

Nebraska Narrative Report 2019 -2020

Part 1 – State Leadership Funds (AEFLA Section 223)

Nebraska Adult Education as the State Eligible Agency (SEA) for Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act (WIOA) provided State Leadership activities in accordance with WIOA Section 223 to nine subrecipients during the 2019-2020 program year. Program Year 2019-2020 marked the first continuation of services year for local providers awarded funding during the competition. Along with an improved monitoring plan for providers, the State Office implemented monthly technical assistance calls to improve overall performance and outcomes.

With the overall impact of the COVID-19 pandemic, Nebraska Adult Education faced its share of challenges; however when evaluating overall performance under the circumstances of the pandemic, Nebraska performed at a respectable level with the State’s overall MSG performance falling just 3% short of the negotiated performance benchmark. The increase in the State’s technical assistance to providers and the rapid move to remote learning and testing by the providers was paramount to the State’s success.

It is also important to recognize Nebraska Adult Education’s partners, as our success would not have been possible without their support. GED Testing Service (GEDTS) was very instrumental in State performance success with the swift implementation of online proctored exams. The continued support of GEDTS and dedication to serving adult learners is also paramount to our future success in these uncertain times.

Comprehensive Adult Student Assessment System (CASAS) was also equally important in making the switch to remote learning and testing. CASAS piloted remote testing in Nebraska’s largest adult education program. This allowed for the State Office to easily identify the possibilities of moving quickly to remote testing across the State.

(a) Describe how the State has used funds made available under section 223 for each of the following required activities:

- Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(a)(1)(A).
- Establishment or operation of high-quality profession development programs as described in section 223(a)(1)(B).
- Provision of technical assistance to funded eligible providers as described in section 223(a)(1)(C).
- Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(a)(1)(D).

Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(a)(1)(A).

Coordination of services and promoting partnerships to better serve adult learners was a continued focus of Nebraska Adult Education. State office staff participated in the planning workshops for the updated Combined State Plan. This allowed for adult education to ensure that focus and importance was placed on Title II as the only dedicated education partner under WIOA. Local providers ensured

success by serving on local workforce boards and participating in regional partner meetings. Several programs offered classes at the local AJC, although this was subsequently affected by COVID-19. Improvement in the delivery of career services was evident through improved partnerships between adult education and other workforce partners. With COVID-19, many career services were delivered remotely. Identifying challenges with the State's lack of documented referrals and processes posed some barriers, but evidence shows local adult education providers overcame these challenges by creating viable options. Nebraska Adult Education also joined SWIS to improve exit-based performance. Nebraska Vocational Rehabilitation supplied testing to meet the accommodations needs of a student who successfully earned a high school equivalency credential.

Establishment or operation of high-quality professional development programs as described in section 223(a)(1)(B).

Nebraska has a long history of focusing attention on improving performance. Meeting or exceeding MSG performance continues to pose unique challenges and with the onset of the COVID-19 pandemic, it is important to acknowledge the overall success of Nebraska Adult Education during these extraordinarily challenging times.

Although no educational institution would invite such challenges, it is important to acknowledge the positive outcomes resulting from the pandemic. A dynamic shift from traditional classroom instruction to full, remote learning created an opportunity to rethink adult education activities overall. Adult learners who may have, for whatever reason, not had the opportunity to be served, are now introduced to a wider range of options for attending adult education classes.

With this new approach to remote learning and distance education, the State Office shifted the focus of technical assistance and professional development to meet the needs of the providers; and importantly, the adult learners who were unable to attend classes in person.

Additionally, Nebraska Adult Education continued to provide traditional professional development programs under State Leadership. Nebraska Adult Education provides quality professional development throughout the program year to address the needs of adult educators statewide. This is achieved using experts in the field through a variety of methods and at the local program, state, and national levels.

Training techniques vary depending on content, means, and accessibility. A small cohort with a train-the-trainer approach is ideal for technically intensive trainings. Face-to-face trainings with the opportunity for networking and mentoring are invaluable. Due to the geographical size and rural nature of the state and the heavy emphasis on part-time staff with limited availability, virtual trainings are an ideal method to reach the most adult educators. Due to the COVID-19 pandemic, the virtual training method became essential and exclusive during the spring of 2020.

