

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, August 2, 2024 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** NDE Office Building
Board Room
500 South 84th Street
Lincoln, NE 68510
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/stateboard/state-board-agendas/
- Lunch:** On Friday, August 2, 2024, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (The Board may take a recess)
President Tegtmeier
 - 1.1. Roll Call
President Tegtmeier
 - 1.2. Pledge of Allegiance
President Tegtmeier
 - 1.3. Announcement of the placement of the Open Meetings Act information
President Tegtmeier
2. SPECIAL PRESENTATIONS
President Tegtmeier
3. COMMISSIONER'S REPORT
Commissioner Maher

3.1. Agenda Overview and Consent Agenda Process
Commissioner Maher

- 3.1.A. Commissioner's recommendations and items to be removed from consent agenda
Commissioner Maher

3.2. Nebraska Literacy Project

4. PRESIDENT'S REPORT
President Tegtmeier

5. PUBLIC COMMENT PERIOD
President Tegtmeier

5.1. Public Comment

5.2. Written Public Comment (None Submitted)

6. CONSENT AGENDA
President Tegtmeier

6.1. Board Member Out-of-State Travel Approval

6.2. Committee Appointments

- 6.2.A. Authorize the Commissioner to approve the 2024-2025 Nebraska Council on Teacher Education (NCTE) membership roster
Brad Dirksen and Jim Kent

- 6.2.B. Authorize the Commissioner to appoint the recommended individual(s) to fill vacancies on the Special Education Advisory Council (SEAC)
Amy Rhone

6.3. Contract Approvals

- 6.3.A. Authorize the Commissioner to renew the contract for services to provide software as a service and discovery and knowledge transfer services for the Comprehensive Needs Assessment
Shirley Vargas

- 6.3.B. Authorize the Commissioner to renew the contract for the Project AWARE 2.0 grant
Zainab Rida

- 6.3.C. Authorize the Commissioner to renew the contract for the Educator Effectiveness Specialist

Shirley Vargas and Ryan Ricenbaw

- 6.3.D. Authorize the Commissioner to amend the contract for services for the statewide learning acceleration series and leader development cohort
Shirley Vargas
- 6.3.E. Authorize the Commissioner to renew the contract for the Nebraska Career Pathways Advancement Project 2.0
Mary Kunes-Neary and Lindy Foley
- 6.3.F. Authorize the Commissioner to contract for providing statewide external evaluation services for the 21st Century Community Learning Centers (CCLC) and Expanded Learning Opportunity (ELO) Grant Programs
Zainab Rida

6.4. Grant Approvals

- 6.4.A. Issue subawards to carry out the Federal IDEA Part B grant continuation activities
Amy Rhone
- 6.4.B. Issue subawards and contracts to carry out the Federal IDEA Part D grant continuation activities
Amy Rhone
- 6.4.C. Issue subgrants for the purposes of funding the Promoting Engagement and Knowledge Projects (PEaK)
Amy Rhone

6.5. Lease Approvals

6.6. Minutes of the Previous State Board of Education Meeting

6.7. Miscellaneous Approvals

- 6.7.A. Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act (TEEOSA)
Bryce Wilson
- 6.7.B. Accept the affidavits of school systems asking for permission from the Board to offer fewer than the minimum hours
Decua Jean-Baptiste and Melody Hobson
- 6.7.C. Approve Early Childhood Education Programs
Melody Hobson

- 6.7.D. Approve the renewal of the Rule 11 teacher waiver request for Educational Service Unit (ESU) 13
Melody Hobson
- 6.7.E. Approve the renewal of the Rule 11 teacher waiver request for Lexington Public Schools
Melody Hobson
- 6.7.F. Approve the renewal of the Rule 11 teacher waiver request for Leigh Community Schools
Melody Hobson

7. STANDING COMMITTEE REPORTS

President Tegtmeier

7.1. Executive Committee President Tegtmeier

- 7.1.A. Action Item: Adopt the State Board's Legislative Priorities for 2025-27
- 7.1.B. Action Item: Adopt Proposed Amendments to Board Operating Policies
- 7.1.C. Action Item: Adopt list of Hearing Officers for Contested Cases

7.2. Budget and Finance Committee Patsy Koch Johns

- 7.2.A. Monthly Board Travel Expense Reports
- 7.2.B. Action Item: Authorize the Commissioner to amend a contract to support the Child Care Resource Network
- 7.2.C. Action Item: Authorize the Commissioner to contract for a Step-Up-To-Quality public engagement campaign
- 7.2.D. Action Item: Authorize the Commissioner to grant funds to eligible provider(s) to administer the College Pathway Program Act
- 7.2.E. Action Item: Authorize the Commissioner to contract for the costs of services to work with youth and young adults at risk of or experiencing homelessness
- 7.2.F. Action Item: Authorize the Commissioner to accept funding from the US Department of Education Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) and enter into contracts and subawards

7.2.G. Action Item: Authorize the Commissioner to contract to administer the textbook loan program

7.2.H. Discussion Item: 2025-27 Biennial Budget Request Review

7.3. Planning and Evaluation Committee
Sherry Jones

7.3.A. Action Item: Continue the approval of educator preparation programs for the 2024-2025 academic year

7.3.B. Action Item: Approve the Pilot Process for conducting clinical observations virtually for Nebraska State Colleges

7.3.C. Action Item: Approve the Pilot Process for faculty load requirements for Nebraska State Colleges

7.3.D. Action Item: Approve criteria for the Innovative Learning Platform Grant

7.3.E. Action Item: Adopt recommendations from Statewide Assessment Standard Setting Results

7.3.F. Action item: Approve Rule 11 teacher waiver request from Fairbury Public Schools

7.3.G. Action Item: Adopt the revised proposed Model Policy for the Dress Code and Grooming for schools

7.3.H. Discussion Item: Approve Rule 11 teacher waiver request for Dundy County Stratton schools

7.3.I. Discussion Item: Statewide Assessment Contract Process

7.3.J. Discussion Item: Nebraska College and Career Ready (CCR) Standards for Science Final Draft

7.4. Rules and Regulations Committee
Lisa Fricke

7.4.A. Report On Rules

8. ADDITIONAL BUSINESS
President Tegtmeier

9. INFORMATION ITEMS AND REPORTS
President Tegtmeier

9.1. Contracts Approved by Commissioner

9.2. Grants Approved by Commissioner

9.3. 2023-2024 Special Education Advisory Council (SEAC) Annual Report
Amy Rhone

10. GOOD OF THE ORDER

This section of the agenda is intended for Board members to offer informal observations of the work of the State Board. Board members may make brief announcements about attendance at future events for the purpose of informing other Board members. No business or motions, or suggested actions of the Board may be offered at this point in the agenda; nor should Board members engage in substantive discussion about other agenda items or introduce new agenda items.

President Tegtmeier

11. ADJOURNMENT

President Tegtmeier

The next regularly scheduled meeting of the State Board of Education will be held on Friday, September 6, 2024, at 9:00 a.m. in Nebraska City, Nebraska. As needed, a work session will be held on Thursday, September 5, 2024 in Nebraska City, Nebraska. The agenda contains a list of subjects known at the time of its distribution on July 25, 2024. A copy of the agenda reflecting any changes will be available for public inspection during the normal business hours in the Office of the Commissioner of Education and on the State Board of Education's Agenda page: www.education.ne.gov/stateboard/stateboard-agendas/. *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*



Nebraska Literacy Project

Presented to the Nebraska
State Board of Education

By

Allyson DenBeste, Academic Officer
Amy Rhone, Office of Special Education
Administrator
August 2024

Purpose

Share the requirements from legislation (NE Revised Statute 79-2607) and a vision for Nebraska literacy achievement.

Vision

To foster a culture of proficient and lifelong readers in Nebraska and unlock student potential for learning, earning, and living through a focus on evidence-based reading instruction.

Goals

1. Increase third grade proficiency on NSCAS ELA from 62% to 75% by 2030.
2. Increase the percent of Nebraska K-3 students who meet the Nebraska Reading Improvement Act approved assessment thresholds (thus reducing the percent of students who require an Individual Reading Improvement Plan).
3. Ensure all Nebraska educator preparation programs are implementing evidence-based instruction for teachers grounded in the science of reading (SOR).



NDE & District Responsibilities From Nebraska Revised Statute 79-2607

Professional Learning System

- **The NDE shall develop and implement a professional learning system** to help provide sustained professional learning and training regarding evidence-based reading instruction
 - For **teachers who teach children from four years of age through third grade** at an approved or accredited school and teachers employed by an early childhood education program approved by the State Board of Education (SBOE).
- The professional learning system shall include information and tips for teachers related to helping children and families **work with local family literacy centers**

Regional Literacy Coaches

- **The NDE shall work with educational service units to provide regional coaches** to approved or accredited elementary schools to provide assistance and job-embedded training relating to evidence-based reading instruction to teachers who teach students in kindergarten through third grade.

Implementation of Evidence-Based Reading Instruction

- **Approved or accredited elementary schools and early childhood education programs approved by the SBOE shall ensure:**
 - Teachers who teach children from four years of age through third grade are **aware of the professional learning system;**
 - **And are adequately trained regarding evidence-based reading instruction** to effectively instruct students in reading.



5 Tenets of Professional Learning System

1. Provide a system of professional learning in evidence-based reading instruction.
2. Support sustained implementation of curriculum, instruction, and materials (HQIM) aligned with evidence-based reading instruction for elementary English Language Arts.
3. Develop Regional Literacy Coaches to provide job-embedded training and support for evidence-based reading instruction.
4. Ensure appropriate collections of data to measure effectiveness of the professional learning system and implementation of evidence-based reading instruction.
5. Work with local family literacy centers to strengthen home and family literacy programs.



Next Steps

Tenet 1: Professional Learning System

1. Conduct a statewide early literacy survey.
2. Coordinate a Literacy Advisory Panel comprised of individuals with strong knowledge of SOR.
3. Collaborate with other organizations (higher ed, corporate funding sources) to pilot and evaluate professional learning options related to SOR.

Tenet 2: Sustained implementation of curriculum, instruction and materials (HQIM)

1. Collaborate with Nebraska Educator Preparation Programs to ensure sustainability of teacher training in evidence-based reading instruction (Revised Rule 20).
2. Coordinate and embed literacy with NeMTSS initiatives.

Tenet 3: Regional Literacy Coaches

1. Collaborate with ESUs to develop a plan for hiring and coordinating the use of regional literacy coaches.
2. Review data from the 2024 statewide early literacy survey to evaluate needs of Nebraska districts for support from regional literacy coaches.

Tenet 4: Collections of data to measure progress

1. Analyze trends in reported percentages of Nebraska K-3 students who meet the Nebraska Reading Improvement Act approved assessment thresholds.
2. Analyze 3rd grade NSCAS proficiency
3. Evaluate pilot programs to monitor assessment data and other indicators of effectiveness (with assistance from UNL and UNO)

Tenet 5: Family Literacy Centers

1. Collaborate with Family Learning Centers to align with regional literacy coaches.
2. Develop marketing materials to promote Family Literacy Centers.





Thank you!

Out-State Travel Authorization Reports - August

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request (i.e. 1st, 2nd, Other)</u>
Lisa Fricke	(NONE)			
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Kirk Penner	(NONE)			

Out-State Travel Authorization Reports - August

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request (i.e. 1st, 2nd, Other)</u>
Patsy Koch Johns	(NONE)			
Patti Gubbels	(NONE)			
Elizabeth Tegtmeier	(NONE)			
Sherry Jones	(NONE)			



PROPOSED AGENDA ITEM RATIONALE

DATE: July 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen, Administrator, Accreditation, Certification & Program Approval

Jim Kent, Director, Educator Preparation Program Approval

PROPOSED AGENDA ITEM: Approve the 2024-2025 Nebraska Council on Teacher Education (NCTE) membership roster

AGENDA ITEM TYPE (contract/grant/rule/program/other): other

RATIONALE/BACKGROUND INFORMATION:

The Nebraska Council on Teacher Education is an advisory body to the State Board of Education. They develop and recommend standards related to the following: approval of Nebraska teacher education programs, teaching endorsements, and issuance of educator certificates. The nominations, which are shaded on the attached NCTE membership roster, were provided by various organizations and institutions that are specified in the Organizational Policies of the Nebraska Council on Teacher Education. The new or reappointed nominations comprise the roster of individuals plus alternates who vote on the recommendations which come before the Council.

Current terms expire on July 31, 2024 and new terms begin on August 1, 2024. The length of terms varies according to Section 4.0 of the Organizational Policies.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: N/A

FOR GRANT SUBAWARDS: N/A

**Updated 08.15.2023*

2024-2025 MEMBERSHIP DIRECTORY

June 17th, 2024

(48 MEMBERS AND 36 ALTERNATES)

*NEW

HIGHER EDUCATION UNTIL 2025

Bellevue University

Susan Alford
1000 Galvin Road South
Bellevue, NE 68005
402.557.7131
salford@bellevue.edu

Bellevue University

Joseph Anson *alternate*
1000 Galvin Road South
Bellevue, NE 68005
402.557.7184
janson@bellevue.edu

Chadron State College

Catherine Rust
1000 Main St.
Chadron, NE 69337
308.432.6337
crust@csc.edu

Chadron State College

Adam Fette *alternate*
1000 Main St.
Chadron, NE 69337
308.432.6469
afette@csc.edu

College of Saint Mary

Lisa Nelson
7000 Mercy Rd.
Omaha, NE 68106
402.399.2606
lnelson@csm.edu

College of Saint Mary

Melanie Felton *alternate*
7000 Mercy Rd.
Omaha, NE 68106
mfelton@csm.edu

Concordia University

Lorinda Sankey
800 N. Columbia
Seward, NE 68434
402.643.7385
Lorinda.Sankey@cune.edu

Concordia University

Amanda Geidel *alternate*
800 N. Columbia
Seward, NE 68434
402.643.7235
amanda.geidel@cune.edu

Creighton University

April Buschelman
2500 California Plaza
Omaha, NE 68178
402.280.3583
aprilbuschelman@creighton.edu

Creighton University

Jean Hearn *alternate*
2500 California Plaza
Omaha, NE 68178
402.280.4905
jeanhearn@creighton.edu

HIGHER EDUCATION (continued)

Doane University

Tim Frey
1014 Boswell
Crete, NE 68333
402.826.8648 (work)
timothy.frey@doane.edu

Doane University

Emily Griesch *alternate*
1014 Boswell
Crete, NE 68333
402.826.8538 (work)
emily.griesch@doane.edu

Hastings College

Darci Karr
710 N. Turner Ave.
Hastings, NE 68901
402.461.7304 (office)
dkarr@hastings.edu

Hastings College

Jessica Allen-Pickett *alternate*
710 N. Turner Ave.
Hastings, NE 68901
402-461-7409 (work)
jessica.allen-pickett@hastings.edu

Midland University

Nancy Christensen
Anderson 422D
900 North Clarkson
Fremont, NE 68025
402.941.6331 (cell)
christensen@midlandu.edu

Midland University

*Kerry Williams *alternate*
Anderson 422D
900 North Clarkson
Fremont, NE 68025
402.941.6333
w illiam s@m idlan du. edu

Nebraska Wesleyan University

Diane Mickey
5000 St. Paul Ave.
Lincoln, NE 68504
402.465.2308
dmickey@nebrwesleyan.edu

Nebraska Wesleyan University

*Tanya Martin *alternate*
5000 St. Paul Ave.
Lincoln, NE 68504
402.465.2307
tmartin@NebrWesleyan.edu

Peru State College

*Gina Bittner (2025)
P.O. Box 10
Peru, NE 68421
402.872.2244
gbittner@peru.edu

Peru State College

Stephanie Holmes (2025) *alternate*
P.O. Box 10
Peru, NE 68421
402.872.2399 (office)
sholmes@peru.edu

Union Adventist University

Peter Adams
3800 South 48th St.
Dick Building 406-A
Lincoln, NE 68506
402.486.2600 ext. 2173
peter.adams@ucollege.edu

Union Adventist University

Susan Byers *alternate*
3800 South 48th St.
Dick Building 403-E
Lincoln, NE 68506
402.486.2522 ext. 2158
susan.byers@ucollege.edu

HIGHER EDUCATION (continued)

University of NE – Kearney

Jenny Jansky
College of Education, C128
1615 W. 24th
Kearney, NE 68849
308.865.8266 (office)
janskyjl@unk.edu

University of NE - Lincoln

Sara Skretta
116 Henzlik Hall
Lincoln, NE 68588-0355
402.472.8626 (office)
sskretta2@unl.edu

University of NE – Omaha

Kris Swain
College of Education, Roskens Hall
6005 Dodge Street
Omaha, NE 68182-0163
402.554.3119 (office)
kswain@unomaha.edu

Wayne State College

Brook Jech
Benthack Hall 111D
1111 Main St.
Wayne, NE 68787
402.375.7373
brjech1@wsc.edu

York University

Erin DeHart
Middlebrook Hall
1125 E. 8th
York, NE 68467
402.363.5684 (office)
edehart@york.edu

University of NE – Kearney

Michelle McKelvey *alternate*
College of Education
1615 W. 24th
Kearney, NE 68849
308.865.8814 (office)
mckelveyml@unk.edu

University of NE - Lincoln

Suzanne Kemp *alternate*
BKC 353
Lincoln, NE 68588-0355
402.472.0084
skemp2@unl.edu

University of NE – Omaha

Kelly Gomez Johnson *alternate*
College of Education, Roskens Hall
6005 Dodge Street
Omaha, NE 68182-0163
402.554.4140 (office)
kgomezjohnson@unomaha.edu

Wayne State College

Christian Legler *alternate*
Benthack Hall 205H
1111 Main St.
Wayne, NE 68787
402.375.7387
chlegle1@wsc.edu

York University

Cheryl Couch *alternate*
Sack Hall
1125 E. 8th
York, NE 68467
402-363-5696
ccouch@york.edu

NEBRASKA COMMUNITY COLLEGE ASSOCIATION

Paul Illich (2024)

Southeast Community College
8800 O Street
Lincoln, NE 68520
402.471.3333
pillich@southeast.edu

Courtney Wittstruck (2025) *alternate*

Nebraska Community College Association
1320 Lincoln Mall, Suite 9
Lincoln, NE 68508
402.471.4685
cwittstruck@nccaneb.org

NEBRASKA ASSOCIATION OF SCHOOL BOARDS

Dana Blakely (2027)

1204 S. 99 St.
Omaha, NE 68124
402.598.0816
blakely.dana@westside66.net

Lisa Wagner (2028)

1802 10th Road
Archer, NE 68816
308.940.0228
lisa.wagner@centralcityps.org

Stephanie Summers (2025) *alternate*

580 G Street
David City, NE 68632
402.367.7811
meteachmath@yahoo.com

NEBRASKA COUNCIL ON AMERICAN PRIVATE EDUCATION

Vickie K. Kauffold (2028)

Superintendent of Schools
Catholic Schools Office
2222 N. 111th St.
Omaha, NE 68164-3817
402.557.5600 Ext. 2002
vkkauffold@archomaha.org

Bob Ziegler (2025) *alternate*

Superintendent of Schools
Nebraska District Lutheran Schools
152 S. Columbia Ave. – P.O. Box 407
Seward, NE 68434
1-888.643.2961, Ext. 1010
bobz@ndlcms.org

NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS

Chad Boyer (2027)

Wisner Pilger Public Schools
PO Box 580
Wisner, NE 68791
402.529.3249 (office)
cboyer@igators.org

NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS (continued)

Jason Harris (2027)

Columbus Public Schools
2508 27th St.
Columbus, NE 68601
402.563.7000 (office)
harrisj@discoverers.org

Brenda McNiff (2027)

ESU #5
900 W. Court
Beatrice, NE 68310
402.223.5277
bmcniff@esu5.org

Sharra Smith (2025)

Director of Personnel
Bellevue Public Schools
2600 Arboretum Drive
Bellevue, NE 68005
402.293.4032 (work)
sharra.smith@bpsne.net

Jim Widdifield (2027)

Minden Public Schools
PO Box 301
Minden, NE 68959
308.832.2440
james.widdifield@mindenwhippets.org

Jerry Beach (2025) *alternate*

11720 So. 110th Ave.
Papillion, NE 68046
402.709.2735
beachsj@hotmail.com

Kami Jessop (2027) *alternate*

Westside Community Schools
909 S. 76th St.
Omaha, NE 68114
402.390.2110
jessop.kami@westside66.net

Mark Lenihan (2027)

Wayne Community Schools
611 W. 7th St.
Wayne, NE 68787
402.375.3150 (office)
malenih1@waynebluedevils.org

Mitch Mollring (2027)

Millard Public Schools
5606 S. 147th St.
Omaha, NE 68137
402.715.8200
mstmollring@mpsomaha.org

Ashley Tomjack (2027)

Centura Public Schools
PO Box 430
Cairo, NE 68824
308.485.4258
atomjack@centuraps.org

Violet Glasshoff (2027) *alternate*

Blair Community Schools
PO Box 288
Blair, NE 68008
402.426.2610
violet.glasshoff@blairschools.org

Mitch Kubicek (2027) *alternate*

Milford Public Schools
724 238th Road
Milford, NE 68405
402.641.3627
mkubicek@milfordpublicschools.org

NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS (continued)

