



# ANNUAL PROGRESS REPORT 2019



# NEBRASKA INNOVATION --- GRANT PROGRAM



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# NEBRASKA INNOVATION

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# GRANT PROGRAM

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## EXECUTIVE SUMMARY

The Department of Education Innovation Fund and Innovation Grant Program were created with the passage of Legislative Bill (LB) 519, effective August 30, 2015. On October 20, 2016, the Nebraska Department of Education (NDE) requested applications for grants through the Innovation Grant Program.

This competitive grant program provides funding to Local Education Agencies (LEAs) to support the development, expansion, and investment in innovative best practices to improve educational outcomes for students in K through 12 while helping them pave their paths towards successive education and subsequent assimilation into the workforce.

The Nebraska State Board of Education approved five applications on February 3, 2017, after a total of 18 applications were received by the NDE totaling \$17,692,476 in requests. These five approved recipients and their respective projects have demonstrated substantial growth, from increased engagement to improved student achievement. The projects have grown leaps and bounds over the past two years, incorporating cutting-edge technology, innovative teaching methods and special emphasis on the overall socio-emotional development of the student lives the program touches. Thus changing the way education is imparted in the state, and the possibility of scaling up, after the successful realization of the goals outlined in their plans. The program has helped set the stage for high expectations in the development of evidence-based practices intended for dissemination and possible replication throughout the state of Nebraska.

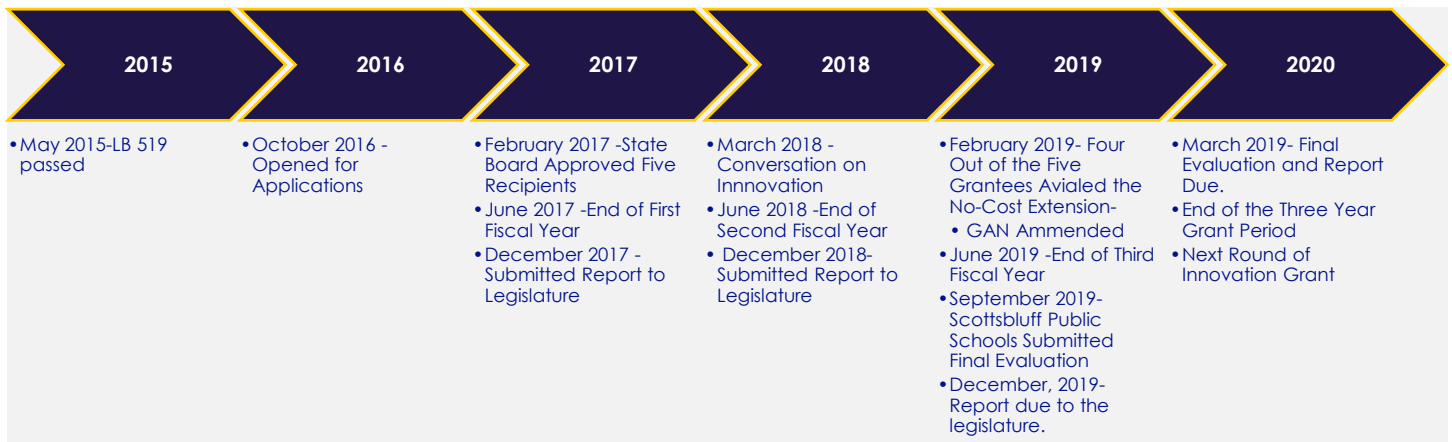
The five recipients, with awards totaling \$4.4 million, have successful practices in improving student success in the state. One requirement of the grant process is a third-party evaluator, tasked with capturing processes and outcomes of the Innovation Grant. These evaluations will be utilized to create a menu of options for schools wishing to achieve improved student achievement. This emphasis on “scaling up” effective practices sets this grant apart from other such investments.

This report simply summarizes the progress of all the grantees of the innovation grant, in the third and final year for the current grant period, along with an emphasis on important developments and amendments that occurred in the past year while shedding some light on the future endeavors of the Innovation Grant.

## BACKGROUND

The Department of Education Innovative Grant Fund and the Innovation Grant Program were created with the passage of Legislative Bill (LB) 519, effective August 30, 2015. This bill initially appropriated \$2.7 million to carry out the provisions established in LB519. Each subsequent year through the 2020-21 fiscal year, the bill appropriates 17 percent of the Nebraska Education Improvement Fund managed by the Nebraska Department of Education to be used for the Innovative Grant Fund. This competitive grant program provides funding opportunities to Local Education Agencies (LEAs) to support the development, expansion, and investment in innovative best practices that improve:

- *Education outcomes for early childhood, elementary, middle school or high school students;*
- *Transitions between any successive stages of education; or*
- *Transitions between education and the workforce.*



Time Line: Innovation Grant

## ALLOCATIONS AND BUDGETARY BREAKDOWN

Fiscal Year	Education Innovation Fund Allocation	NDE Innovation Grant Allocation	Grant Awards to Recipients	Operating/Salary
<b>2016-17</b>	\$5,089,907	\$2,763,911	\$1,302,876	\$128,860
<b>2017-18</b>	\$6,839,207	\$1,959,747	\$1,821,484	\$129,787
<b>2018-19</b>	\$6,398,484	\$1,718,178	\$1,242,239	\$129,701

As provided in the *Nebraska Revised Statute (NRS) §79-1054*, the State Board of Education establishes the *Innovation Grant Program*, with the Nebraska Department of Education administering the funds which consist of :

Transfers pursuant to *NRS §9-812 (State Lottery Operation Trust Fund and Nebraska Education Improvement Fund)*; Repayments of grant funds; and Interest payments received in the course of administering the fund.