Nebraska Adult Education Conference: National experts in their field came to Nebraska from coast to coast to present at the conference on a variety of relevant topics with an audience of adult educators statewide. Presenters were representatives from LINC, COABE, Google, World Education, LiteracyPro, CASAS, Burlington English, New Readers Press, GED Testing Service as well as Nebraskan home-grown experts from the Department of Labor, Assistive Technology Partnership, Proteus, EducationQuest Foundation, several community colleges and the state office.

Training topics offered at the 2019 Nebraska Adult Education Conference:

- American Job Center
- Assistive Technology for Adult Learners
- CASAS – Comprehensive Adult Student Assessment Systems
- Complete Adult Education Goals – Transition to Post-Secondary, Training and Employment
- Components of Numeracy
- Components of Reading: Vocabulary
- Data Analysis
- Education and Career Opportunities for Migrant and Seasonal Agricultural Workers
- EducationQuest’s Free College Planning Services and Materials
- Expanding Intake for Program Improvement
- High School Equivalency Innovation GED – New Tools and Resources
- Get Started with Google’s Applied Digital Skills
- Guidelines for an Effective Integrated Education and Training Program
- LACES Literacy Adult Community Education System
- IET: The Partnership between Adult Education and Post-Secondary Institutions
- Increasing Student Engagement with Burlington English
- Journey to Success: Building Basic Skills in Reading and Writing
- New Materials on Rigor, Digital Literacy, and Career Pathways from LINCS
- Prepare for CASAS with Burlington English
- Reflecting on your Practice: How Reflection Informs and Shapes Teacher Practice
- Supporting ESL Learner Persistence
- NRS Table 4: Measurable Skills Gains
- The Family Literacy Experience: Insight into What Works

Program Administrative Team Meetings: Administrative staff from all programs attended meetings both in-person and virtually. These meetings focused on WIOA, NRS reporting, performance, Nebraska Assessment Policy, budget management, and best practices for program improvement and accountability.

LACES Trainings: Management information system trainings were conducted throughout the program year to ensure accurate and timely data reporting and promote data analysis to inform programmatic decisions that enhance performance. Trainings were provided both in-person and through multiple webinars that are digitally archived for review.

CASAS Trainings: CASAS provides online trainings to certify that proctors and coordinators are knowledgeable and proficient at providing assessments in an accurate and standardized manner. These online trainings are required, and certification must be proven prior to authorizing access to the TOPSpro system and the administration of any CASAS assessments. Professional development opportunities were also offered to meet the specific needs of educators in understanding CASAS reports and utilizing them to inform instruction. CASAS also provides a monthly webinar that focuses on common technical issues and updates. In addition to the specific trainings available, CASAS provides a plethora of training resources on their website including videos and downloadable manuals along with an archive of webinar trainings.

The COVID-19 pandemic caused the need for remote testing and CASAS quickly responded with a developing series of options and trainings. A pilot was established at the largest adult education program in Nebraska, Central Community College. Central began remote testing and shared some best

practices to assist the rest of the state in the use of CASAS remote testing. Several trainings were conducted with all adult education programs attending. Most programs began CASAS remote testing before the end of the program year for students that had access to the technology required.

NRS Training 2019 Conquering Data Challenges: This training was attended by a State office program specialist that focuses on NRS data reporting. The data analysis methods and best practices learned helped to shape future professional development offerings for local program staff. This also led to the development of the State of the State Performance Monthly Zoom Meetings.

State of the State Performance Monthly Zoom Meetings: These monthly Zoom meetings are provided by the State office program specialist that focuses on performance and NRS data reporting. These meetings are held with all local program administrative staff attending. Sharing information and modeling data analysis at the state level encourages a deeper understanding of performance and a team approach with individual buy-in for the collective goal of exceeding the negotiated targets for performance.

COABE Coalition of Adult Basic Education: Nebraska Adult Education provides membership to COABE for all adult education staff statewide. This gives staff access to many relevant webinars throughout the program year as well as access to two COABE conferences. In the fall, COABE offered a virtual conference with many sessions that were archived and available for viewing throughout the year. This conference was made available to all adult education staff statewide. Due to the pandemic, the 2020 COABE conference was postponed and then re-formatted to a virtual platform. Part of this conference was held in June and was attended by some local program as well as State staff.

