



Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA
DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

2020 CARES Act Public Feedback Survey: Executive Summary

May 15, 2020

The Coronavirus Aid, Relief, and Economic Security (CARES) Act suggests some uses for one-time, relief funds. In response to the impact of school attendance center closures due to COVID-19, the Nebraska Department of Education (NDE) recently administered a public feedback survey from April 30, 2020 through May 11, 2020 using the Qualtrics survey software. The survey, made available in English and Spanish, was designed to measure public input on how the NDE can prioritize resources in a way that most benefits Nebraska students and schools. We used our statewide accountability and school improvement framework, Accountability for a Quality Education System Today and Tomorrow (AQuESTT) to shape the survey. A total of 4,981 survey responses were received.

Some of the key survey findings are listed as follows:

- A majority of the respondents (67%) were educators or education-related professionals (n = 3,314). The next largest group was represented by parents who made up 27% of the respondents (n = 1,361).
- Respondents were from all geographic regions across Nebraska, with almost half of them hailing from Douglas and Lancaster counties (47%, n = 2,321). Douglas and Lancaster counties are the two most populous counties in Nebraska, housing Omaha Public Schools and Lincoln Public Schools, respectively.
- Respondents identified the following top five (5) student and community needs during this remote learning environment (continued learning outside of a "traditional" classroom):
 1. Enhance technology infrastructure (e.g., broadband, devices, platforms, data privacy, etc.) for students and families (16%, n = 3,434).
 2. Build supports for planning for possible interruptions upon returning to school and student and staff reentry (14%, n = 2,991).
 3. Ensure student nutritional needs are met (10%, n = 2,253).

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

4. Provide professional learning to support an inclusive remote learning environment and engagement, along with best practices for different student groups (10%, n = 2,099).
 5. Create or expand mental, behavioral, and social emotional supports (e.g., telehealth) (8.14%, n = 1,764).
- In terms of prioritization of needs, respondents identified the following as the greatest need and the least need in each of the three AQuESTT domains:
 1. Success, Access, and Support
 - Greatest need: Enhance technology infrastructure (e.g., broadband, devices, platforms, data privacy, etc.) for students and families (52.3%, n = 2,605);
 - Least need: Ensure essential services are provided to students experiencing homelessness (e.g., expand homeless liaison positions) (14.1%, n = 702).
 2. Teaching, Learning, and Serving
 - Greatest need: Provide professional learning to support an inclusive remote learning environment and engagement, along with best practices for different student groups (32.3%, n = 1,610);
 - Least need: Provide standards-aligned, diagnostic assessments for students in grades K-2, and 9-12 (4.0%, n = 199).
 3. Leadership
 - Greatest need: Build supports for planning for possible interruptions upon returning to school and student and staff reentry (51.1%, n = 2,543);
 - Least need: Strengthen school-community partnerships (6.5%, n = 325).
 - Approximately 17% of the respondents (n = 851) provided open-ended comments, most of which revolve around the words "student", "school", "teacher", and "learning". Apart from these expected words, other words frequently provided in the comments were "parent", "family", "support", and "access".

Appendix

Preview of survey link:

https://nde.col.qualtrics.com/jfe/preview/SV_efislah4QDEA1KZ?Q_SurveyVersionID=current&Q_CHL=preview

Figure 1. Breakdown of respondent roles in relation to education.