The State Board of Education awarded grants to projects deemed sufficiently innovative, with a high chance of success and statewide significance. Grant recipients are required to generate evidence of the project’s effectiveness through a rigorous independent evaluation, culminating in the identification, validation, replication, and potential “scale-up” of innovative best practices.

Funded projects must have the potential to be both replicable and scalable, with priority consideration given to those: Serving “High Needs” students; Serving students attending “Needs Improvement” schools; Focusing on the tenets of Nebraska’s AQuESTT System, or Leveraging technology to support instructional practice and professional development.

The program is fiscally structured on a *Reimbursement Payment* basis, with grantees reimbursed after making project-related expenditures. Funded projects must be annually evaluated and report progress toward stated goals, measurable objectives, and targeted outcomes. Based on those reports, the State Board of Education will submit an *Innovation Grant Program Annual Report* to the Clerk of the Legislature by December 1 of each year.

## YEAR IN REVIEW 2019

### INNOVATION GRANT NO COST EXTENSION

Because of the initial challenges of the grant and a variety of timing issues including hiring challenges, establishing teams and processes, meetings, etc., there were some inquiries by grantees about a ‘no-cost extension’ to provide more time to complete their respective projects.

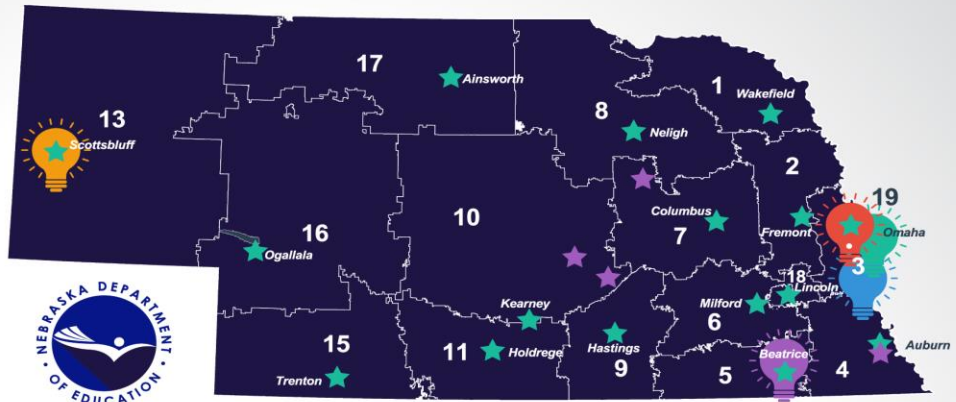
After much deliberation, NDE was able to offer, a one time, no-cost extension through December 31, 2019, instead of June 2019. Essentially, providing an additional six (6) months to carry out the goals of the grant and expend the resources. The process required a rationale, targeted goals, and activities, and any proposed budget modifications to be documented and submitted with the request.

In January 2019, all grantees interested in the no-cost extension submitted their respective requests for the extension and accordingly after the review process of the requests; in February 2019 the amended Grant Award Notifications were circulated. The ‘no-cost extension’ provided additional time to finalize activities, extend the work into the third year, finalize elements of the evaluation, etc.

<b>Local Education Agency</b>	<b>Project Name</b>	<b>No Cost Extension Availed</b>	<b>Grant End Date</b>	<b>Final Evaluation and Report Due Date.</b>
<i>Plattsmouth Community School District</i>	<i>Wall-to-Wall Career and College Readiness</i>	Yes	December 31 <sup>st</sup> , 2019	March 30 <sup>th</sup> , 2020
<i>Scottsbluff Public School District</i>	<i>Wall-To-Wall Career Academies</i>	No	June 30 <sup>th</sup> , 2019	September 28 <sup>th</sup> , 2019
<i>Beatrice Public Schools</i>	<i>Expanded Learning Opportunity Design Challenge</i>	Yes	December 31 <sup>st</sup> , 2019	March 30 <sup>th</sup> , 2020
<i>Westside Community Schools</i>	<i>21<sup>st</sup> Century Personalized Learning</i>	Yes	December 31 <sup>st</sup> , 2019	March 30 <sup>th</sup> , 2020
<i>Educational Service Unit Coordinating Council (ESUCC)</i>	<i>Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students</i>	Yes	December 31 <sup>st</sup> , 2019	March 30 <sup>th</sup> , 2020

# INNOVATION PROJECTS

Five recipients were awarded Innovation Grants in February 2017. Grant awards totaled nearly \$4.4 million over the 36-month period. The grant emphasizes evaluation, scaling up, and recording best practices for other schools to replicate. The five recipients represent a diverse array of initiatives, detailed below are their respective evaluation and progress.



**Expanded Learning Opportunities Design Challenge - \$893,565**

Nebraska's Expanded Learning Opportunity (ELO) Design Challenge is a partnership that provides a statewide coalition of districts, community partners, and key education and community stakeholders with opportunities to design and test new models of ELO curriculum that support Nebraska Career Readiness Standards.