Teaching the Skills That Matter (TSTM) Virtual Conference: LINCOS provided this conference for adult educators to integrate the skills that matter to adult students using approaches that work across critical topics. TSTM uses integrated and contextualized learning and a problem- or project-based learning approach to teach civics education, digital literacy, financial literacy, health literacy, and workforce preparation. The skills that matter for adult learners are adaptability and a willingness to learn, communication, critical thinking, interpersonal skills, navigating systems, problem solving, processing and analyzing information, respecting differences and diversity, and self-awareness. Local program staff as well as State staff attended this conference.

State Wage Interchange System, SWIS: Multiple trainings were provided regarding the State Wage Interchange System. A SWIS Advisory Group that meets quarterly was also established. State staff involved in NRS data reporting attended the trainings and the SWIS Advisory Group meetings as offered.

Distance Education: The Nebraska Assessment Policy lists the approved distance education curricula providers. These providers offer training specific to the use of their curriculum. During the COVID-19 pandemic the emphasis on distance learning greatly increased and adult education staff were supported in this transition with access to these trainings.

Provision of technical assistance to funded eligible providers as described in section 223(a)(1)(C).

Technical assistance is an integral part of functions of the State office. In addition to a robust professional development program, the State office provides countless opportunities for technical assistance through emails, phone calls, Zoom meetings, written guidance, and policy updates. Due to the COVID-19 pandemic, the programmatic needs shifted requiring broad changes in testing and certain

policies to assist programs in reaching adult learners.

The monthly State-of-the-State (SOS) Zoom meetings with the local program administrative teams provided a regularly scheduled opportunity for addressing issues as they arise. As part of the State of the State meeting, the State office program specialist models how to do various searches and views in LACES to set up data analysis and reveal anomalies and the need for programmatic changes. The data is at the State level and shares the ability to see how the individual students that each program serves impacts the State's overall performance. The progress made from month to month is evident as well and encourages buy-in to the collective goal of exceeding the performance target. After the meeting, information on these searches is sent by email as a template for searches and actions required at the local program level. Each program is tasked with fixing errors, compiling data, analyzing data, and reporting back to the State the results of their data analysis. Throughout the process are opportunities to seek and receive guidance.

Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(a)(1)(D).

As in Program Year 2018-2019, monitoring of local providers and evaluation of performance and/or challenges to position performance have remained a top priority. Moving into the second year of the new MIS has proven invaluable for monitoring programs and for modifying technical assistance as necessary.

With an established risk assessment in place for local providers and a newly implemented monitoring plan, the State Office has experienced improved success in identifying data anomalies and errors in reporting and has been able to provide targeted technical assistance to providers falling short of performance goals.

Nebraska Adult Education's overall monitoring plan was built from the ground-up to ensure overall compliance, improved performance and calculated technical assistance and professional development to help ensure success of local providers. Local providers were encouraged to attend monthly SOS calls, which covered a variety of topics and allowed for opportunities for follow-up Q&A after the session. During calls, the State Office staff could further identify problematic areas, which then allow the fine tuning of technical assistance to providers.

(b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).

Due to the geographical size and rural nature of the state, Nebraska Adult Education has strongly encouraged the use of distance education for years. Most of the Adult Education programs in Nebraska use multiple distance education curricula to decrease barriers in reaching adult learners. A list of approved distance education curriculum is included in the Nebraska Assessment Policy. With the challenges posed by the COVID-19 pandemic, continued focus on distance education and associated professional development was more important than ever. Nebraska's large rural areas require varied opportunities for adults to access adult education activities. Distance education curricula continue to provide a reasonable and accessible means of accessing services under AEFLA.

In order to facilitate the use of remote learning, definitions and policies were expanded to include synchronous learning through a virtual platform such as Zoom in which the student and teacher were

separated by geography but attendance was verifiable by the instructor. This allows instruction to be interactive and responsive to the student's needs.

Funds were also used to pilot and implement remote testing across Nebraska. With the support of both GEDTS and CASAS, Nebraska's move to remote learning and testing was efficient and effective. CASAS utilized Nebraska's rapid response to pilot remote testing in our largest program in the State. Additionally, GEDTS maintained continuous contact with the State to ensure the move to online proctored exams through OnVue was as efficient and effective as possible. The partnerships between CASAS and GEDTS have been key to our success in serving adult learners during the COVID-19 pandemic.