Jen Madison (2027) *alternate*

ESU #4
2301 Dahlke Avenue
Auburn, NE 68305
402.274.4353
jmadison@esu4.net

Takako Olson (2027) *alternate*

Lincoln Public Schools
PO Box 82889
Lincoln, NE 68501
402.136.1634
tolson@lps.org

GOVERNANCE State Board Appointed

***LaTasha Muhamed (2028)**

3215 Cuming St.
Omaha, NE 68131
(531) 299-9479
latasha.muhammad@ops.org

Daniel McMurtry (2028) *alternate*

3910 Bretwood Ct
Norht Platte, NE 69151
(308) 582-4585
dmcmurtry@maxwellschools.org

TEACHERS State Board Appointed

***Paul C. Timm (2028)**

Lyons-Decatur Schools
1731 County Road 16
Lyons, Ne 68038
402.870.1338
ptimm@ldne.org

Michelle Fouts (2026)

204 N. Noxon
PO Box 99
Wilcox, NE 68982
michellefouts1@gmail.com

Katie Mace (2026) - *alternate*

Lyons-Decatur Schools
580 CR 19
Hooper, NE 68031
402.659.5518
kmace@lyonsdecaturschools.org

NEBRASKA STATE EDUCATION ASSOCIATION

Jenni Benson (2026)

7110 S 70th St
Lincoln, NE 68516
402.475.7611
jenni.benson@nsea.org

Diana Casey (2025)

Omaha Public Schools
1524 Cuming Street, #414
Omaha, NE 68102
402.596.1668 (home)
531.299.1480 (school)
diana.casey@ops.org

Ben Welsch (2028)

5615 S. 115th Cir
Omaha, NE 68137
402.516.2018
kcop100@hotmail.com

Marsha Edquist (2026)

14820 Mary Street
Omaha, NE 68116
402.660.4282
maedquist@cox.net

NEBRASKA STATE EDUCATION ASSOCIATION (continued)

Devin Garcia (2027)

P.O. Box 115
Diller, NE 68342
402.239.6551
devin.garcia307@gmail.com

Susan Loney (2026)

4107 N. 162nd Ave.
Omaha, NE 68116-2966
402.898.1697 (work)
402.660.6732 (cell)
susan.loney@ops.org

Lee Perez (2025)

1502 Pasadena Ave.
Omaha, NE 68107-2114
402.301.1252
lee.perez@ops.org
leemartinperez@gmail.com

Megan Simsic (2026)

6717 So. 33rd St.
Lincoln, NE 68516
402.314.7363
teachermegsimsic@gmail.com

Michelle Tebbe (2027)

1301 W. Stolley Park Rd.
Grand Island, NE 68801
402.880.1698
mtebbe8000@gmail.com

Stacie Blackmore (2027) alternate

1710 Cleveland St.
Lexington, NE 68850
308.325.7324
stacie.blackmore@gmail.com

Shannon Heng (2026)

Omaha Public Schools
216 Elm St.
Louisville, NE 68037
402.541.2219 (cell)
shannon.heng@outlook.com

Tanishia Jacobs (2028)

Bellevue Public Schools
2600 Arboretum Drive
Bellevue, NE 68005
402.293.4510 (work)
402.981.7434 (Home)
butlertanishia@gmail.com

Dashiell Rohan (2025)

441 Frank St.
Harrison, NE 69346
308.668.2177
drohan00@hotmail.com

Susan Stake (2027)

6615 Shenandoah Ct.
Lincoln, NE 68510
402.786.2348 (work)
204.484.6927 (home)
susan.stake@district145.org

Edward Ventura (2028)

Omaha Public Schools
7800 S. 25th St.
Omaha, NE 68147-2125
531.299.3020 (work)
412.210.1655 (cell)
Edward.ventura@ops.org
venturaomaha@gmail.com

Kimberly Brandenburg (2026) alternate

North Platte Public Schools
311 James Ave.
North Platte, NE 69101
Kimberly.brandenburg@outlook.com

NEBRASKA STATE EDUCATION ASSOCIATION (continued)

Katie Cameron (2027) *alternate*
8134 S. 69th St.
La Vista, NE 68128
402.312.4457
kaitlincam@gmail.com

Trish Lanning (2027) *alternate*
5931 Wolff Ln
Lincoln, NE 68521
402.429.2555
trish.lanning@gmail.com

Donna Moss (2027) *alternate*
13410 South 35th Ave.
Bellevue, NE 68123
402.670.1611
donnajean.moss@gmail.com

Shelli Muggli (2027) *alternate*
2540 Settler Dr.
Gering, NE 69341
308.672.5232
mugglishelly@gmail.com

Paul Schulte (2027) *alternate*
5615 S. 115th Cir
Omaha, NE 68137
402.516.2018
kcop100@hotmail.com

*** Tim Royers (2028) *alternate***
15927 O Circle
Omaha, NE 68135
402. 214.6948
tim.royers@nesa.org

NEBRASKA DEPARTMENT OF EDUCATION

Brad Dirksen (2025)
Nebraska Dept. of Education
P.O. Box 94987
Lincoln, NE 68509
402.430.0267
brad.dirksen@nebraska.gov

Katelyn Larson (2025)
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509
402.471.0738
katelyn.larson@nebraska.gov

Jim Kent (2025) *alternate*
Nebraska Dept of Education
P.O. Box 94987
Lincoln, NE 68509
402.314.4432
jim.kent@Nebraska.gov



PROPOSED AGENDA ITEM RATIONALE

DATE: July 17, 2024

TO: Brian L. Maher.
Commissioner of Education

FROM: Amy Rhone – Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to appoint the recommended individual(s) to fill vacancies on the Special Education Advisory Council (SEAC).

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other

RATIONALE/BACKGROUND INFORMATION: The State Board approves all SEAC members. The normal expiration of terms of individuals after the 2023-2024 year created 6 SEAC vacancies. To meet the requirements of the federal special education law, the Individuals with Disabilities Education Act (IDEA), it is necessary to fill the vacancies. Members are chosen to represent all eight of the State Board of Education election districts. The Council voting membership shall not be fewer than 15 members nor more than 30 members.

Members whose first term expired and are eligible to serve a second term will fill 3 SEAC vacancies along with the recommendation of two new members. Below are listed 5 of the recommended new members as we are still actively recruiting for the 6th vacancy. The completed applications for the recommended members are on file in the Special Education Office, available upon request; not included due to IDEA confidentiality requirements.

<u>Name</u>	<u>Representation</u>
Jean Anderson <i>*State Board District 7</i>	SPED Director – ESU #10, *Returning Member
Jessica Elsberry <i>*State Board District 1</i>	Individual with a Disability

Jessica is a person with a disability (Caudal Regression Syndrome) who has previously served on the Nebraska Youth Leadership Council (NYLC). While serving on the NYLC, she participated in the advisory committee, spoke at various schools, and helped with Disability Pride Day.



PROPOSED AGENDA ITEM RATIONALE

DATE: July 18, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Shirley Vargas, Ed.L.D.
School Transformation Officer

PROPOSED AGENDA ITEM: Authorize the Commissioner to renew the contract for services to provide software as a service and discovery and knowledge transfer services for the Comprehensive Needs Assessment.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract

RATIONALE/BACKGROUND INFORMATION:

The NDE Comprehensive Needs Assessment (CNA) was developed in 2018, in partnership with other NDE staff, ESU staff members, and REL Central, to meet the requirements for improvement planning of Comprehensive Support and Improvement (CSI) schools. The CNA is a tool to help school-level teams determine areas of strength and growth based on multiple sources of data and is part of a larger continuous improvement process. It's aligned with the six tenets of AQuESTT and allows school-level teams to systematically review their processes, practices, and systems, to understand needs, examine root causes, identify evidence-based strategies, and create meaningful continuous improvement plans.

To reach more than CSI schools, we launched a pilot study with 12 schools/ESUs during the 2021-22 school year, to understand the user experience in a web-based CNA tool with Hourglass, through our partnership with REL Central and Marzano Research. Prior to this year, the CNA was a Microsoft Excel Sheet, not conducive to team collaboration and data sharing. We found participants appreciated the collaborative nature of platform and its ease of use and requested more resources and support on its use and ways to engage more staff. Currently, there are over 300 registered users, 24 districts with access to the CNA platform, and over 60 schools with completed CNAs.

This contract will continue to allow Hourglass to provide the CNA as a Software as a Service (SaaS) for SY 2024-25, and continue discovery and knowledge transfer services, which will help with sustainability beyond SY 2024-25.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: up to \$130,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: General funds, Title II-A state set-aside
- New or Renewal: Renewal
- If renewal, date of first approval: August 2022

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Non-competitive negotiation
- Rationale for method of procurement: REL Central-Marzano Research, the USDE technical assistance agency assigned to Nebraska, partnered with Hourglass Educational Technology Solutions to support NDE with modernizing the comprehensive needs assessment. Upon the ending of the REL Central contract in December 2021, the work was slated to continue through June 2022. The possible interruption of services and propriety information from Hourglass left the NDE to establish a contract with Hourglass, as the NDE continues to create its own resource.
- Rationale for contractor selection: This product is only available from a single-source.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 9, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Zainab Rida, Ph.D. Equity Officer & Administrator Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM:

Grant the Commissioner the authority to renew the contract with partners for the Project AWARE 2.0 grant from the U.S. Department of Health and Human Services.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract

RATIONALE/BACKGROUND INFORMATION:

The Nebraska Department of Education was awarded a Project AWARE 2.0 (Advancing Wellness and Resiliency in Education) State Education Agency Grant through the Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS) within the U.S. Department of Health and Human Services. This project addresses the high level of mental and behavioral health needs of school-aged children in rural schools, including depression, anxiety, suicide ideation, and trauma.

As documented and approved in the grant application, the Department intends to contract with University of Nebraska Board of Regents - Public Policy Center for project evaluation, including data collection, performance measurement, and written reports.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: Not to exceed \$250,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal SAMHSA Project AWARE Grant
- New or Renewal: Renewal

- If renewal, date of first approval: October 2021 the funds for this activity are included in the grant award for this project

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 18, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Shirley Vargas, Ed.L.D.
School Transformation Officer

Ryan Ricenbaw, Ed.D.
Director of Statewide Teacher and Principal Support

PROPOSED AGENDA ITEM: Authorize the Commissioner to renew the contract for the Educator Effectiveness Specialist.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract

RATIONALE/BACKGROUND INFORMATION:

What: The Educator Effectiveness Specialist assists with the implementation of the statewide educator effectiveness system for teacher and principal support and development, known as SEED (Supporting Effective Educators through Development). This position engages in policy research, collects, and analyzes relevant educator data, collaborates with internal and external partners to align educator effectiveness work with other initiatives, and supports the implementation of the Nebraska Teacher and Principal Performance Standards (NTPPS), which is both an instructional model and evaluation and development system.

Why: The Educator Effectiveness Specialist position emerged as a need after the approval of the NTPPS in 2020. With the limited capacity at the NDE, it was important to expand the reach of the previously one-person role. Educational Service Units (ESU) are regionally located and have long standing relationship with their member districts. With a growing need of support across the state, especially in western Nebraska, the Office of Coordinated School and District Support partnered with ESU 13 to identify an individual who can retain their ESU employee while serving in a statewide capacity.

Who: An ESU 13 employee with the necessary credentials, experience, and expertise to fulfill services for NDE as an Educator Effectiveness Specialist.

How: Split 50% of time with ESU 13, 50% of time with NDE, engage in regularly established check-in meetings to assess progress and make adjustments, if necessary, and assist in statewide work related to educator effectiveness.

When: August 2024 – July 30, 2025

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: up to \$90,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Title II-A 3% set-aside
- New or Renewal: Renewal
- If renewal, date of first approval: April 2020

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Non-Competitive Negotiation
- Rationale for method of procurement: The service is available only from a single source.
- Rationale for contractor selection: After engaging with several ESU administrators, ESU 13 was the only ESU to express interest in this type of partnership and possessed the staff with the requisite knowledge and expertise, and commitment.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 18, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Shirley Vargas, Ed.L.D.
School Transformation Officer

PROPOSED AGENDA ITEM: Authorize the Commissioner to amend the contract for services for the statewide learning acceleration series and leader development cohort.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract

RATIONALE/BACKGROUND INFORMATION:

In 2021, the NDE released a Request for Information (RFI) for statewide professional learning to support learning acceleration and leadership development, in response to the pandemic and tied to the Nebraska School Renewal and Acceleration Framework. TNTP, Inc., was selected to provide support in the two areas over three years. Between 2021 and 2024, the work included:

- Professional learning offered statewide and regionally, on concepts related to learning acceleration and the use of high-quality instructional materials to increase students' access to the four key resources: strong instruction, deep engagement, high expectations, and grade-appropriate assignments.
- Development of Principals of comprehensive support and improvement (CSI) schools as instructional leaders through a learning series focused on learning acceleration, grade appropriate assignments, observation and feedback for the student experience, considerations for quality implementation of HQIM, and attending regional school visits.
- Academic Diagnostics that provided contextual data on the student academic experience for more than 30 CSI schools and supported in the formation school improvement goals.

The original contract was from September 1, 2021, through August 30, 2024, for a total of \$2,660,969 of ESSER III funds.

This amendment will extend the time and add funds, up to \$275,000 of Title II-A funds, to support a strong launch to the school year for principals across the state, especially in our schools that need the most support to improve. The amendment will also provide academic diagnostic reports to a select number of schools with additional designations and deepen instructional leadership development focused on learning acceleration and strong instruction.

The new end date for the contract will be September 30, 2024, and the new total contract amount will be \$2,935,969.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: up to \$275,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Title II-A 3% set-aside
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Competitive Negotiation
- Rationale for method of procurement: There are a limited number of vendors with the ability to provide support for statewide content and professional learning group implementation with districts and schools. These limited number of vendors were the primary target for soliciting request for information using the defined approach/model for the implementation in a phased and accelerated fashion.
- Rationale for contractor selection: The selection of the contractor was based on the RFI responses, demos that were provided as well as the significant experience in providing support for statewide content and professional learning group implementation with districts and schools. It was also based on the evaluation of the vendor service offering/capabilities, quality, vendor scalability, problem solving method/model, communication efficiency and other factors that are essential for this contract.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 16, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Mary Kunes-Neary, Project Director, Nebraska VR's CPAP 2.0 Grant
Lindy Foley, Nebraska VR Office Administrator

PROPOSED AGENDA ITEM: Authorize the Commissioner to renew the contract with the Institute for Community Inclusion (ICI) University of Massachusetts-Boston for October 1, 2024-September 30, 2025.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract Renewal

RATIONALE/BACKGROUND INFORMATION:

Nebraska VR was awarded a 5-year, Rehabilitation Services Administration (RSA) Rehabilitation Training: Disability Innovation Fund — Career Advancement Initiative Model Demonstration Project Grant for \$8,469,796. This grant began on October 1, 2021, and ends September 30, 2026. The approval for this contract was November 5, 2021. The first renewal was approved in August, 2022. The second renewal was approved in September 2023. The Nebraska grant is like the Nebraska Career Pathways Advancement Project (CPAP) grant awarded in 2015. The new grant is named CPAP 2.0 and has similar criteria to the 2015 grant:

- Providing for the upskill/backfill model.
- Advancing clients in their current career pathway or a different career pathway.
- Dual customer approach serving both businesses and past Nebraska VR clients.

CPAP 2.0 will contact over 2200 past successfully closed Nebraska VR clients in the FY 2017-FY 2020 who were employed successfully in the career pathways of administrative support, architecture/construction, health science, lodging, manufacturing, professional sales, restaurant & food beverage service or transportation, distribution, and logistics (TDL). Also 717 past Nebraska VR clients closed in the FY 2017-FY 2020 who were receiving Social Security benefits and closed successfully in any career pathway will be contacted. CPAP 2.0 will contact over 400 businesses to partner with upskilling incumbent workers. Openings from upskilling incumbent employees will be backfilled with Nebraska VR clients. From this outreach, the goal of CPAP 2.0 is to successfully upskill 350 clients who will be working full time with an average wage of \$18.00 per hour and receiving employer benefits.

The Institute for Community Inclusion (ICI) at the University of Massachusetts-Boston partners with Nebraska VR on the RSA Disability Innovation Fund — Career Advancement Initiative Model Demonstration Project. The ICI will continue to serve as an independent evaluator of Nebraska VR's CPAP 2.0 grant as written in the grant. In this role, the ICI evaluation unit is responsible for designing and executing the evaluation plan, aligning evaluation data collection, analysis, and reporting with Government Performance

and Results Act (GPRA) measures, and generating evaluation reports documenting Nebraska VR's progress toward key objectives, challenges, and strategies to address challenges and impact on targeted outcomes. The key components of the evaluation will include:

- Progress Reporting including RSA requested reports (quarterly, annually, GPRA measures)
- Process Evaluation including document review, key informant interviews, surveys, and administrative data analysis to describe the implementation of the model demonstration in progress
- Fidelity Assessment including developing a tool to measure fidelity of implementation and yearly assessment
- Outcome Evaluation including administrative data analysis, surveys (participant, employer, and training provider), and qualitative interviewing of a subpopulation of participants and employers.

The ICI will also provide training and technical assistance to Nebraska VR staff to implement the career advancement model by a) Supporting the alignment of resources that facilitate and promote career advancement as an agency priority and b) Increasing the capability (knowledge and skill of staff) to serve model demonstration participants effectively.

Lastly, the ICI will engage in knowledge translation activities designed to support the dissemination goals of the model demonstration program.

The Institute for Community Inclusion (ICI) at the University of Massachusetts-Boston will partner with Nebraska VR on the RSA Disability Innovation Fund — Career Advancement Initiative Model Demonstration Project as written in the 5-year grant. ICI was chosen as an independent evaluator due to the long-term, on-going relationship with Nebraska VR. The evaluation of the ICI contract is based on the ICI's designing and executing of an evaluation plan, aligning evaluation data collection, analysis, and reporting with Government Performance and Results Act (GPRA) measures, and generating evaluation reports documenting Nebraska VR's progress toward key objectives, challenges, and strategies to address challenges and impact on targeted outcomes. The data provided by ICI is used for Annual Progress Reports (APR) that are required by the Rehabilitation Services Administration (RSA). The ICI contract timeline is October 1, 2024-September 30, 2025.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: \$365,844

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Disability Innovation Fund-Career Advancement Initiative Model Demonstration Project PR/Award# H421C210021. Federal funding. The funds for this contract are included in the grant award for this program.
- New or Renewal: Renewal
- If renewal, date of first approval: November 5, 2021

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Non-Competitive Negotiation
- Rationale for method of procurement: The service is available from a single source as it was written into the grant application and approved as part of the Federal Grant Award.
- Rationale for contractor selection: Contractor was identified in the grant application and VR is required to contract with this contractor for evaluation services as part of the federal grant award.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: June 11, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Zainab Rida, Equity Officer and Administrator for the Office of Coordinated Students Support Services

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to contract for providing statewide external evaluation services for the 21st Century Community Learning Centers (21st CCLC) and Expanded Learning Opportunity Grant Programs.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract

RATIONALE/BACKGROUND INFORMATION: The 21st CCLC grant program has contracted with UNMC, Munroe-Meyer Institute (MMI) since 2002 to fulfill the federal statutory requirements for 21st CCLC evaluation. In July 2023 NDE released a Request for Information to consider providers of statewide program evaluation services and continuous improvement processes and they were selected. MMI staff implement all statewide evaluation and continuous improvement processes for 143 Nebraska sites funded by a 21st CCLC federal grant and approximately 75 sites providing programming funded by Nebraska lottery proceeds through an Expanded Learning Opportunity Grant. MMI staff developed the database and systems used by all grantees to collect required data and are responsible for the continued development, revisions and implementation of the Nebraska Afterschool Quality and Continuous Improvement System, including training and technical assistance, as well as implementation of new federal reporting requirements. This contract includes travel costs for MMI evaluators to conduct external observations at approximately 60 sites. The term of this contract is October 1, 2024 – September 30, 2025.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: \$216,764

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- Federal Funds, Title IV, Part B of the Elementary and Secondary Education Act, as amended. The funds for this activity are included in the grant award for this program. Funding source also includes the Expanded Learning Opportunity Grant Program Act.
- New or Renewal: New

- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: A Request for Information (RFI) was released on July 10, 2023.
- Rationale for method of procurement:
- Rationale for contractor selection: Two entities submitted proposals and the University of Nebraska Medical Center, Munroe-Meyer Institute was the only one that met all requested criteria.

FOR GRANT SUBAWARDS:

- N/A

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 19, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Amy Rhone, Administrator – The Office of Special Education

PROPOSED AGENDA ITEM: Issue subawards to carry out the Federal IDEA Part B grant continuation activities.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Grant(s)

RATIONALE/BACKGROUND INFORMATION: Per BOP 1.14, The Office of Special Education is bringing forward the activities that are being continued pursuant to the Federal IDEA Part B regulations that require federal IDEA Part B funds to be utilized by states for activities outlined within the IDEA Part B federal application. The Office of Special Education, Part B Discretionary Grant funds requested within this proposal meet the Federal subgranting requirements contained within 2 CFR §200.331 to use the funds to carry out a portion of the public award and for a public purpose specified in the authorizing statute of IDEA Part B. The following projects will be using these funds:

Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI) - The Nebraska Instructional Resource Center: Through the NCECBVI State Plan that is approved by the Nebraska Department of Education schools receive the following supports and services: instructional materials and technology support, assessments and evaluation services, consultation services, professional development, center-based program and residential services, and student and family support services. Historically, The NDE, OSE has helped fund parts of these programs outlined in the state plan. The Center provides academic programming, continuation of local school district academics, intense training in specific skills, assessments and evaluations, collaboration with educators and parents for the student's return to local education agency, transition programming for adult life, partnerships with local public schools to provide educational opportunities, and specialized services for students with blindness, visual impairments and multiple disabilities.