**Plattsmouth Community School District - \$107,089**

Plattsmouth High School (PHS) uses the Wall-to-Wall Career and College Readiness project to refine its wall-to-wall academy program into a model for Nebraska's schools. The PHS model is based on student interests, learning preferences, and career goals and involves extensive partnerships with community businesses and educational programs.

**Westside Community Schools (WCS) - \$896,993**

The Personalized 21st Century Learning Initiative uses instruction tailored to meet each individual student's needs, skills, knowledge, and learning interests. The project includes an overarching goal of promoting the academic performance of all WCS students through personalized learning opportunities with particular emphasis on those experiences which leverage technology.

**Educational Service Unit Coordinating Council (ESUCC) - \$1,640,839**

The Data-driven Ecosystem Enhancing Teaching and Improving Learning for Students (DE'TAILS) project enables the ESUCC to incorporate multiple online educational and data-collection systems into one statewide, secure, single sign-on portal. The system develops, implements, and sustains an integrated ecosystem to allow relevant teaching and learning applications and tools to integrate, sharing data elements for the improvement of student learning and reporting.

**Scottsbluff Public School District - \$827,913**

Scottsbluff Public Schools' Wall-to-Wall Career Academy model includes six career academies. As students progress through middle school and their freshman and sophomore years, they are provided with instruction and experiences that help them determine areas that interest them. Then, as juniors and seniors, they select and refine their focus in Foundational Academies.

★ indicates multiple locations participating in the grant

## ABOUT

The mission of the Plattsmouth Community School District is to ensure partnership to develop career-ready graduates who apply their personal strengths, talents, experiences and continuing education to bring value to their workplace, community, and career through their performance, skill, diligence, ethics, and responsible behavior. Plattsmouth High School uses the “Wall-to-Wall Career and College Readiness” project to refine its program into a model for Nebraska’s schools. The project goal is to increase student academic, CTE competence by implementing an AQuESTT aligned, and National Career Academy Coalition certified career academy program at Plattsmouth High School (PHS).



## PROGRESS

Consistent with the assessment model provided with the grant application, PHS is working closely with the National Career Academy Coalition (NCAC) while developing a wall-to-wall academy model that meets NCAC standards. In November 2019, PHS hosted NCAC reviewers for an Academy Review after accomplishing major project milestones achieved since January 2019. As PHS moves towards NCAC model school status, it has completed the following tasks and some count for major accomplishments as of this year. In 2019, 45 of PHS Teachers attended externships with local businesses while 31 of their teachers used summer work time to complete externships either develop project-based learning units or fine-tune coursework.



Apart from professional development for academic staff, this year also saw major advances in the course and program developments at PHS. The capstone class that was approved last year was developed and piloted along with an additional Welding and Fabrication capstone course, which was developed this year and has since been presented to the school board for approval. The Personal Finance and Introduction to Businesses classes were redone to align to state requirements. As a part of student engagement, students were given the necessary tools to start a ‘Doggie Day Care’ school-based business, while the Academy Core Leadership students created an engaging experience for middle and elementary school students giving students a unique opportunity of exposure and experience designed by young student leaders. Overall, the no-cost extension allowed Plattsmouth High School to close out the grant funds at a later date allowing the district to fund the development of multiple courses, teacher externships, and student engagement projects. The extension also allowed the district to send a team of four staff members to the National Career Academy Coalition conference where they were able to prepare more thoroughly for the Academy Review as well as bring back information that will be used to improve the business advisory program, course development, and program implementation. All of these activities were instrumental in finalizing the Plattsmouth High School Wall-to-Wall Career Education model as well as in developing the structures and materials needed to be a model for other Nebraska schools.

## POTENTIAL FOR REPLICATION AND SCALABILITY

Replication and scalability are central to the NCAC national standards of practice. The project also includes support from the NCAC with implementing the academies and is available to schools joining the coalition. NCAC has provided examples of portfolios, capstone courses, and business mentor programs. They have also done a preliminary review and identified key areas of focus. Though, the final evaluation and data analysis is pending project completion, available data analysis until last year has so far supported the fact that the wall-to-wall model that PHS is implementing and refining is both replicable and scalable across small and large class sizes through a network of school, community, community colleges, and distance learning experiences.



### ABOUT

Scottsbluff Public Schools' Wall-to-Wall Career Academy model includes six career academies as identified by the Nebraska Career Education Model, and each Academy includes multiple career pathways, namely Agriculture, Food and Natural Resources; Business, Marketing and Management; Communications, Arts, and Technology; Health Sciences; Human Sciences and Education; and Skilled and Technical Science. The program is uniquely designed to include and engage every student attending Scottsbluff Senior High Schools in a Career Academy.

### PROCESS

As students progress through middle school, they are provided with instruction and experiences that will help them determine areas about which they would like to learn more. Then, as juniors, they select one Foundational Academy among the six alternatives. As seniors, they have an option to select a second Foundational Academy in a new area. Reversibly, if they really enjoyed their junior year experience and want to move further along, they can select a Specialized Academy in the same area.

