

Educational Resources Committee Meeting
Wednesday, September 7, 2022 12:30 PM
ESU No.10
76 Plaza Blvd
Kearney, NE 68845

1. Call to Order
Committee Chair
2. Roll Call
Committee Chair
3. Agenda Item
Committee Chair
 - 3.1. Proposed ESU Safety Academy
Scott Stemper
 - 3.2. Intern NE Grant Funding
Ana Lopez Shalla
 - 3.3. Special Populations
Committee Chair
 - 3.3.1. NDE Special Education Update
Amy Rhone
 - 3.3.2. ESPD Report
Ruth Miller
 - 3.3.3. SRS Staff Report
 - 3.4. PDO (Professional Development Organization)
Committee Chair
 - 3.4.1. High Quality Instructional Materials Support (HQ-IM)
Committee Chair
 - 3.4.2. Hanover Research - Repurposing Funds
Committee Chair
 - 3.4.3. REL Central Advisory Board
Laura Barrett
 - 3.4.4. Cadre Discussion
Jen Madison
 - 3.4.5. SDA Report
SDA Affiliate Chair
 - 3.4.6. PDO Meetings
Committee Chair
 - 3.4.7. NDE Updates
Russ Masco
 - 3.4.7.1. Statewide Score card
Shirley Vargas
 - 3.4.8. Monthly Talking Points
Executive Director

4. Next Meeting Agenda Items
Committee Chair
5. Adjournment
Committee Chair

NEBRASKA OPEN MEETINGS ACT

84-1407. Act, how cited. Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

84-1408. Declaration of intent; meetings open to public. It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret. Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

84-1409. Terms, defined. For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders, and (iii) the Judicial Resources Commission or subcommittees or subgroups of the commission;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Virtual conferencing means conducting or participating in a meeting electronically or telephonically with interaction among the participants subject to subsection (2) of section 84-1412.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as: (a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body; (b) Discussion regarding deployment of security personnel or devices; (c) Investigative proceedings regarding allegations of criminal misconduct; (d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting; (e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or (f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length. Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; virtual conferencing authorized; requirements; emergency meeting without notice; appearance before public body.

(1)(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public. (b) (i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website. (ii) In the case of the governing body of a city of the second class or village or such body's advisory committee, such notice shall be published by: (A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website; or (B) Posting written notice in three conspicuous public places in such city or village. Such notice shall be posted in the same three places for each meeting. (iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public

body.(c) In addition to a method of notice required by subdivision (1)(b)(i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee. (d) Each public body shall record the methods and dates of such notice in its minutes. (e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2)(a) The following entities may hold a meeting by means of virtual conferencing if the requirements of subdivision (2)(b) of this section are met: (i) A state agency, state board, state commission, state council, or state committee, or an advisory committee of any such state entity; (ii) An organization, including the governing body, created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act; (iii) The governing body of a public power district having a chartered territory of more than one county in this state; (iv) The governing body of a public power and irrigation district having a chartered territory of more than one county in this state; (v) An educational service unit; (vi) The Educational Service Unit Coordinating Council; (vii) An organization, including the governing body, of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act; (viii) A community college board of governors; (ix) The Nebraska Brand Committee; (x) A local public health department; (xi) A metropolitan utilities district; (xii) A regional metropolitan transit authority; and (xiii) A natural resources district. (b) The requirements for holding a meeting by means of virtual conferencing are as follows: (i) Reasonable advance publicized notice is given as provided in subsection (1) of this section, including providing access to a dial-in number or link to the virtual conference; (ii) In addition to the public's right to participate by virtual conferencing, reasonable arrangements are made to accommodate the public's right to attend at a physical site and participate as provided in section 84-1412, including reasonable seating, in at least one designated site in a building open to the public and identified in the notice, with: At least one member of the entity holding such meeting, or his or her designee, present at each site; a recording of the hearing by audio or visual recording devices; and a reasonable opportunity for input, such as public comment or questions, is provided to at least the same extent as would be provided if virtual conferencing was not used; (iii) At least one copy of all documents being considered at the meeting is available at any physical site open to the public where individuals may attend the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act; and (iv) Except as otherwise provided in this subdivision or subsection (4) of section 79-2204, no more than one-half of the meetings of the state entities, advisory committees, boards, councils, organizations, or governing bodies are held by virtual conferencing in a calendar year. In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, the organization may hold more than one-half of its meetings by virtual conferencing if such organization holds at least one meeting each calendar year that is not by virtual conferencing. The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by virtual conferencing if the governing body's quarterly meetings are not held by virtual conferencing.