The Center assists local education agencies in assessing a child's needs and makes appropriate educational recommendations, facilitates student-family networking, provides classroom, community and/or home observations, provides ongoing support and information for students, parents, and educators, works cooperatively with parents, local school district personnel and others to implement appropriate educational

programs and services, participates in multi-disciplinary team, individual education planning, individual family service planning, individual program planning meetings, and assists with statewide initiatives.

The Nebraska Instructional Resource Center, housed at the Nebraska Center for the Education of Children Who Are Blind or Visually Impaired, supports local education agencies in providing students statewide with instructional materials and technology support needed for their education. The Center:

- Acts as a liaison to the American Printing House for the Blind, Inc. Federal Quota System
- Serves as a resource for materials in braille, large print, recorded item, and tactile representations
- Maintains a statewide inventory of large print and braille materials available for loan from local school districts and educational service units
- Collaborates with the Nebraska Assistive Technology Partnership (ATP) Project regarding technology loan programs and technology support

This project will fund the outreach services such as teacher mentoring, family and student supports/trainings including summer camp, management, and oversight of the instructional materials for all students who are blind/visually impaired statewide, and statewide professional development for teachers, administrators, orientation and mobility specialists, and families.

The Nebraska Center for the Education of Children Who Are Blind or Visually Impaired provides and coordinates staff development opportunities for statewide educators, related service providers, parents and agency personnel as needs are identified. In addition, the University of Nebraska-Lincoln, in cooperation with the Nebraska Department of Education, the Kansas State School for the Blind, and the Nebraska Center for the Education of Children Who Are Blind or Visually Impaired, offers an endorsement program for teaching the blind and visually impaired.

Project Total: \$275,000.00

If renewal, date of first approval: 2014

NCECBVI Personnel Shortage Special Project - intended to support schools who are experiencing personnel shortages in the area of Blind and Visual Impairment supports. This project will fund additional outreach services such as teacher mentoring, family and student supports, management, and oversight of the instructional materials for all students who are blind/visually impaired statewide, and statewide professional development for teachers, administrators, orientation and mobility specialists, and families, specific to schools who may be experiencing shortages in the area of Blind and Visual Impairment supports.

Project Total: \$67,000

If renewal, date of first approval: August 2023

The University of Nebraska - Lincoln (UNL) - Visual Impairment Project for Orientation and Mobility Personnel Preparation and school supports: This project provides the instructional infrastructure for a Visual Impairment Personnel Preparation program and the new Orientation and Mobility Specialist program at UNL. Since the 1990's the Nebraska Department of Education and UNL have implemented a program to train professionals to work with students with blindness and visual impairments. It has evolved from a

summer-only workshop format to a complete 36 credit hour graduate program that is receiving national recognition. The Project assist in the funding of the Assistant Professor of Practice at UNL making sure NDE standards outlined in Rule 24 and ensuring courses and student teacher experiences infuse national standards and competencies from the Council of Exceptional Children. The project also funds some tuition assistance for Nebraska residents who pursue a graduate program of study leading to a Nebraska endorsement in visual impairments. It will also support a Project Coordinator to assist with training the new O and M Program, which started implementing the requirements in Rule 24 in 2020.

This project is needed, as it is the only personnel preparation program in visual impairments and will be the only O and M program in the state of Nebraska. Collaboration between both UNL and NDE allows us to provide high quality, graduate education to future teachers of the visually impaired and O and M Specialist serving children birth to age 21. There continues to be a shortage in the state in both of these areas that support our students who are blind or visual impaired.

Project Total: \$158,000

If renewal, date of first approval: 2019

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024 (Year 1 of 4 per BOP 1.14)

ESTIMATED COST: see project breakdowns above.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: IDEA Part B – Discretionary Funding
- New or Renewal: Renewal
- If renewal, date of first approval: see above

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: As the Office of Special Education must make federal application(s) each year under Part B (611 and 619) and Part C, the use of IDEA Federal Funding must align to meeting the IDEA federal regulations as they are set forth within the respective applications.

The NDE, Office of Special Education, annually, conducts opportunities to apply for discretionary grant funds to conduct activities for the improvement of services to infants, toddlers, students with disabilities and their families. Annual alignment in priorities established by the federal Office of Special Education Programs (OSEP), as well as a alignment of priorities within our NDE, Office of Special Education, allows for the selection of project to receive sub-recipient grants, contracts, and/or memorandums of understanding (MOU) for each funding period. Notice of funding opportunities are annually published and proposals are evaluated to ensure funds are awarded to projects that are able to meet the federal and state priorities.

The Office of Special Education, Part B Discretionary Grant funds requested within this proposal meet the Federal subgranting requirements contained within 2 CFR §200.331 to use the funds to carry out a portion of the public award and for a public purpose specified in the authorizing statute of IDEA Part B:

- To support and direct services, including technical assistance, personnel preparation, and professional development and training (20 U.S.C. 1411 (e)(2)(C)(i))
- To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities (20 U.S.C. 1411 (e)(2)(C)(vii))
- To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA to children with disabilities, to schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA (20 U.S.C. 1411 (e)(2)(C)(xi))

Through this sub-award, NDE ensures appropriate and quality learning opportunities should exist for all children. The Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI) Outreach Project, as part of the OSE subaward process, has undergone an evaluation of sub-award/grant obligations, annually, to ensure that the grantee selected is carrying out the responsibilities set forth within the state plan and sub-award/grant. The NCECBVI project has successfully carried out similar duties on previous sub-awards/grants.

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 19, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Amy Rhone, Administrator – The Office of Special Education

PROPOSED AGENDA ITEM: Issue subawards and contracts to carry out the Federal IDEA Part D; State Personnel Development Grant continuation activities.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Grant(s)/Contract(s)

RATIONALE/BACKGROUND INFORMATION:

Per BOP 1.14, The Office of Special Education is bringing forward the activities that are being continued pursuant to the Federal IDEA Part D; State Personnel Development Grant requirements that require federal IDEA Part D funds to be utilized by states for activities outlined within the approved State Personnel Development Grant. The Office of Special Education, Part B Discretionary Grant funds requested within this proposal meet the Federal subgranting requirements contained within 2 CFR §200.331 to use the funds to carry out a portion of the public award and for a public purpose specified in the grant award notification.

Nebraska students and educators benefit from the opportunities and resources provided by the State Personnel Development Grant (SPDG). For over a decade, Nebraska used this funding source (in different iterations) to improve student outcomes by offering professional development and coaching support on tier one school-wide and classroom Positive Behavior Interventions and Supports (PBIS) to Nebraska schools. In the last three years, we have received a significant increase in educator curiosity and inquiry on appropriate behavioral interventions, namely PBIS practices at tiers two and three, for their students. We also recognize the disruptions and difficulties that our school systems face, including transient movement among educators and significant social-emotional needs of our youth, as challenging situations that require immediate action. To support our students and educators, we will adapt our current professional learning and educator development strategies to meet their needs. We propose a comprehensive five-year plan that will **improve the social, emotional, and behavioral outcomes of students with disabilities**. To accomplish this ambitious goal, we will promote the implementation of developmentally appropriate evidence-based behavioral interventions and support the long-term sustainability of these practices within an integrated Multitiered System of Support (MTSS) framework. This Nebraska State Personnel Development Grant (NSPDG) centers on four objectives aimed at meeting our goal:

Objective 1: *Increase access to professional development opportunities for Nebraska schools to implement, with fidelity, PBIS as an MTSS for behavior.*

Objective 2: *Provide tailored implementation and coaching support to NSPDG districts to build leadership team capacity and increase sustainability of research-based practices.*

Objective 3: *Increase capacity of state and district personnel to train and implement PBIS research-based practices to educators.*

Objective 4: *Increase educator awareness of inclusive practices and reduce the use of exclusionary practices for students with disabilities.*

In October of 2022, The Nebraska Department of Education, Office of Special Education was awarded another 5-year, State Personnel Development Grant (SPDG). This grant is a continuation from the original grant that was awarded in 2011 and each subsequent year after, to date.

The State Board of Education accepted the OSEP State Personnel Development Grant funds through approval in October of 2022. The following projects will be using these funds:

Educational Service Unit #6 – SPDG State Coordinator: The 2022 State Personnel Development Grant includes funding for the hiring of a State Coordinator and identified and wrote Dr. Scott Eckman into the grant. *Scott Eckman, Ph.D.*, has a M.A. in Educational Leadership and Principal endorsement, M.A. in Teaching and Learning Education and an endorsement in Elementary and Special Education, an Educational Specialist degree in Educational Leadership and holds a Doctorate in Education with a dissertation focus on the sustainability of PBIS at the district level. Dr. Eckman has led the district-wide implementation of PBIS in the second largest school district in Nebraska and has led a virtual network of state PBIS leaders since 2015. Dr. Eckman has been previously employed through an Office of Special Education, Part B Grant Award as the NeMTSS Regional Lead. The State Coordinator for the SPDG will remain a grant award to Educational Service Unit #6 who will employ Dr. Eckman

Project Amount: \$190,000

If renewal, date of first approval: August 2022

Heather Robbins dba Heather's Behavior Support Services: has provided services and has served in an advisory capacity in building the Nebraska PBIS process since the first State Personnel Development Grant. She serves as sole source for the federally awarded Nebraska State Personnel Development Grant (NSPDG) #H323A160013 to assist NDE in meeting the goals and objectives of the grant due to her expertise, education, and experience. Heather's Behavior Support Service, provides training and TA in developing positive behavior support to schools in multiple states. She has supported Nebraska's previous SPDG projects as the primary trainer of behavior implementation. Ms. Robbins will support this SPDG by supporting the build-out of PBIS trainings, providing training for specialists in adult learning strategies, and advising NSPDG leadership on critical decisions and issues. Ms. Robbin's role will shift with the 2022 SPDG as she used to be the primary trainer and provider of professional learning. She will now serve in a train the trainer model in hopes to increase the capacity of the Nebraska consultants that serve on the SPDG core team. Responsibilities include ensuring successful transition of support to districts, supporting the build-out of PBIS resources, and providing tailored school/district support at the discretion of the NPBIS coordinator. Ms. Robbins has extensive knowledge of Nebraska schools and implementation strategies at the different Tiered level. Her expertise will also support the build-out of other NSPDG activities, such as the creation of video modules and TA documents, at the discretion of the NSPDG coordinator and project director.

Project Amount: \$150,000

If renewal, date of first approval: December 2018

The University of Nebraska – Lincoln, Implementation Support Project: NSPDG: Communications, Research, and Social-Emotional and Behavioral Learning Support. This project aims to provide expertise and support to achieve the Nebraska Special Education Personnel Development Grant (NSPDG) vision under the leadership of the Nebraska Department of Education. NSPDG will support Nebraska students and educators by adapting current professional learning and educator development strategies to meet their needs. This comprehensive, five-year plan will improve the social, emotional, and behavioral outcomes of students with disabilities. During the 2022-2023 grant period, the UNL NSPDG funds will support the overall efforts of the NSPDG team.

Project Total: \$192,592

If renewal, date of first approval: January 2023

University of Nebraska Medical Center – Munroe Meyer Institute: Included in the application for this federal grant was a description of how the grantee would evaluate the award throughout its project period. The Office of Special Education worked with UNMC-MMI to develop the evaluation plan that has been approved as part of the State Personnel Development Grant award of 2022-2027. This contract will allow the Office of Special Education to carry out the SPDG evaluation as approved by The Office of Special Education Programs (OSEP).

Project Total: \$70,647

If renewal, date of first approval: January 2023

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024 (Year 1 of 4 per BOP 1.14)

ESTIMATED COST: see project breakdowns above.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: IDEA Part D – State Personnel Development Grant Funds
- New or Renewal: Renewal
- If renewal, date of first approval: see above

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: The NDE, OSE was responsible for identifying key personnel as part of a federal grant application (OSEP, SPDG). Dr. Eckman and Ms. Robbins served as members of the federal grant writing team and were identified as the key personnel within the federal application. The University of Nebraska Medical Center- Munroe Meyer Institute developed the evaluation plan as

part of a federal grant application (OSEP, SPDG). Upon receipt of the federal grant award, The NDE is responsible for administering the proposed project as outlined within the federal grant award.

- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: The University of Nebraska, Lincoln, CYFS Team developed the Nebraska State Personnel Development Grant (NSPDG, UNL – Implementation Support Project: Communications, Research, and Social-Emotional and Behavioral Learning Support as part of a federal grant application (OSEP, SPDG).

Through these sub-awards, NDE ensures appropriate and quality learning opportunities should exist for all children. Each project, as part of the OSE subaward process, has undergone an evaluation of sub-award/grant obligations, annually to ensure that the grantee selected is carrying out the responsibilities set forth within the state plan and sub-award/grant. Each project has successfully carried out similar duties on previous sub-awards/grants.

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 26, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Amy Rhone, Administrator – The Office of Special Education

PROPOSED AGENDA ITEM: Issue subgrants for the purposes of funding the Promoting Engagement and Knowledge Projects (PEaK).

AGENDA ITEM TYPE (contract/grant/rule/program/other): Grant(s)

RATIONALE/BACKGROUND INFORMATION: Per BOP 1.14, The Office of Special Education is bringing forward the activities that are being continued pursuant to the Federal IDEA Part B regulations that require federal IDEA Part B funds to be utilized by states for activities outlined within the IDEA Part B federal application. The Office of Special Education, Part B Discretionary Grant funds requested within this proposal meet the Federal subgranting requirements contained within 2 CFR §200.331 to use the funds to carry out a portion of the public award and for a public purpose specified in the authorizing statute of IDEA Part B.

The NDE Office of Special Education is committed to supporting districts in improving results for children with disabilities. To meet this purpose, funding is available annually to support implementation and evaluation of Targeted Improvement Plans (TIPs) through a PEaK (Promoting Engagement and Knowledge) project. The PEaK Project funding is supplemental to, and is not intended to supplant or duplicate, any other funding source(s). Districts or consortiums of districts supported by an ESU may apply for projects funded with IDEA discretionary dollars for the specific purpose of improving learning for children with disabilities.

As part of Nebraska's Results Driven Accountability (RDA) System, all school districts must participate in ongoing review of their special education program utilizing the Improving Learning for Children with Disabilities (ILCD) process. The process includes an analysis of district data to study Impact Area data, district infrastructure, and other pertinent district data to identify target areas for improvement. This is followed by identifying measurable results (goals) and coherent improvement strategies that will be the focus for improvement. Next, the district reviews the current infrastructure and capacity to implement, scale-up and sustain evidence-based practice. Finally, based upon strengths and challenges, a comprehensive, multi-year Targeted Improvement Plan (TIP) detailing coherent improvement strategies focused on improving results for children with disabilities is created. The state plan directs districts to implement phases of the ILCD improvement process over several years.

PEaK Project activities are intended to assist districts in implementing and evaluating the TIPs developed by districts. Projects should encourage agencies to leverage resources and align efforts to serve students with disabilities through continuous school improvement. Projects should increase the capacity of districts to deeply implement evidence-based practices designed to improve outcomes of students with disabilities. Project activities must address unique district strengths and needs. Applicants will identify the structures and supports necessary to implement and measure progress toward achieving the District TIP.

ESTIMATED COST:

ESU #1	\$87,399.00
ESU #2	\$94,542.00
ESU #3	\$80,148.00
ESU #6	\$55,165.00
ESU #7	\$94,507.00
ESU #8	\$78,752.00
ESU #10	\$80,698.00
ESU #11	\$50,089.00
ESU #13	\$144,945.00
Bellevue Public Schools	\$73,508.00
Elkhorn Public Schools	\$70,103.00
Grand Island Public Schools	\$74,228.00
Lincoln Public Schools	\$313,028.00
Millard Public Schools	\$180,135.00
Omaha Public Schools	\$396,247.00
Papillion LaVista Public Schools	\$90,135.00

*Pursuant to NDE, Agency Management Policy (AMP) 2.02, the list above only contains the PEaK grants of \$50,000 or more to review and approve. The listed grants make up 83% of the almost \$2,5000,000 provided in PEaK funding annually.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: see project breakdowns above.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: IDEA Part B – 611, Discretionary Funding
- New or Renewal: Renewal
- If renewal, date of first approval: August 2023

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

Describe the grantee selection process: As the Office of Special Education must make federal application(s) each year under Part B (611 and 619) and Part C, the use of IDEA Federal Funding must align to meeting the IDEA federal regulations as they are set forth within the respective applications.

The NDE, Office of Special Education, annually, conducts opportunities to apply for discretionary grant funds to conduct activities for the improvement of services to infants, toddlers, students with disabilities and their families. Annual alignment in priorities established by the federal Office of Special Education Programs (OSEP), as well as a alignment of priorities within our NDE, Office of Special Education, allows for the selection of project to receive sub-recipient grants, contracts, and/or memorandums of understanding (MOU) for each funding period. Notice of funding opportunities are annually published and proposals are evaluated to ensure funds are awarded to projects that are able to meet the federal and state priorities.

The Office of Special Education, Part B Discretionary Grant funds requested within this proposal meet the Federal subgranting requirements contained within 2 CFR §200.331 to use the funds to carry out a portion of the public award and for a public purpose specified in the authorizing statute of IDEA Part B:

- To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA to children with disabilities, to schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA (20 U.S.C. 1411 (e)(2)(C)(xi))
- To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities (20 U.S.C. 1411 (e)(2)(C)(vii))
- To assist local educational agencies in meeting personnel shortages (20 U.S.C. 1411 (e)(2)(C)(vii))

Through these sub-award(s), NDE ensures appropriate and quality learning opportunities should exist for all children. All PEaK Projects as part of the OSE subaward process, has undergone an evaluation of sub-award/grant obligations, annually to ensure that the grantee selected is carrying out the responsibilities set forth within the state plan and sub-award/grant. The project has successfully carried out similar duties on previous sub-awards/grants.

State Board of Education Work Session and Business Meeting.

Thursday-Friday June 6-7, 2024

Nebraska Department of Education, State Board Room, 500 S 84th Street, Lincoln, NE 68508

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#)

Publicized notice of the business meeting was given by posting notice on the Department's website and emailed to news media requesting notification, which gave the date, time, and location of the meeting.

STATE BOARD WORK SESSION, Thursday, June 6, 2024, 10:45 a.m.

1. CALL TO ORDER

President Tegtmeier called the meeting to order at 10:46 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Lisa Fricke

Patsy Koch Johns

Elizabeth Tegtmeier

Patti Gubbels

Kirk Penner

Commissioner Maher was also in attendance.

Absent: Deborah Neary, Jacquelyn Morrison, Sherry Jones

1.2. President Tegtmeier led the Pledge of Allegiance.

1.3. President Tegtmeier announced the placement of the Open Meetings Act.

2. BUSINESS

2.1. Legislative Priorities for 2025-2027 Biennium

Commissioner Maher began the discussion on the Legislative Priorities for 2025-2027 Biennium before having Board Members discuss each priority.

RECESS

President Tegtmeier recessed the meeting at 11:49 a.m. The meeting resumed at 3:47 p.m.

2. BUSINESS Con't

2.1. Provide a progress update on the Isanti Elementary, Middle, and High School Priority School Progress Plans

Shirley Vargas, NDE Representative, introduced Greg Shepard, Superintendent; Cindy Nagel, Elementary School Principal; Waylon LaPlante, Board President; and Ruth LaPlante, Dean of Students from Isanti Community Schools who each provided a progress update on Isanti Elementary, Middle and High School.

3. ADJOURNMENT

President Tegtmeier adjourned the meeting at 4:58 p.m.

The State Board of Education will reconvene Friday, June 7, 2024, at 9:00 a.m. at Nebraska Department of Education, State Board Room, 500 S 84th Street, Lincoln, NE 68508.

STATE BOARD OF EDUCATION MEETING, Friday, June 7, 2024, 9:00 a.m.

1. CALL TO ORDER – President Elizabeth Tegtmeier called the meeting to order at 9:00 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Lisa Fricke
Patti Gubbels

Patsy Koch Johns
Kirk Penner (arrived at 9:29 a.m.)

Elizabeth Tegtmeier

Commissioner Maher was also in attendance.

Absent: Deborah Neary, Jacquelyn Morrison, Sherry Jones

1.2. President Tegtmeier led the Pledge of Allegiance.

1.3. President Tegtmeier announced the placement of the Open Meetings Act.

2. SPECIAL PRESENTATIONS

2.1. Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) Recognitions

Bridgette Stevens, NDE Representative, introduced the PAEMST 2024 Nebraska State Finalists: Thomas McChristian, Bennet Elementary School, Palmyra district OR-1; Megan Mullen, Paxton Consolidated Schools; Miranda Orellana, Riley Elementary, Lincoln Public Schools (absent). The finalists provided a background of their experiences that led them to this recognition.