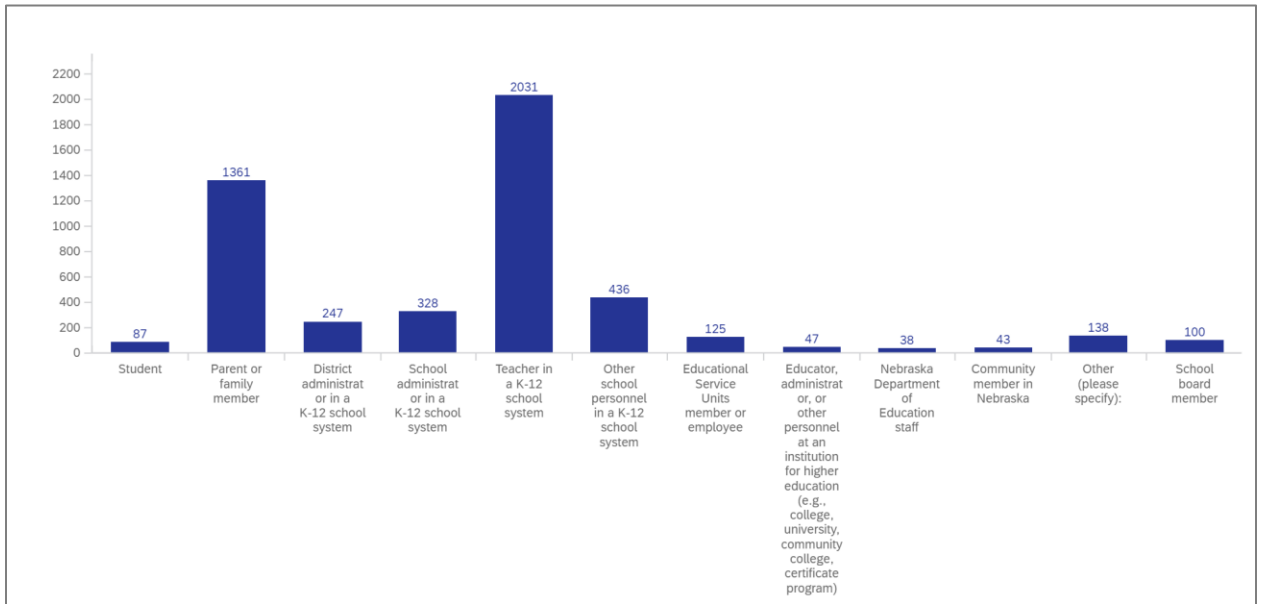


Figure 2. Geographic distribution of survey respondents by Nebraska county.

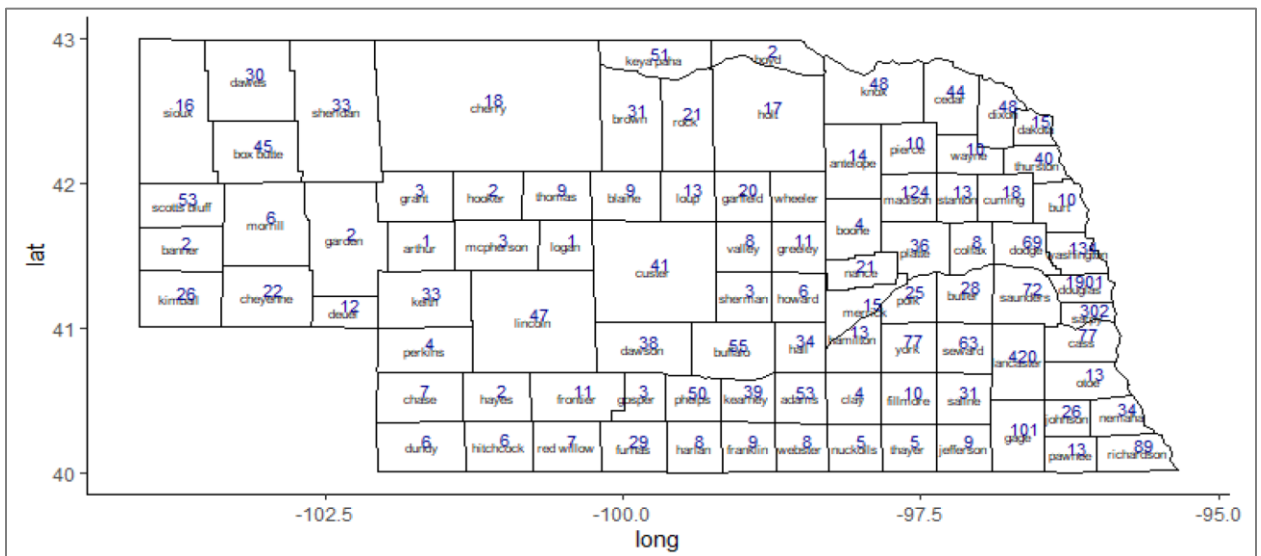


Figure 3. Distribution of top five (5) needs requested by respondents.