### PROGRESS



As evaluated, the project's impact on a variety of educational and career outcomes using both quantitative and qualitative data and covering a range of perspectives the analysis shows several encouraging trends emerging. Data support an increase in the number of dual college credit hours earned per student, from 4.32 credits per student in 2017-18 to 4.38 credits per student in 2018-19. An overall rise of 0.5 of the average number of courses taken, since the earliest data collected in 2017. Likewise, the number of students earning industry certifications also continues to experience strong positive increases annually, from 27 students in the 2017 graduating cohort earning industry certifications to 39 students for the 2018 graduating cohort to 67 students for the most recently graduated 2019 cohort. Certifications earned included such credentials as

Medication Aide, BNA, OSHA-HAZWOPER, CPR-First Aid, ServeSafe, and others. The increase in certifications from 2017 to 2019 represents a remarkable increase of 148%. When looking at NWEA MAP, an overall trend of growth of scores in reading and math is also evident. On the other hand, the strong education-business partnership model that currently engages 86 businesses, as compared to the 32 businesses who were involved in the project upon its inception. More so, the dissemination effort resulting from the program has targeted consultation around the Academy with various school districts and agencies across the country. Namely, North Platte, Hastings, Ralston, Kearney, Torrington School District (Wyoming), Rapid City Public Schools, and the South Dakota Department of Education, Wyoming Department of Education, Maine Department of Education, Nebraska Department of Education, as well as Department of Labor and Local and State Economic Development. This suggests the project's potential as an encouraging model for increasing student achievement, engagement, as well as college and career preparedness.

### POTENTIAL FOR REPLICATION AND SCALABILITY

Scottsbluff Public Schools' being the only grantee not to avail the no-cost extension is reflective of the effective execution of its project plan and available resources under the circumstances. The Evaluation data trends to date, are already supportive of the idea that the Wall-to-Wall Career Academy model is worthy of replication in a variety of other educational settings, both rural and urban. The reforms taking place within Scottsbluff Senior High School largely entail a restructuring of existing educational programs while incurring relatively minimal costs as compared to other programs entailing significant reform, providing a cost-effective solution to robust career programming. Further, the project leverages substantial resources from its local business community in order to expand student exposure to and engagement in authentic learning opportunities, which again maximizes cost efficiencies while fostering high-levels of impact. The number of schools and agencies that have contacted or met with Scottsbluff Senior High School regarding the model evidences the most indicative measure of the potential replicability of the Scottsbluff Wall to Wall Academy model. The summary of the external evaluation team's recommendations for SBPS was to continue tracking of academic indicators, increasing academic flexibility, expanding opportunities to strengthen academies while continuing to leverage industry and community resources through effective communication with stakeholders.

## ABOUT

Nebraska's Expanded Learning Opportunity (ELO) Design Challenge (Challenge) is a statewide partnership to formulate, develop, prototype, validate and ultimately, scale-up replicable and economically viable models of intentional, engaging, high-quality afterschool and summer curriculum and programming that supports K-8 student and school success and are powered by strong school-community partnerships. Communities involved include Boone Central, Centura, Beatrice, Grand Island, and Auburn.



## PROGRESS

The ELO Design Challenge communities have been successful in developing and implementing high quality extended learning opportunities for children in after school and summer programs. Each community tailored its offerings to meet their unique needs by developing and strengthening partnerships within their community. For example, Grand Island used their mobile Think Make Create (TMC) makerspace lab (one was provided to each community) to create a two-week residency program at each of their 14 elementary schools. Teachers had access to the curriculum and materials during the school day and then hosted student and family programs after school. Due to the success of the TMC residencies, mini makerspaces were developed for each school to use year-round. Boone Central developed a full-scale afterschool school and a summer program to meet the needs of working parents and ease the burden on local daycare facilities to serve students who only need part-time care. The local Free Masons group took note of the program's impact and donated its building, located across the street from the school, for use by the program, thus ensuring its sustainability. Beatrice leveraged its successful summer program and a 21st Century Community Learning Center grant to develop after school programs in three of their elementary schools. By collaborating with community agencies and businesses, they created a "Working Wednesday" to highlight potential careers that often go unnoticed. The first year of their "Working Wednesday" program focused on city infrastructure careers, and the second year is focusing on agricultural careers. Auburn's partnership with Peru State College has continued to grow, showcasing the mutual benefit for college students interning as after school program staff; education majors get real-world experience teaching in informal learning environments and the elementary students get high-quality enrichment programs. Centura continued to expand their ELO program, creating a fee system for youth attending the program, expanding their partnerships with UNL extension and the local community, and creating units/totes of makerspace activities for teachers who want to use activities during the school day.



The success of these programs can be attributed to not only the ELO Design Challenge funding but also the strategic partnerships and resources that provided support and guidance throughout the grant period. Chief among these has been Beyond School Bells, who shared their expertise in developing high quality out of school learning opportunities. They developed the TMC makerspace labs and several key curricula programs. They have also acquired additional funding to develop additional curricula and to provide a gardening project, led by Whispering Roots, in each community. Nebraska Extension has been another key partner, as they have provided not only curricula for sites to implement themselves, but also have also provided direct programming, particularly in the areas of STEM, entrepreneurship, and healthy living. Another strategic partner was the Nebraska Community Foundation, which collaborated with each community to develop sustainability plans.



