5 Assessment & Research			AS 4. Educators use assessment data to personalize instruction and increase student achievement	

DATA AND PRIVACY GOALS AND ACTION STEPS

GEAR: Data and Privacy (DP)
GOAL: DP1. POLICES: Adopt and sustain policies protecting privacy and security of student data and ensuring compliance with applicable laws and regulations.
Recommended Action Step 1. Utilize Future Ready and/or district technology plan needs assessment/survey data to identify and prioritize areas of need. (Q1 2018, NDE & FRNC)
Recommended Action Step 2. All Data and Privacy gear partners organizations will research other states' data privacy and security policies and best practices. (Q2 2018, FRNC)
Recommended Action Step 3. Prepare policy recommendations and sample/template policies for use throughout Nebraska. (Q4 2018, NDE & ESUCC, KSB School Law)
Recommended Action Step 4. Include a review schedule from guidance provided in Action Step 3 above, for inclusion in policies, new regulation and/or legislation where appropriate. (Q1 2020, NDE)
GOAL: DP2. DATA COLLECTION: Collect and provide data in efficient and meaningful ways to support instruction and decision-making and minimize the reporting burden of school districts.
Recommended Action Step 1. Utilize Future Ready and/or district technology plan needs assessment/survey data and review the findings of the LR264 study to identify and prioritize areas of need. (Q2 2018, NDE)
Recommended Action Step 2. Incorporate areas of need into software development and procurement project plans, such as ADVISER, SRS, single sign-on, AAP, and components of the educator's core package of technology tools. (Q3 2018, NDE & ESUCC)

Recommended Action Step 3. Data and Privacy gear partner organizations will design a system of continuous feedback and improvement in data collection and use. Emphasis will be toward utilizing existing working or advisory groups and mechanisms (such as the technology plan) over creating new structures. (Q1 2019, FRNC)
Recommended Action Step 4. Implement the system of continuous feedback and improvement in data collection and use designed in Action step 3 above. (Q3 2019, NDE & ESUCC)
Recommended Action Step 5. Educators and Students will use data to personalize instruction, understand student progression through the learning standards and increase student achievement. (Q3 2020, NDE & Districts)
GOAL: DP3. TRAINING: Provide training, resources, and communication to inform and equip stakeholders to keep student data private and secure.
Recommended Action Step 1. Utilize Future Ready and/or district technology plan needs assessment/survey data to identify and prioritize areas of need. (Q1 2018, NDE & FRNC)
Recommended Action Step 2. Advocate with legislators and regulators as student data privacy regulation and legislation are proposed and considered (using the sample policy framework(s) designed in action step 3 from Goal #1. (Q3 2018, NDE, ESUCC & Districts)
Recommended Action Step 3. Develop and implement a strategy of regular communication regarding data use, privacy and security issues, highlighting training opportunities, and resource materials. (Q4 2019, NDE & ESUCC)
Recommended Action Step 4. Develop and Customize training materials on Data and Privacy policies for administrators and staff. (Q1 2020, ESU's & Districts)
Recommended Action Step 5. Develop and customize training materials on Data and Privacy policies for students. (Q1 2020, ESU's & Districts)
Recommended Action Step 6: Evaluate the effectiveness of resources, communication, and training and refine continuously, as needed. (Q1 2021, NDE, ESUCC & Districts)

DATA AND PRIVACY: 3 YEAR GOALS TIMELINE

Data and Privacy 3 year timeline				
2018				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
DP1 Policies	AS 1. Utilize FR survey data to prioritize areas of need	AS 2. Research on Data Privacy and security and best practices.		AS 3. Prepare policy recommendations and policy templates
DP2 Data Collection		AS 1. FR survey data and LR 264 study review and set priorities	AS 2. Incorporate areas of need into software development and procurement plans	
DP3 Training	AS 1. Utilize FR survey data to prioritize and identify areas of need		AS 2. Advocate with legislators for regulations around students data privacy and regulation from policies in DP 1 goal.	

