Amended Application for Funding under the State Fiscal Stabilization Fund Program

(Amended January 3, 2011)

CFDA Numbers: 84.394 (Education Stabilization Fund) and 84.397 (Government Services Fund)

U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0690
Expiration Date: 11/30/2012

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0690. The time required to complete this information collection is estimated to average 17 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

STATE FISCAL STABILIZATION FUND APPLICATION
PART 1: APPLICATION COVER SHEET
(CFDA Nos. 84.394 and 84.397)

Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
Office of the Governor State of Nebraska	Office of the Governor P.O. Box 94848 Lincoln, NE 68509-4848
State Contact for the Education Stabilization Fund (CFDA No. 84.394) Name: Gerry A. Oligmueller Position and Office: State Budget Administrator Contact's Mailing Address: DAS Budget Division Room 1320, State Capitol P.O. Box 94664 Lincoln, NE 68509-4664 Telephone: (402) 471-2526 Fax: (402) 471-8074 E-mail address: Gerry.Oligmueller@nebraska.gov	State Contact for the Government Services Fund (CFDA No. 84.397) *(Enter "same" if the same individual will serve as the contact for both the Education Stabilization Fund and the Government Services Fund.)* Name: Position and Office: Same Contact's Mailing Address: " " Telephone: " " Fax: " " E-mail address: " "

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Gerry A. Oligmueller, State Budget Administrator	(402) 471-2526
Signature of Governor or Authorized Representative of the Governor: Gerry A. Oligmueller	Date: 3-17-2011

Recommended Statement of Support from the Chief State School Officer *(Optional)*:
The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.

Chief State School Officer (Printed Name):	Telephone:
Roger Breed, Commissioner of Education	(402) 471-5020
Signature of the Chief State School Officer: Roger D. Breed	Date: 3-17-2011

Form Approved OMB Number: 1810-0690; Expiration Date: 9/30/2009

PART 2, SECTION A: EDUCATION REFORM ASSURANCES

The Governor or his/her authorized representative assures the following:

(1) The State will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. (*Achieving Equity in Teacher Distribution Assurance*)

(2) The State will establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871(e)(2)(D)). (*Improving Collection and Use of Data Assurance*)

(3) The State will –

(3.1) Enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311(b)(3)) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a(a)); (*Improving Assessments Assurance*)

(3.2) Comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311(b)) and section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1412(a)(16)) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; (*Inclusion Assurance*) and

(3.3) Take steps to improve State academic content standards and student academic achievement standards consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act. (*Improving Standards Assurance*)

(4) The State will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA with respect to schools identified under these sections. (*Supporting Struggling Schools Assurance*)

Governor or Authorized Representative of the Governor (Printed Name):	
Signature: **(Document on File with the U.S. Department of Education – No Further Action Necessary)**	Date:

PART 2, SECTION B: EDUCATION REFORM ASSURANCES DATA

SPECIAL NOTES:

- In this portion of the application, please describe the State's current status for each indicator or descriptor in the State's Phase 2 SFSF application by completing the chart below and choosing a response for each pull down menu.
- If the State has met the reporting requirement(s) for each indicator or descriptor, please change the "Progress" column to "Completed" and provide the URL where the information can be found.
- If the State has not met the reporting requirement(s) for each indicator or descriptor, please specify the current status in the "Progress" column. Additionally, the State should update the URL(s) and/or State Plan(s) to reflect the most recent versions. (If the State cannot provide the State Plan through a URL, please attach the update plan to the end of this section).

Assurance (a): Achieving Equity in Teacher Distribution

Indicator	Progress	URL	State Plan
Indicator (a)(1): Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).	Completed	Choose item Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan:
Indicator (a)(2): Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA)	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Descriptor (a)(1): Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (a)(3): Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (a)(4): Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Greater than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here
Indicator (a)(5): Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Descriptor (a)(2): Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Indicator (a)(6): Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (a)(7): Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	Greater than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here

Assurance (b): Improving Collection and Use of Data

Indicator	Progress	URL	State Plan
Indicator (b)(1) element 1: A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Greater than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here
Indicator (b)(1) element 2: Student-level enrollment, demographic, and program participation information	Greater than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here
Indicator (b)(1) element 3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs	Greater than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here
Indicator (b)(1) element 4: The capacity to communicate with higher education data systems	Greater than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Indicator (b)(1) element 5: An audit system assessing data quality, validity, and reliability	Completed	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here
Indicator (b)(1) element 6: Yearly State assessment records of individual students	Completed	Same as Phase 2 Updated URL: http://reportcard.education.ne.gov/Main/Home.aspx	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 7: Information on students not tested, by grade and subject	Completed	Same as Phase 2 Updated URL: http://reportcard.education.ne.gov/Main/Home.aspx	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 8: A teacher identifier system with the ability to match teachers to students	Greater than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here
Indicator (b)(1) element 9: Student-level transcript information, including on courses completed and grades earned	Greater than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here
Indicator (b)(1) element 10: Student-level college readiness test scores	Completed	Same as Phase 2 Updated URL: http://reportcard.education.ne.gov/Main/Home.aspx	Choose item URL to State Plan: Insert URL here
Indicator (b)(1) element 11: Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Less than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here
Indicator (b)(1) element 12: Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Less than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Indicator (b)(2): Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.	Greater than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here
Indicator (b)(3): Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.	Less than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here