The implementation of the State's monthly calls was also a focus of additional activities where a focus on performance improvement played an integral role in ensuring local providers were responsible to adult learner needs during the pandemic, but were also focused on achieving positive outcomes. This was possible with the quick implementation of remote learning and testing in our State.

Part 2 – Performance Data Analysis

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

(a) Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance.

First, it is important to note that despite the challenges of the COVID-19 pandemic and associated barriers for adult learners, Nebraska Adult Education achieved an MSG performance of 35%, which is just 3% shy of our negotiated performance of 38%. This success is due to the commitment and dedication of our local providers and the support and partnership of CASAS and GEDTS. It is safe to assume that had we not been challenged by COVID-19, Nebraska as a State would have exceeded MSG performance for PY2020.

With most offices closing in the latter part of March, the switch to remote learning began almost immediately. With Nebraska's strong distance education program already in place, the implementation of remote learning was efficient. Remote testing was piloted in Nebraska in our largest provider. Remote testing was successfully implemented and with this, best practices in remote testing were discovered and developed. By mid-May, most of our other programs began remote testing. We did encounter some providers that were initially less responsive and did not capitalize on the remote testing directive. Had they done so in a timely manner, it is possible Nebraska could have either met or even exceed MSG performance, despite COVID-19.

Although Nebraska Adult Education remained a data match-only State, overall exit-based performance was better than expected. Work has continued to improve exit-based and transitional performance at the local level with increased efforts in follow-up and positive transition.

It is also important to note that our partnership with LiteracyPro and the implementation of LACES has played a tremendous role in improving performance in all areas across Nebraska. The capabilities of LACES as an NRS MIS are impressive and local providers are able to monitor and review data in all NRS

reporting elements to ensure compliance and positive performance. This continued emphasis on ensuring local providers analyze and report on their own performance will be necessary to ensure positive outcomes in uncertain times.

(b) Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

CASAS assessments have proven successful in measuring the educational functioning level and progressive improvement in educational gain by adult learners in Nebraska. The efficient and effective move to remote testing was paramount to Nebraska's success during the challenges posed by COVID-19. Piloting CASAS remote testing in Nebraska gave the State office a preview of the possibilities of remote testing and how it could be used, not only during challenging times, but indefinitely. Remote testing is a viable and reliable option for assessing students' educational levels, especially those adult learners who are unable to attend in person.

GED Testing Service's commitment to maintaining test integrity and test security in uncertain times proved they continue to be the gold-standard for high school equivalency credentialing. Allowing adult learners to sit for an exam in a variety of settings, all remotely is revolutionary and had created exciting opportunities for continued success in Nebraska by removing testing barriers for test takers.

Part 3 – Integration with One-Stop Partners

Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through the local option. In the event the local option was not used in a local area, indicate that the State option was triggered.

Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers.

Nebraska Adult Education, Title II of the Workforce Innovation and Opportunity Act has continued to face adversity and challenges in the program's commitment to adhering to federal regulations and to providing superior quality education services to participants. Nebraska Adult Education at the State level has retained all negotiating authority. This decision was made to ensure full compliance and best practices. This commitment has been met with both opposition and complaints from other title partners and local workforce areas. Conflicting interpretations of the regulations have created unnecessary barriers in meeting statewide performance measures.

Nebraska Adult Education is committed to practices that best serve adult learners across the State, which includes partnerships with other programs and agencies. This is accomplished through our local providers and through continuous modification and improvement at the State level. The work at the grassroots level is key to ensuring all persons in need of activities and services under WIOA are served efficiently and effectively. It is important to note that due to a high turnover of staff at the State administrative levels, it is nearly impossible to build and maintain positive relationships with core partners. A lack of communication and collaboration at the State administration level is detrimental to the overall goals of WIOA and subsequently affects the work at the local level across the State.

Describe the applicable career services that are provided in the one-stop system.

All AEFLA funded providers are required to conduct a career pathways intake with all adult learners entering programs. This process is to ensure that educational and transitional activities align directly with the goals of the student. One stop staff in some of our service areas present information and skills to adult education students during onboarding orientations. Work has continued to improve referrals between partners, although data does not show a significant improvement at the one-stops in terms of tracking and reporting referral numbers. Prior to the pandemic, some ABE and ESL classes were held at AJC locations, although this is not feasible in all locations. Our more progressive programs have improved the delivery of career services into class models and have created access through remote learning options. Some of the community colleges capitalize on career coaches to provide support to adult learners as well.