Quorum established at 9:29 a.m.

3. COMMISSIONER'S REPORT

3.1. Agenda Overview and Consent Agenda Process

3.1.A. Commissioner Maher's recommendation and items to be removed from consent agenda

No items were requested to be removed.

Commissioner Maher delivered the Commissioner's report.

3.2. Nebraska Teacher of the Year Quarterly Report

Scott Phillips, 2024 Nebraska Teacher of the Year, Math teacher, Aurora Middle School, Aurora, Nebraska, provided an update on the activities he has been involved with as Teacher of the Year.

4. PRESIDENT'S REPORT

President Tegtmeier did not have a report.

5. PUBLIC COMMENT PERIOD

5.1. Public Comment

There were no requests for Public Comment.

5.2. Written Public Comment

No Written Public Comment was submitted.

President Tegtmeier called for a break at 10:07 a.m. The meeting resumed at 10:18 a.m.

President Tegtmeier called for a break at 10:07 a.m. The meeting resumed at 10:18 a.m.

6. CONSENT AGENDA

Motion by Patti Gubbels, second by Patsy Koch Johns to approve the Consent Agenda

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

7. STANDING COMMITTEE REPORTS

7.1. **Executive Committee** – Elizabeth Tegtmeier, Chair, reported on the meeting of the Committee.

7.1.A. Action Item: Discuss and approve the addendum to the employment agreement between Commissioner Maher and the State Board of Education

Motion by Kirk Penner, second by Patti Gubbels to adopt the proposed addendum to the employment agreement between Commissioner Maher and the State Board of Education, which provides for a five-percent increase in salary effective July 1, 2024.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

7.1.B. Discussion Item: Proposed Amendment to Board Operating Policies

President Tegtmeier provided the changes made to the Board Operating Policies were per legislation. There was no additional discussion.

7.2. **Budget and Finance Committee** – Patsy Koch Johns, Chair, reported on the meeting of the Committee.

7.2.A. Monthly Board Travel Expense Report

There was no further discussion on this item.

7.2.B. Action Item: Approve the 2024-2025 reVISION Action Grants

Motion by Patsy Koch Johns, second by Lisa Fricke to approve the 2024-2025 reVISION Action Grants.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

7.2.C. Action Item: Authorize the Commissioner to contract for a Special Education technical assistance project

Motion by Patti Gubbels, second by Lisa Fricke to contract for a Special Education technical assistance project.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

7.2.D. Action Item: Issue subawards to carry out the Federal IDEA Part C grant continuation activities

Motion by Patti Gubbels, second by Lisa Fricke to carry out the Federal IDEA Part C grant continuation activities.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

- 7.2.E. Action Item: Authorize the Commissioner to contract for providing annual behavioral awareness training and an ongoing statewide teacher support system

Motion by Lisa Fricke, second by Kirk Penner to contract for providing annual behavioral awareness training and an ongoing statewide teacher support system.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

- 7.2.F. Action Item: Authorize the Commissioner to contract to provide Cardiopulmonary Resuscitation (CPR) and AED training to public and nonpublic schools

Motion by Patsy Koch Johns, second by Kirk Penner to contract to provide Cardiopulmonary Resuscitation (CPR) and AED training to public and nonpublic schools.

Zainab Rida, NDE Representative, provided additional information with regard to the training.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

- 7.2.G. Action Item: Accept the State Apprenticeship Expansion Formula (SAEF) Grant from the US Department of Labor and authorize the Commissioner to enter into contracts to carry out grant activities

Motion by Patsy Koch Johns, second by Patti Gubbels to accept the State Apprenticeship Expansion Formula (SAEF) Grant from the US Department of Labor and enter into contracts to carry out grant activities.

Board Members discussed the potential of this grant.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

- 7.2.H. Action Item: Approve a grant to fund a Child Development Associate (CDA) Credential navigator

Motion by Patsy Koch Johns, second by Patti Gubbels to approve a grant to fund a Child Development Associate (CDA) Credential navigator.

Melody Hobson, NDE Representative, provided additional information on the grant.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Abstain
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

- 7.2.I. Action Item: Authorize the Commissioner to accept Preschool development Grant Funds to provide a diagnostic examination of the Nebraska Early Childhood Professional Records System

Motion by Patsy Koch Johns, second by Patti Gubbels to accept Preschool development Grant Funds to provide a diagnostic examination of the Nebraska Early Childhood Professional Records System.

Melody Hobson, NDE Representative, defined the system.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

- 7.2.J. Action Item: Authorize the Commissioner to approve a contract for a statewide anchor for program quality assessments

Motion by Patsy Koch Johns, second by Patti Gubbels to approve a contract for a statewide anchor for program quality assessments.

Melody Hobson, NDE Representative, provided additional information on anchors.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes

Jacquelyn Morrison: Absent
Kirk Penner: Yes

The motion passed.

7.3. **Planning and Evaluation Committee Report** – Patti Gubbels, Vice Chair reported on the meeting of the Committee.

7.3.A. Action Item: Approve the renewal of accreditation for school systems

Motion by Lisa Fricke, second by Patti Gubbels to approve the renewal of accreditation for school systems.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Absent
Sherry Jones: Absent
Elizabeth Tegtmeier: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: Absent
Kirk Penner: Yes

The motion passed.

7.3.B. Action Item: Approve the renewal of accreditation for Educational Service Units

Motion by Patti Gubbels, second by Lisa Fricke to approve the renewal of accreditation for Educational Service Units.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Absent
Sherry Jones: Absent
Elizabeth Tegtmeier: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: Absent
Kirk Penner: Yes

The motion passed.

7.3.C. Action Item: Renew the approval of Interim-Program Schools for the 2024-2025 school year

Motion by Patsy Koch Johns, second by Kirk Penner to renew the approval of accreditation for Educational Service Units.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Absent
Sherry Jones: Absent
Elizabeth Tegtmeier: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: Absent
Kirk Penner: Yes

The motion passed.

7.3.D. Action Item: Approval of new non-public schools

Motion by Patti Gubbels, second by Patsy Koch Johns for approval of new non-public schools.

Brad Dirksen and Decua Jean-Baptiste, NDE Representatives, provided information on what occurs after a conditional approval of a new non-public school.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

7.3.E. Discussion Item: Discuss State Board position statements

Board Members discussed the next steps with the position statements and Lane Carr, NDE Representative, will oversee the positions statements and expiration dates.

7.3.F. Discussion Item: Standard setting processes for mathematics and alternate mathematics, and validation of English language arts (ELA) 2023 assessment results

Board Members discussed the background of the standard setting process.

7.3.G. Discussion Item: Professional Learning System for Evidence-Based Reading Instruction

Allyson DenBeste, NDE Representative, that the system will be used for professional development.

Commissioner Maher stated that the ESU's are involved with the system.

7.3.H. Discussion Item: Discuss approval of early childhood education programs operated by school districts and educational service units

Board discussion included that this is a standard item that the Board does regularly.

7.3.I. Discussion Item: Approve Rule 11 teacher waiver request from Fairbury Public Schools

No additional discussion.

7.4. **Rules and Regulations Committee** – Lisa Fricke, Chair reported on the meeting of the Committee.

7.4.A. Report on Rules

The report on rules is linked through Sparq in Board Agenda item 7.4.A.

7.4.B. Action Item: Adopt the proposed revisions to Rule 4

Motion by Patsy Koch Johns, second by Patti Gubbels to adopt the proposed revisions to Rule 4.

Brian Halstead, NDE Representatives, provided additional information on the word “non-sectarian” brought forward at the hearing via testimony.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	No
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	No

The motion passed.

7.4.C. Action Item: Adopt Proposed Revisions to Rule 28 and the Repeal of Rule 29

Motion by Lisa Fricke, second by Patsy Koch Johns to adopt proposed revisions to Rule 28 and the repeal of Rule 29.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

7.4.D. Action Item: Approve the content tests and passing scores for endorsements

Motion by Lisa Fricke, second by Patti Gubbels to approve content tests and passing scores for endorsements.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Absent
Sherry Jones:	Absent
Elizabeth Tegtmeier:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Absent
Kirk Penner	Yes

The motion passed.

8. ADDITIONAL BUSINESS

No additional business.

9. INFORMATION ITEMS AND REPORTS

Information items and reports are linked through Sparq under Board Agenda item 9.

10. GOOD OF THE ORDER

(NONE)

11. ADJOURNMENT

President Tegtmeier adjourned the meeting at 12:10 p.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, August 2, 2024, at 9:00 a.m. in Lincoln, NE.

DRAFT



PROPOSED AGENDA ITEM RATIONALE

DATE: July 15, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Bryce Wilson, Administrator, Office of Financial & Administrative Services

PROPOSED AGENDA ITEM: Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other

RATIONALE/BACKGROUND INFORMATION:

1. Native American Impact Aid

Proposed Board Action: Approve the exclusion amount for Native American Impact Aid Exclusion for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1)(n) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for Federal Impact Aid received by the district. Districts that have land within its boundaries that is federal property classified as Indian lands under and have children in attendance who reside on Indian lands in accordance with 20 U.S.C. 7703(7) and have received funds in accordance with 20 U.S.C. 7703(a)(1)(c) are eligible for this exclusion. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority.

2. Retirement Contribution Increase

Proposed Board Action: Approve the exclusion amount for a Retirement Contribution Increase for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1)(e)&(f) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for a retirement contribution increase. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2024/25 school district budget.

3. Special Supplementary Grant

Proposed Board Action: Approve the grant listed on the attachment as a Special Supplementary Grant.

Rationale/Background Information: Section 79-1028.01(1)(m) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Special Supplementary Grants from Corporations, Foundations, or Other Private Interests as special grant funds for budget limitations purposes. The individual grant listed on the attachment has been reviewed by Department Staff and appears to qualify as a special supplementary grant per State Statute Section 79-1003(38). If approved, the school district may access additional budget authority. This request is applicable to the 2024/25 school district budget.

4. Voluntary Termination Agreements

Proposed Board Action: Approve the exclusion amount for Voluntary Termination Agreements for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1) (g), (i), (j), (k), provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for expenditures for voluntary termination agreements. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2024/25 school district budget.

PROPOSED BOARD MEETING (MONTH/YEAR): July 2024

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: N/A

FOR GRANT SUBAWARDS: N/A

**Updated 08.15.2023*

**Requests Relative to the Budgeting Provisions
of the Tax Equity & Educational Opportunities Support Act
For the 2024/25 School Year
August 2, 2024**

Recommendation 1

Native American Impact Aid [Section 79-1028.01(1)(n)]

County-District Number	School District Name	Amount to be Approved	School Year
87-0013	Walthill Public Schools	\$2,167,500	24/25
87-0017	Winnebago Public Schools	\$4,000,000	24/25

Recommendation 2

Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]

County-District Number	School District Name	Amount to be Approved
01-0090	Adams Central Public Schools	\$333,017
01-0123	Silver Lake Public Schools	\$91,080
02-0018	Elgin Public Schools	\$54,062
02-0115	Summerland Public Schools	\$108,927
09-0010	Ainsworth Community Schools	\$103,215
11-0014	Oakland-Craig Schools	\$103,098
12-0502	East Butler Public Schools	\$103,670
14-0008	Hartington-Newcastle Public Schools	\$87,299
18-0011	Harvard Public Schools	\$59,936
19-0058	Clarkson Public Schools	\$54,081
23-0002	Chadron Public Schools	\$208,219
26-0001	Ponca Public Schools	\$104,536
27-0594	Logan View Public Schools	\$131,894
30-0001	Exeter-Milligan Public School	\$82,650
30-0025	Fillmore Central Public Schools	\$123,962
32-0125	Medicine Valley Public Schools	\$52,314
39-0060	Central Valley Public Schools	\$112,180
40-0002	Grand Island Public Schools	\$2,530,000
45-0007	O'Neill Public Schools	\$187,628
49-0050	Johnson County Central Public Schools	\$1,522,592
54-0013	Creighton Community Schools	\$84,556
54-0576	Wausa Public Schools	\$56,961
55-0001	Lincoln Public Schools	\$8,477,226
55-0161	Raymond Central Public Schools	\$160,221
61-0004	Central City Public Schools	\$182,969
63-0001	Fullerton Public Schools	\$75,217
65-0011	Superior Public Schools	\$102,592
69-0055	Loomis Public School	\$60,812
71-0001	Columbus Public Schools	\$1,125,197
72-0015	Cross County Community School	\$91,467
77-0037	Gretna Public Schools	\$1,372,925
79-0032	Scottsbluff Public Schools	\$848,772
80-0005	Milford Public Schools	\$167,135
87-0001	Pender Public Schools	\$95,946

Recommendation 2 (Continued)

Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]

County-District Number	School District Name	Amount to be Approved
87-0013	Walthill Public Schools	\$103,328
89-0024	Arlington Public Schools	\$160,530
91-0047	Blue Hill Community Schools	\$83,841

Recommendation 3

Special Supplementary Grant [Section 79-1003(38)]

County-District Number	School District Name	Amount to be Approved	Source
10-0019	Shelton Public Schools	\$95,280	Safety and Security Grant
28-0010	Elkhorn Public Schools	\$146,193	Elkhorn Public Schools Foundation
		\$440,000	Nebraska Department of Health and Human Services
54-0096	Crofton Community Schools	\$ 702,500	Safety and Security Grant
55-0001	Lincoln Public Schools	\$2,000,000	PTO/PTA
		\$3,000,000	Foundation for Lincoln Public Schools
		\$750,000	United Way
		\$50,000	Woods
		\$600,000	University of Nebraska
		\$350,000	TeamMates
		\$1,250,000	Miscellaneous Grants

Recommendation 4

Voluntary Termination Agreements [Section 79-1028.01(1)(g), (i), (j), (k)]

County-District Number	School District Name	Amount to be Approved
27-0594	Logan View Public Schools	\$35,000
28-0054	Ralston Public Schools	\$240,896
65-0011	Superior Public Schools	\$13,000
71-0001	Columbus Public Schools	\$198,184
77-0037	Gretna Public Schools	\$201,500



PROPOSED AGENDA ITEM RATIONALE

DATE: July 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Decua Jean-Baptiste, Ed.D., Director of Accreditation
Melody Hobson, Office of Early Childhood, Administrator

PROPOSED AGENDA ITEM: Accept the list of submissions of Affidavit for Instructional Hour Exception for 2023-2024 filed under the waiver provisions contained in State Statute 79-213 R.R.S.

AGENDA ITEM TYPE (contract/grant/rule/program/other): rule

RATIONALE/BACKGROUND INFORMATION:

School districts and systems that were unable to meet instructional hour requirements as outlined in State Statute 79-211 R.R.S. due to sickness, storm conditions, or destruction of the schoolhouse have submitted an Affidavit for Instructional Hour Exception for the 2023-2024 school year, as allowed for in State Statute 79-213 R.R.S.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: (*--e.g., Federal, State*)
- New or Renewal:
- If renewal, date of first approval:

(--Following the funding source, include a statement that indicates if/ how the activity is part of an annual budget or allocation, or, approved as an activity for a grant. For example, "The funds for this contract are budgeted in the Office's annual allocation of state funds." Another example, "The funds for this activity are included in the grant award for this program.")

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:

- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*



Affidavit Submissions for 2023-2024

School System

Gretna Public Schools – (Pre-K) Severe weather in and about the School District caused the closing of school districts, including early childhood/ prekindergarten classes within the district. Pre-K had 445.25 out of 450 hours.

Norfolk Public Schools – (Pre-K) Major snowstorm impacted ability to have school for 3 days shortening the required number of hours for early childhood/prekindergarten students.

Phoenix Academy - Middle School was short by 3 hours of the required 1080. They are reclassifying the school as a K-8 elementary for the upcoming school year to eliminate further issues with instructional hours.

Shelton Public Schools –School dismissals caused by severe storm conditions during the 2023-2024 school year caused the 7-12 graders to miss 2.5 hours of 1080 hours requirement.



PROPOSED AGENDA ITEM RATIONALE

DATE: July 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Rule 11 program approval

AGENDA ITEM TYPE: Consent

RATIONALE/BACKGROUND INFORMATION:

- Public school districts and educational service units that have established early childhood education programs must have those programs approved by the Nebraska State Board of Education in accordance with the provisions of Rule 11: (92 NAC11), Regulations for the approval of Prekindergarten Programs Established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants.
- Approval is granted annually based on the program compliance in the previous school year.
- The public-school districts and Educational Service Units (ESUs) included for approval submitted the required reports and Statement of Assurance indicating compliance with Rule 11 for the school year 2023-2024.
- The Nebraska Department of Education Office of Early Childhood Education staff verified compliance based on a review of information and follow-up with programs, as needed.
- The list of school districts to be approved is included on a separate attachment.
- The most current program report (2022-2023) providing information about school district early childhood programs is attached.
- Information about the support provided by the NDE Office of Early Childhood Education is also provided.

PROPOSED BOARD MEETING: August 2024

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: NA

- Indicate the Funding Source:

- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS: NA

- Describe the grantee selection process:

**Updated 08.15.2023*



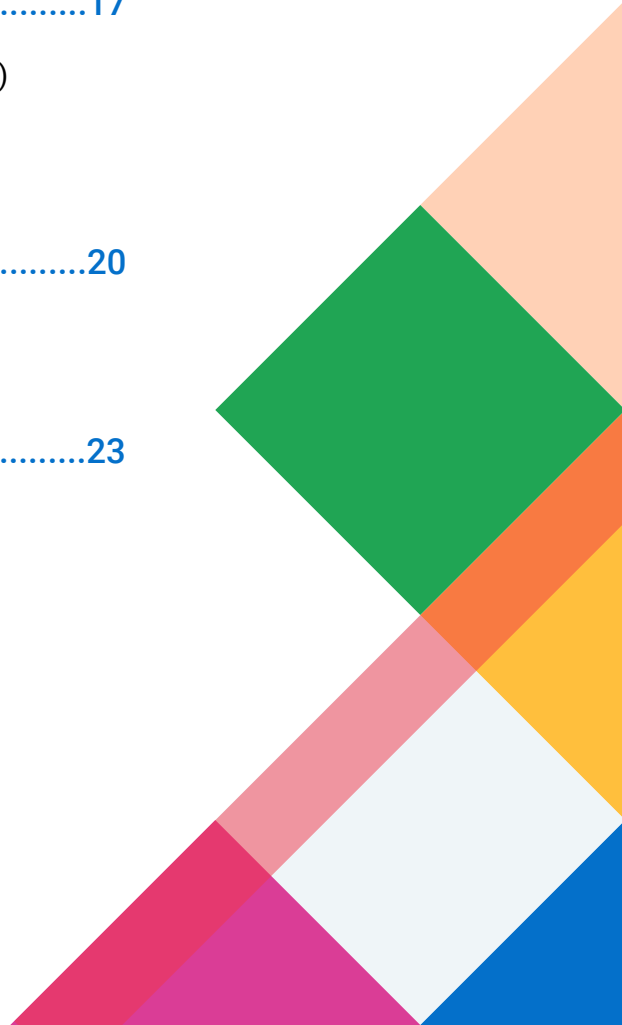
2022-23

EARLY CHILDHOOD EDUCATION STATE REPORT

for Nebraska's Public School District,
Educational Service Unit,
& Head Start Programs

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Supporting Children's Success

The Early Childhood Education Program-Birth through Age 5 (B-5) included all children who were part of Nebraska public education programs that were supported through the blending of multiple funding sources. Comprehensive early childhood education programs operated by Nebraska public school districts (hereafter referred to as districts) or Educational Service Units (ESUs) supported the learning and development of children B-5 across home- and center-based settings including Sixpence programs. Many of these full- or part-day programs received support through partnerships with community agencies.

Districts and ESUs served children who represented a full range of abilities, languages, and economic diversity of families within the community. The purpose of the Early Childhood Program was to provide high quality early childhood education experiences that empower children to reach their full potential and increase the likelihood of their later success in school.



Program Features that Contribute to Quality

The Nebraska Department of Education (NDE) requirements for Early Childhood programs include:

- Use of developmentally appropriate curriculum and authentic assessment
- Inclusive programs and services
- Attention to research-based elements of effective programs
- Teachers in classrooms hold a Nebraska teaching certificate with an approved early childhood endorsement
- Paraprofessionals in classrooms have 12 credit hours in early childhood education or its equivalent
- Teachers in home-based Early Intervention and Early Childhood Special Education Programs hold a Nebraska teaching certificate with an approved endorsement
- Staff in home visiting programs hold a degree in early childhood education, early childhood special education, social work, nursing or related field
- Home-school-community partnerships that promote a strong family development and support component to recognize the central role of families in their children's development

The latest revision of [Rule 11: Regulations for the Approval of Prekindergarten Programs established by School Districts or Educational Service Units](#), introduced the waiver procedure for any staff member that does not meet the requirements for an early childhood teacher. Rule 11 5.05A requires a teacher to have a Nebraska teaching certificate with an approved early childhood endorsement. Nine hundred teachers met the requirement for Rule 11. Thirty-eight teachers were working toward the proper endorsement as required by Rule 11. Eleven of those thirty-eight teachers were continuing their work on an endorsement from the previous year.