(3) Virtual conferencing, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by virtual conferencing. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness to appear before the public body by means of virtual conferencing.

(7)(a) Notwithstanding subsections (2) and (5) of this section, if an emergency is declared by the Governor pursuant to the Emergency Management Act as defined in section 81-829.39, a public body the territorial jurisdiction of which is included in the emergency declaration, in whole or in part, may hold a meeting by virtual conferencing during such emergency if the public body gives reasonable advance publicized notice as described in subsection (1) of this section. The notice shall include information regarding access for the public and news media. In addition to any formal action taken pertaining to the emergency, the public body may hold such meeting for the purpose of briefing, discussion of public business, formation of tentative policy, or the taking of any action by the public body. (b) The public body shall provide access by providing a dial-in number or a link to the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act. Reasonable arrangements shall be made to accommodate the public's right to hear and speak at the meeting and record the meeting. Subsection (4) of this section shall be complied with in conducting such meetings. (c) The nature of the emergency shall be stated in the minutes. Complete minutes of such meeting specifying the nature of the emergency and any formal action taken at the meeting shall be made available for inspection as provided in subsection (5) of section 84-1413. (8) In addition to any other statutory authorization for virtual conferencing, any public body not listed in subdivision (2)(a) of this section may hold a meeting by virtual conferencing if: (a) The purpose of the virtual meeting is to discuss items that are scheduled to be discussed or acted upon at a subsequent non-virtual open meeting of the public body; (b) No action is taken by the public body at the virtual meeting; and (c) The public body complies with subdivisions (2)(b)(i) and (2)(b)(ii) of this section.

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, a camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings, including meetings held by virtual conferencing. A body may not be required to allow citizens to speak at each

meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body shall require any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if: (a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction; (b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience; (c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making virtual conferencing available at an in-state location to members, the public, or the press, if requested twenty-four hours in advance; (d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state; (e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act; and (f) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) Each public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at a meeting.

(8) Public bodies shall make available at the meeting or the in-state location for virtual conferencing as required by subdivision (6)(c) of this section, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting, either in paper or electronic form. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when; agenda and minutes; required on website; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written or kept as an electronic record and shall be available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing or keeping the minutes is absent due to a serious illness or emergency.

(6) Beginning July 31, 2022, the governing body of a natural resources district, the city council of a city of the metropolitan class, the city council of a city of the primary class, the city council of a city of the first class, the county board of a county with a population greater than twenty-five thousand inhabitants, and the school board of a school district shall make available on such entity's public website the agenda and minutes of any meeting of the governing body. The agenda shall be placed on the website at least twenty-four hours before the meeting of the governing body. Minutes shall be placed on the website at such time as the minutes are available for inspection as provided in subsection (5) of this section. This information shall be available on the public website for at least six months.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

84-1415. Open Meetings Act; requirements; waiver; validity of action. No motion, resolution, rule, regulation, ordinance, or formal action made, adopted, passed, or taken at a meeting as defined in section 84-1409 of a public body as defined in such section shall be invalidated because such motion, resolution, rule, regulation, ordinance, or formal action was made, adopted, passed, or taken at a meeting or meetings on or after March 17, 2020, and on or before April 30, 2021, pursuant to a Governor's Executive Order which waived certain requirements of the Open Meetings Act.

Revised
4-2022



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InternNE 2.0 Guidelines Listening Session

July 7, 2022 | Zoom

Facilitators: **Kristen Hassebrook**, Executive Vice President of Legislation & Policy at the Nebraska Chamber & **Ana Lopez Shalla**, Senior Director of Workforce Development, Greater Omaha Chamber

SECTION I: Introductions & Framing

Please put your name and organization in the chat box.

1. Welcome by **Tony Goins**, Director of Nebraska's Department of Economic Development
 - a. The opportunity of expanded internship programming in NE
2. Parameters for conversation:
 - a. Our goal is to shape the guidelines for the new Intern Nebraska program.
 - b. Understand that all feedback will be appreciated, but may not be reflected in the final guidelines.
 - c. Our definition of internships hails from regulatory language.
 - d. Beyond thresholds for wage reimbursement eligibility, what has been outlined within the legislation is non-negotiable.
3. Program overview by **Rose Baker**, Customized Job Training & InternNE Coordinator for the Nebraska Department of Economic Development
 - a. What has changed since InternNE 1.0?
 - b. What is the timeframe for utilizing the funds?
 - c. Who will manage the grant?
 - d. What are the boundaries established by LB 1012 (reimbursable expenses, eligibility criteria, etc.)?