Data and Privacy 3 year timeline				
2019				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
DP1 Policies				
DP2 Data Collection	AS 3. Design a system of continuous feedback and improvement in data collection and use by using existing mechanisms and groups		AS 4. Implement the system of continuous feedback and improvement completed in AS 3.	
DP3 Training				AS 3. Develop and Implement a strategy for regular communication regarding data use, privacy and security issues, highlighting training etc.

Data and Privacy 3 year timeline				
2020				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
DP1 Policies	AS 4. Create a review schedule for policy guidance, new regulations and/or legislation.			
DP2 Data Collection			AS 5. Educators and students will use data to personalize instruction and understand the progression through learning standards	
DP3 Training	AS 4 & 5. Develop and customize training materials on data and privacy for admin & same for students (2)			

PERSONALIZED PROFESSIONAL DEVELOPMENT GOALS AND ACTION STEPS

GEAR: Personalized Professional Learning Goals (PPL)
GOAL: PPL1. ONLINE RESOURCES: All Nebraska teachers, administrators and other stakeholders will have access to online Professional Learning resources including videos, articles and other professional development opportunities.
Recommended Action Step 1. Create a vetting committee that determines a rubric for evaluating online Professional Learning content. (Q3 2019, NDE, ESUCC, ESU's, & Districts)
Recommended Action Step 2. Populate the Nebraska OER Commons hub with vetted and high quality Professional Development content for teachers, administrators and other stakeholders. (Q4 2019, NDE, ESUCC, & ESU's)

essa NEBRASKA	Recommended Action Step 3. Communicate and inform Nebraska school districts about the Nebraska OER Commons hub and its resources for professional development. (Q2 2020, NDE, ESUCC, and ESU's)
essa NEBRASKA	Recommended Action Step 4. Assist and encourage Nebraska school districts to access and utilize Nebraska OER resources for Professional Learning. (Q3 2020, NDE & ESUs)
AQuESTT	**GOAL: PPL2. EFFECTIVE PROFESSIONAL LEARNING: All Nebraska teachers, administrators and other stakeholders will have access to a system of professional practices that allow educators to pursue Personalized Professional Learning.**
essa NEBRASKA	Recommended Action Step 1. Help teachers and administrators to build Personal Learning Networks that include social media tools and collaborations that extend outside their buildings. (Q4 2018, NDE & ESU's)
essa NEBRASKA	Recommended Action Step 2. Create a suggested system of professional practices that uses a broad set of indicators including student achievement, evidence of improved instructional practice, and student engagement. (Q1 2019, NDE, ESUCC, ESU's & Districts)
	Recommended Action Step 3. Develop trainings and materials to assist teachers in goal-setting activities, collection of progress data, self-reflection and evaluation of Professional Learning data. (Q2 2019, ESU's & Districts)
	Recommended Action Step 4. Use a data driven process for determining teacher's Personal Professional Learning priorities. (Q4 2019, NDE, ESU's & Districts)
essa NEBRASKA	Recommended Action Step 5. Provide professional development opportunities that allow teachers to use and learn the Use of Space and Time instructional tools. (Q1 2020, NDE & ESU's)
essa NEBRASKA	Recommended Action Step 6. Develop a toolkit that has a definition of student-centered learning and personalized learning along with how to create personalized learning plans and systems to support the development of personalized learning. (Q3 2020, NDE, FRNC & ESU's)
essa NEBRASKA	Recommended Action Step 7. Create resource of personalized learning teaching practices including rubrics for guidance. (Q4 2020, NDE & ESU's)
AQuESTT	**GOAL: PPL3. DIFFERENTIATE PROFESSIONAL LEARNING: Coordinate resources that support professional learning, planning and prioritizing at school districts including targeting staff of Librarians, Ed Tech Leaders, Principals and other school leaders.**
essa NEBRASKA	Recommended Action Step 1. Train ESU staff members on the Nebraska Future Ready Framework, Nebraska OER Commons hub, and other Digital Learning resources. (Q3 2018, NDE, FRNC & ESU TLT OER Work Group)
	Recommended Action Step 2. Develop and organize targeted trainings for specific school district personnel at all levels on Future Ready frameworks, Ed Tech plan and Digital tools. (Administrators, teachers, paras, librarians and other appropriate staff). (Q3 2018, NDE & ESU's)
National Education Technology	Recommended Action Step 3. Develop a partnership with college and university teacher education programs to train and inform teacher education faculty about Future Ready Resources to include the Nebraska Future Ready framework. (Q1 2019, NDE & ESU's)
	Recommended Action Step 4. Develop a partnership with college and university teacher education programs to educate pre-professional teachers about Future Ready Resources to include the Nebraska Future Ready