Integrated Funds Expanded Early Childhood Services

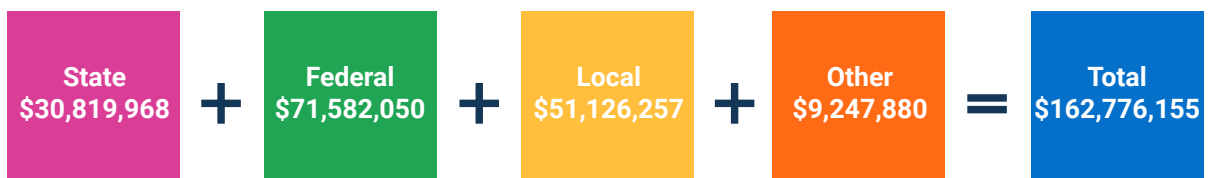
Nebraska's district and ESU operated early childhood programs were funded with multiple sources. In 2022-23, over 160 million dollars supported these ECE programs. Federal dollars accounted for the majority of Early Childhood Education funds and were provided through the Individuals with Disabilities Education Act (IDEA), Head Start, Title 1 Part A, and Title 1 Migrant. State sources of funding were provided through Early Childhood Grants for ages three through five, State Aid, Special Education, and general funds.

Local district funds, including matching fund requirements for Special Education and the Early Childhood grants, as well as parent fees were included in local funding sources. Some districts also received funding from the Sixpence Early Childhood Education Endowment to support birth to three programs.

The total funds reported below represent a 2% decrease in funding from the 2021-2022 school year. While the total funds spent on district prekindergarten programs has increased greatly over the past 10 years, this 2% decrease is the first drop in funds used to support prekindergarten programs that Nebraska has seen.



Funding Breakdown



Early Childhood Education Programs at a Glance

The Nebraska Department of Education began approving district-operated early childhood programs based on compliance with Rule 11 in 2004. At that time, there were only 23 approved programs. During the 2022-2023 school year, 220 approved district-operated early childhood programs were located across the state along with two programs that were ESU operated and one ESU operated program for three districts. Of the over 1,000 early childhood classrooms across the state of Nebraska, 662 were part-day classrooms and 382 were full-day. Those numbers were down just slightly from the previous year.

These approved Nebraska school districts and ESUs provided early childhood programs and services to 20,851 children, age birth to five. Included in this total child count are 39 children whose programs and/or services were not identified by the district serving them.



Program Type	Child Count	Percent
The NDE Grant Funded Early Childhood Education Programs serving children ages three to five	1,731	8%
The NDE non-Grant Funded Early Childhood Education Programs serving children ages three to five	11,459	55%
Early Childhood Birth to Age Three Endowment Grant Programs (Sixpence)	2,049	10%
Home-based Early Childhood Education Program serving non-special education children ages birth to five	209	1%
Special Education and Early Development Network services provided to children ages birth to five in homes and community settings	5,364	26%
Unidentified	39	<1%
Total	20,851	100%

Demographics of Children in District & ESU Programs

According to district data submitted to the Nebraska Department of Education, the demographics represented a similar picture to the demographic of children served in K-12 settings across the state.

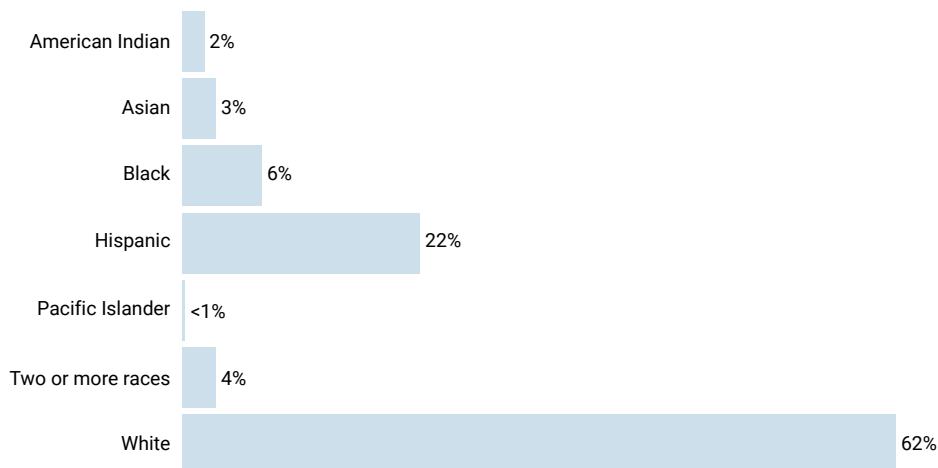
Of the total number of children served, the following categories show the number of children considered at-risk for possible poor outcomes in future academic settings:

- 9,765 (47%) had an IEP or IFSP (center-based or home-based)
- 9,066 (43%) qualified for Free or Reduced Lunch
- 2,607 (13%) had a home language other than English
- 266 (1%) were reported as English Learners

The number of children with an IEP or IFSP and the number of children who qualified for Free or Reduced Lunch increased by 2 and 3 percentage points when compared to the previous year. The number of children with a home language other than English increased one percentage point while the percentage of children reported as English Learners stayed the same.



Demographics



Ten-Year Trend Data

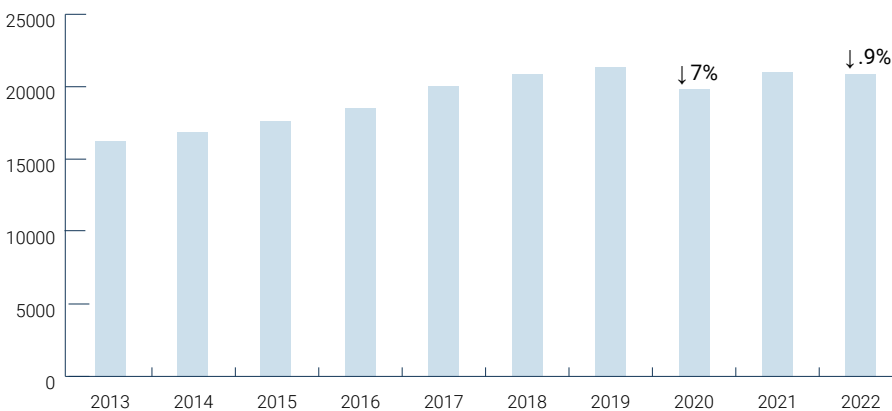
Longitudinal data was reviewed to track the pattern of children served by district and ESU operated programs across ages. The graph below represents children served in programs that were home-based or center-based, and children ages birth to five who received services in homes and community settings.

Enrollment numbers for Nebraska early childhood programs steadily increased between 2012-13 and 2019-20. During the 2020-2021 school year, a decrease in the number of children enrolled in Nebraska early childhood programs reflected the nationwide decline in early childhood enrollment numbers attributed to the COVID-19 pandemic (Weisenfeld, 2021). While Nebraska enrollment increased during the 2021-2022 school year, a decrease in Pre-K enrollment was again seen during the 2022-2023 school year.

Nebraska's Pre-K enrollment decreases have coincided with a decrease in K-12 enrollment during the 2022-2023 school year. For the last ten years, enrollment has increased for both Pre-K and K-12. Since 2019-2020, both Pre-K and K-12 have shown slight decreases. The reasons for the reduced numbers are unclear but may be due to a decreased birth rate, the growth in students enrolled in private schools, and an increase in homeschooling or virtual school options (Merod, 2023 K-12 Dive By the Numbers).



Number of Children in District & ESU Operated Programs



Early Childhood Grant Funding Across the State of Nebraska

The Early Childhood Grant funds are one of three sources of state funds to support district-operated prekindergarten programs. The amount of funding allocated to the Early Childhood Grant program is less than 10% of the total state funds supporting prekindergarten programs. According to the 2021 State of Preschool Report, Nebraska ranks 42nd for the amount of state funding spent on these programs (Friedman-Krauss, et al. 2021).

The majority of grant funds are utilized within districts to pay for the salary and benefits of certified teachers. A total of \$3,054,861 were budgeted for salaries and benefits of staff members which accounts for almost 92% of the total allocation.

Districts are eligible to apply for grants for new prekindergarten programs which provide funding for three years to support the implementation of a district-operated program that targets 4-year-old children. Programs that are already in existence are eligible to apply for expansion grant funds for one year to add classrooms to their program. Following the three years of the new grant or the one year expansion grant, continuation funding may be available for districts if the amount of inferred early childhood state aid is less than the Early Childhood Grant.

Early Childhood Grant funds have been utilized by more than half of the school districts across the state as the district began or expanded the prekindergarten program. During the 2022-2023 school year, 44 districts received state grant funds while 179 districts did not receive any state grant funds. Some districts had a mixture of state grant funded classrooms and non-state grant funded classrooms.



Stories from the State

“Our preschool programs were supported through the NDE Early Childhood Grant Program. The grant we received was instrumental in building our early childhood program, and the Office of Early Childhood staff has been supportive throughout the process. The financial and professional assistance we received has benefitted 147 students in our district. We are fortunate that the Nebraska Department of Education is invested in the future of our students!”

– *Early Childhood Coordinator,
Lakeview Community Schools*

Results Matter in Nebraska: A Comprehensive Accountability

Results Matter in Nebraska is a child, family, and program outcomes measurement system designed and implemented to improve programs and supports for all young children birth to age five served through districts, ESUs, the Early Development Network (EDN), Early Head Start, Head Start, Tribal and Migrant Seasonal Head Start programs, and community partners. Child, family, and program outcome data is used to inform early childhood program practices and policy.

Program Outcomes

Quality early childhood education programs have been linked to immediate, positive developmental outcomes, as well as long-term positive academic outcomes (Morgan, 2019). The NDE promotes quality programs through ongoing training and technical assistance.

Program quality is measured through onsite observations. Assessment tools measure how the classroom environment supports children's physical, cognitive, language and literacy, mathematical, and social-emotional development.

Quality Measures for Birth- to Five-Year-Old Programs

The Environment Rating Scale® (ERS) and the Classroom Assessment Scoring System® (CLASS) were used to evaluate the overall quality of prekindergarten programs. The Infant/Toddler Environment Rating Scale-Third Edition® (ITERS-3) is used when assessing a Birth through Three Year Old Classrooms and the Early Childhood Environment Rating Scale-Third Edition® (ECERS-3) is used to assess a Three to Five Year Old Classroom.

ITERS-3 is an observational assessment of 33 items across six subscales designed to assess center-based programs where the majority of the children are 36 months or younger. The program standard of quality is a rating of five across all six subscales and is based on a 7-point scale with 7 being excellent. ITERS-3 rates six areas: Space and Furnishings, Personal Care Routines, Language and Books, Activities, Interaction, and Program Structure.

ECERS-3 is an observational assessment of 35 items across six subscales designed to assess center-based programs for children 3-5 years of age. The program standard of quality is a rating of five across all six subscales and is based on a 7-point scale with 7 being excellent. ECERS-3 rates six areas: Space and Furnishing, Personal Care Routines, Language and Literacy, Learning Activities, Interactions, and Program Structure.

CLASS is an observational tool designed to measure the interactions between teachers and Pre-K children as well as how those interactions affect children's learning. CLASS encompasses 10 dimensions that are divided into three broad domains: Emotional Support, Classroom Organization, and Instructional Support. Each domain is scored on a 7-point scale with 7 being excellent.

During the 2022-2023 school year, the OEC implemented a **Support Plan system** to determine which district programs would be observed. After analyzing various data, all Nebraska districts were determined to be on a Standard, Focused, or Advanced Plan. Observations of district programs on a Focused or Advanced Plan were completed using the ERS tool (either ITERS-3 or ECERS-3). Districts on a Standard Plan could choose between the ERS observation tool (either ITERS-3 or ECERS-3) or the CLASS observation tool. For the 2022-2023 school year, 72 observations were completed including 55 ECERS-3, 6 ITERS-3, and 11 CLASS observations. The six ITERS-3 observations were in non-Sixpence classrooms.

Stories from the State

“Observations have benefitted my classroom by giving me the opportunity to step back and evaluate the classroom environment. In doing so, I was able to make positive changes that have improved my classroom, and the students have loved the changes!”

– *PreK Teacher, Leap into Learning Partnership, Loup City*

Program Assessment Data

ITERS-3

ITERS-3 observations were completed in six classrooms. These classrooms were funded through the local district to support a need in their community. The results showed that classroom quality was strongest in the subscales of Language and Books, Interaction, and Program Structure. The Language and Books subscale focuses on how adults talk with, encourage and respond to children’s communications as well as how adults use books with children and encourage children to use books. The Interaction subscale evaluates the supervision of gross motor and non-gross motor learning and play along with staff-child interaction and guidance of children’s behavior. Program Structure looks at the schedule, transitions, free play, and group activities.

The lowest ratings were in the Activities and Personal Care Routines subscales. The Activities subscale evaluates fine motor skills, and how nature/science, math/numbers, art and blocks are supported throughout the program. The Personal Care Routines subscale focuses on meals/snacks, toileting/diapering, health practices, and safety.

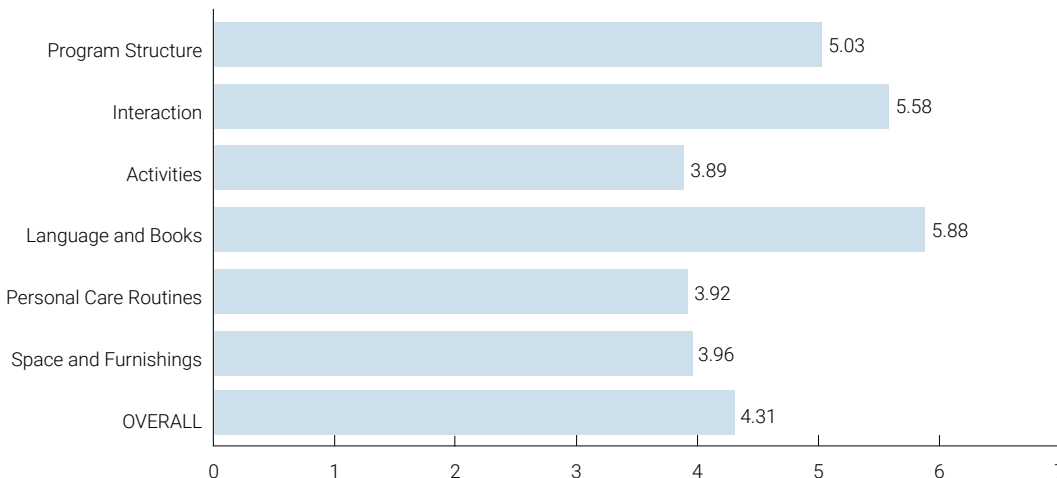


Stories from the State

“Having an infant and toddler program in our community gives us the opportunity to build strong relationships with families from the start of their child’s educational journey. Focusing on Early Childhood Education positively impacts students, families, and communities.”

– PreK Principal,
Morrill Public Schools

Birth to Age Three Classroom ITERS-3 Ratings n=6



ECERS-3

ECERS-3 observations were completed in 55 classrooms. The results showed that classroom quality was strongest in the subscales of Interaction, Language and Literacy, and Program Structure. The Interaction subscale focuses on how adults interact with children through supervision of gross motor activities, individualized teaching and learning, staff-child interaction, peer interaction, and discipline. The Language and Literacy subscale includes vocabulary, children's use of books, and becoming familiar with print. The Program Structure subscale evaluates how the program is set up for whole group activities, play, and transitions.

The lowest ratings were in Learning Activities and Personal Care Routines. The Learning Activities subscale identifies how the classroom and staff support learning throughout the day including fine motor skills, dramatic play, nature/science, math, and technology. The Personal Care Routines subscale focuses on meals/snacks, toileting/diapering, health practices, and safety.

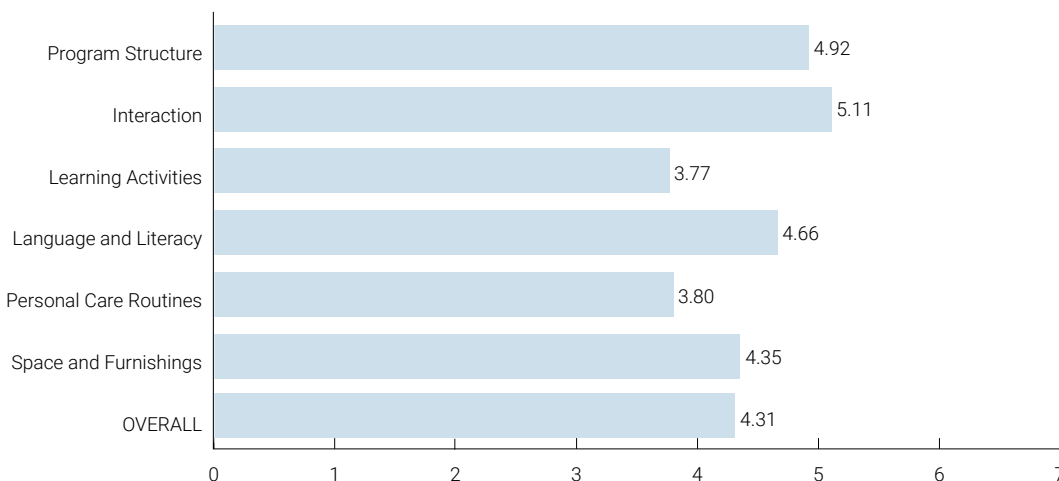


Stories from the State

"I love receiving feedback to improve my classroom for my students. My ECERS-3 observation helped influence my classroom setup by pushing me to think about what is safest for students and showing me how to take action right away."

*– PreK Teacher,
North Bend*

Age Three to Five ECE Classroom ECERS-3 Ratings n=55



CLASS

Eleven CLASS observations were completed. CLASS has three domains:

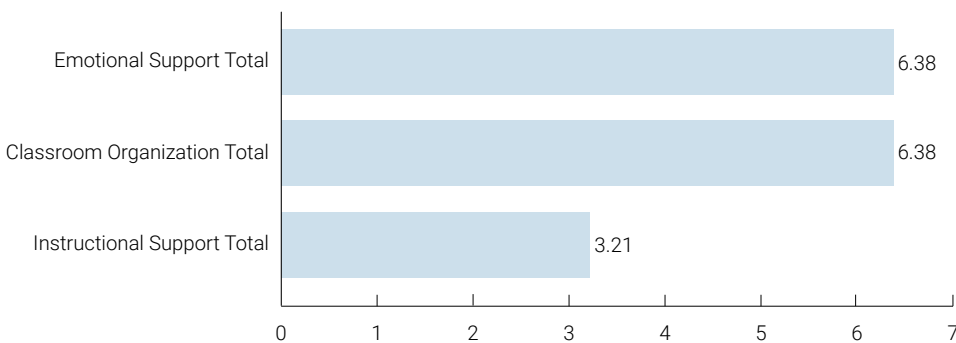
- Instructional Support
- Classroom Organization
- Emotional Support

The results showed the strongest ratings in Emotional Support and Classroom Organization.

The Emotional Support domain determines the positive or negative climate in the classroom as well as measuring teacher sensitivity and how teacher interactions show an understanding of the child's point of view. The Classroom Organization domain focuses on how smoothly the classroom operates along with ensuring that children are engaged in productive learning activities. The Instructional Support domain, which received the lowest state-wide scores, emphasizes how teachers promote higher-order thinking skills, provide effective feedback, and encourage the development of children's language skills.



Age Three to Five ECE Classroom CLASS Ratings n=11



Child Outcomes: Child Assessment Process

Early Childhood programs are informed by ongoing systematic, formal, and informal assessment approaches that provide teachers and families with information about children’s learning and development. MyTeachingStrategies GOLD™ is a research-based, authentic assessment system used by district and ESU programs as well as in many federally funded Early Head Start and Head Start programs. This report includes data from district and ESU programs and Early Head Start/Head Start programs participating through an NDE umbrella purchase option.

GOLD™ data is collected through observation of six areas of development and learning on an ongoing basis for all children B-5 served by districts, ESUs, and Early Head Start/Head Start. The data is used by teachers and other program staff to inform and improve instruction to meet the needs of individual children and groups of children. The NDE uses GOLD™ data for state and federal reporting purposes. Fall and Spring checkpoint data is analyzed and used to monitor district progress toward achieving widely held expectations across the six areas.

The Areas of Development & Learning are:



Social-Emotional

Regulate emotions and build relationships with others.



Physical

Demonstrates large motor skills, such as traveling, balancing, and coordinated physical manipulation skills.



Language

Learn to understand and use words/gesture to effectively communicate.



Cognitive

Demonstrate positive approaches to learning, classification skills, and use representational skills.



Literacy

Engage in emergent reading and writing behaviors.



Mathematics

Explore spatial relationships and demonstrate knowledge of patterns and number concepts.



Child Assessment Data

Over the course of the 2022-2023 school year, 20,555 children birth to age five were assessed utilizing GOLD™ across various settings. For this report, fall and spring checkpoint data were analyzed to monitor children’s progress toward achieving widely held expectations for children ages three to five. Additional child data for children birth to age two can be found within the Sixpence and/or Special Education reports linked later in this report.