SECTION II: Key Questions

Please feel free to offer commentary by voice or in the chat box as we progress.

1. Paid internships where employers have skin in the game is important to policy makers. As a result, the NE Legislature limited wage reimbursement for internships to employers with less than 50 FTE in the most recent legislation. Seeking some additional feedback today - What should the employee threshold be for an employer being eligible for **wage reimbursement**?
 - a. Currently at 50—should this be higher? Is it worth pursuing an amendment of this?
2. The intent of these additional funds is to spur creation and support for more internships in Nebraska.
 - a. What data or information is critical to collect within the **application** for reimbursement?
 - b. What is a barrier to utilization?

- c. What might be keeping employers from offering internships? Students from applying?
- 3. Recognizing that a sustainable internship program requires more than just interns and wages the NE Legislature added additional categories of expenses that are eligible for participating employers in the most recent legislation.
 - a. How might an organization utilize the **marketing/recruitment/internship administration** reimbursement?
 - i. What supports/guidance should be provided to organizations to utilize this?
 - b. How might an organization utilize the **transportation** reimbursement?
 - i. How might this be utilized in rural versus urban Nebraska? Interns from out of state?
 - ii. What supports/guidance should be provided to organizations to utilize this?
 - c. How might an organization utilize the **housing** reimbursement?
 - i. How might this be utilized in rural versus urban Nebraska? Interns from out of state?
 - ii. What supports/guidance should be provided to organizations to utilize this?
 - d. How might an organization utilize the **tuition reimbursement** reimbursement?
 - i. What supports/guidance should be provided to organizations to utilize this?

SECTION III: Metrics Review

Please feel free to offer commentary by voice or in the chat box as we progress. While responding, please consider

- 1. Review of outcomes expectations outlined in the legislation by **Rose Baker**, NDED
- 2. Discussion of draft metrics:
 - a. What makes an internship program successful? For employers? For interns? For supporting partners?
 - b. Which metrics do we feel show the impact of an internship and are easily reportable by organizations and interns?

InternNE 2.0 Guidelines Listening Session

July 21, 2022 | Zoom

Facilitators: **Kristen Hassebrook**, Executive Vice President of Legislation & Policy at the Nebraska Chamber & **Ana Lopez Shalla**, Senior Director of Workforce Development, Greater Omaha Chamber

SECTION I: Introductions & Framing

Please put your name and organization in the chat box.

- Parameters for conversation:
 - Our goal is to shape the guidelines for the new Intern Nebraska program.
 - Understand that all feedback will be appreciated, but may not be reflected in the final guidelines.
 - Our definition of internships hails from regulatory language.
 - Beyond thresholds for wage reimbursement eligibility, what has been outlined within the legislation is non-negotiable.
- Program overview by **Rose Baker**, Customized Job Training & InternNE Coordinator for the Nebraska Department of Economic Development
 - What has changed since InternNE 1.0?
 - What is the timeframe for utilizing the funds?
 - Who will manage the grant?
 - What are the boundaries established by LB 1012 (reimbursable expenses, eligibility criteria, etc.)?

SECTION II: Key Questions

Please feel free to offer commentary by voice or in the chat box as we progress.

- What data or information is critical to collect within the **application** for reimbursement?
 - a. What is a barrier to utilization?
- What would be an effective utilization of the **marketing/recruitment/internship administration** reimbursement?
 - a. What supports/guidance should be provided to organizations to utilize this?
- What would be an effective utilization of the **transportation** reimbursement?
 - a. What supports/guidance should be provided to organizations to utilize this?
- What would be an effective utilization of the **housing** reimbursement?
 - a. What supports/guidance should be provided to organizations to utilize this?
- What would be an effective utilization of the **tuition reimbursement**?
 - a. What supports/guidance should be provided to organizations to utilize this?

SECTION III: Metrics Review

Please feel free to offer commentary by voice or in the chat box as we progress. While responding, please consider

1. Review of outcomes expectations outlined in the legislation by **Rose Baker**, NDED
2. Discussion of draft metrics: Which metrics do we feel show the impact of an internship and are easily reportable by organizations and interns?