Describe how infrastructure costs are supported through the local option. In the event the local option was not used in a local area, indicate that the State option was triggered.

The process of determining IFA costs at the local levels has continued to pose significant challenges, especially with local workforce areas' misunderstanding of joint regulations governing the responsibilities and requirements of title partners. These challenges are also compounded by the ongoing lack of communication between title partners and the previously mentioned, high turnover of state administrative staff.

Title II is committed to paying fair shares of IFA costs based on proportionate use and relative benefit received, as identified in the law. A State option has not been triggered in Nebraska, however there is a dire need for joint guidance from our federal partners, ensuring commonality and consistency in meeting regulatory compliance. With this, each partner can be committed to ensuring that taxpayer funds are allocated to pay infrastructure costs in a responsible manner.

Part 4 – Integrated English Literacy and Civics Education (IELCE) Program

Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:

- Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.
- Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities:
- Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
- Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals

Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.

Nebraska Adult Education hosted a request for proposal competition for AEFLA funding in 2018 for the 2018-2019 program year, which began on July 1, 2018. A total of six grants were awarded to subrecipients.

Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.

During PY 2019-2020, Nebraska Adult Education continued to provide targeted technical assistance and professional development opportunities to subrecipients to support their efforts in implementing and delivering high quality and compliant IELCE services in combination with IET activities. State office oversight also included the use of the *Integrated Education and Training (IET) Guide*, created through the *Building Opportunities through Integrated English Literacy and Civics Education* project and a newly created IET compliance monitoring form.

Program Year 2019-2020 was very successful for IET implementation, even with the pandemic. Most providers responded by moving classes to a remote option. One provider established a semester long IET for nursing assistant with participants successfully completing and continuing their education by pursuing and completing their med aide certification. These participants were all successfully employed post education.

Another program established a facilities maintenance IET and an IET focused on building trades. COVID-19 did create barriers in meeting the in-person workforce training components. Facilities maintenance was successful in moving to a hybrid remote learning program.

By the end of the program year, several other IETs were in the planning stages.

Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

In the formulation of IET programs, Nebraska IELCE subrecipients utilized planning tools that helped guide their program design, with targeted focus on aligning with a career pathway, collaborating with their local workforce to include training and employment partners and how they will place participants in unsubsidized employment in in-demand industries which lead to economic self-sufficiency.

Several programs partner with local employers to offer workplace adult education and literacy activities. Two of our programs partnered with Tyson Foods at three of the State's four plants, while another program has established partnerships with local feedlots.

Both workplace programs were adversely affected by COVID-19. Due to directed health measures and plant protocols, our adult education classes at Tyson had to halt onsite instruction. Students were offered the opportunity to switch to remote class opportunities and this was fully supported by the employer partners. The switch to remote learning proved difficult for many of our IELCE participants due to several factors such as lack of technology access at home, lack of daycare and having to assist their own children with remote learning.

The previously mentioned building trades IET was specifically designed through collaboration with

employers for the purpose of building a highly skilled pipeline of workers to fill positions in the construction industry. Students were given the opportunity to “earn and learn” while participating in the program.

Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

Nebraska Adult Education will continue to ensure that IELCE program activities are integrated with the local workforce development system and its functions. Subrecipients must identify and align their education and career services to meet the needs of their local and regional area and are urged to cooperate with their local workforce development board to do so.

In the development of IET programs, subrecipients are required to work collaboratively with their local workforce development system to demonstrate that there is demand for employment in labor markets, that their programming is aligned to priority workforce sectors and that the employment outcome leads to economic self-sufficiency.

Though subrecipients have sought partnerships with Title I agencies for support of the workforce training component of their IET program, many of our participants do not qualify for their funding due to their household income or immigration status. Our programs have not let this hinder their IET programming and have been able to create braided funding to support all participants.

Part 5 – Adult Education Standards

If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.