Outcomes for Children Aged Three to Five Years Old

The preschool data included children within early childhood settings that were either one or two years from entering kindergarten. During the 2022-2023 school year, an average of 14,776 children had finalized assessment data by both the fall and spring checkpoint date in at least one of the six areas of development. The varying numbers in the graph for each of the developmental areas indicate the number of children with finalized checkpoint data in both the fall and spring. Checkpoint data may not be available for children across all areas based on a variety of factors limiting teachers' ability to gather data including extended child absences, discontinuation of services, and family mobility. By the spring of 2023, the majority of children aged three to five years old met widely held expectations in every area assessed, with the highest number of children meeting widely held expectations in the areas of literacy, social-emotional, physical, and cognitive development. The strongest gains were made in the areas of math and literacy.

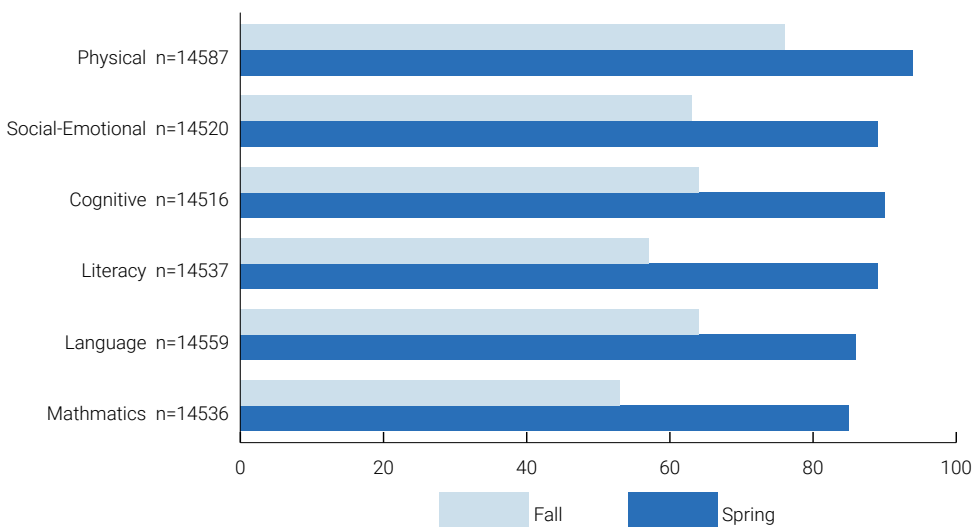


Stories from the State

“GOLD assessment data has allowed us to look at patterns, both at the program and classroom levels, in order to make instructional changes. Upon finding a decreased percentage of children meeting expectations in numeracy, our staff intentionally sought out learning opportunities to increase exposure to math concepts throughout the day.”

– Early Childhood Supervisor,
ESU 6

Widely Held Expectations for Children Aged 3-5 Years Old



Data Source: TS GOLD™ Widely Held Expectations Report
Widely Held Expectations scores are based on research guidelines of preschool expected skills.

Kindergarten Ready

Children are born with the innate ability to learn. The goal of school readiness efforts is to support all children entering kindergarten with the skills, knowledge, health, and attitude to be successful life-long learners. Nebraska law entitles children to receive a free public education the year that they turn five on or before July 31.

Transition Agreements

The majority of students entering kindergarten within public school districts do not attend district-operated programs; therefore, districts must work with local partners to ensure the school is ready for incoming kindergarten students. With an increased focus on transition agreements required by Title 1, 166 districts reported utilizing a kindergarten transition agreement with Head Start programs within the community and 146 districts reported utilizing a kindergarten transition agreement with child care programs.



Stories from the State

“Thoughtful and intentional transition agreements between sending and receiving schools set children and their parents up for success in kindergarten by aligning expectations, delegating roles and responsibilities and always allowing room for individualization when needed.”

– *Director,
Dodge County Head Start*

Outcomes for Children Entering Kindergarten in 2023-2024

To evaluate the growth and learning of children eligible to enter kindergarten in 2023-2024, data was gathered during the spring of 2023 for children who participated in district, ESU, and/or Head Start programs and would be eligible for kindergarten in the fall of 2023. The data for more than 9800 children was analyzed in six areas of development and learning and showed the percentage of children meeting the kindergarten readiness standards. The varying numbers of children for each of the areas indicate the number of children with finalized checkpoint data. Checkpoint data may not be available for children across all areas based on a variety of factors limiting teachers' ability to gather data including extended child absences, discontinuation of services, and family mobility. Strengths for children entering kindergarten were physical, literacy, and cognitive skills. Each of the areas increased in the percentage of children who met or exceeded the widely held expectations for children entering kindergarten when compared to the previous year. Literacy and math made the largest gains with increases from 16 and 12 percentage points. All areas had more than 80% of children meeting widely held expectations.

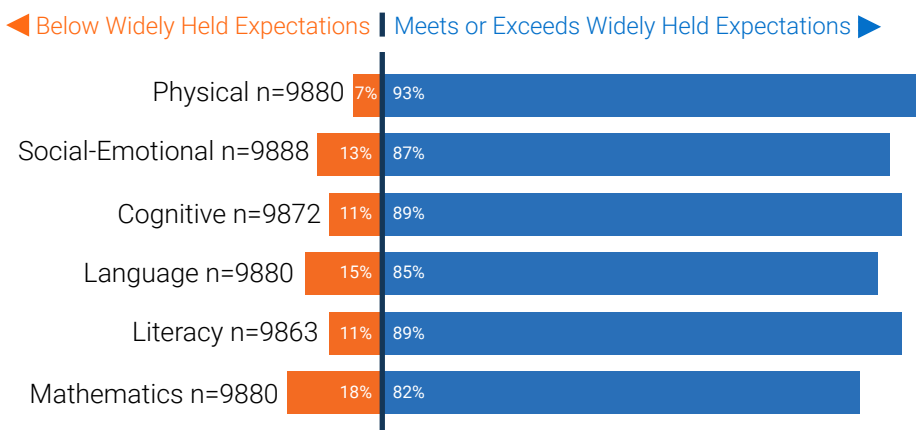


Stories from the State

“For the last 5 years, our Kindergarten teachers have been using GOLD to evaluate and share how children are progressing in their classrooms. This approach works well for both parents and staff in understanding each child’s development, as well as strongly support the transition from preschool to kindergarten.”

– Student Services Director,
Wayne Community Schools

Widely Held Expectations for Children Entering Kindergarten 2023-24



Data Source: TS GOLD™ Widely Held Expectations Report

Partnerships

District prekindergarten programs are working in partnerships. All school districts are required to provide special education services for children with disabilities, including those below kindergarten entrance age. Other partnerships are also utilized to better meet the needs of children and their families. These partnerships often have their own reporting requirements. Information regarding some of those partnerships is included along with links for additional information.

Reporting Child Outcomes for Children with an IFSP or IEP

In addition to the NDE annual Early Childhood Education State report, the Office of Special Education Programs (OSEP) requires the NDE to annually report child outcomes for infants and toddlers with disabilities (IDEA Part C, ages Birth to 3) and preschoolers with disabilities (IDEA Part B, ages 3-5). To meet the annual reporting requirements of the Office of Special Education Programs (OSEP), child program entry and exit checkpoint data is analyzed to determine if the NDE's annual targets are being met for the three outcomes.

The NDE Annual Reports to OSEP include the number and percentage of children who:

- Show greater than expected growth
- Function within age expectations

Annual Reporting is based on functional outcome areas across areas of development and learning that reflect the integration and progression of child development and learning. Child outcomes reflect the child's ability to be successful in the context of everyday living. Each year the results are compared to the state targets.

Detailed information regarding the functional outcomes, targets, and comparison of children's Part C or Part B outcome data to the state targets can be found in the IDEA Part C Planning Region Team (PRT) Annual Performance Report and IDEA Part B State Performance Plan/Annual Performance Report, which are located on the Public Reporting page of the NDE Special Education website: education.ne.gov/sped/public-reporting.



Quality Measures for IDEA Part C: Early Development Network (EDN)

OSEP requires monitoring of family outcomes for infants and toddlers with disabilities. Three outcomes are identified for families who have a child with an IFSP. They include the percent of families participating in Part C who report that early intervention services helped the family:

- Know their rights;
- Effectively communicate their children's needs; and
- Help their children develop and learn.

Each year families are asked to complete a family survey to gather this information. Data is then analyzed and compared against state determined targets. The results are included in the IDEA Part C PRT Annual Performance Report located on the Public Reporting page of the NDE Special Education website: education.ne.gov/sped/public-reporting.

Sixpence Infant and Toddler Programs

The Sixpence Early Learning Fund is a public-private partnership that supports collaboration at the state and local levels. Funds are awarded to school districts with community-based partnerships to serve families and children from birth to age 3. Sixpence serves children and families through center-based and home-based programs. Forty-four districts across the state have either a Sixpence center-based, home-based program, and/or child care partnership grant. To assess program outcomes and family outcomes, Sixpence programs use assessment tools including: the Classroom Assessment Scoring System® (CLASS), the Infant/Toddler Environment Rating Scales®-Third Edition (ITERS-3), the FRIENDS Protective Factors Survey (PFS), and family interviews. The CLASS is an observational tool designed to measure the interactions between teachers and children as well as how those interactions affect children's learning. The ITERS-3 assesses program quality with a focus on classroom structure, activities, and play materials. The PFS measures the perceived presence of protective factors in the caregivers of children.

The Sixpence Report and analysis can be found at: singasonofsixpence.org/resources/resource-library.html



Head Start Programs

There are 19 Early Head Start/Head Start grant recipients across the state of Nebraska: 15 regional recipients, 3 Native American Tribal recipients, and 1 Migrant/Seasonal grant recipient. These Head Start programs provide a variety of programming options, including center-based options for infants, toddlers, and preschool-age children, home visiting programs, and childcare partnerships, to over 5,000 children ages Birth to Five. Of the 15 regional recipients, five are direct awards to either a school district or ESU.

District Pre-K and Head Start Partnerships

School district and ESU early childhood programs funded by the NDE augment services provided to children and families by engaging in partnerships with a variety of community-based organizations and providers including federal Head Start programs.

These partnerships vary in scope depending on individual community needs and can range from very informal interactions to formal written agreements which include shared funding considerations. Informal interactions center around transition-related activities including child file transfers and Kindergarten classroom visits or shared professional development opportunities around curriculum, observation/assessment and child outcomes. More formal partnerships include Memorandums of Understanding (MOUs) for disabilities or special services, rental/lease agreements for space, shared staff for supplemental health, nutrition, and family support services or written contracts for paid enrollment slots.

During the 2022-2023 school year, 166 district Pre-K programs reported kindergarten transition agreements with Head Start and 65 district Pre-K programs reported shared funding through Head Start. Each of these unique partnerships is designed to meet the needs of the children, families, and communities in the service area in which they are located.

One such partnership existed in the western Nebraska Panhandle region. As the designated federal grant recipient for Head Start funding in Scottsbluff, Morrill, and Cheyenne counties, ESU 13 maintains formal written agreements with 7 school districts in the service area. These partnerships align Head Start Program Performance Standards and Rule 11 requirements to deliver enhanced services to the children and families enrolled and to the staff that are working within these programs.

Supplemental services made possible by the combined federal, state, and local district funding in this featured partnership include:

- Intensive coaching opportunities focused on the CLASS observation for district staff who are interested
- Additional support for districts who request it regarding ECERS observations
- Monthly virtual networking/learning sessions for public school administration with Head Start staff
- Additional health screenings for children not provided by the district including vision, dental, hearing
- Two CLASS observations per year with feedback/resources and/or coaching
- Two behavioral health observations for students per year with feedback/resources
- Additional support with Creative Curriculum/GOLD
- Two or more professional development opportunities presented by Head Start and information about additional PD opportunities being offered in the community/virtually

Additional information regarding access to Head Start and Early Head Start, as well as federal rules and regulations governing the program can be found at: eclkc.ohs.acf.hhs.gov

Additional information regarding Nebraska programs and services can be found at: nhsa.org/wp-content/uploads/2023/01/NE.pdf

Additional information on Nebraska school districts collaborating with community-based programs can be found at: education.ne.gov/oec/hssco-head-start-state-collaboration-office



Stories from the State

“Head Start’s partnerships with public school districts grant access to exceptional learning opportunities for a diverse community of children. In addition to our shared goal of helping kids grow, develop, and get ready for school, Head Start stands out by providing comprehensive family services, a resource that goes beyond what many school districts can offer independently. This focus on the entire family enhances support for overall family well-being, encourages active family engagement in children’s learning and development, and lays a foundation for future success in both school and life.”

– *Director,*
ESU 13 Head Start

Supports

Office of Early Childhood Support Plans

The Office of Early Childhood (OEC) has implemented a systemized and equitable process to determine the level of Support Plans for early childhood programs in school districts and Educational Service Units (ESUs). Support is offered at the following levels: Standard, Focused, and Advanced.

Through Support Plans, the OEC intends to:

1. Improve support provided to Rule 11 Pre-K programs
2. Determine what additional support is needed
3. Align Pre-K support with the school-age system of support
4. Ensure that support and assistance is provided equitably across the state

Data is submitted by all Nebraska districts from the previous school year and is analyzed by OEC Education Specialists. Points are assigned based on compliance with Rule 11. The more points that are assigned to a district, the more support a district will receive through the Support Plan and OEC Education Specialists. The needs and goals of each district are also considered when determining the level of Support Plan to be provided.

Support Plan Levels

Standard Support Plan

- Access to NDE publications and resources
- Access to NDE sponsored professional development
- A percentage of classrooms will be chosen for a fall observation using the Environmental Rating Scale (ERS) or Classroom Assessment Scoring System (CLASS)

Focused Support Plan

- Access to NDE publications and resources
- Access to NDE sponsored professional development
- ERS observation-either ECERS-3 or ITERS-3
- At least two technical assistance (TA) visits from OEC Education Specialists

Advanced Support Plan

- Access to NDE publications and resources
- Access to NDE sponsored professional development
- Quarterly TA visits from OEC Education Specialists
- One fall and one spring ERS observation, either ECERS-3 or ITERS-3

For the 2022-23 school year, 185 school districts (83%) were in the Standard Support plan. Of those districts, 21 schools received an observation in the fall.

Thirty-three school districts (14.8%) were in the Focused Support plan. The districts in the focused support plan received a total of 39 ERS observations in the 2022-2023 school year.

Five school districts (2.2%) were in the Advanced Support plan. There were a total of 12 observations that occurred (both fall and spring) for advanced school districts.

The Office of Early Childhood Education Specialists and school districts reviewed the results from ERS and CLASS observations along with other data received from school districts. Through conversations between Education Specialists and school districts, areas of strength and improvement were identified.

Strengths of Pre-K programs within Nebraska:

- The benefits of engaging in family and community partnerships
- Experienced staff who are invested in the community
- Collaborating and participating in strategic planning within the district

Areas of Improvement of Pre-K programs within Nebraska:

- The need for professional development especially in the areas of connecting play with math and literacy
- The need for support in curriculum adoption
- Professional development specifically for paraprofessionals

By looking at meaningful data from individual Pre-K programs, school districts and the OEC used the 2022-2023 Support Plans to improve child, program and family outcomes across the state of Nebraska.

PK-2 Professional Development Specialists

As part of the Elementary and Secondary School Emergency Relief Fund, the Nebraska Department of Education (NDE) focused its statewide efforts on five priority areas, including high-quality professional learning and bolstering the teacher pipeline. The Office of Early Childhood (OEC) released a grant application for Educational Service Units (ESU) to apply for funding to support Early Childhood Professional Development Specialists to provide professional learning for preschool through second grade teachers.

Applications were approved for five ESUs for the 2022-2023 school year. Throughout the year, the Education Specialists worked with their respective districts to provide professional learning to early childhood educators within school districts and partnership programs. Educators from 82% of districts within the awarded ESUs took advantage of professional development and coaching focused primarily on Appropriate Teaching Practices within Early Childhood Classrooms and specific training on the Pyramid Model.

Grant funding will continue for one more year with additional money available for ESUs to expand their programming to support PreK-2nd grade educators within the ESU region.



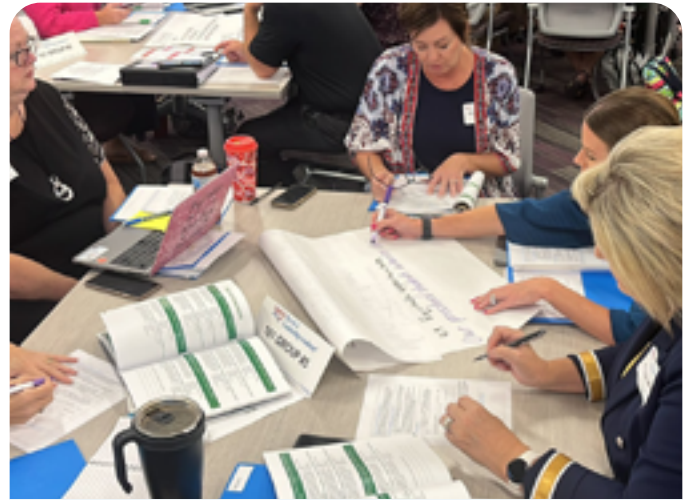
Nebraska's NAESP Pre-K-3 Leadership Academy

Research shows that early childhood classroom outcomes and child outcomes are closely related to positive leadership practices (Kirby, Douglass, Lyskawa, Jones, Malone, 2020).

Nebraska's National Association for Elementary School Principals (NAESP) Pre-K-3 Leadership Academy began in 2019 through funding from the Preschool Development Grant. This year-long professional learning community was designed to encourage school district and community leaders to support preschool through third grade learning environments through alignment and best practices for early grades. The Leadership Academy was designed to build administrator knowledge through a blended in-person, online course utilizing Nebraska educators as advisors to make connections to the work being done within Nebraska schools and Head Start programs with a culminating capstone project to show the growth from the program.

The coursework is structured around NAESP's publication, [Leading Learning Communities: A Principal's Guide to Early Learning and the Early Grades \(Pre-K–3rd Grade\)](#) which focuses on six competencies:

1. Understanding Child Development and Its Implications for High-Quality Instruction and Interactions
2. Develop and Foster Partnerships with Families and Communities
3. Embrace and Enact a Pre-K-3rd Grade Vision
4. Ensure Equitable Opportunities
5. Share Leadership and Build Professional Capacity
6. Promote a Culture of Continuous Improvement



Stories from the State

“I completed the NAESP Pre-K-3 Leadership Academy during my first year as an administrator, and two years later, I still feel that my participation was extremely beneficial and helped me succeed as a young administrator.”

– *Principal,
Weeping Water*

Since its inception, the NDE has offered a total of 3 cohorts funded through the Preschool Development Grant, and it has graduated more than 60 participants from across the state including Head Start leaders, principals, Special Education and Curriculum Directors, and teachers. The impact of the Leadership Academy has been felt by more than 16,500 PreK-third grade students across the state. Of those students, 46% qualified for free or reduced lunches.

Evaluation results from the third cohort of Nebraska's NAESP Pre-K-3 Leadership Academy showed increases in knowledge of the participants across all competency areas through pre- and post-tests. Two-thirds of the cohort participants said it greatly exceeded other communities of practice that they have participated in, and all participants rated the support and feedback received from the Nebraska advisor favorably.

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Nebraska Department of Education
Office of Early Childhood
education.ne.gov/oec



January 2024



Rule 11 PreK District Support Plan Rubric



About the District Support Plan Rubric

Education Specialists will utilize data from the previous school year that has been submitted to assign points based on compliance with Rule 11. The more points that are assigned to a district, the more support the Education Specialists will be able to provide. The supports that the Education Specialist will provide are based on the needs and goals of the district.

NSSRS Data

	-1 Point	0 Points	1 Point	2 Points	3 Points	5 Points
Teacher Certification		All teachers meet	50% or less certificated teachers lacking proper endorsement	51% or more of certificated teachers lacking proper endorsement		
Teacher Waiver					For each teacher who has a waiver	
NAESP PreK-3 Leadership Academy	EC Coordinator and/or Administrator completion within the past 5 years					

Data from NSSRS and information submitted to the State Board of Education for teacher waivers. Offsetting points for administrative participation in Nebraska's NAESP PreK-3 Leadership Academy.

ADVISER

	-1 Point	0 Points	1 Point	2 Points	3 Points	5 Points
Kindergarten Eligibility		Children all age eligible				Children above without an IEP at end of year
Preschool Educational Environment (Indicator B6)		Meets targets for each age group	Per age group target is not met			

Data from ADVISER.

Rule 11

	-1 Point	0 Points	1 Point	2 Points	3 Points	5 Points
Compliance		Meets all regulations	Per noncompliance infraction listed in the letter			

Data from the Prekindergarten Report in the NDE portal.

Deadlines

	-1 Point	0 Points	1 Point	2 Points	3 Points	5 Points
		Met all deadlines	1-2 missed deadlines	3+ missed deadlines		

Deadlines include: ADVISER, PreK Report, Grants Management System, Initial Application, End of Year Report/Reimbursement Submission, CDC

Observations

	-1 Point	0 Points	1 Point	2 Points	3 Points	5 Points
Timeframe of Last Observation within the District		4 years or less since last observation		5-6 years since last observation		7 or more years since last observation
Percentage of Classrooms Observed	100% of classrooms observed within last 6 years	60% or more classrooms observed within last 6 years	30-60% of classrooms within last 6 years	Less than 30% of classrooms within last 6 years		
Average of Last School Year Observation Scores	Program Score above 5.0 (average of all observations)	District was not observed or did not meet the score of 5.0				
ERS Learning Activities or CLASS Instructional Subscales	Subscale above 5.0 (average of all observations)	District was not observed or did not meet the score of 5.0				
Teacher showed improvement in Average Observation Scores from Fall to Spring	Per teacher					

Results Matter observation data from the last six years excluding Sixpence observation data.