InternNE 2.0 Guidelines Listening Session

July 25, 2022 | Zoom

Facilitators: **Kristen Hassebrook**, Executive Vice President of Legislation & Policy at the Nebraska Chamber & **Ana Lopez Shalla**, Senior Director of Workforce Development, Greater Omaha Chamber

SECTION I: Introductions & Framing

Please put your name and organization in the chat box.

- A. Welcome by **Tony Goins**, Director of Nebraska's Department of Economic Development
 - The need to better understand out-of-state recruitment and what it takes to be successful at it.
 - How technology fits into the recruitment, retention and administration aspects of employment and internship programming—and how the state can support those efforts.

- B. Parameters reminder.

SECTION II: Key Questions

Please feel free to offer commentary by voice or in the chat box as we progress.

A. Technology and Its Role in Recruitment/Retention/Administration

1. Technology is critical to scaling any efforts of InternNE to a size and geographic scope that is needed.
 - i. What should DED know about how businesses, students and partners are already using technology as it relates to internships, job opportunities, recruitment, retention, etc.?
 - ii. What gaps exist (i.e., do all stakeholders have access to the technology they need to be successful? Does the existing technology provide the features and insights needed to be successful?)
 - iii. What technology platforms are out there currently in use, what is the existing infrastructure? What are the benefits and drawbacks of a new, centralized system versus organizations maintaining their own systems?
 1. If we take a distributed approach, what is needed to make it user friendly for employers to reach as many students as possible in a streamlined manner?
 - iv. What do businesses, students and partners need from a technology perspective to successful in their InternNE experience?

B. Out-of-State Recruitment

1. Recognizing workforce solutions must also focus on attracting and retaining individuals not already located in Nebraska, how can InternNE support employers, students, and partner efforts in this area?

- i. What efforts are already occurring (both with interns and employees)?
What have we seen or know of that businesses are using to recruit people away from Nebraska opportunities?
- ii. Consider again the reimbursable categories and how these might be applied to recruiting out-of-state talent:
 - 1. marketing and administration,
 - 2. transportation,
 - 3. housing, and
 - 4. tuition reimbursement?

Nebraska

DEPARTMENT OF
ECONOMIC DEVELOPMENT



InternNE Grant
Program

opportunity.nebraska.gov
TheGoodLifeIsCalling.com

InternNE

Intent of the Grant Program:

To provide students with valuable internship opportunities in order to retain such students in the State of Nebraska at institutions of higher education, convert students to full-time employment in Nebraska, and attract workers to Nebraska by assisting Nebraska businesses willing to provide paid internships.



opportunity.nebraska.gov

InternNE

Eligible Students:

- Is in eleventh or twelfth grade in a public or private high school
- Is enrolled in a college, a university, a certified training institution, or some other institution of higher education.
- Applies for an internship within twelve months following graduation from a public or private secondary school, a college, a university, a certified training institution, or some other institution of higher education.



InternNE

A business may apply to the Department for a grant to assist in providing a student an internship if:

- The business will pay the student at least state minimum hourly wage for the internship;
- The internship will be completed within the State of Nebraska;
- The internship will be completed within a period of no more than twenty-four months; and
- The internship will be for a duration sufficient to allow the student to gain significant valuable work experience and knowledge



InternNE

The Department may provide grants for internships to:

- Reimburse the cost of wages paid to business with less than 50 FT-equivalent employees;
- Tuition reimbursement for courses at institutions of higher education;
- Internship housing;
- Transportation expenses relating to internships; *and*
- Internship administrative or recruitment costs.



InternNE

Grant amount per internship:

The maximum grant award per internship is \$7,500.



opportunity.nebraska.gov

InternNE

Reporting

The Department shall submit an annual report to the Governor and the Legislature on or before July 1 of each year.

The report will include, but is not limited to:

- Description of the demand for internship grants and programs from all geographic regions in Nebraska
- A listing of all awardees and amount awarded
- Impact of the internship grant
- Evaluation of the internship grants and programs based on documented goals of the awardees



SRS Staff Report

September, 2022

The SRS team has continued to make improvements and fixes over the summer based on user feedback. The 504 add-on to SRS is coded and ready to release. It is in final testing and documentation is being updated to include the new features. We are working with the SRS advisory team on the documentation and timing of the rollout of the 504 features.

Trevor and Rita have visited a number of ESU locations during the last month to conduct training on SRS for new users and administrators. These have been well attended and generated positive feedback.