Assurance (c): Standards and Assessments

Indicator	Progress	URL	State Plan
Indicator (c)(1): Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (c)(2): Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (c)(3): Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Indicator (c)(4): Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.	Greater than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here
Indicator (c)(5): Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (c)(6): Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (c)(7): Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (c)(8): Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/ language arts and mathematics assessments.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (c)(9): Confirm that the State's annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).	Completed	Same as Phase 2 Updated URL: http://reportcard.education.ne.gov/Main/Home.aspx	Choose item URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Indicator (c)(10): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).	Greater than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here
Indicator (c)(11): Provide, for the State, for each LEA in the State, for each high school in the State &, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number & % (numerator & denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended within 16 months of receiving a regular high school diploma.	Less than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here
Indicator (c)(12): Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number & percentage completing at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.	Less than 50%	Choose item Updated URL: Insert URL here	Same as Phase 2 URL to State Plan: Insert URL here

Assurance (d): Supporting Struggling Schools

Indicator	Progress	URL	State Plan
Indicator (d)(1): Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (d)(2): Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Descriptor (d)(1): Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Indicator (d)(3): Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (d)(4): Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (d)(5): Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (d)(6): Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.	Completed	Same as Phase 2 Updated URL: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html	Choose item URL to State Plan: Insert URL here
Indicator (d)(7): Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.	Choose an item	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(8): Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.	Choose an item	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

Indicator	Progress	URL	State Plan
Indicator (d)(9): Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.	Choose an item	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(10): Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.	Choose an item	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(11): Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.	Choose an item	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here
Indicator (d)(12): Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.	Choose an item	Choose item Updated URL: Insert URL here	Choose item URL to State Plan: Insert URL here

PART 3: INITIAL BASELINE DATA FOR EDUCATION REFORM ASSURANCES

SPECIAL NOTES:

- In completing this portion of the application, please refer to Appendix B – Instructions for Part 3: Initial Baseline Data for Education Reform Assurances.
- The data described in Appendix B for two of the education reform assurances in Part 2 of the application – the Improving Assessments Assurance and the Improving Standards Assurance – are the most current available baseline data for these areas. Thus, the Department is not inviting States to submit additional information with respect to these two assurances.
- The Governor or his/her authorized representative should confirm whether the initial baseline data sources described in Appendix B for the four assurances referenced below – Achieving Equity in Teacher Distribution; Improving Collection and Use of Data; Improving State Academic Content and Student Achievement Standards; and Supporting Struggling Schools – reflect the State's current status with respect to these assurances. A State that confirms the use of these initial baseline data sources does not have to submit additional baseline data with this application. If a State elects not to use the identified data sources for one or more of these four assurances, it must submit other initial baseline data for that assurance.

The Governor or his/her authorized representative confirms that the data sources that are currently available to the Department and described in Appendix B are a reasonable reflection of the current status of the State with respect to the following education reform assurances that he/she provided in Part 2 of the Application *(check only those assurances for which the State accepts the data described in Appendix B)*:

__X__ Achieving Equity in Teacher Distribution Assurance.

__X__ Improving Collection and Use of Data Assurance.

__X__ Improving Standards Assurance.

__X__ Supporting Struggling Schools Assurance.

Governor or Authorized Representative of the Governor (Printed Name):	
Signature: **(Document on File with the U.S. Department of Education – No Further Action Necessary)**	Date:

PART 4, SECTION A: MAINTENANCE-OF-EFFORT (MOE) ASSURANCE

SPECIAL NOTES:

- In completing Part 4 of the application, please refer to Appendix C – Instructions for Part 4: Maintenance of Effort.
- The Governor or his/her authorized representative should check only those MOE requirements that he or she anticipates the State will meet. If the Governor or his/her authorized representative anticipates that the State will be unable to meet one or more of the requirements, he or she must sign the additional waiver assurance in Part 4, Section B.
- For the purpose of determining MOE, State support for public institutions of higher education (IHEs) must not include support for capital projects or for research and development or tuition and fees paid by students.

The Governor or his/her authorized representative assures the following *(check appropriate assurances that apply)*:

X In FY 2009, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

X In FY 2010, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

X In FY 2011, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

X In FY 2009, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

X In FY 2010, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

X In FY 2011, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

---OR---

_____ To the best of his/her knowledge and based on the best available data, the State will be unable to meet any of the above-referenced maintenance-of-effort requirements.