GOLD Assessment Status Report

	-1 Points	0 Points	1 Point	2 Points	3 Points	5 Points
Fall Status Report					Less than 80% finalized	
Spring Status Report					Less than 80% finalized	

Report showing checkpoint completion rates for fall and spring checkpoint excluding Part C.

Step Up to Quality

	-1 Point	0 points	1 Point	2 Points	3 Points	5 Points
Rated at a Step 4 or 5	X					

Offsetting points for participation.

2023-24 Point Spreads

- **Standard Support Plan:** 6 or fewer points
- **Focused Support Plan:** 7-10 points
- **Advanced Support Plan:** 11+ points & programs in their first year of operation

Learn more about Rule 11 District Support Plans at bit.ly/Rule11Supports

2024-2025 Rule 11 Prekindergarten Program Approval

Adams Central Public Schools	Callaway Public Schools
Ainsworth Community Schools	Cambridge Public Schools
Allen Consolidated Schools	Cedar Bluffs Public Schools
Alliance Public Schools	Centennial Public Schools
Alma Public Schools	Central City Public Schools
Amherst Public Schools	Central Valley Public Schools
Anselmo-Merna Public Schools	Centura Public Schools
Ansley Public Schools	Chadron Public Schools
Arapahoe Public Schools	Clarkson Public Schools
Arcadia Public Schools	Cody-Kilgore Public Schools
Arlington Public Schools	Columbus Public Schools
Arnold Public Schools	Conestoga Public Schools
Ashland-Greenwood Public Schools	Cozad Community Schools
Auburn Public Schools	Crawford Public Schools
Aurora Public Schools	Creek Valley Schools
Axtell Community Schools	Creighton Public Schools
Bancroft-Rosalie Community Schools	Crete Public Schools
Banner County Public Schools	Cross County Community Schools
Battle Creek Public Schools	David City Public Schools
Bayard Public Schools	Deshler Public Schools
Beatrice Public Schools	Diller-Odell Public Schools
Bellevue Public School	Doniphan-Trumbull Public Schools
Bennington Public Schools	Dorchester Public Schools
Bertrand Public Schools	Douglas County West Community Schools
Blair Community Schools	Dundy County Public Schools
Bloomfield Community Schools	East Butler Public Schools
Blue Hill Public Schools	Educational Service Unit 03
Boone Central Schools	Educational Service Unit 13
Boyd County School District #51	Elba Public Schools
Brady Public Schools	Elgin Public Schools
Bridgeport Public Schools	Elkhorn Public Schools
Broken Bow Public Schools	Elkhorn Valley Schools
Bruning-Davenport Unified System	Elm Creek Public Schools
Burwell Public Schools	Elmwood-Murdock Public Schools

Elwood Public Schools
Emerson-Hubbard Public Schools
Eustis-Farnam Public Schools
Exeter-Milligan Public Schools*
Fairbury Public Schools
Falls City Public Schools
Fillmore Central Public Schools*
Fort Calhoun Community Schools
Franklin Public Schools
Freeman Public Schools
Fremont Public Schools
Friend Public Schools
Garden County Schools
Gering Public Schools
Gibbon Public Schools
Giltner Public Schools
Gordon-Rushville Public Schools
Gothenburg Public Schools
Grand Island Public Schools
Gretna Public Schools
Hampton Public Schools
Hartington-Newcastle Public Schools
Harvard Public Schools
Hastings Public Schools
Hay Springs Public Schools
Hayes Center Public Schools
Heartland Community Schools
Hemingford Public Schools
Hershey Public Schools
High Plains Community Schools
Hitchcock Co School System
Holdrege Public Schools
Homer Community Schools
Howells-Dodge Consolidated Schools
Humboldt Table Rock Steinauer Schools
Humphrey Public Schools

Isanti (Santee) Community Schools
Johnson County Central Public Schools
Johnson-Brock Public Schools
Kearney Public Schools
Kenesaw Public Schools
Kimball Public Schools
Lakeview Community Schools
Laurel-Concord-Coleridge Public Schools
Leigh Community Schools
Lewiston Consolidated Schools
Lexington Public Schools
Leyton Public Schools
Lincoln Public Schools
Litchfield Public Schools
Logan View Public Schools
Loomis Public Schools
Louisville Public Schools
Loup City Public Schools
Loup County Public Schools
Lyons-Decatur Northeast Schools
Madison Public Schools
Malcolm Public Schools
Maywood Public Schools
Mc Cook Public Schools
Mc Cool Junction Public Schools*
Mead Public Schools
Medicine Valley Public Schools
Meridian Public Schools
Milford Public Schools
Millard Public Schools
Minatare Public Schools
Minden Public Schools
Mitchell Public Schools
Morrill Public Schools
Nebraska City Public Schools
Neligh-Oakdale Schools

Newman Grove Public Schools
Niobrara Public Schools
Norfolk Public Schools
Norris School District 160
North Bend Central Public Schools
North Platte Public Schools
Northwest Public Schools
Oakland Craig Public Schools
Ogallala Public Schools
Omaha Public Schools
O'Neill Public Schools
Ord Public Schools
Osceola Public Schools
Overton Public Schools
Palmer Public Schools
Palmyra District O R 1
Papillion-La Vista Public Schools
Pawnee City Public Schools
Paxton Consolidated Schools
Pender Public Schools
Perkins County Schools
Pierce Public Schools
Plainview Public Schools
Plattsmouth Community Schools
Pleasanton Public Schools
Ponca Public Schools
Ralston Public Schools
Ravenna Public Schools
Raymond Central Public Schools
Red Cloud Community Schools
Riverside Public Schools
Rock County Public Schools
Sargent Public Schools
Schuyler Community Schools
Scottsbluff Public Schools
Scribner-Snyder Community Schools
Seward Public Schools
Shelby - Rising City Public Schools
Shelton Public Schools
Shickley Public Schools
Sidney Public Schools
Silver Lake Public Schools
Sioux County Public Schools
South Central NE Unified System 5**
South Sioux City Community Schools
Southern School Dist 1
Southern Valley Schools
Southwest Public Schools
Springfield Platteview Community Schools
St Edward Public Schools
St Paul Public Schools
Stanton Community Schools
Stapleton Public Schools
Sterling Public Schools
Stuart Public Schools
Summerland Public Schools
Sumner-Eddyville-Miller Schools
Superior Public Schools
Sutherland Public Schools
Sutton Public Schools
Syracuse-Dunbar-Avoca Schools
Tekamah-Herman Community Schools
Thayer Central Community Schools
Thedford Public Schools
Tri County Public Schools
Twin River Public Schools
Umo ho Nation Public Schools
Valentine Community Schools
Verdigre Public Schools
Wahoo Public Schools
Wakefield Community Schools
Wallace Public School Dist 65 R

Walthill Public Schools

Wauneta-Palisade Public Schools

Wausa Public Schools

Waverly School District 145

Wayne Community Schools

Weeping Water Public Schools

West Holt Public Schools

West Point Public Schools

Westside Community Schools

Wheeler Central Schools

Wilber-Clatonia Public Schools

Wilcox-Hildreth Public Schools

Winnebago Public Schools

Winside Public Schools

Wisner-Pilger Public Schools

Wood River Rural Schools

Wynot Public Schools

York Public Schools

Yutan Public Schools

* Prekindergarten program operated by ESU 6

** Operating as Lawrence-Nelson Public Schools and Sandy Creek Schools beginning in 24-25



Rule 11 System of Support



Purpose

- Improve supports NDE provides to Rule 11 PK programs.
- Determine what additional supports are needed.
- Align with school-age system of supports.
- Provide supports and assistance to all Rule 11 programs equitably across the state.



PreK Support Plans



STANDARD SUPPORTS

- ✓ Online Publications & Resources
- ✓ NDE Sponsored PD
- ✓ Community Partnerships
- ✓ MTSS Connections



FOCUSED SUPPORTS

- ✓ All Standard Supports
- ✓ Two Technical Assistance Visits from Education Specialist
- ✓ Choice between ERS or CLASS Observation
- ✓ NAESP Administrator Network



ADVANCED SUPPORTS

- ✓ All Standard + Focused Supports
- ✓ Encouraged Participation in Step Up to Quality + Coaching
- ✓ Quarterly Technical Assistance visits from Education Specialists
- ✓ Early Childhood Educator Network





Standard Supports



Online Publications
and Resources



Technical
Assistance/Professional
Development webinars



NDE Sponsored
Professional
Development

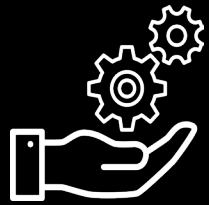


Encouraging
Community
Partnerships



MTSS Connections





Focused Supports



Two technical assistance visits from education specialists

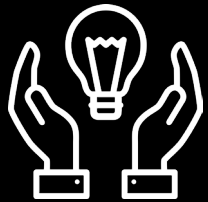


NAESP Administrator Network



Targeted Professional Development recommendations





Advanced Supports



Four technical assistance visits from education specialists



Step Up To Quality participation & coaching



Targeted Professional Development recommendations with reduced costs




Nebraska's Early Childhood Educator Network

How are Support Plans determined?


- Review Data
 - NSSRS
 - ADVISER
 - Rule 11 Prekindergarten Report
 - GOLD
 - Dates of last ERS/CLASS observations
- Assign points
- High score/high level of supports



2023-2024 Rubric



Rule 11 PreK District Support Plan Rubric



About the District Support Plan Rubric
Education Specialists will utilize data from the previous school year that has been submitted to assign points based on compliance with Rule 11. The more points that are assigned to a district, the more support the Education Specialists will be able to provide. The supports that the Education Specialist will provide are based on the needs and goals of the district.

NSSRS Data

	-1 Point	0 Points	1 Point	2 Points	3 Points	5 Points
Teacher Certification		All teachers meet	50% or less certificated teachers lacking proper endorsement	51% or more of certificated teachers lacking proper endorsement		
Teacher Waiver					For each teacher who has a waiver	
NAESP PreK-3 Leadership Academy	EC Coordinator and/or Administrator completion within the past 5 years					

Data from NSSRS and information submitted to the State Board of Education for teacher waivers. Offsetting points for administrative participation in Nebraska's NAESP PreK-3 Leadership Academy.

ADVISER

	-1 Point	0 Points	1 Point	2 Points	3 Points	5 Points
Kindergarten Eligibility		Children all age eligible				Children above without an IEP at end of year
Preschool Educational Environment (Indicator B6)		Meets targets for each age group	Per age group target is not met			

Data from ADVISER.

Rule 11

	-1 Point	0 Points	1 Point	2 Points	3 Points	5 Points
Compliance		Meets all regulations	Per noncompliance infraction listed in the letter			

Data from the Prekindergarten Report in the NDE portal.

Deadlines

	-1 Point	0 Points	1 Point	2 Points	3 Points	5 Points
		Met all deadlines	1-2 missed deadlines	3+ missed deadlines		

Deadlines include: ADVISER, PreK Report, Grants Management System, Initial Application, End of Year Report/Reimbursement Submission, CDC

Observations

	-1 Point	0 Points	1 Point	2 Points	3 Points	5 Points
Timeframe of Last Observation within the District		4 years or less since last observation		5-6 years since last observation		7 or more years since last observation
Percentage of Classrooms Observed	100% of classrooms observed within last 6 years	60% or more classrooms observed within last 6 years	30-60% of classrooms within last 6 years	Less than 30% of classrooms within last 6 years		
Average of Last School Year Observation Scores	Program Score above 5.0 (average of all observations)	District was not observed or did not meet the score of 5.0				
ERS Learning Activities or CLASS Instructional Subscales	Subscale above 5.0 (average of all observations)	District was not observed or did not meet the score of 5.0				
Teacher showed improvement in Average Observation Scores from Fall to Spring	Per teacher					

Results Matter observation data from the last six years excluding Sixpence observation data.

GOLD Assessment Status Report

	-1 Points	0 Points	1 Point	2 Points	3 Points	5 Points
Fall Status Report					Less than 80% finalized	
Spring Status Report					Less than 80% finalized	

Report showing checkpoint completion rates for fall and spring checkpoint excluding Part C.

Step Up to Quality

	-1 Point	0 points	1 Point	2 Points	3 Points	5 Points
Rated at a Step 4 or 5	X					

Offsetting points for participation.

2023-24 Point Spreads

- Standard Support Plan: 6 or fewer points
- Focused Support Plan: 7-10 points
- Advanced Support Plan: 11+ points & programs in their first year of operation

Learn more about Rule 11 District Support Plans at bit.ly/Rule11Supports

August 2023



Observations

- Selected Standard Plan Programs
 - Spring Observation
 - Choice between ERS & CLASS
- Focused Plan Programs
 - Fall Observation
 - Choice between ERS & CLASS
- Advanced Plan
 - Fall & Spring Observation
 - ERS



Changes made from last year

- Rubric points
- Focused Support
 - Observation will be moved to the fall (instead of spring) to allow school districts time to utilize the observation results to seek continual program growth.
 - The district can choose between the ERS or CLASS observation.
- Standard Support
 - Observation moved to the spring.
 - Optional feedback from an Education Specialist will be provided after the observation.
- All districts receiving observations can complete a self-preassessment.





Thank You

Office of Early Childhood

Director of Programs and Partnerships:

Kristine Luebbe – Kristine.Luebbe@nebraska.gov

Education Specialists:

Carol Burk – carol.burk@nebraska.gov

Emly Daberkow – emly.daberkow@nebraska.gov

Kelly Jones –





PROPOSED AGENDA ITEM RATIONALE

DATE: July 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve the renewal of the Educational Service Unit #13 Rule 11 teacher waiver request.

AGENDA ITEM TYPE: Consent

- **RATIONALE/BACKGROUND INFORMATION:** Operation of school district and educational service unit (ESU) early childhood programs are governed by the Nebraska Department of Education Rule 11: Regulations for the Approval of Prekindergarten Programs Established by School Boards and Educational Service Units and for the Issuance of Early Childhood Education Grants (Title 92, Nebraska Administrative Code, Chapter 11).
- The Nebraska State Board of Education is charged with approving prekindergarten programs (Early childhood education and care programs for children birth to compulsory attendance age) operated by school districts and educational service units annually.
- Teachers in school district and ESU prekindergarten classrooms are required to hold a valid Nebraska Teaching Certificate with an early childhood endorsement.
- School districts that hire individuals with a valid teaching certificate, but no early childhood endorsement must ensure that the teacher works toward earning an early childhood endorsement.
- School Districts and ESUs that cannot hire one or more teacher(s) who hold a valid teaching certificate of any kind must apply for a Rule 11 waiver for the teacher(s).
- Nebraska State Board has the authority/responsibility to either approve or deny the Rule 11 waiver.
- ESU 13 administration has provided the appropriate documentation to apply for a renewal of the waiver.

PROPOSED BOARD MEETING: August 2024

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: NA

- Indicate the Funding Source: NA
- New or Renewal: NA
- If renewal, date of first approval: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

- Indicate the method of procurement: NA
- Rationale for method of procurement: NA
- Rationale for contractor selection: NA

FOR GRANT SUBAWARDS: NA

- Describe the grantee selection process: NA

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 16, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve the renewal of the Rule 11 teacher waiver request for Lexington Public schools.

AGENDA ITEM TYPE: Consent – Rule 11 teacher waiver renewal

RATIONALE/BACKGROUND INFORMATION:

- Operation of school district and educational service unit (ESU) early childhood programs are governed by the Nebraska Department of Education Rule 11: Regulations for the Approval of Prekindergarten Programs Established by School Boards and Educational Service Units and for the Issuance of Early Childhood Education Grants (Title 92, Nebraska Administrative Code, Chapter 11)
- The Nebraska State Board of Education is charged with approving prekindergarten programs (Early childhood education and care programs for children birth to compulsory attendance age) operated by school districts and educational service units annually.
- Teachers in school district and ESU prekindergarten classrooms are required to hold a valid Nebraska Teaching Certificate with an early childhood endorsement.
- School districts that hire individuals with a valid teaching certificate, but no early childhood endorsement must ensure that the teacher must work toward earning an early childhood endorsement.
- School districts that cannot hire one or more teacher(s) who hold a valid teaching certificate of any kind must apply for a Rule 11 waiver for the teacher(s).
- The Nebraska State Board of Education has the authority/responsibility to either approve or deny the Rule 11 waiver.
- Lexington Public Schools staff have submitted the appropriate paperwork documenting progress toward completion of requirements to be eligible for a Rule 11 waiver renewal.

PROPOSED BOARD MEETING: August 2024

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: NA

- Indicate the Funding Source: NA

- New or Renewal: NA
- If renewal, date of first approval: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: NA
- Rationale for method of procurement: NA
- Rationale for contractor selection: NA

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 16, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve the renewal of the Leigh Community Schools Rule 11 teacher waiver request.

AGENDA ITEM TYPE: Consent – Rule 11 teacher waiver renewal

RATIONALE/BACKGROUND INFORMATION:

- Operation of school district and educational service unit (ESU) early childhood programs are governed by the Nebraska Department of Education Rule 11: Regulations for the Approval of Prekindergarten Programs Established by School Boards and Educational Service Units and for the Issuance of Early Childhood Education Grants (Title 92, Nebraska Administrative Code, Chapter 11).
- The Nebraska State Board of Education is charged with approving prekindergarten programs (Early childhood education and care programs for children birth to compulsory attendance age) operated by school districts and educational service units annually.
- Teachers in school district and ESU prekindergarten classrooms are required to hold a valid Nebraska Teaching Certificate with an early childhood endorsement.
- School districts that hire individuals with a valid teaching certificate but no early childhood endorsement must ensure that the teacher work toward earning an early childhood endorsement.
- School districts that cannot hire one or more teacher(s) who hold a valid teaching certificate of any kind must apply for a Rule 11 waiver for the teacher(s).
- Nebraska State Board has the authority/responsibility to either approve or deny the Rule 11 waiver.
- Leigh Community Schools has submitted the appropriate information documenting the teacher's progress toward a Nebraska Teaching Certificate.

PROPOSED BOARD MEETING: August 2024

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: NA

- New or Renewal: NA
- If renewal, date of first approval: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: NA
- Rationale for method of procurement: NA
- Rationale for contractor selection: NA

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA

**Updated 08.15.2023*



STATE BOARD OF EDUCATION EXECUTIVE COMMITTEE REPORT

Date: August 1, 2024

The Executive Committee reports on the August 1, 2024, meeting of the committee.

Members present were Elizabeth Tegtmeier, Jacquelyn Morrison, and Deborah Neary

The committee reviewed and revised the proposed State Board's legislative priorities for 2025-27. The committee recommends the Board adopt the revised version of the State Board's legislative priorities for 2025-27.

The committee then reviewed and revised the proposed amendments to Board Operating Policies: 1.06 & 1.10. The committee recommends the Board adopt the revised version of the proposed amendments to Board Operating Policy 1.06. The committee also recommends the Board adopt the revised version of the proposed amendments to Board Operating Policy 1.10.

Finally, The committee reviewed and discussed the proposed list of Hearing Officers for Contested Cases. The committee recommends the Board adopt the list of Hearing Offices for Contested Cases.

This concludes the Executive Committee report.

Elizabeth Tegtmeier, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



PROPOSED AGENDA ITEM RATIONALE

DATE: July 16, 2024

TO: Brian L. Maher
Commissioner of Education

FROM: Brian Halstead
Deputy Commissioner

Lane Carr
Administrator, Office of Policy and Strategic Initiatives

PROPOSED AGENDA ITEM: Adopt the State Board's legislative priorities for 2025-27.

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:

In December 2022, the State Board established legislative priorities around six broad areas:

- Priority 1: Increase Third Grade English Language Arts Proficiency to 75% by 2030
- Priority 2: Halve the Gap in 8th Grade Math Achievement for Each Student Group by 2030.
- Priority 3: Increase the Number of High School CTE Concentrators to 50%.
- Priority 4: Reduce Chronic Absenteeism by Half by 2030.
- Priority 5: For Youth who are Systems-Involved, Raise the High School Graduation Rate and/or High School Equivalency Attainment to 70%.
- Priority 6: Eliminate the Special Education Staffing Vacancy and Cut the Educator Shortage in Half by 2030.

These priorities guide Department advocacy efforts, and align legislative positions to Board goals, vision, and focus areas.