Our contractor X-Eqt is beginning work with our team to update the SRS software to current code and user interface standards. This work will be ongoing through this school year and is currently scheduled for release in July, 2023.

JOIN US FOR THE HQIM FELLOWSHIP 2.0 SERIES

ARE THE DISTRICTS YOU SERVE READY TO ADOPT AND IMPLEMENT HIGH-QUALITY INSTRUCTIONAL MATERIALS AND ARE YOU IN NEED TO WALK-AWAY WITH TURNKEY RESOURCES TO SUPPORT THE WORK? THE GOAL OF THESE SESSIONS IS TO BUILD ESU INTERNAL CAPACITY WITH RESOURCES AND PROCESSES THAT YOU CAN USE TO PERSONALIZE AND SUCCESSFULLY USE WITH YOUR DISTRICTS.

September 13, 2022

8:30 a.m.- 11:30 a.m. CST

PDO @ ESU 10 Kearney, NE

Facilitators:

Sara Zabrowski-Gates (ESU 3), Amber Vlasnik (ESU 6), Dianah Steinbrink (ESU 10), and Alison Smith (ESU 16)

Phase 1:

Instructional Materials Selection

Objectives:

- Selection Process & Timeline
- Capacity Building
- Vision of Instruction

Audience:

ESU Content Specialist who support Math, ELA, Science, or Social Studies & Leadership who are advocates for the process



[Register Here!](#)

Zoom Option Available: Participants will have access to materials, breakout discussions, and chat monitoring; specialized Zoom activities will not be provided.

November 9, 2022

8:30 a.m.- 3:30 p.m. CST

SDA @ ESU 3 LaVista, NE

Facilitators:

Sara Zabrowski-Gates (ESU 3), Amber Vlasnik (ESU 6), Dianah Steinbrink (ESU 10), and Alison Smith (ESU 16)

Phase 1: (Cont.)

Instructional Materials Selection

Objectives:

- What are HQIM?
- Evaluation Processes
- Curriculum Development

Audience:

ESU Content Specialist who support Math, ELA, Science, or Social Studies, Leadership who are advocates for the process



[Register Here!](#)

Zoom Option Available: Participants will have access to materials, breakout discussions, and chat monitoring; specialized Zoom activities will not be provided.

January 12, 2023

12:00p.m.-3:30 p.m. CST

January 13, 2023

8:00 a.m.-2:30 p.m. CST

following PDO @ ESU 10, Kearney, NE

Facilitators: Instruction Partners

Phase 2 & 3:

Professional Learning and Progress Monitoring

Objectives:

- Implementation Support
- Progress Monitoring

Audience:

ESU Content Specialist who support Math, ELA, Science, or Social Studies, Leadership who are advocates for the process

Registration coming soon!

WE LOOK FORWARD TO COLLABORATING WITH YOU!



Professional Learning Project to Build ESU Capacity to Support Implementation of HQIM

Background:

The Nebraska Instructional Materials Collaborative (NIMC) is an ongoing effort to provide Nebraska's school districts and educators with resources to support the adoption and implementation of high quality instructional materials. The Nebraska Department of Education (NDE), in partnership with the state's Educational Service Units (ESU), have worked together to build out a materials selection process that is part of the NIMC resources. This selection process helps districts

- Determine curriculum materials alignment to Nebraska's content standards.
- Determine curriculum materials alignment to the instructional shifts embedded in the Nebraska standards.
- Identify supplemental supports necessary for strong implementation of selected materials.

The NDE has provided strong leadership to build common resources for the adoption and implementation of quality curriculum and instructional materials. In most of the 243 school districts in Nebraska, the "boots on the ground", personally present, sustained professional development support is delivered and facilitated by ESU staff development specialists. ESUs have participated in NDE sponsored "train the trainer" opportunities to further build capacity to facilitate district curriculum materials adoptions at the local level. With nearly 50-60% of Nebraska school districts using ESSER monies to adopt/purchase high quality instructional materials there are also initial TOT opportunities in place for ESU staff to develop their respective skill sets to support implementation of HQIM.

The Carnegie Corporation of New York in their November, 2020 report, *The Elements, Transforming Teaching Through Curriculum-Based Professional Learning*, noted that "curriculum matters, but how teachers use curriculum matters more." The successful launch and implementation of high quality materials requires an intensive, extended professional learning effort on the part of school districts and educators. As the locally trusted PD provider of choice for most Nebraska districts, ESUs are uniquely positioned to support this curriculum based professional learning work.