Governor or Authorized Representative of the Governor (Printed Name):	
Gerry A. Oligmueller, State Budget Administrator	
Signature: Gerry A. Oligmueller	Date: 3-17-2011

PART 4, SECTION B: MAINTENANCE-OF-EFFORT WAIVER ASSURANCE

SPECIAL NOTES:

- If a State anticipates that it will be unable to comply with one or more of the Stabilization program MOE requirements referenced in Part 4, Section A of the application, the State must provide the assurance below.
- States that anticipate meeting all of the Stabilization program MOE requirements should not complete the waiver assurance in this section of the application. *See* Appendix C – Instructions for Part 4: Maintenance of Effort. The criterion for a waiver of the MOE requirements is provided in Appendix C.
- The Department will be providing additional guidance to States regarding the process for applying for waivers of the Stabilization program MOE requirements.

The Governor or his/her authorized representative assures the following:

To the best of his/her knowledge and based on the best available data, the State meets or will meet the eligibility criterion for a MOE waiver for each of the Stabilization program MOE requirements that the Governor or his/her authorized representative anticipates the State will be unable to meet.

Governor or Authorized Representative of the Governor (Printed Name):	
Gerry A. Oligmueller, State Budget Administrator	
Signature: Gerry A. Oligmueller	Date: 3-17-2011

PART 4, SECTION C: MAINTENANCE-OF-EFFORT BASELINE DATA

SPECIAL NOTES:

- A State has some flexibility in determining the "levels of State support" for MOE purposes. For example, for the purpose of the elementary and secondary education MOE requirements, a State may use the level of support that the State provides through its primary elementary and secondary funding formulae, or it may use other relevant data. *See* Appendix C – Instructions for Part 4: Maintenance of Effort.

1. **Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006 $700,594,282

FY 2009* $839,390,581

FY 2010* $840,207,268

FY 2011* ~~$791,729,472 *1/25/10 Revision*~~ $809,934,560 *3/10/10 Revision*

(* Provide data to the extent that data are currently available.)

2. **Levels of State support for public institutions of higher education** *(enter amounts for each year):*

FY 2006 $519,412,293

FY 2009* $608,776,382

FY 2010* $608,776,382 *1/25/10 Revision*

FY 2011* $610,776,381 *1/25/10 Revision*

(* Provide data to the extent that data are currently available.)

Information on File with the U.S. Department of Education – No Further Action Necessary

3. **Additional Submission Requirements**: In an attachment to the application –

(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -

(b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

PART 5, SECTION A: STATE USES OF THE EDUCATION STABILIZATION FUND

SPECIAL NOTES:

- Section A of Part 5 requests data on the Education Stabilization Fund (CFDA No. 84.394). In completing this portion of the application, please refer to Appendix D – Instructions for Part 5: State Uses of Funds.
- At a later date, the Department will collect data on the levels of State support for elementary, secondary, and postsecondary education in FY 2011.
- These data may differ from the data in the levels of support for maintenance-of-effort purposes. *See* instructions in Appendix D.
- The term "postsecondary education" refers to public IHEs.

1. Levels of State Support for Elementary, Secondary, and Postsecondary Education

Provide the following data on the levels of State support for elementary, secondary, and postsecondary education:

(a) Level of State support for elementary and secondary education in FY 2008 provided through the State's primary elementary and secondary education funding formulae: $ 768,613,973

(b) Level of State support for public IHEs in FY 2008: $ 584,063,890

(c) Level of State support for elementary and secondary education in FY 2009 provided through the State's primary elementary and secondary education funding formulae: $ 839,390,581

(d) Level of State support for public IHEs in FY 2009: $ 608,776,382

(e) Level of State support for elementary and secondary education in FY 2010 provided through the State's primary elementary and secondary education funding formulae:
$ 933,876,018 Prior-Enacted
$ 840,207,268 Projected

(f) Level of State support for public IHEs in FY 2010: $ 608,776,382 1/25/10 Revision

(g) Level of State support for elementary and secondary education in FY 2011 provided through the State's primary elementary and secondary education funding formulae:
~~$ 932,016,648 Enacted 1/25/10~~
$ 950,221,736 Enacted# 3/10/10
~~$ 791,729,472 Estimated 1/25/10~~
$ 809,934,560 Projected# 3/10/10

(h) Level of State support for public IHEs in FY 2011: $ 610,776,381 1/25/10 Revision

Additional Information: Did the State, prior to October 1, 2008, approve formula increases to support elementary and secondary education in FY 2010 or 2011, or to phase in State equity and adequacy adjustments?*

Yes ☑ No ☐

* *See* Appendix D Worksheets for further guidance on how such increases affect a State's "use of funds" calculations.