Nebraska Adult Education has officially adopted the following standards:

College and Career Readiness Standards for Adult Education

<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

English Language Proficiency Standards for Adult Education

<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

Nebraska Revised Statute 79-760.01 requires the Nebraska State Board of Education to “adopt measurable academic content standards for at least the grade levels required for statewide assessment.” Those standards shall cover the subject areas of reading, writing, mathematics, science, and social studies, and the State Board of Education shall develop a plan to review and update standards for those subject areas every seven years.

A Content Area Standards Revision Timeline has been developed and includes a tentative timeline for the review and revision of all content area standards:

Content Areas (Assessed by Summative Statewide)

Content Area	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
English Language Arts			November	Aug/Sept	September 1		SSA Spring			Spring	Fall 7							
Mathematics				November	Aug/Sept	September 1		SSA Spring			Spring	Fall 7						
Science						September	Aug/Sept	September 1			SSA Spring		Spring	Fall 7				

Content Areas (Not Assessed by Summative Statewide)

Fine Arts			June	Feb/Mar	March 1					Spring	Fall 7							
Health Education										Spring	Fall	September 1					Spring	Fall 7
Physical Education						Jan Aug/Sept	September 1					Spring	Fall 7					
Social Studies	September	December		September				Fall	Fall 7								Spring	Fall 7
World Languages								Fall	Fall	Fall 1							Spring	Fall 7

Career Education Content Areas *Effective 2020 CTE Standards revision moving to same cycle timeline.

Ag, Food, & Natural Resources					December	Fall	August 1			December	Fall	August 1					Fall 5	
Business, Mktg & Management						December	Fall	August 1		December	Fall	August 1					Fall 5	
Communication & Info Systems					December	Fall	August 1			December	Fall	August 1					Fall 5	
Health Sciences										December	Fall	August 1					Fall 5	
Human Services & Education					December	Fall	August 1			December	Fall	August 1					Fall 5	
Skilled & Technical Sciences						December	Fall	August 1		December	Fall	August 1					Fall 5	

Start Date for Revision
 Targeted Completion/Approval by State Board
 Implemented in Schools
 SSA Summative Statewide Assessment
 Next Revision Begins
 1 Year One
 5 Year Five
 7 Year Seven

Once standards are approved by the State Board of Education, school districts have one year to adopt the standards or standards deemed equal to or more rigorous than the state-approved standards.

Updated on 04/09/2019

Nebraska English Language Arts Standards

https://www.education.ne.gov/wp-content/uploads/2017/07/2014_Updated_ELA_Standards_Vertical_Version_k_12.pdf

Nebraska Mathematics Standards

https://www.education.ne.gov/wp-content/uploads/2017/07/2015_Nebraska_College_and_Career_Standards_for_Mathematics_Vertical.pdf

Nebraska College and Career Ready Standards for Science

https://cdn.education.ne.gov/wp-content/uploads/2017/10/Nebraska_Science_Standards_Final_10_23.pdf

Nebraska Social Studies Standards

https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards_Final-Draft-11.5.2019.pdf

Nebraska English Language Proficiency Standards

<https://www.education.ne.gov/wp-content/uploads/2017/07/Nebr-English-Languauge-Proficiency-Standards-April-2014.pdf>

Optional – Describe implementation efforts, challenges and any lessons learned.

Within one program year, Nebraska Adult Education has seen improved performance through quality instruction due to adopting challenging content standards. One local provider has routinely implemented annual inventories of supplemental teaching materials to ensure they are aligned with the standards. Other programs report similar inventories and monitoring practices to ensure alignment with content standards adopted by the State. Local providers have recognized the causality of increasing performance through standards-based instruction.

Part 6 – Programs for Corrections Education and the Education of Other Institutionalized Individuals.

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

According to the National Institute of Justice, almost 44% of criminals released return before the end of their first year out of prison. In 2005, about 68% of 405,000 prisoners that were released were arrested for a new crime within three years, and 77% were arrested within five years.

<https://worldpopulationreview.com/state-rankings/recidivism-rates-by-state>

The Nebraska Department of Correctional Services (NDCS) defines recidivism as a return to NDCS custody as the result of a parole revocation or an admission on a new sentence within three years of a person's release from prison. The total agency rate for FY2017 release cohort is 31%. These numbers reflect the agency total and are not specific to those who have gone through education programs. To provide such information, NDCS would need to conduct a more in-depth causal analysis to control for the multiple variables that could affect the recidivism rates for this group, as compared to a control group.