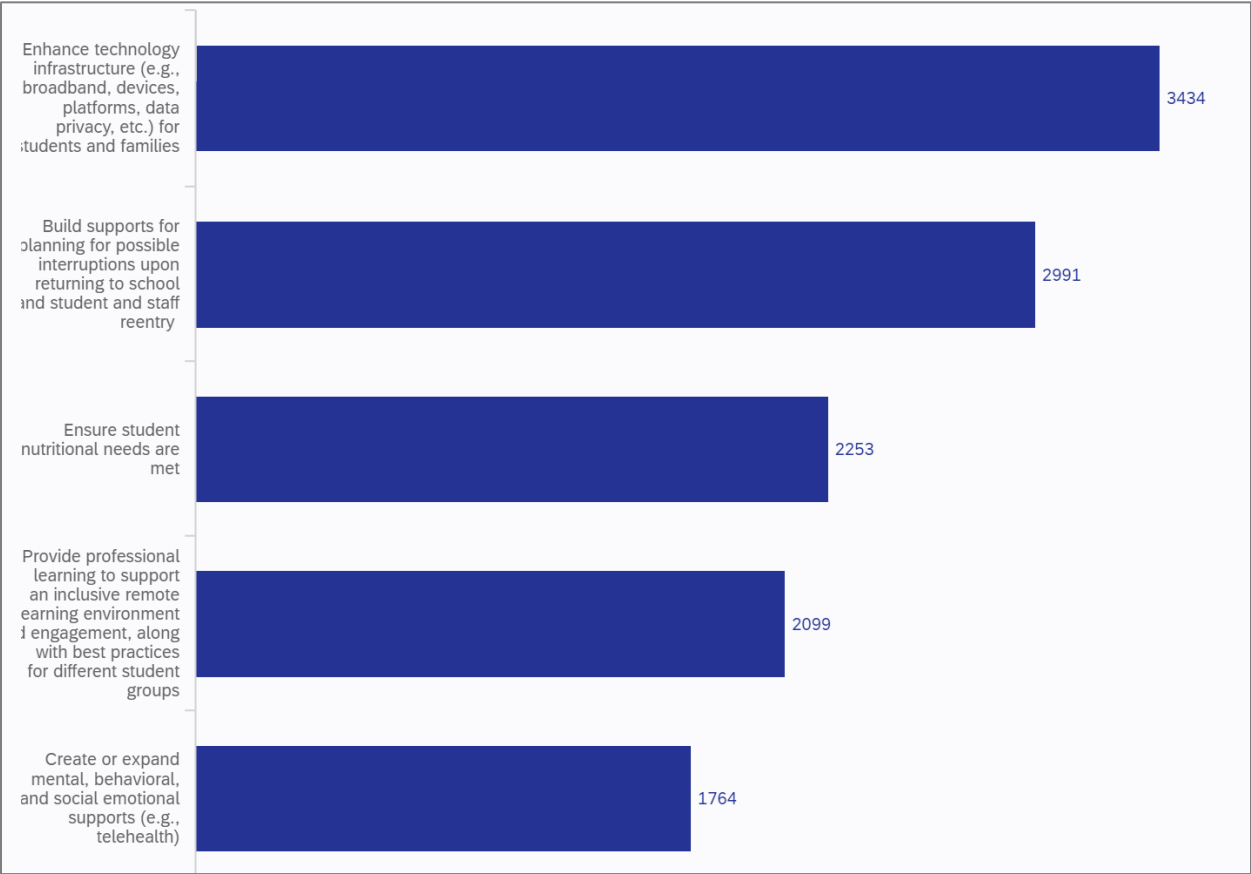


Figure 4. Prioritization of needs for the domain of Success, Access, and Support, with "1" being "greatest need" and "4" being "least need."