2. State's Primary Education Funding Formulae

Information on File with the U.S. Department of Education – No Further Action Necessary

Additional Submission Requirement: In an attachment to the application, identify and describe each of the State's primary elementary and secondary education funding formulae that were used in determining the calculations provided above for the levels of State support for elementary and secondary education.

3. Data on State Support for Postsecondary Education

Information on File with the U.S. Department of Education – No Further Action Necessary

Additional Submission Requirement: In an attachment to the application, identify and describe the specific State data sources that were used in determining the calculations provided above for the levels of State support for public IHEs.

4. Restoration Amounts

Based on the Worksheets included in Appendix D, calculate and provide the amount of Education Stabilization funds that the State will use to restore the levels of State support for elementary, secondary, and postsecondary education in FYs 2009, 2010 and 2011. As explained in the Instructions in Appendix D, a State must determine the amount of funds needed to restore fully the levels of State support for elementary, secondary, and postsecondary education in FY 2009 before determining the amount of funds available to restore the levels of such support in FY 2010.

SPECIAL NOTES:

- The calculations for these data must be based on the State's total Education Stabilization Fund allocation as reflected in Appendix A and not on the State's initial Education Stabilization Fund award.
- Although the State must follow the Instructions in Appendix D, in order to determine the amount of funds that LEAs and IHEs will receive under the program (i.e., the "restoration amounts"), the Governor has discretion in determining when to release these funds to LEAs and IHEs.

(a) Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary and secondary education in FY 2009 $ 0

(b) Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for public IHEs in FY 2009 $ 0

(c) Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary and secondary education in FY 2010 $ 93,668,750

(d) Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for public IHEs in FY 2010 $ 0

(e) Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary and secondary education in FY 2011 $ 140,287,176

(f) Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for public IHEs in FY 2011 $ 0

(g) Amount of remaining funds, if any, awarded as subgrants to LEAs based on their proportionate shares of funding under Part A of Title I of the ESEA $ 0

5. Process for Awarding Funds to Public IHEs

Information on File with the U.S. Department of Education – No Further Action Necessary

Additional Submission Requirement: In an attachment to the application, describe the process that the State will use to determine the amount of funding that individual public IHEs will receive from the funds that the State sets aside to restore the levels of State support for these institutions.

PART 5, SECTION B: STATE USES OF THE GOVERNMENT SERVICES FUND

SPECIAL NOTES:

- Section B of Part 5 requests data on the Government Services Fund (CFDA No. 84.397).
- In this section, provide preliminary estimates of the percentage of the Government Services Fund that the State intends to spend under various broad categories (to the extent such estimates are available). The total percentages in the chart should equal 100 percent.
- To the extent such estimates are available, the estimated percentages must be based on the State's total Government Services Fund allocation and not on the State's initial Government Services Fund award.

Uses of the Government Services Fund

Category	**Dollar Amount - or - Percentage of Funds Allocated**
Public Safety	100%
Elementary and secondary education (excluding modernization, renovation, or repair of public school facilities)	
Public IHEs (excluding modernization, renovation, or repair of IHEs)	
Modernization, renovation, or repair of public school facilities	
Modernization, renovation, or repair of IHEs	
Medicaid	
Public assistance	
Transportation	
Other (please describe)	
Undetermined	
TOTAL	100%

PART 5, SECTION C: STATE USES OF STABILIZATION FUNDS TO MAINTAIN FISCAL EFFORT

SPECIAL NOTES:

- Under section 14012(d) of ARRA, a State may treat any portion of Stabilization funds used for elementary, secondary or postsecondary education as non-Federal funds for the purpose of any requirements to maintain fiscal effort under any other program administered by the Department.
- For FY 2009 and FY 2010, please provide the amount of Stabilization funds that the State used to meet maintenance of effort requirements under the ESEA and IDEA.
- For FY 2011, please provide the amount of Stabilization funds that the State intends to use to to meet maintenance of effort requirements under the ESEA and IDEA.

Fiscal Year	**Title I**	**IDEA**	**Other ESEA Programs (Please Specify the program)**
FY 2009	n/a	n/a	n/a
FY 2010	n/a	n/a	n/a
FY 2011	n/a	n/a	n/a
Total	$ 0	$ 0	$ 0

PART 6: ACCOUNTABILITY, TRANSPARENCY, AND REPORTING ASSURANCES

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Stabilization program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
  - the uses of funds within the State;
  - how the State distributed the funds it received;
  - the number of jobs that the Governor estimates were saved or created with the funds;
  - tax increases that the Governor estimates were averted because of the funds;
  - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and children with disabilities;
  - the tuition and fee increases for in-State students imposed by public IHEs and a description of any actions taken by the State to limit the increases;
  - the extent to which public IHEs maintained, increased, or decreased enrollment of in-State students, including those students eligible for Pell Grants or other need-based financial aid; and
  - a description of each modernization, renovation or repair project funded, including the amounts awarded and project costs. (ARRA Division A, Section 14008)

- The State will cooperate with any Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps. (ARRA Division A, Section 14009)

- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)

- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))

- The State will cooperate with any Inspector General examination of records under the program. (ARRA Division A, Section 1515)

Governor or Authorized Representative of the Governor (Printed Name):	
Signature: **Document on File with the U.S. Department of Education – No Further Action Necessary**	Date:

PART 7: OTHER ASSURANCES AND CERTIFICATIONS

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (ARRA Division A, Section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).

- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
  The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- The State and other entities will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Governmentwide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name):	
Signature: **Document on File with the U.S. Department of Education – No Further Action Necessary**	Date:

Appendices to the

Application for Initial Funding under the

State Fiscal Stabilization Fund Program

WORKSHEETS FOR PART 5, SECTION A: STATE USES OF EDUCATION STABILIZATION FUNDS - CALCULATING THE RESTORATION AMOUNTS

WORKSHEET 3-B: **Calculating the amount of a State's Education Stabilization Fund allocation to be used to restore the level of State support for elementary, secondary, and postsecondary education in FY 2011 if, prior to October 1, 2008, the State enacted State elementary and secondary education formula increases for FY 2011 or State equity and adequacy adjustments**

Line	Information	Amount
1.	Amount of the State's total Education Stabilization Fund allocation remaining after restoring the level of State support for education in FY 2009 and FY 2010 (If level of FY 2010 support was based on Worksheet 2-A, enter the amount on Line 12 of Worksheet 2-A; if level of FY 2010 support based on Worksheet 2-B, enter amount on Line 15 Worksheet 2-B).	$140,287,176
2.	Either the actual amount of State funds that the State provided through its primary elementary and secondary education funding formulae in FY 2008 or a prior-enacted amount of State funds that the State provided or will provide through its primary elementary and secondary education funding formulae in FY 2009 (Enter the amount on line 2 of Worksheet 1-A).	$768,613,973
3.	Actual or projected amount that the State provided or will provide through its primary elementary and secondary education funding formulae in FY 2009 (Enter the amount on Line 4 of Worksheet 1-A).	$839,390,579
4.	Enacted amount (including formulae increases and equity & adequacy adjustments enacted prior to October 1, 2008) State would provide through primary elementary & secondary education funding formulae in FY 2011.	$1,008,832,476 2/10/11 Enacted ~~$950,221,736 3/10/10 Rev.~~
5.	Projected amount that the State will provide through its primary elementary and secondary education funding formulae in FY 2011.	$809,934,560 **3/10/10 Rev.**
6.	Enter the greater of the amounts on Lines 2, 3, or 4.	$1,008,832,476 2/10/11 Enacted
7.	If the amount on Line 5 is greater than the amount on Line 6, enter 0; if the amount on Line 6 is greater than the amount on Line 5, enter the difference.	$140,287,176 SFSF $ 58,610,740 Educ Jobs Fund $198,897,916 Total
8.	Enter the greater of (1) either the actual amount of State support for public institutions of higher education (IHEs) in FY 2008 or a prior-enacted amount of State support for public IHEs in FY 2009 or (2) actual or projected amount of State support for public IHEs in FY 2009 (i.e., Enter the greater of the amounts on Lines 3 and 5 of Worksheet 1-A).	$608,776,382
9.	Projected amount of State support for public IHEs in FY 2011.	$610,776,381 11/20/09 Rev.
10.	If the amount on Line 9 is greater than the amount on Line 8, enter 0; if the amount on Line 8 is greater than the amount on Line 9, enter the difference.	$0
11.	Enter the sum of the amounts on Line 7 and Line 10. This is the amount of funds needed to restore fully the levels of State support for elementary, secondary, and postsecondary education in FY 2011. If the amount on Line 11 is greater than the amount on than Line 1, *see Worksheet 3-D for Shortfall calculations and do not complete Lines 12, 13 and 14.*	$140,287,176
12.	If the amount on Line 1 is greater than the amount on Line 11, enter the amount from Line 7. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary and secondary education in FY 2011.	$140,287,176
13.	If the amount on Line 1 is greater than the amount on Line 11, enter the amount from Line 10. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for postsecondary education in FY 2011.	$0
14.	Enter the sum of the amounts on Line 12 and Line 13. This is the amount of funds from the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary, secondary, and postsecondary education in FY 2011.	$140,287,176
15.	Enter the amount obtained by subtracting the amount on Line 14 from the amount on Line 1. This is the amount of the State's total Education Fund allocation that is available for subgrants to LEAs based on their proportionate shares of funding under Part A of Title I.	$0

ATTACHMENT (to amended SFSF Phase I application)
PART 4, SECTION C: MAINTENANCE-OF-EFFORT BASELINE DATA

3. Additional Submission Requirements: In an attachment to the application –

a. Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and –

NEBRASKA RESPONSE

The level of state support for public elementary and secondary education represents the total amount (i.e., aggregate basis) of unrestricted aid provided to local school districts by the State of Nebraska in accord with the state's primary funding formula: the Tax Equity and Educational Opportunities Support Act, Neb. Rev. Stat. §79-1001 et seq. (2008), as amended by LB 545, 2009 Neb. Laws, LB 5, 2009 Neb. Laws, First Special Session, and LB18, 2011 Neb. Laws.