## POTENTIAL FOR REPLICATION AND SCALABILITY

The ELO Design Challenge grantees have been proactive in documenting their experiences in developing high quality extended learning opportunities in their communities. The materials and curriculum developed as part of this grant, as well as advice and lessons learned, will be available in an on-line "tool kit" available for other communities. Program leaders in the five communities are willing resources to answer questions or share ideas with other communities that want to develop or improve their afterschool programs and summer programming. Additionally, Beyond School Bells is working with Nebraska Extension to develop hybrid delivery models that would collaborate local and rural facilitators with an on-line collaboration of college students in the discipline of robotics and engineering to co-lead STEM programming via telepresence.

## ABOUT

The Personalized 21st Century Learning Initiative leverages more than two years of intensive planning and infrastructure development to support the full implementation of personalized learning across Westside Community Schools' 14 school sites. It is a pedagogical approach where instruction is tailored to meet each individual student's needs, skills/knowledge, and learning interests. As such, personalized learning fully rejects the outdated, passive learning model where instruction is prescribed and delivered to the masses, rather than delivered in accord with the specific needs and interests of diverse students possessing varying interests, achievement levels, and learning styles. The project includes an overarching goal of promoting the academic performance of all its students through a rich continuum of personalized learning opportunities, with emphasis on those experiences, which leverage technology.

## PROGRESS

Through its Innovation Grant award, Westside Community Schools seeks to extend the foundation it has developed around personalization since it first adopted the pedagogy more than six years ago. The grant supports coaches, supplies and other resources to increase the frequency and quality of personalization in the classroom. As it approaches the conclusion of its grant, the Personalized 21st Century Learning Initiative is on track to meet the strategic initiatives that were identified at the outset of the project. This includes continued increases in the percentage of teachers who are effectively implementing the five key components that define personalized learning (i.e., flexible learning environments, redefinition/expansion in the roles of teachers, project-based learning, student-driven learning, and mastery/competency-based progression). Specific highlights from the past year include a two-day Personalized Learning



Summit that attracted more than 200 attendees from across the region. The summit provided basic training to all teachers in personalized learning strategies. Advanced training was provided to teachers seeking to deepen their implementation of personalization; integration of staff into other areas of the district to ensure their continued role in promoting highly personalized learning environments for all students. Numerous collaborations between Personalized Learning Collaborators that are funded through the grant and school/subject/grade-level teams. Additionally the development of a website where teachers can obtain instructions and templates for developing personalized instructional materials like podcasts.

## POTENTIAL FOR REPLICATION AND SCALABILITY



While the extent of reform required by personalization is significant, many of these approaches are relatively inexpensive and cost-efficient. Westside has identified and refined this model carefully, frequently drawing from research and best practice. These strategies can be easily and incrementally incorporated into a classroom. While professional development to increase teacher proficiency in these areas may be required, this is relatively minimal expense given the extent of reform taking place and the associated impacts of these reforms. Particularly, it is shown that personalized learning can impact students' performance in the areas of mathematics and reading using standardized tests, especially for disadvantaged students (RAND Corporation, Continued Progress, 2015). The relatively low cost of adoption coupled with the growing evidence around personalization's impact supports its replication in Nebraska, as well as other settings in the United States. The interest in personalized learning is also growing and is evidenced by the more than 200 educational professionals who attended Westside's Personalized Summit in May of 2019. As Westside continues to implement the project, it is developing and refining replicable strategies, tools, and resources, which can be used by other districts adopting this pedagogical innovation. Further, Westside's model features several distinct components, which further position it for additional study and support. Consistent with personalized learning itself, the

model features a strong emphasis on the individual needs of students. It also includes a focus on the use of technology as a tool to expand learning and an opportunity to learn. Lastly, Westside's implementation is generating an understanding and tools that can support dissemination and replication in other districts across the state and Westside has already expressed an interest and willingness to work with other districts to disseminate best practices and to share insights and findings regarding this promising educational innovation.

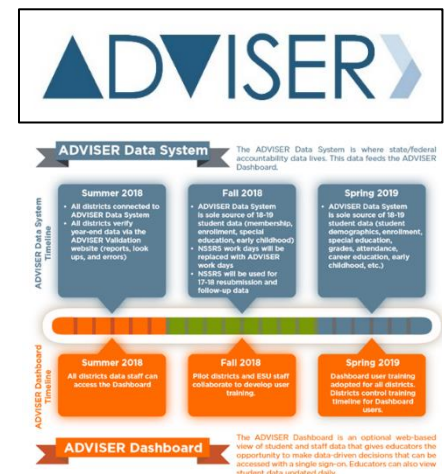
## ABOUT

The Data-driven Ecosystem Enhancing Teaching and Improving Learning for Students (DE<sup>2</sup>TAILS) project enables ESUCC to incorporate multiple online educational and data-collection systems into one statewide, secure, single sign-on portal. The goal is to develop, implement, and sustain an integrated ecosystem, governed by policies and practices, to allow relevant teaching and learning applications and tools to integrate, sharing data elements for the improvement of student learning and reporting. In the state of Nebraska, as per state statute 79-1246, Educational Service Unit Coordinating Council (ESUCC) is charged with coordinating statewide efforts with all Educational Service Units (ESUs) leading 17 ESUs serving 245 school districts employing 22,000 teachers educating 307,000 students. Funded by the state innovation grant, in the 2016-2017 school year, ESUCC developed the “Data-Driven Ecosystem Enhancing Teaching and Learning (DE<sup>2</sup>TAILS)” project, integrating multiple state data systems and resources into an ecosystem of support, tools, resources, and data designed to enhance an environment centering on blended and personalized learning.