PERSONALIZED PROFESSIONAL LEARNING: 3 YEAR GOALS TIMELINE

Personalized Professional Learning 3 year timeline				
2018				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
PPL1 Online Resources				
PPL2 Effective Professional learning				AS 1. Train teachers to build professional learning networks and use social media tools to extend collaborations outside their buildings.
PPL3 Differentiated Prof. Learning		AS 1. Train ESU members on FR Framework and OER hub	AS 2. Training for school personnel on Future Ready and the Ed. Tech plan	

Personalized Professional Learning 3 year timeline				
2019				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
PPL1 Online Resources			AS 1. Create a vetting rubric for evaluating Prof. Learning content	AS 2. Populate OER with content for PD
PPL2 Effective Professional learning	AS 2. Create a system of professional practices with broad indicators like student achievement, improved professional practice and student engagement	AS 3. Develop training and materials to assist teachers with goal setting activities, collection of progress data, self-reflection and professional learning data.		AS 4. Use a Data driven process to prioritize professional learning priorities.
PPL3 Differentiated Prof. Learning	AS 3. Train higher ed education faculty on Future Ready resources and the Future Ready Framework		AS 4. Prepare Pre-service teachers on Future Ready resources, framework and the Ed Tech plan	

Personalized Professional Learning 3 year timeline				
2020				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
PPL1 Online Resources		AS 3. Communicate OER hub resources developed for Personalized Professional Development	AS 4. Assist districts in accessing and utilizing OER resources for PD	
PPL2 Effective Professional learning	AS 5. Provide Professional Development opportunities on using Space and Time tools		AS 6. Develop a toolkit for student centered learning and Personalized learning and creating plans and systems of support.	AS 7. Create a Resource of Personalized Learning teaching practices and rubrics for guidance.

PPL3 Differentiated Prof. Learning				

ROBUST INFRASTRUCTURE GOALS AND ACTION STEPS

GEAR: Robust Infrastructure (RI)
GOAL: RI1. ACCESS: All students will have access to Internet resources and digital devices during the school day and during non-school hours to achieve equity of access.
Recommended Action Step 1. Pending approval of Institute for Museum and Library Services (IMLS) grant funding, implement five library/school district partnerships to share Internet access from school to library. (Q2 2018, FRNC & NNAG or Library Commission)
Recommended Action Step 2. Measure and assess current state connectivity, use of technology, technology staff, technology support, campus Wi-Fi access and technology access through NDE's annual technology plan. (Q3 2018, NDE)
Recommended Action Step 3. Improve Wi-Fi throughout all school campuses to all staff and student accessible areas to increase digital learning opportunities. (Q1 2019, Districts and ESU's)
Recommended Action Step 4. Research and Communicate the various technologies to narrow the homework gap that could be piloted at the district level, including TV White Space, cellular hotspots, homework hotspots, and other technology. (Q1 2019, NDE & FRNC)
Recommended Action Step 5. Research and Communicate existing social assistance programs that would help defray the cost of broadband for economically challenged families. (Q1 2020, FRNC, Districts & ESU's)
Recommended Action Step 6. Encourage every public school district to conduct a confidential, in-school survey of every student to determine the availability of wired or wireless Internet access and devices to every student home. (Q2 2020, NDE & Districts)
GOAL: RI2. Single Sign On (SSO): All Districts will be connected to a statewide single sign-on system, with access to associated resources.
Recommended Action Step 1. All school districts will be connected to the Nebraska Cloud Identity Provider (IdP). (Q3 2018, NDE, FRNC & ESUCC)
Recommended Action Step 2. Encourage more Service Providers (SPs) to connect their application(s) to the statewide single sign-on system. (Q4 2018, NDE, ESUCC & ESU's)
Recommended Action Step 3. Train users on how to access statewide resources available in the Portal such as ADVISER, Learn360, and others. (Q1 2019, ESU's)
GOAL: RI3. INFRASTRUCTURE: Encourage 100% of public school districts to leverage infrastructure funding options like Category 2 e-Rate funds and ESSA funding to upgrade their internal networking and Wi-Fi.