All amounts represent the total funding appropriated, certified, and distributed to local school districts. Actual aid appropriations are documented in the *Nebraska Information System*. For FY 2010, the amount represents the $824,960,159 General Funds appropriated and documented in LB 545A, §1, 2009 Neb. Laws and $15,247,109 of available Insurance Premium Tax revenues. For FY 2011, FY 2011 aid will be funded with $795,941,720 General Funds and $13,992,840 of actual Insurance Premium Tax revenues (LB 373, §29, as introduced on January 13, 2011).

b. Identify and describe the data sources used in determining the levels of State support for public IHEs.

NEBRASKA RESPONSE

The level of state support for public higher education in Nebraska represents the total amount of unrestricted General Fund appropriations provided to the: 1) Nebraska Community College System; 2) Nebraska State College System; and 3) University of Nebraska.

For FY 2006, the amount represents actual General Fund appropriations less earmarks. General Fund earmarks totaled $20,791,137 in FY 2006, including but not limited to the $11.2 million earmark for "targeted research at the University of Nebraska". Actual appropriations are documented by the *Nebraska Information System*. For FY 2009, General Fund appropriations less earmarks for public higher education are based on appropriations authorized in LB 321, §183, §184, §258, and §259, 2007 Neb. Laws and LB 342A, §1, 2008 Neb. Laws. For FY 2010, General Fund appropriations less earmarks are authorized in LB 1, §148, §149, and §215, 2009 Neb. Laws, First Special Session, LB 603A, §7, 2009 Neb. Laws, and also includes a $10 million transfer provided for by LB 2, §1, 2009 Neb. Laws. For FY 2011, General Fund appropriations less earmarks are authorized in LB 1, §148, §149, and §215, 2009 Neb. Laws, First Special Session, and LB 603A, §7, 2009 Neb. Laws.

Explanation of Changes to Amended SFSF Phase I Application

On February 10, 2011, the Governor signed LB 18 into law officially re-certifying FY 2011 aid—distributed according to Nebraska's primary elementary and secondary school funding formula—at $1,008,832,476. This higher aid level reflects the $58,610,740 of additional K-12 school aid to be distributed pursuant to the federal Education Jobs Fund (Public Law 111-226).

The re-certified aid distribution does not change the total level of state support and makes no changes to any restoration amounts for FY 2009, FY 2010 and FY 2011. However, to adjust for higher than anticipated levels of Insurance Premium Tax revenues, FY 2011 aid will be funded with $795,941,720 of General Funds and $13,992,840 of Insurance Premium Tax revenues (LB 373, §29, as introduced on January 13, 2011).

Nebraska Amended Phase II Application

March 2011

STATE FISCAL STABILIZATION PHASE II

Indicator/Descriptor	Date Amended
Part 2A. Items 3a. & 3b.	2-23-2010
Part 2A Item 1 FY 2011	3-18-2010
Indicator (a)(1) and (a)(2)	3-21-2010
Descriptors (a)(1) and (a)(2)	3-21-2010
Indicators (a) (3) – (a)(7)	3-21-2010
Indicators (b)(1) – (b)(3)	3-21-2010
Indicator (c)(3) – (c)(6)	3-21-2010
Indicator (c)(10)	3-21-2010
Indicators (c)(1), (c)(2), and (c)(7)	3-21-2010
Indicators (d)(1) and (d)(2)	3-21-2010
Indicators (d) (7) – (12)	3-21-2010
Indicator (a)(1)	3-26-2010
Indicators (a)(3) – (a)(7)	3-26-2010
Indicators (b)(2) and (b)(3)	3-26-2010
Indicators (c)(1)-(3),(5), (7),(8)	3-26-2010
Indicator (c)(10)	3-26-2010
Indicators (d)(1) – (2)	3-26-2010
Indicators (d)(3) and (5)	3-26-2010
Indicators (d)(1) – (2)	3-31-2010
Indicator (c)(10)	3-31-2010
Indicator (a)(1) and (a)(2)	3-31-2010
Indicator (b)(2) and (b)(3)	3-31-2010
Indicator (a)(1)	4-19-2010
Indicators (c)(4) and (c)(6)	4-19-2010
Indicators (c)11) and (c)(12)	4-19-2010
Indicator (b)(2)	4-19-2010
Indicators (b)(1) through (b)(12)	03-18-2011