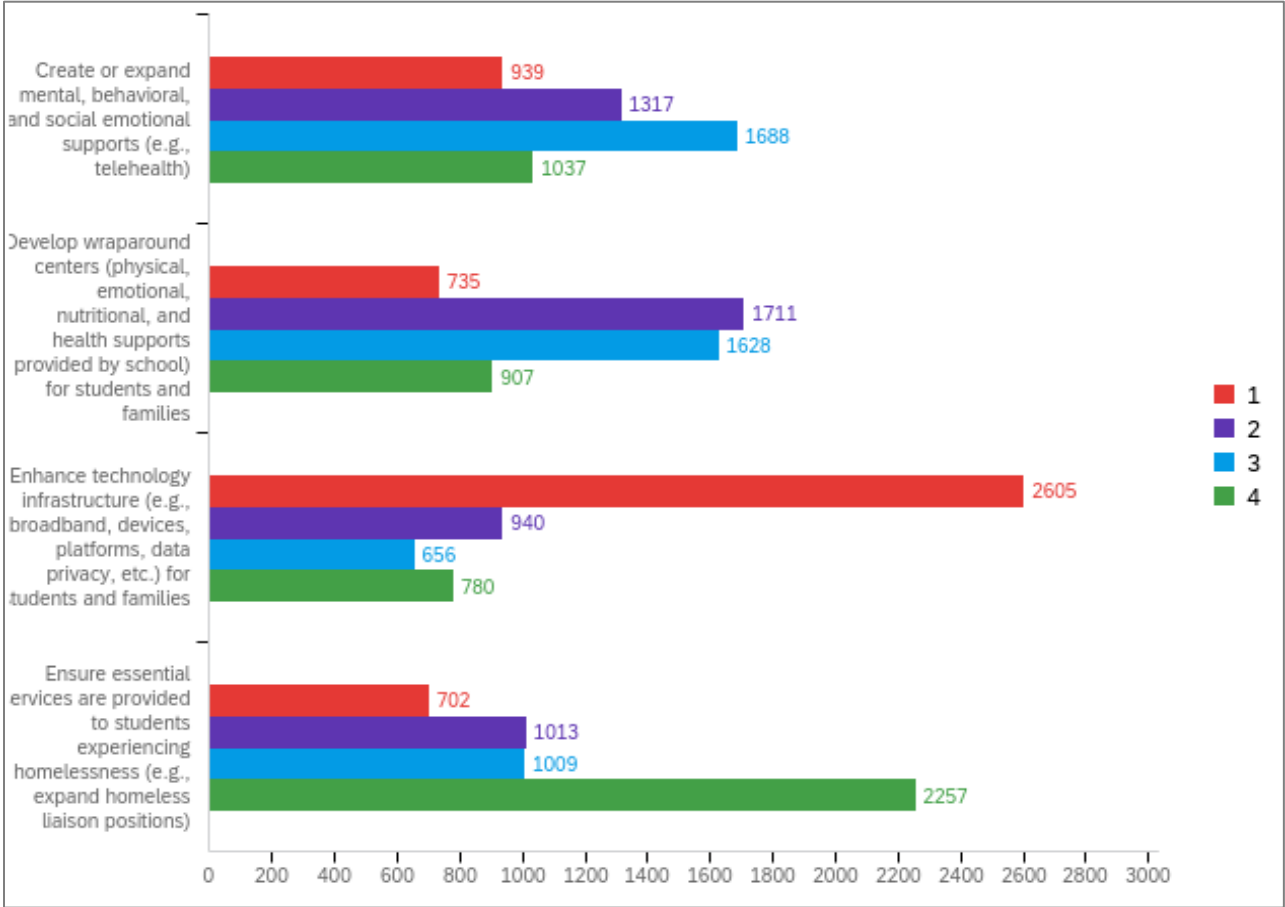


Figure 5. Prioritization of needs for the domain of Teaching, Learning, and Serving, with "1" being "greatest need" and "6" being "least need."