## PROGRESS

The documents for the project and leadership interviews provide evidence the program is being implemented as per the proposed goals and objectives. Evident, as an increasingly sophisticated project being implemented in ways that meet program goals and objectives and support participants. Leadership interviews also confirm that ADVISER, BlendEd, EdReady, and SIMPL projects displayed substantial progress on their objectives. Overall, there have been several advancements made in the past grant period and the progressive implementation of several sub-projects of the Educational Service Unit Coordinating Council (ESUCC) in the state of Nebraska developed the “Data-Driven Ecosystem Enhancing Teaching and Learning (DE<sup>2</sup>TAILS)” project are highlighted. ADVISER is now the official state reporting mechanism for student data collections in the 2018/19 and future school years. Two hundred and five (205) school districts used SRS to report their students’ special education data during the fall data collection in October 2019. The same ADVISER capabilities were developed into the AAP application during 2018/19 to facilitate communication between resident school districts and interim program schools for systems-involved students. The workflow of the AAP application was re-designed by a representative group of the interim program schools and those changes were developed in 2018/19 as well. Two hundred and fifty-three (253) school districts and ESUs are now connected to the Single Sign-On (SSO) portal, which is 97% of the total number. SRS went through an iterative approach to develop and validate the software. Internal testing and pilot testing with a subsample of school districts were completed. SRS was revised based on testing feedback and became live in fall 2019. The BlendEd project continued to provide coaching visits and professional development pieces of training in summer 2019 across Nebraska in Sidney, Kearney, and Lincoln for the Cohort 1 and Cohort 2 teams. The staff of the EdReady project worked closely with the Nebraska Department of Education (NDE) and ESUs on training and scaling around five model uses as defined by NDE. EdReady data was integrated into a more extensive SRS dashboard for the use of administrators, teachers, and parents. This was designed particularly to track the success of EdReady students by grade level completion and on summative assessments. Finally, The SIMPL project greatly increased use of the software system throughout the state. In 2018/19, eight ESUs (2, 3, 7, 8, 10, 13, 16, and 17) in Cohorts 1 and 2 and two new ESUs (9 and 15) as Cohort 3 input data into SIMPL; 14,533 service hours were recorded; 22,248 educators received services; and data were aligned with AQuESTT.



## POTENTIAL FOR REPLICATION AND SCALABILITY

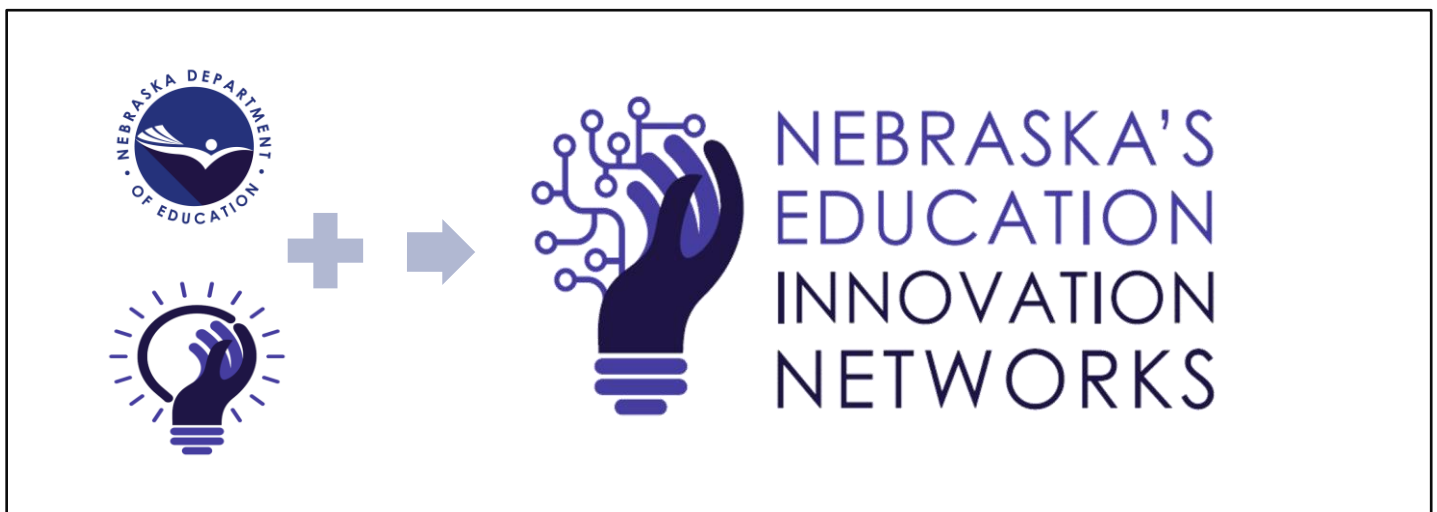
Although implementation varied by schools, most teachers and administrators believed the use of BlendEd positively influenced their students. As perceived, students are more engaged in the lessons, gained deeper mastery of the topics, had better retention of information, set educational goals, became more self-motivated, had more ownership of their learning, and utilized technology more effectively. Both respondent groups saw increases in academic achievement and reported improvements in assessment scores and grades as well as with writing. BlendEd has also demonstrated a positive impact on participating teachers and administrators. Within the 30-month funding period, the DE<sup>2</sup>TAILS project proposed to develop this technology ecosystem that is replicable across schools in every ESU and scalable across all ESUs as a statewide system of teacher and student support to bring positive impact on ESU institutional changes, K-12 partner school institutional outcomes, teacher practices, and ultimately student academic achievement.