PART 3B: DATA COLLECTION AND PUBLIC REPORTING PLAN

REVISED MARCH 2011

II. ASSURANCES (b)(1)

Citation	**Description**
Indicator (b)(1)	*Which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) are included in the State's statewide longitudinal data system*

America COMPETES Act – 12 Data Elements – Current Status

Data Element	**Current Status**	**Addressed in Plan (below)**	**Plan not needed**
1. A unique statewide student identifier P-16	Nebraska has assigned the NDE Student ID to over 486,876 PK-12 students as of November 1, 2009.	Updated Plan	
2. Student-level enrollment, demographic, & program participation information for P-16	Nebraska currently collects this information for only PK-12 education.	Updated Plan	
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	The SLDS currently collects this information for only PK-12 education.	Updated Plan	
4. The capacity to communicate with higher education data systems	The SLDS does not currently communicate with postsecondary education data systems.	Updated Plan	
5. A State data audit system assessing data quality, validity, and reliability	Nebraska provides training to school district staff; conducts an annual state data conference; implements a data auditing system and process making program staff responsible for quality data; and has implemented an automated data validation and verification system for all collections.		X
6. Yearly test records of individual students P-12	Yearly records on students tested will be collected for individual students in our classroom-based assessment system until the implementation of the new NeSA.		X
7. Yearly test records of students not tested P-12	Yearly records on students not tested will be collected for individual students in our classroom-based assessment system until the implementation of the new NeSA.		X
8. A teacher identifier system with the ability to match teachers to students	The SLDS identifies individual teachers but is not currently capable of matching teachers to students.	Updated Plan	
9. Student-level transcript information (courses	The SLDS does not currently collect courses students complete or the grades	Updated Plan	

completed and grades earned)	earned.		
10. Student-level college readiness test scores	Loading student-level ACT scores into the SLDS began in Fall 2009. NDE is investigating loading SAT, IB and AP.		X
11. Data regarding the extent to which students transition successfully from secondary school to postsecondary education	NDE matches Nebraska graduates with *National Student Clearinghouse* results to determine a Nebraska college going rate. The SLDS does not currently collect postsecondary student enrollment or course data, remedial or otherwise.	X	
12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.	The SLDS does not currently collect this data.	X	

Milestones and Timelines for provided for each set of data elements (below).

Identified Obstacles for All Data Elements included in this Plan

The major obstacle for implementing all data elements in the SFSF Assurances is the timelines. Since Nebraska has received the SFSF funds, legislation has been passed requiring a Memorandum of Understanding (MOU) between the Department of Education and all postsecondary institutions. The MOUs were completed by June 2010. An implementation committee was formed of representatives of the postsecondary institutions, Department of Labor, Nebraska State Education Association, Nebraska's Coordinating Commission for Postsecondary Education, and nonpublic educators. The P-16 Goal 3 Implementation Committee has met regularly since August, 2010 and has developed a set of recommendations for the Data Governing Council defined in the MOU. The MOU identifies the Data Governing Council as:

- The Commissioner of Education, or his or her designee;
- President of the University of Nebraska, or his or her designee;
- Chancellor of the Nebraska State College System, or his or her designee; and
- The Executive Director of the Nebraska Community College Association or successor organization, or his or her designee.

The Data Governing Council has adopted the following recommendations:

1. Create a postsecondary data system that meets the P-16 Goal 3 requirements with the following essential capabilities:
    - Provide a unique statewide student identifier for all students at all levels of Nebraska education, with assurance that privacy issues are resolved.
    - Track student progress through Nebraska's public education system, P-20, including student-level enrollment, degree completion, and demographic data for all schools, public colleges and universities.
    - Match student records between the P-12 and higher education systems, with initial focus on public institutions.

- Report back to high schools on the college readiness of their graduates.
- Match student records with data on employment.
- Audit statewide data to ensure data quality, validity and reliability.
- Ensure security and enable responsible use of data through an effective data governance committee.
- Design, provide support and conduct specific research activities to promote the development of solutions to Nebraska's most significant educational challenges.

2. Create a Nebraska system that meets Federal requirements.

A technical team was created to lead the implementation and has begun the task of assigning the NDE Student ID to all postsecondary students. The technical team consists of representatives of each of the postsecondary institutions and is currently defining the data elements necessary to meet the requirements of the SFSF assurances.