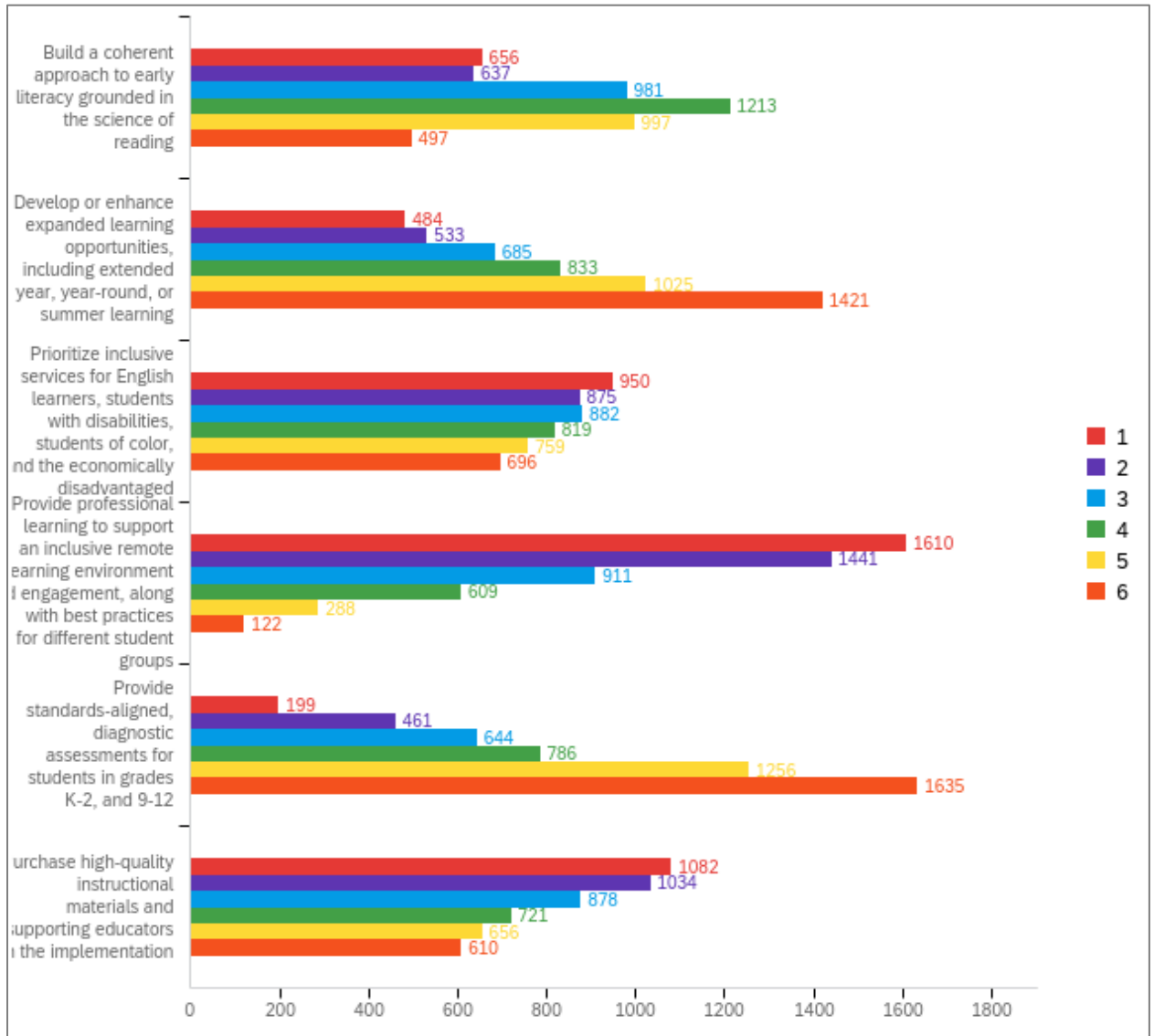


Figure 6. Prioritization of needs for the domain of Leadership, with "1" being "greatest need" and "4" being "least need."