	Recommended Action Step 1. Assist Education SuperHighway, a nonprofit organization, in contacting the 40 Nebraska school districts that have not yet leveraged their Category 2 E-rate funding, and provide them with resources, and encourage their Category 2 E-rate participation prior to Q3, 2020. (Q1 & Q2 2018, FRNC & NDE)
	Recommended Action Step 2. Provide training to promote and encourage school districts to apply for e-Rate Category 2 funding. (Q4 2018, NDE)
	Recommended Action Step 3. Assist schools in leveraging resources including e-Rate procedures (Form 470s, RFPs, etc.) and other State and Federal Funds (like the ESSA Title 1 or Title IV funding) or grants to be used for ubiquitous infrastructure needs and upgrades at the local level. (Q2 2019, NDE & ESU's)
	GOAL: RI4. PROCUREMENT: The State of Nebraska and University of Nebraska will procure and contract for statewide backbone circuits and Wide Area Network (WAN) transport circuits to connect districts directly to the Network Nebraska aggregation points.
	Recommended Action Step 1. Post RFP for up to six segments of 10Gbps wave services for a Northeast Nebraska backbone fiber loop. (Q4 2018, OCIO)
	Recommended Action Step 2. Begin implementation/installation of Northeast backbone infrastructure. (Q3 2019, OCIO)
	Recommended Action Step 3. Build and post RFP for up to 250 WAN transport circuits. (Q4 2019, OCIO)
	Recommended Action Step 4. Begin implementation/installation of WAN transport circuits. (Q3 2020, OCIO)
	GOAL: RI5. FUNDING: Digital learning is adequately funded and fully integrated across multiple budget areas, including instruction, building facilities, technology, staffing, utilities, etc., where appropriate.
	Recommended Action Step 1.Develop a statewide Open Education Resources strategy and recycle current commercial textbook expenditures into lifecycle funding for end-user technology. (Q3 2018, NDE & ESUCC)
	Recommended Action Step 2. Complete a statewide examination of procurement vehicles and help ESUs aggregate purchasing power through state or regional contracts like MHEC contracts. Negotiate device standard, device catalog, purchasing cycle, and bulk discounts for all institutions. (Q4 2018, NDE & FRNC)
	Recommended Action Step 3. Include technology infrastructure and funding technology infrastructure into bonded building projects. (Q1 2019, NDE & Districts)
	Recommended Action Step 4. Develop a life-cycling funding planning guide to help local districts better understand long term sustainable technology funding models. (Q1 2019, NDE & FRNC)
	GOAL: RI6. COORDINATED SUPPORT: Develop a coordinated statewide service desk approach to provide timely and clear technical support of state level systems and supports for local users.
	Recommended Action Step 1. Develop and implement a plan to define and coordinate service desk efforts supporting technology services and resources implemented at the state level. (Q4 2018, NDE, ESU's & Districts)
	Recommended Action Step 2. Develop training to assist technical support staff in providing user support for the use of digital tools and technology. (Q2 2019, NDE, ESU's & Districts.)