As each of the grantees moves towards success through realizing their respective project goals, the past three years of innovation has led way to new ideas and spurred important learnings that are now time to be implemented at a much larger and wider scale. With inspiration from these successful projects and important takeaways, it is time to take innovation to the next level. For the true scalability of these success methods, the approach was to invert the system through collaboration and partnership with agency-wide offices, specialists, community engagement and past grantees leading way to the Education Innovation Networks (EIN).

The following are Education Innovation Networks proposed for the 2019-2021 years and the remaining available lottery resources allotted to the Innovation Grant Fund from the Education Improvement Fund. The primary goal of the Education Innovation Networks is to take the innovation work and subsequent efforts and scale or engage a broader set of districts and ESU's. The theory of action is essential to move the local innovation to more districts, locations, and experiences. Providing a competitive application process to participate in the variety of Networks ensures an opportunity for school districts and ESU's and also provides an opportunity for the Network to provide stability and explore sustainability approaches for carrying forth the innovation work in Nebraska Education.

Based on data and scalable innovation grant findings, five areas became the Education Innovation Networks that align with priorities of the legislature and State Board of Education. The innovation networks include (1) **Data Visualization and Use Network** to support the effective use of data and providing appropriate and useful visualization tools essential to inform educators; (2) **Instructional Materials Network** focuses support through collaboration and process of selecting and implementing high-quality instructional materials in Nebraska schools; (3) **Equitable Access and Digital Resources Innovation Network** Specializing in the sustainable delivery, implementation, and development of high impact software while also monitoring and evaluating the use of these tools and systems across school districts and ESU's while evaluating statewide licensing options in the process instilling the industry-standard best practice of data handling; (4) **Asynchronous Professional Learning Network** will build the quality standards, skills, knowledge, and processes for quality digital professional learning in Nebraska. The Network brings together educators from districts, ESUs, and NDE to establish processes, develop skills to deploy online asynchronous courses and training, resulting in a support network for successful innovation and personalized learning; and finally (5) **The Nebraska Expanded Learning Opportunity Innovation Network (ELO)** is the culmination of a successful collaboration in the NDE Innovation Grant funded Expanded Learning Opportunity (ELO) Design Challenge, partnering with Beyond School Bells, together with a group of key partners, will create the Nebraska's ELO Innovation Network for the two-year period starting in January 2020. The two-year total public investment request (\$400,000 annually in Innovation grant funds) generate a nearly 2:1 private-sector match, creating a total, two-year pool of over \$2.0 million to launch and grow a Network supporting through an ELO Design Studio, developing and disseminating low cost, high quality, ELO programming, staffing and evaluation innovations, a new ELO incubator program supporting underserved rural and NDE priority school districts and ELO Centers of Excellence promoting and sharing ELO Innovations.

Education Innovation Networks (EIN) will carry forward ideas and priorities of the original Nebraska Innovation Grant Program into the future and continue to foster value at the classroom, school, district, and community levels through different capacity-building efforts. The systemic nature ensures access to the small and large, rural, urban or suburban districts and ultimately creates an opportunity to support the legislature's vision to improve education in Nebraska through the use of lottery resources.





### *Plattsmouth Community Schools' Wall-to-Wall Career and College Readiness*

The National Career Academy Coalition review is taking place in May and based on the Advisory and Academy self-assessment data, it is likely that the academy will be approved and possible that it will reach model status. PHS along with community partners are collaborating to ensure that much as possible is done to meet all the grant goals, increase student academic, career, and technical skills attainment.

### *Scottsbluff Public Schools' Wall-to-Wall Career Academies*

The evaluation process is designed to generate data regarding the project's impact relative to student academic performance, postsecondary enrollment, and career outcomes, and the evaluation will eventually provide data regarding the relevance of these interventions on various groups of students, particularly as additional students graduate. The summary of the external evaluation team's recommendations for SBPS was to continue tracking of academic indicators, increasing academic flexibility, expanding opportunities to strengthen academies while continuing to leverage industry and community resources through effective communication with stakeholders.

### *Beatrice Public Schools' Expanded Learning Opportunity Design Challenge*

The MAP Academy has conducted site visits at four of the five ELO Design Challenge communities, has conducted interviews while collecting artifacts from program directors and other stakeholders at each site. It has also piloted a post/retrospective-pre measure of career engagement for ELO programs. It will be conducting Dimensions of Success (DoS) observations at each site this spring and will assist communities in developing appropriate evaluation tools for their programs.

The five communities included in the ELO Design Challenge are making great strides towards their personal goals and the project's goals. Throughout the past year and a half, the evaluation team has had the privilege of observing programs and interviewing individuals who are leading efforts to provide high quality extended learning opportunities in Nebraska. During the first year, the MAP Academy staff primarily focused on identifying the goals of the five communities and working to understand the context of each program. For the second year, MAP Academy is building on relationships formed with each community to enhance their evaluation efforts. We will continue to focus on individual community goals, understanding communities are at different stages of the process, and the broader goals of the grant.