Repurpose Hanover monies:

ESUs exist in Nebraska state statute to ensure equitable access to professional learning for educators regardless of their location. Further, ESUs have long engaged in a "train the trainer" model for building internal capacity to deliver high quality professional learning to their schools. In an effort to support successful implementation of HQIM adoptions across the state and at the local level we are asking that the Nebraska State Board of Education consider repurposing some of the Hanover dollars (roughly \$350-\$400K) to support:

1. Building ESU staff expertise and capacity to provide curriculum development based professional learning to support successful implementation of high quality instructional materials.

Professional Learning Project to Build ESU Capacity to Support Implementation of HQIM

Proposed Activities to support #1

Activity	Provider	Cost
Needs Assessment & Strategy Planning Spring 2023	Rivet Education	\$41,000
Next steps training as indicated in the Needs Assessment work Spring 2023-Spring 2024	Provider TBD (example TNTP, Instruction Ptnrs, Teaching Ptnrs)	\$60,000-\$75,000
ESUCC Social Studies Project Years 2 and 3 Summer 2023 & Summer 2024	ESU Coordinating Council ESU/NDE Social Studies Cadre ESU Teaching & Learning w/Technology Affiliate	\$50,000/year Total \$100,00

2. The development/design of regional/local models for delivering high quality curriculum based professional learning

Proposed Activities to support #2

Activity	Provider	Cost
Workshop Series on The Elements: Transforming Teaching through Curriculum Based Professional Learning 1) Overview of The Elements 2) Statewide Study Series w/Authors 3) Vendor specific (Open Sci Ed, CKLA, Eureka Math) curriculum experience Fall 2023-Winter 2024	Jim Short and Stephanie Hirsch (?) Interested ESUs and a district or 2 in their region	\$60,000-100,000
	Total Request	\$261,000-\$316,000

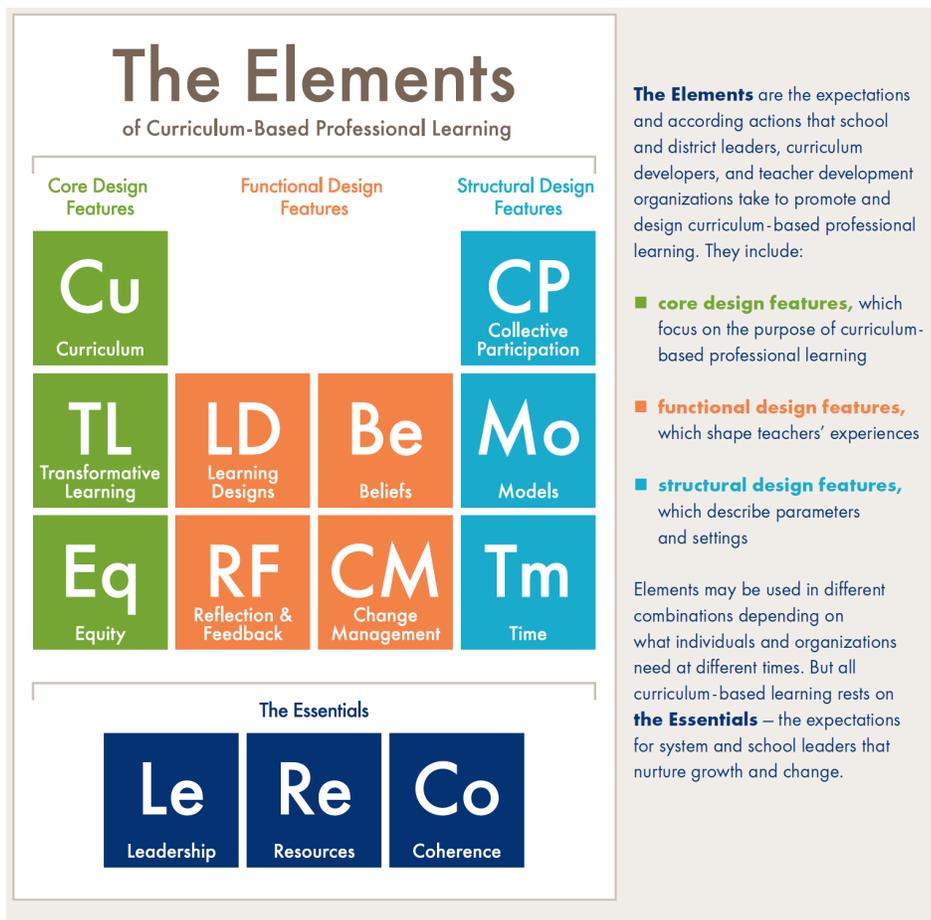
The Carnegie Corporation model for Curriculum-Based Professional Learning (CBPL) identifies the following Elements for inclusion as part of the design and delivery considerations for effective quality professional learning:

- Core Features
- Functional Design
- Structural Design Features

Professional Learning Project to Build ESU Capacity to Support Implementation of HQIM

Dependent on the needs of the implementing school district there are organizational considerations that are Essential to the professional learning design as well. These Essential PD design pieces include

- Leadership learning essential to support successful implementation of materials
- Resource availability and allocation
- Coherence across systems (think policies, district priorities, practices that support successful implementation)



The Elements,

Transforming Teaching Through Curriculum-Based Professional Learning, Short & Hirsh, November, 2020

Rivet Proposal for Rethinking ESU Service Models to Support HQIM

[Rivet Education](#) provides consulting services and creates products that improve the quality of instruction in K–12 classrooms. Specifically, we help state education agencies (SEAs) and education-related organizations develop cohesive academic visions and scalable strategies that ensure educators across their systems have the instructional materials and professional learning (PL) they need to provide meaningful, grade-level instruction to students every day.

Rivet’s work is grounded in the following principles:

- **Make the right choice the easy choice** by eliminating policies or procedures that impede LEAs’ ability or desire to purchase high-quality instructional materials (HQIM), assessments, and PL, and by incentivizing smarter decisions.
- **Build coherence** across priorities, initiatives, and communications to accelerate change and avoid mixed messages in the field.
- **Focus on scalable solutions** that will impact the greatest number of educators and students across the state.

Each academic vision and strategy are customized to each state but primarily focuses on helping the SEA or organization:



Define, incentivize, and monitor the quality of standards, curriculum, assessments, and PL;



Develop a strong marketplace of PL providers to support districts in the use of HQIM and assessments;



Regulate or legislate policies that incentivize the delivery of high-quality instruction; and



Communicate these decisions internally, to the field, and through education allies.

Rivet has helped multiple state education agencies develop and manage multi-pronged strategies to ensure educators across their states have access to high-quality instructional materials and professional learning. We know what works, what doesn’t, and how to tell the difference.



Proposed Scope of Work

For the past five years, the Nebraska Department of Education (NDE) has invested heavily in ensuring that educators across the state have access to HQIM and professional learning that equips educators to use those materials to the maximum benefit of their students. Nebraska's Education Service Units (ESUs) are poised to play an important role in scaling, deepening, and sustaining this work in the years to come.

Rivet will work with representatives from the ESUCC, ESUPDO Curriculum Materials Workgroup, and NDE to

- Synthesize and reflect on learnings related to HQIM and HQIM implementation; this will include reflections from NDE-sponsored engagements and research such as [The Elements](#);
- Further define the types of support educators need to successfully adopt and implement HQIM in Nebraska given the current landscape and needs;
- Describe possible models and strategies that ESUs could use to scale, deepen, and sustain HQIM-related work in their districts and the benefits, drawbacks, and requirements of each;
- Identify the corresponding modifications and/or augmentations to current service offerings and opportunities to collaborate (e.g. common PD/programming for ESU staff).

Deliverables

- Three, monthly 90-minute check-ins leading up to the in-person meeting to understand the Nebraska landscape, discuss challenges and opportunities, and co-create the agenda;
- Materials for a 1-day, in-person planning meeting (agenda, deck, prework, participant handouts);
- A 1-day, in-person strategy meeting for representatives from ESUs and other key stakeholders held in city convenient to participants;
- Draft strategy and description of services plan addressing how ESUs can scale, deepen, and sustain current and future HQIM-related work in their districts; including how ESUs can leverage pre-existing knowledge and successful services and forge new partnerships and service models to sustain the work moving forward;
- Recommended resources and capacity requirements to implement proposed services (e.g., staff training), including identifying opportunities to increase efficiency and effectiveness through collaboration of ESUs;
- Up to 40 hours of ongoing consulting and feedback as ESUs continue to develop and refine their service model; could include monthly coaching calls with groups of ESUs centered on common problems of practice.