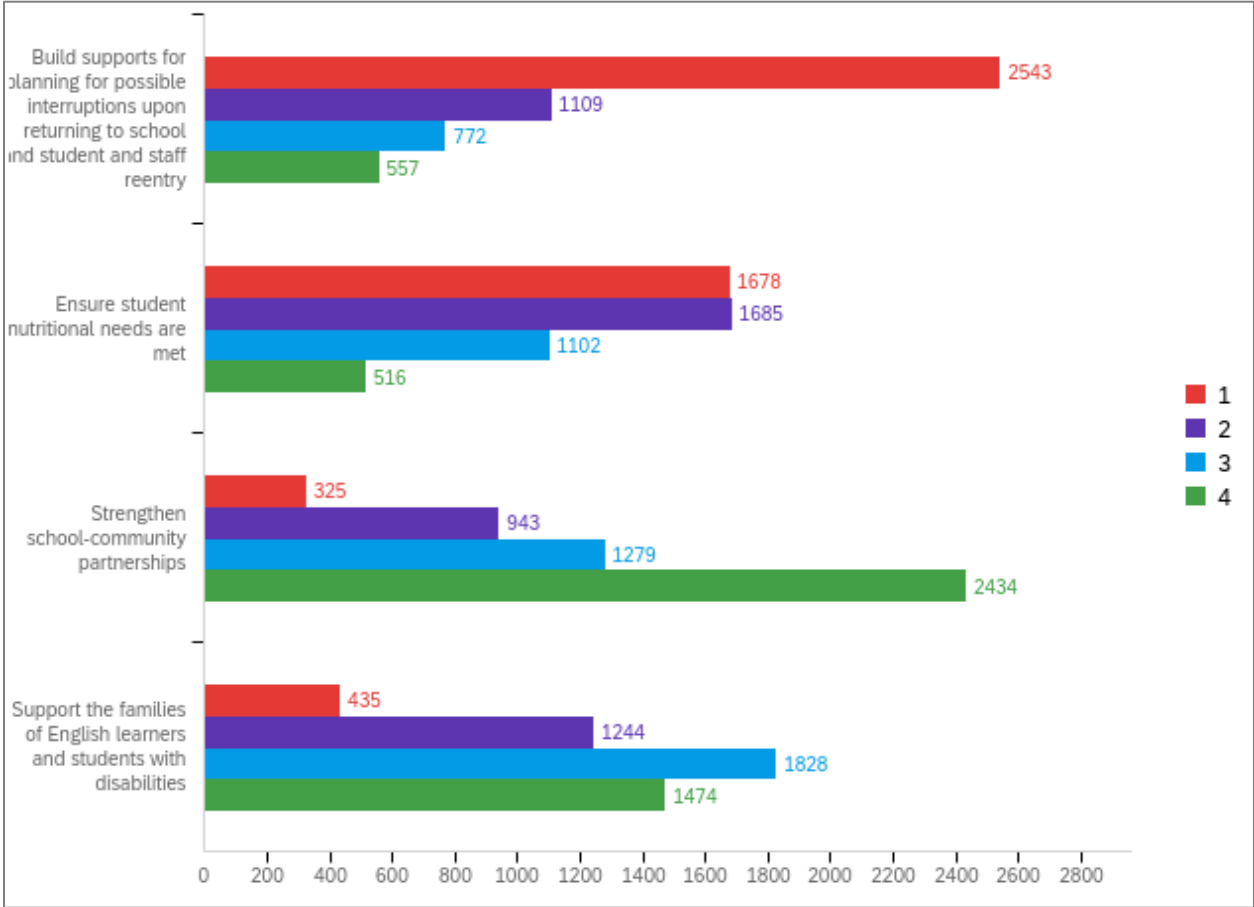


Figure 7. Word cloud of survey comments provided by respondents.