Nature and Frequency of Reports for all Data Elements included in this Plan
Information from the State of the Schools Report will be used to report progress on the SFSF Data Collection and Reporting requirements through links to the SFSF Application Phase II and vice versa. The SFSF Application Phase II website is the primary source of information on this plan. It will be posted in its entirety at: http://www.education.ne.gov/ARRA/Data_Collection_Public_Reporting.html, which is found on the homepage for the Nebraska Department of Education. The SFSF Application Phase II will also be linked to Nebraska Recovery (the State's ARRA homepage) at: http://www.recovery.nebraska.gov.

Costs and Source of Funds for all Data Elements included in this Plan
Funds for the expansion of the P-12 student record system to a P-16 system were appropriated by the Nebraska legislature in LB 333, which was signed into law March 15, 2011. These funds will be used to support staff and contractual obligations associated with the P-16 system.

As part of the 2007 State Longitudinal Data System, four trainers were hired to provide technical assistance and training to districts in data quality and submitting data. The trainers are extending their work to include training and technical assistance to the postsecondary institutions.

Persons Responsible
The Federal Programs and Data Services Team has the primary responsibility for this activity.

Data Element 1:	A unique statewide student identifier P-16
Data Elements 2 and 3:	Student-level enrollment, demographic, program participation information and information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs
Data Element 4:	The capacity to communicate with higher education data systems

NDE currently owns the license to the eScholar Uniq-ID® for Students and eScholar Complete Data Warehouse® for PK-12 products. The license for the eScholar Uniq-ID® was expanded to include

postsecondary students. The technical team and the trainers are currently working to assign NDE Student ID numbers to all postsecondary students that do not currently have one.

The Data Governing Council is considering the option of building a process to collect the postsecondary student data rather than purchasing the eScholar templates due to cost. The technical team is meeting regularly to discuss the data elements and processes necessary to do this. Once these decisions have been finalized, the NSSRS Validation system will be expanded to address the new data elements to ensure data quality. The NSSRS Validation system is a set of tools that allows users to reprocess validations after submitting data to identify any errors or warnings. Verification reports summarize and organize data so that the user can more easily verify the accuracy of the data submitted. Various look-up tools enable the user to troubleshoot data-related problems or create extracts for further investigation. The NDE Trainer Team will provide training and technical assistance to staff at postsecondary institutions.

Milestones and Dates for Data Element 1

June 2010	Memorandum of Understanding is finalized between the NDE and each of the postsecondary institutions.
July 2010	The license for postsecondary students NDE student ID was acquired from eScholar.
July 2010 - May 2011	Provide training opportunities for all postsecondary schools on assigning NDE Student ID
May 2011	All postsecondary students will have an NDE Student ID

Milestones and Dates for Data Elements 2, 3 and 4

July 2010 - May 2011	Determine data elements, definitions, code sets, assumptions and business rules for: Demographics, Enrollment, Credits Earned and Academic Awards.
	Determine schedules and timelines for submission of data
	Create validation, verification reports and look-up tools for the postsecondary data
	Provide training to postsecondary staff.
April – May 2011	Pilot postsecondary student data submissions.
July – Aug. 2011	Initial postsecondary student data submissions.

Data Elements 8 and 9:	A teacher identifier system with the ability to match teachers to students and Student-level transcript information (courses completed and grades earned)

Nebraska has developed a unique staff ID system for all teachers and numbers will be assigned in March 2011. This system will replace the existing use of Social Security numbers as an identifier for teachers. For the 2010-11 school year, Nebraska implemented the process necessary to match teachers and students by expanding the current eScholar data model in order that a given student is linked to the particular teachers primarily responsible for providing instruction in various subjects. The courses that each student completes and the grades they earn will be captured on the *Student Grades* template. Each course and section will be identified through NDE's existing course taxonomy and will require the addition of a "section" identifier for each course.

As with all NSSRS data collections, NSSRS Data Manager will be used by school districts to submit data, NSSRS Validation will be used by school districts to ensure that data submitted is correct, and NDE will work with vendors of student information systems used by Nebraska school districts to ensure reporting requirements are understood. Many additional reports have been developed in support of this outcome for use by district and NDE staff.

An external advisory group continues to provide input into the business rules for appropriate linking of student performance to teachers and reporting of grades for courses completed.

Milestones and Dates:

Jan – June 2010	Add Courses Completed and Grades Earned to the NSSRS
	Consultation with internal and external groups to develop detailed requirements for collecting data on the Student Grades template.
	Update NSSRS Student template instructions.
	Create new NSSRS validation and verification reports.
June 2010	Launch the Student Grades template
June – Dec 2010	Consultation with internal and external groups to develop detailed requirements and business rules for revising current Curriculum Report to collect courses and grades earned for completed courses
March 2011	Implement the NDE Staff ID, a unique identifier to match data from the online curriculum report to collect courses taught for each teacher
June 2011	Collect data using Student Grades template with Year-end reporting

----End of March 2011 Revisions to Amended Phase II Application----