Timeline

January–June 2023 (exact timeline TBD based on ESU schedules)

Cost

\$40,800

Key Staff

Dr. Stephanie Hirsh is the former executive director of Learning Forward, the premier international association focused on educator professional learning. Today, she continues to advocate for and support educator and student learning through consultation, board service, and volunteer work with non profit organizations, for-profit companies, universities, and foundations. Recent/current clients include Learning Forward, Carnegie Corporation of New York, University of Texas at Austin College of Education, National Center for Teacher Residencies, Learning First Alliance and Chicago Public Schools. She serves on advisory and director boards for the Center for Policy, Research, and Leadership at Columbia University Law School, edsUP, EdCuration, Center for Jewish Education at the Jewish Federation of Greater Dallas and her local synagogue. She serves as a mentor through StartED for technology startups. Born in Nebraska, she began her career as a secondary teacher and later served as a school district administrator and school board trustee in the Richardson Independent School District in Texas. She has written more than a dozen books and 100+ articles, blogs etc. Her newest book [Transforming Teaching through Curriculum-Based Professional Learning: The Elements](#) written with Jim Short will be released in September. Over the course of her career she has advised policy makers and practitioners at all levels on improving student learning and educator effectiveness through implementation of effective systems of professional learning.

Litsy Witkowski is co-founder of [Rivet Education](#), which works with state education agencies and other education organizations to improve teaching and learning at scale through the adoption and implementation of high-quality instructional materials. Before founding Rivet, Litsy worked at the Louisiana Department of Education (LDOE) and the Texas Education Agency (TEA). At LDOE, Litsy helped develop and lead a multi-pronged strategy for scaling the adoption and implementation of HQIM across the state. This included overseeing the PL that LDOE provides directly to educators (e.g. the Teacher Leader Summit); developing and leveraging a strong vendor marketplace (e.g. [PD Vendor Guide](#)); harnessing the power and expertise of local educators (e.g. Teacher Leaders and [Content Leaders](#)); and aligning incentives to these strategies (e.g. [school system planning process](#)). At TEA, she led the pilot [instructional materials review process](#) to ensure districts in one of the country's largest markets have access to valid, transparent, and user-friendly information about the



quality of instructional materials. Litsy began her career as a 7th grade math and science teacher in Redwood City, California and graduated from Yale University. She lives in Austin, TX.

Contact Litsy Witkowski (alicja.witkowski@riveteducation.org) with questions.

Regional Education Laboratory Partnerships in Nebraska

The Regional Educational Laboratories (RELs) partner with educators and policymakers across the country to help generate and apply evidence to support changes to policy and practice that improve learner outcomes. REL Central at Mathematica, which serves seven states, offers education leaders across Nebraska the opportunity to partner on high-priority projects. In these partnerships, education experts and local leaders work together to address consequential challenges. REL Central is funded by the U.S. Department of Education for the next five years and REL services are provided at no cost to Nebraska.

Staff at the Nebraska Department of Education, including Cory Epler and Abby Burke from the Office of Teaching, Learning, and Assessment, have suggested that early reading is an area of need in Nebraska. Our conversations have indicated that teachers, school leaders, and districts could benefit from additional support to sort through information from various assessments in the early grades to inform instructional decision-making and intervention practices. Below, we offer examples of the kinds of projects that REL could engage in with partners interested in improving early reading outcomes for students in Nebraska:

- **Training, Coaching, and Technical Support:** REL experts can provide intensive training and coaching to build partner organizations' capacity to generate and use evidence to inform their decisions. Recent examples of coaching activities related to early literacy conducted by the RELs include:
 - Conducting a training focused on selecting evidence-based reading strategies
 - Creating a webinar series on data-driven implementation of tiered interventions for English learners
 - Developing a toolkit for schools and districts to evaluate their professional learning practices

- **Research and Evaluation:** REL experts can also design and execute research and evaluation projects on behalf of partner organizations to help them understand challenges and opportunities in their context. Recent examples of research and evaluation projects conducted by the RELs include:
 - Evaluating the effectiveness of different approaches to literacy intervention in grades K-2
 - Identifying students at risk of scoring below proficient in reading at the end of third grade
 - Assessing the impact of word knowledge instruction on literacy outcomes
 - Identifying differences in the pathways of students who end up proficient or not proficient on 3rd grade standardized assessments

While early literacy has been a focus of our efforts to date, it is important to note that REL Central brings a wide range of expertise and can work with partner organizations on any high-priority issue of interest. Other projects taking place across the REL Central region focus on teacher retention, workforce readiness, and culture-based math education, among others.