ROBUST INFRASTRUCTURE: 3 YEAR GOALS TIMELINE

Robust Infrastructure 3 year timeline			
2018			
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
RI1 Access		AS 1. IMLS grant possibilities for library partnerships and implementation of partnerships	AS 2. Measure & Assess state connectivity, use of tech. use of tech staff, tech support and access.	
RI2 SSO			AS 1. Connect all schools to the Nebraska cloud identity provider	AS 2. Encourage service providers to connect their applications to the SSO system
RI3 E-Rate	AS 1. Education Superhighway encourage districts to leverage Cat 2			AS 2. Train and Promote use of E-Rate Cat 2 funding
RI4 Procurement				AS 1. Post RFP for NW NE fiber loop
RI5 Funding			AS 1. Create OER strategy to recycle textbook expenditures into lifecycle funding	AS 2. Examine procurement vehicles and aggregate purchasing power
RI6 System of Support				AS 1. Develop a plan to create a system of technology supports that assist districts with digital and personalized learning goals.

Robust Infrastructure 3 year timeline			
2019			
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
RI1 Access	AS 3. Improve Wi-Fi access throughout all school campuses to include all staff and student accessible areas	AS 4. Research technologies that could narrow the homework gap and be piloted at the district level		
RI2 SSO	AS 3. Train users on statewide resources available through the portal			
RI3 E-Rate		AS 3. Assist schools in leveraging e-Rate and funding to improve infrastructure and to make upgrades		
RI4 Procurement			AS 2. Install Backbone of NW fiber loops	AS 3. Post RFP for 250 WAN transport circuits
RI5 Funding	AS 3. Include technology infrastructure and technology funding into bond issues & AS 4. Life cycling funding guide creation (2)			
RI6 System of Support		AS 2. Develop training to assist technical support staff in providing user support for the use of digital tools and technology.		

Robust Infrastructure 3 year timeline				
2020				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
RI1 Access	AS 5. Research & communicate social assistance programs to help with costs for broadband in homes	AS 6. In School survey on student broadband access at home		
RI2 SSO				
RI3 E-Rate				
RI4 Procurement			AS 5. Install 250 WAN transport circuits	
RI5 Funding				
RI6 System of Support				

USE OF SPACE AND TIME GOALS AND ACTION STEPS

GEAR: Use of Space and Time (UST)

GOAL: UST1. Learning Environment: Ensure students have access to learning environments that support personalized learning.

Recommended Action Step 1. Explore opportunities for creating and maintaining physical environments conducive to technology rich collaboration and learning including whole group activities, small group activities and independent learning. (Q1 2019, Districts)

Recommended Action Step 2. Provide extended learning opportunities to students with access to anytime anywhere learning platforms. (i.e. learning management systems, adaptive learning platforms and online courses) (Q3 2019, Districts)

Recommended Action Step 3. Develop coursework that allows for flexibility in the pacing and sequencing of completion using mastery/project based learning to meet personalized student outcomes. (Q1 2020, Districts)

Recommended Action 4. Provide resources and flexible scheduling opportunities to allow for deeper level application of student learning and allow time for students to create and collaborate around the learning. (Q2 2020, Districts)

GOAL: UST2. Learning Pedagogy: Provide students access to a variety of pedagogies that support personalized learning.

Recommended Action Step 1. Create awareness and encourage the use of a variety of rich digital and distance learning opportunities. (i.e. online field trips, NVIS, online resources, career and technical programs, dual credit).

	(Q4 2018, NDE, FRNC, ESUCC & ESU's)
	Recommended Action Step 2. Provide educational experiences and assessments that challenge and ensure mastery of content standards for all students through the use of digital tools (e.g., project based learning, standards-based grading, competency-based education, Blend Ed) (Q2 2019,ESU's & Districts)
	Recommended Action 3. Provide access to AP coursework, dual credit and industry certification coursework using online and distance digital resources. (Q4 2019, ESU's & Districts)
	GOAL: UST3. Exemplars: Provide personalized learning models that exemplify the Use of Space and Time.
	Recommended Action Step 1. Research and provide effective implementation models of online and blended courses for digital learning. (Q2 2018, NDE, FRNC, ESUCC, ESU's & Districts)
	Recommended Action Step 2. Demonstrate multiple ways technology is leveraged to provide student and staff centered learning environments. (Q1 2019, NDE, ESUCC, FRNC, ESU's & Districts)
	Recommended Action Step 3. Expand and communicate statewide projects that demonstrate successful personalized learning outcomes. (Q3 2019, NDE, FRNC & ESUCC)