### *Westside Community Schools' 21st Century Personalized Learning*

As the evaluation looks toward the remainder of the project, it will be collecting data, particularly academic data, to measure the impact of personalized learning on students' academic performance. The Westside Community Schools' Personalization for 21st Century Learning Initiative appears to be a promising candidate as a best practice and replicable model for state support. As the project in Westside continues to evolve, evaluators will then be able to dig into quantitative data trends more carefully. However, the following are some anticipated next steps for evaluation expansion and refinement upon the conclusion of the project: Correlation Analysis, Teacher Personalized Learning Fidelity, College Enrollment Insights, Personalized Student Projects, Technology Engagement in Personalized Learning and Parent Feedback.

### *Educational Service Unit Coordinating Council (ESUCC) - Data-driven Ecosystem Enhancing Teaching And Improving Learning for Students- DE2TAILS*

RMC Research Corporation serves as the external evaluator of this innovative project conducting a mixed-method quasi-experimental study to assess the implementation and impact of the grant. The evaluation assesses whether the project is making satisfactory progress towards its stated goals; recommend reasonable, evidence-based adjustments to project plans and activities; support the development and validation of survey and assessment tools, and describe the impact of the DE2TAILS project. During the 2018/19 school year, the DE2TAILS project continued to make progress toward its goals of developing an integrated technology ecosystem through a secure, trusted data infrastructure Advanced Data Views Informing Student Education Response (ADVISER) by integrating multiple technology systems through a single sign-on portal. Secondly, designing an integrated system application for the Academic Achievement Plan (AAP) and Student Record Systems (SRS) with ADVISER to address the needs of at-risk and high needs students. Thirdly, using technology to innovate student learning in the classroom and improve academic/employment outcomes through a BlendEd/Personalized Learning Environment. Finally, providing online digital resources for student access by improving college and career readiness through NROC/EdReady, and developing a statewide software Service Implementation Matrix Process & Log (SIMPL) for visualization and rapid analysis of evidenced-based professional development and instructional practice to drive informed decision-making.

APPENDIX B

Local Education Agency	Project Name	Description	\$ Amount Awarded
<i>Plattsmouth Community School District</i>	<i>Wall-to-Wall Career and College Readiness</i>	The Plattsmouth Community School District is to work in partnership to ensure academic achievement, responsible behavior, and civic engagement. Plattsmouth High School uses the “Wall-to-Wall Career and College Readiness” project to refine its program into a model for Nebraska’s schools.	<b>107,089</b>
<i>Scottsbluff Public School District</i>	<i>Wall-To-Wall Career Academies</i>	Scottsbluff Public Schools’ Wall-to-Wall Career Academy model includes six career academies as identified by the Nebraska Career Education Model, and each Academy includes multiple career pathways, namely Agriculture, Food and Natural Resources; Business, Marketing and Management; Communications, Arts, and Technology; Health Sciences; Human Sciences and Education; and Skilled and Technical Science. The program is uniquely designed to include and engage every student attending Scottsbluff Senior High Schools in a Career Academy.	<b>827,913</b>
<i>Beatrice Public Schools</i>	<i>Expanded Learning Opportunity Design Challenge</i>	Nebraska’s Expanded Learning Opportunity (ELO) Design Challenge is a statewide partnership to formulate, develop, prototype, validate and ultimately, scale-up replicable and economically viable models of intentional, engaging, high-quality afterschool and summer curriculum and programming that supports K-8 student and school success and are powered by strong school-community partnerships. Communities involved include Boone Central, Centura, Beatrice, Grand Island, and Auburn.	<b>893,565</b>
<i>Westside Community Schools</i>	<i>21<sup>st</sup> Century Personalized Learning</i>	The Personalized 21st Century Learning Initiative leverages more than two years of intensive planning and infrastructure development to support the full implementation of personalized learning across Westside Community Schools’ 14 school sites. It is a pedagogical approach where instruction is tailored to meet each individual student’s needs, skills/knowledge, and learning interests. The project includes an overarching goal of promoting the academic performance of all its students through a rich continuum of personalized learning opportunities, with emphasis on those experiences, which leverage technology.	<b>896,993</b>
<i>Educational Service Unit Coordinating Council (ESUCC)</i>	<i>Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students</i>	The Data-driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE <sup>2</sup> TAILS) project enables ESUCC to incorporate multiple online educational and data-collection systems into one statewide, secure, single sign-on portal. The goal is to develop, implement, and sustain an integrated ecosystem, governed by policies and practices, to allow relevant teaching and learning applications and tools to integrate, sharing data elements for the improvement of student learning and reporting. In the state of Nebraska, as per state statute 79-1246, Educational Service Unit Coordinating Council (ESUCC) is charged with coordinating statewide efforts with all Educational Service Units (ESUs) leading 17 ESUs serving 245 school districts employing 22,000 teachers educating 307,000 students. Funded by the state innovation grant, in the 2016-2017 school year, ESUCC developed the “Data-Driven Ecosystem Enhancing Teaching and Learning (DE <sup>2</sup> TAILS)” project, integrating multiple state data systems and resources into an ecosystem of support, tools, resources, and data designed to enhance an environment centering on blended and personalized learning.	<b>1,640,839</b>