USE OF SPACE AND TIME: 3 YEAR GOALS TIMELINE

Use of Space and Time 3 Year timeline				
2018				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
UST1 Learning Environment				
UST2 Learning Pedagogy				AS 1. Create awareness and encourage use of a variety of digital and distance learning opportunities
UST3 Exemplars		AS 1. Research and provide effective implementation models of online and blended courses		

Use of Space and Time 3 Year timeline				
2019				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
UST1 Learning Environment	AS 1. Explore physical environment changes to create richer learning experiences		AS 2. Provide extended learning opportunities with platforms for anywhere anytime learning	

		AS 2. Provide educational experiences and assessments that ensure mastery of content standards using digital tools		AS 3. Access to AP, Dual Credit and industry certification
UST2 Learning Pedagogy				
UST3 Exemplars	AS 2. Demonstrate multiple ways technology is leveraged to provide student and staff centered learning environments		AS 3. Expand & communicate statewide projects that demonstrate successful personalized learning outcomes	

Use of Space and Time 3 Year timeline				
2020				
	Q1: Jan. - March	Q2: April - June	Q3: July – Sept.	Q4: Oct. – Dec.
UST1 Learning Environment	AS 3. Develop coursework that allows flexibility in pacing and sequencing	AS 4. Resources for flexible scheduling opportunities		
UST2 Learning Pedagogy				
UST3 Exemplars				

CONCLUSION

The Nebraska Digital Learning and Ed Tech Plan represents the Future Ready Nebraska Council's recommendations for Nebraska's course for the next 3 years. The FRNC in collaboration with other Nebraska education stakeholders will continue to work to move this plan forward and monitor its progress. This plan as well as progress updates will be shared on the Future Ready Nebraska website (https://www.education.ne.gov/educational-technology/future-ready-nebraska).

The Nebraska Digital Learning and Ed Tech Plan is about teaching and learning in the digital environment in which our society now lives and works and not about devices, software, apps or the latest tools. The plan guides education leaders in thoughtful planning, preparation and analysis of student outcomes while providing professional learning and leadership. Moving Nebraska forward while providing equitable access to educational opportunities will take a collaborative effort from the entire education community. It will take everyone from PK – 12 to postsecondary, from classroom teachers to state and local policy makers, from students to parents, from libraries to businesses; it will take everyone working and partnering side by side to create the best educational opportunities that our students deserve.

SOURCES USED

Future Ready Schools

Main: https://dashboard.futurereadyschools.org/

Framework: https://dashboard.futurereadyschools.org/framework

U.S. Department of Education

Main: https://www.ed.gov/

ESSA: https://www.ed.gov/essa?src=policy

Office of Educational Technology

Main: https://tech.ed.gov/

National Education Technology Plan: https://tech.ed.gov/netp/

Alliance for Excellent Education

Main: https://www.all4ed.org/

ESSA Primer: Digital Learning:

https://www.all4ed.org/reports-factsheets/every-student-succeeds-act-primer-digital-learning/

ESSA Primer: Personalized Learning:

https://www.all4ed.org/reports-factsheets/every-student-succeeds-act-primer-personalized-learning/

Nebraska Legislature

LR 264: https://nebraskalegislature.gov/bills/view_bill.php?DocumentID=14866

Nebraska Department of Education

AQuESTT: https://aquestt.com/

ESSA Nebraska: https://www.education.ne.gov/natlorigin/every-student-succeeds-act/

SBOE Strategic Vision and Direction: https://nebraskaeducationvision.com/

FUTURE READY ›› NEBRASKA

With participation and leadership from:

Common Sense Media
ESU Coordinating Council (ESUCC)
Future Ready Advisory Team
Future Ready Nebraska Council
KSB School Law
Nebraska Association of Technology Administrators (NATA)

Nebraska Digital Learning Association (NDLA)
Nebraska Educational Technology Association (NETA)
Nebraska Informational Technology Commission (NITC)
University of Nebraska
Wayne State College