The timeline for revising these priorities was as follows:

- March – Discussion on progress and next steps with Executive Committee
- May – Work session with full Board
- June – Work session with full Board
- July – Re-engagement with Executive Committee
- August – Proposed approval by Board

The attached document narrows the focus from six priority areas to three, and focuses in on legislative requests or considerations under each.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: N/A
- New or Renewal: N/A
- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A
- New or Renewal: N/A
- If renewal, date of first approval: N/A

Legislative Priorities

- Foundational Literacy - Improve literacy for all learners, and especially those in the pre-K and the earliest grades, through a focus on the science of reading, family and adult literacy strategies, job-embedded coaching, and enhancements to educator preparation programs.
 - *Measure of Success:* 75% of Nebraska third graders will be proficient in reading by 2030.
 - *Legislative Priorities:*
 - Continued investments in coaching, professional learning, family literacy, and alignment of resources and strategies.
 - Support efforts increasing the compensation for early childhood education providers
 - Ensure state investment in statewide family engagement centers
 - Update core services statute and secure additional funding for ESUs.
 - Secure funding and support for the Early Childhood Integrated Data System to ensure proper data to inform decisions and quality

- Excellent Educators - Ensure access to a robust supply of excellent educators
 - *Measure of Success:* Halve the shortage of special education teachers.
 - *Legislative Priorities:*
 - Consolidate and align the multiple teacher incentive programs to create coherence and flexibility
 - Align and expand apprenticeship activities to focus on educator apprenticeships
 - Harmonize, consolidate, and simplify provisions pertaining to alternate and provisional certification
 - Develop or amend programs to ensure availability of critical support staff like school psychologists, school counselors, and school nurses.
 - Further develop early childhood apprenticeship programs and other avenues to ensure access to quality early childhood educators

- Engagement - Improve student, family, teacher, school, and community engagement
 - *Measure of Success:* Halve chronic absenteeism by 2030.
 - *Legislative Priorities:*
 - Continue investments and strategies focused on career and technical education, work-based learning, and community and business engagement
 - Support funding for expanded learning opportunities, mentoring, and tutoring
 - Implement recommended policies and procedures for data sharing for systems-involved youth

- Secure state investments in community schools to address student and staff mental health needs and ensure community providers have a pathway to serve in schools.

DRAFT

Legislative Priorities
(Revised in Executive Committee – 8.1.24)

- Foundational Literacy - Improve literacy for all learners, and especially those in the pre-K and the earliest grades, through a focus on the science of reading, family and adult literacy strategies, job-embedded coaching, and enhancements to educator preparation programs.
 - *Measure of Success:* 75% of Nebraska third graders will be proficient in reading by 2030.
 - *Legislative Priorities:*
 - Continued investments in coaching, professional learning, family literacy, and alignment of resources and strategies.
 - Support efforts increasing the compensation for early childhood education providers
 - Ensure state investment in statewide family engagement centers
 - Update core services statute and secure additional funding for ESUs.
 - Secure funding and support for the Early Childhood Integrated Data System to ensure proper data to inform decisions and quality
 - Further develop early childhood apprenticeship programs and other avenues to ensure access to quality early childhood educators

- Excellent Educators - Ensure access to a robust supply of excellent educators
 - *Measure of Success:* Halve the number of school staffing vacancies by 2030 ~~shortage of special education teachers.~~
 - *Legislative Priorities:*
 - Consolidate and align the multiple teacher incentive programs to create coherence and flexibility
 - Align and expand apprenticeship activities to focus on educator apprenticeships
 - Harmonize, consolidate, and simplify provisions pertaining to alternate and provisional certification
 - Develop or amend programs to ensure availability of critical support staff like school psychologists, school counselors, and school nurses.
 - ~~Further develop early childhood apprenticeship programs and other avenues to ensure access to quality early childhood educators~~

- Engagement - Improve student, family, teacher, school, and community engagement
 - *Measure of Success:* Halve chronic absenteeism by 2030.
 - *Legislative Priorities:*
 - Continue investments and strategies focused on career and technical education, work-based learning, and community and business engagement
 - Support funding for expanded learning opportunities, mentoring, and tutoring

- Implement recommended policies and procedures for improved systems integration and data sharing for systems-involved youth as prescribed in 79-303.01.
- Secure state investments in community schools to address student and staff mental health needs and ensure community providers have a pathway to serve in schools.

DRAFT



PROPOSED AGENDA ITEM RATIONALE

DATE: May 24, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brian Halstead, Deputy Commissioner; Ryan Foor, Ph.D. Assistant Commissioner/Chief of Staff

PROPOSED AGENDA ITEM: Discuss proposed amendments to Board Operating Policies

AGENDA ITEM TYPE (contract/grant/rule/program/other): board policy

RATIONALE/BACKGROUND INFORMATION:

Board Operating Policy 1.06: Public Participation at Board Meetings (BOP 1.06) and Board Operating Policy 1.10: Hearing Officers (BOP 1.10) were reviewed as a result of changes to legislation. Specifically, LB 43 changed provisions relating to public meetings, which causes need for change to BOP 1.06, and LB 1306 eliminated the Professional Practices Commission, which causes need for change to BOP 1.10.

With respect to BOP 1.06, LB 43 amends Neb. Rev. Stat. § 84-1412 to require members of the public an opportunity to speak at each meeting. Thus, an amendment to BOP 1.06 is recommended to align with this statutory change.

With respect to BOP 1.10, LB 1306 amends statutes to eliminate the Professional Practices Commission (PPC). With the elimination of the PPC, the Board will need to employ hearing officers to hold hearings and make recommendations to the Board concerning alleged violations of standards of professional ethics and practices by persons holding a teacher's or administrator's certificate. Thus, an amendment to BOP 1.10 is recommended to facilitate implementation of this statutory change.

The recommended amendments to BOP 1.06 and BOP 1.10 are proposed to the Executive Committee at the June 2024 meeting, with recommended adoption by the State Board at the August 2024 meeting.

PROPOSED BOARD MEETING (MONTH/YEAR): June/2024, Discussion Item; August/2024: Action Item

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: NA
- New or Renewal: NA

- If renewal, date of first approval: NA

(--Following the funding source, include a statement that indicates if/ how the activity is part of an annual budget or allocation, or, approved as an activity for a grant. For example, "The funds for this contract are budgeted in the Office's annual allocation of state funds." Another example, "The funds for this activity are included in the grant award for this program.")

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: NA

- Rationale for method of procurement: NA

- Rationale for contractor selection: NA

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA

**Updated 08.15.2023*

BOP 1.06

Public Participation at Board Meetings

The Board establishes the following procedures with regard to public participation in the meetings of the Board.

The published agenda of ~~the majority of regular~~ meetings of the Board shall contain an item identified as public comment period. This period may be available to any person who wishes to address the Board on any subject within its authority, except for contested cases, including items appearing on the agenda ~~except for contested cases~~. Up to two hours will be allowed for the public comment period when on the agenda of a regular meeting. A majority of members present and voting may take action to extend the total amount of time allowed for the public comment period. A majority of members present and voting may also take action to allow or terminate public comment at any time during a meeting. Each person may address the Board for up to five minutes. A majority of members present and voting may take action to reduce or extend the amount of individual time allotted to all speakers. If at any time persons appearing before the Board exceed the time limitations set forth in this policy or on the agenda, or become abusive or threatening in language or behavior, it shall be the responsibility of the President to refuse permission to continue to address the Board.

Each individual speaking to the Board will be required to complete a "Sign-in" card for identification of oneself. Individuals are required to include on the Sign-In card their name, address, and name of any organization represented. Individuals may be prohibited to speak in public comment if the Sign-In card does not include the required information. Persons speaking to the Board during public comment should state their name at the beginning of their allotted time and may submit printed materials for the Board but may not use any other form of media. Anyone refusing to be identified will be prohibited from speaking.

Generally, Board members will not engage in dialogue during the public comment period. A Board member may request from the President to ask a clarifying question of a public comment speaker for

the purpose of understanding a point or statement made by the speaker. Asking a clarifying question should not result in extended dialogue.

Persons may address the Board for public comment purposes by written submission in lieu of live testimony. Such written submissions must be provided 24 hours prior to the start of the public meeting where public comment is scheduled, or by close of business of the Thursday prior to any meeting scheduled for a Monday and is limited to 750 words. Written public comments submitted in accordance with these requirements will be provided to the Board members and become part of the record of the meeting, but will not be read aloud during the meeting.

Revision History

- Created: 1981
- Last Revised: 2024
- Reviewed: 1984, 1995, 2006, 2013, 2014, 2016, 2017, 2020, 2022, 2023
- Approved: 01/05/2024

Board Action History

- 11/15/1981 – Prior BCBI
(No copies of prior version.)
- 12/07/1984 – Prior 9322 BOP
(Same text as BCBI, except for deletion of statute references.)
- 12/08/1995 – Prior B12
(Similar text in first 3 paragraphs, but appearance extensions may also be granted by majority, public comment period reduced from 30 to 15 minutes for items not on agenda [and from 6 to 3 persons], added agenda item public comment designations, and option for allowing additional public comment during meetings.)
- 09/07/2006 – B12
(Added majority vote option for extending public comment period.)
- 03/05/2013 – B12
(Changed wording regarding the Public Comment Period.)

Board Action History (cont'd)

- 01/07/2014 – B12
(Changed wording regarding the Public Comment Period.)
- 05/06/2016 – B12
(Added language for special appearances.)
- 03/03/2017 – B12
(Align language with B5 (formerly B11) regarding dates of Board Meetings.)
- 03/03/2017 – B12(B9)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B12 is now B9)
- 12/11/2020 – B9
(Four-year review. Added language to reflect current approaches providing public participation in remote audio video/audio technologies at Board meetings.)
- 01/07/2022 - B9
(Changed wording regarding the Public Comment Period.)
- 12/02/2022 – B9(BOP 1.06)
(Reorganized Board bylaws and policies with new designated letters for categories of bylaws [BLW], board operating policies [BOP] and agency management policies [AMP]. B9 is now BOP 1.06.)
- 01/05/2024 – BOP 1.06
(Reordered information to organize like information together; deleted pandemic-specific paragraph; deleted opening paragraph and paragraph on contested cases; revised to include consistent language throughout the document.)

Cross-References

- 84-1412 R.R.S.– Public participation.
- 79-317(2) R.R.S. – Public participation.
- State Board Policy B5, “Board Meeting Notification for Regular Meetings”

BOP 1.10

Hearing Officers

When a contested case is properly filed under law before the Board, ~~the use of a hearing officer will be appointed by the Board President from the list of hearing officers. is advisable. A recommendation for the appointment of a hearing officer will be placed on the consent agenda by the Commissioner, or, in cases in which the Commissioner is a party, by the attorney serving as the legal advisor to the Board in the case.~~

When a contested case involves the Enrollment Option Program the Commissioner shall appoint a hearing officer within five (5) days after the filing of such petition and an expedited hearing shall be set so that the case can be decided by the Board within sixty (60) days after the filing of such petition or as soon thereafter as is practicable.

Hearing officers appointed under this policy shall be admitted to practice law in the State of Nebraska. The Legal Services Office shall maintain a list of such attorneys who have indicated a willingness to serve as hearing officers that is annually approved by the Board.

Revision History

- Created: 1976
- Last Revised: 2024
- Reviewed: 1984, 1990, 1995, 2006, 2017, 2021, 2022, 2023
- Approved: 01/05/2024

Board Action History

- 12/10/1976 – Prior BCAF
(Board may delegate authority to Commissioner or member to conduct rule hearings.)
- 12/07/1984 – Prior BCAF
(Rescinded upon adoption of revised manual.)
- 10/12/1990 – Prior 8001 BOP
(Option enrollment hearing officers.)

Board Action History (cont'd)

- 12/08/1995 – Prior B17
(Replaced 8001 BOP – Covers all types of contested case hearing officers.)
- 09/07/2006 – B17
(Same bylaw text.)
- 03/03/2017 – B17(B10)
(Reorganized Board Policy Reference Manual with new designed letters for categories of policy [P], bylaws [B] and position statements [S]. B17 is now B10.)
- 06/02/2017 – B10
(Added language to have Commissioner appoint a hearing officer within five days of NDE receiving an Enrollment Option petition, instead of Board, to expedite the process of having a decision before the Board within sixty days of the filing of the petition.)
- 08/05/2021 – B10
(Four year review of Policy Committee, language added to specify hearing officers are to be licensed attorneys in the State of Nebraska.)
- 12/02/2022 – B10(BOP 1.10)
(Reorganized Board bylaws and policies with new designated letters for categories of bylaws [BLW], board operating policies [BOP] and agency management policies [AMP]. B10 is now BOP 1.10.)
- 01/05/2024 – BOP 1.10
(Rearranged paragraph for clarity related to option enrollment cases; removed direct reference to state statute to rephrase contested case petitions for Option Enrollment Program; revised to include consistent language throughout the document.)

Cross-References

- 84-901(5) R.R.S.
- 92 NAC 19 (Rule 19)
- 79-239 R.R.S.

BOP 1.06

Public Participation at Board Meetings

The Board establishes the following procedures with regard to public participation in the meetings of the Board.

The published agenda of the ~~majority of regular~~ meetings of the Board shall contain an item identified as public comment period. This period may be available to any person who wishes to address the Board on any matter ~~subject within its authority including items appearing on the agenda except for contested cases.~~ Up to ninety minutes ~~two hours~~ will be allowed for the public comment period ~~when on the agenda of a regular meeting.~~ A majority of members present and voting may take action to extend the total amount of time allowed for the public comment period. A majority of members present and voting may also take action to allow or terminate public comment at any time during a meeting. Each person may address the Board for up to five minutes. A majority of members present and voting may take action to reduce or extend the amount of individual time allotted to all speakers. If at any time persons appearing before the Board exceed the time limitations set forth in this policy or on the agenda, or become abusive or threatening in language or behavior, it shall be the responsibility of the President to refuse permission to continue to address the Board.

Each individual speaking to the Board will be required to complete a "Sign-in" card for identification of oneself. Individuals are required to include on the Sign-In card their name, address, and name of any organization represented. Individuals may be prohibited to speak in public comment if the Sign-In card does not include the required information. Persons speaking to the Board during public comment should state their name, city, and state at the beginning of their allotted time and may submit printed materials for the Board but may not use any other form of media. Anyone refusing to be identified will be prohibited from speaking.

Generally, Board members will not engage in dialogue during the public comment period. A Board member may request from the President to ask a clarifying question of a public comment speaker for

the purpose of understanding a point or statement made by the speaker. Asking a clarifying question should not result in extended dialogue.

Persons may address the Board for public comment purposes by written submission in lieu of live testimony. Such written submissions must be provided 24 hours prior to the start of the public meeting where public comment is scheduled, or by close of business of the Thursday prior to any meeting scheduled for a Monday and is limited to 750 words. Written public comments submitted in accordance with these requirements will be provided to the Board members and become part of the record of the meeting, but will not be read aloud during the meeting.

Revision History

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- Reviewed: 1984, 1995, 2006, 2013, 2014, 2016, 2017, 2020, 2022, 2023
- Approved: 01/05/2024

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(Similar text in first 3 paragraphs, but appearance extensions may also be granted by majority, public comment period reduced from 30 to 15 minutes for items not on agenda [and from 6 to 3 persons], added agenda item public comment designations, and option for allowing additional public comment during meetings.)
- 09/07/2006 – B12
(Added majority vote option for extending public comment period.)
- 03/05/2013 – B12
(Changed wording regarding the Public Comment Period.)

Board Action History (cont'd)

- 01/07/2014 – B12
(Changed wording regarding the Public Comment Period.)
- 05/06/2016 – B12
(Added language for special appearances.)
- 03/03/2017 – B12
(Align language with B5 (formerly B11) regarding dates of Board Meetings.)
- 03/03/2017 – B12(B9)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B12 is now B9)
- 12/11/2020 – B9
(Four-year review. Added language to reflect current approaches providing public participation in remote audio video/audio technologies at Board meetings.)
- 01/07/2022 - B9
(Changed wording regarding the Public Comment Period.)
- 12/02/2022 – B9(BOP 1.06)
(Reorganized Board bylaws and policies with new designated letters for categories of bylaws [BLW], board operating policies [BOP] and agency management policies [AMP]. B9 is now BOP 1.06.)
- 01/05/2024 – BOP 1.06
(Reordered information to organize like information together; deleted pandemic-specific paragraph; deleted opening paragraph and paragraph on contested cases; revised to include consistent language throughout the document.)

Cross-References

- 84-1412 R.R.S.– Public participation.
- 79-317(2) R.R.S. – Public participation.
- State Board Policy B5, “Board Meeting Notification for Regular Meetings”

BOP 1.10

Hearing Officers

When a contested case is properly filed before the Board, ~~the use of a hearing officer~~ will be appointed by the Board President from the list of hearing officers, unless the law specifies otherwise. ~~is advisable.~~ A recommendation for the appointment of a hearing officer will be placed on the consent agenda by the Commissioner, or, in cases in which the Commissioner is a party, by the attorney serving as the legal advisor to the Board in the case.

When a contested case involves the Enrollment Option Program the Commissioner shall appoint a hearing officer from the list of hearing officers approved by the Board within five (5) days after the filing of such petition and an expedited hearing shall be set so that the case can be decided by the Board within sixty (60) days after the filing of such petition or as soon thereafter as is practicable.

Hearing officers appointed under this policy shall be admitted to practice law in the State of Nebraska. The Legal Services Office shall maintain a list of such attorneys who have indicated a willingness to serve as hearing officers that is annually approved by the Board.

Revision History

- Created: 1976
- Last Revised: 2024
- Reviewed: 1984, 1990, 1995, 2006, 2017, 2021, 2022, 2023
- Approved: 01/05/2024

Board Action History

- 12/10/1976 – Prior BCAF
(Board may delegate authority to Commissioner or member to conduct rule hearings.)
- 12/07/1984 – Prior BCAF
(Rescinded upon adoption of revised manual.)
- 10/12/1990 – Prior 8001 BOP
(Option enrollment hearing officers.)

Board Action History (cont'd)

- 12/08/1995 – Prior B17
(Replaced 8001 BOP – Covers all types of contested case hearing officers.)
- 09/07/2006 – B17
(Same bylaw text.)
- 03/03/2017 – B17(B10)
(Reorganized Board Policy Reference Manual with new designed letters for categories of policy [P], bylaws [B] and position statements [S]. B17 is now B10.)
- 06/02/2017 – B10
(Added language to have Commissioner appoint a hearing officer within five days of NDE receiving an Enrollment Option petition, instead of Board, to expedite the process of having a decision before the Board within sixty days of the filing of the petition.)
- 08/05/2021 – B10
(Four year review of Policy Committee, language added to specify hearing officers are to be licensed attorneys in the State of Nebraska.)
- 12/02/2022 – B10(BOP 1.10)
(Reorganized Board bylaws and policies with new designated letters for categories of bylaws [BLW], board operating policies [BOP] and agency management policies [AMP]. B10 is now BOP 1.10.)
- 01/05/2024 – BOP 1.10
(Rearranged paragraph for clarity related to option enrollment cases; removed direct reference to state statute to rephrase contested case petitions for Option Enrollment Program; revised to include consistent language throughout the document.)

Cross-References

- 84-901(5) R.R.S.
- 92 NAC 19 (Rule 19)
- 79-239 R.R.S.



PROPOSED AGENDA ITEM RATIONALE

DATE: July 29, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brian Halstead
Deputy Commissioner

PROPOSED AGENDA ITEM:

Action Item: Adopt list of Hearing Officers for Contested Cases

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other

RATIONALE/BACKGROUND INFORMATION:

In accordance with the change to Board Operating Policy 1.10, due to changes in legislation (LB1306), the proposed list of Hearing Officers is being presented to the Board for approval. In the occurrence of a Contested Case, the Board President shall appoint a hearing officer from the Board approved list.

The proposed list of Hearing Officers is recommended for adoption by the State Board at the August 2024 Board meeting.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2, 2024

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: N/A
- New or Renewal: N/A
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: N/A

- Indicate the method of procurement:

- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS: N/A

- Describe the grantee selection process:

**Updated 08.15.2023*



NEBRASKA DEPARTMENT OF EDUCATION
HEARING OFFICERS FOR CONTESTED CASES
As of 07/30/2024

Name	Firm Name and Address
Robert F. Bartle	Bartle & Geier Law Firm 1141 H Street Lincoln, NE 68508
Jim Titus	Petz, Koerwitz & LaFleur PC LLO 5825 S 14 th St. Lincoln, NE 68512
Mona (Molly) Burton	Anderson & Creager & Wittstruck PC LLO 17601 Old Cheney Rd Lincoln, NE 68512
Susan K. Sapp	Cline Williams Wright Johnson & Oldfather, L.L.P. 233 South 13 th Street – Suite 1900 Lincoln, NE 68508
Wendy A. Wussow	Koukol Johnson Schmit & Milone, LLC 3839 South 148 th Street, Suite 160 Omaha, NE 68144
Patricia L. Vannoy	Mattson Ricketts Law Firm 2077 N Street, Suite 320 Lincoln, NE 68510



STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: August 1, 2024

The Budget and Finance Committee reports the August 1, 2024, meeting of the committee.

Members present were chair Patsy Koch Johns, Lisa Fricke, Pattie Gubbels and Sherry Jones.

The Committee reviewed six action items with NDE staff providing summaries and answering questions on all action items. The Committee supports all six for full board consideration.

Additionally, the Committee reviewed an Information Item that involves acceptance of a U.S. Department of Education's Comprehensive Literacy State Development Grant. This item will be brought to the September meeting as an action item.

The Committee discussed proposed 2025-27 Biennial Budget Requests for the NDE which is a discussion item for today's business meeting.

Last, the Committee reviewed the monthly board travel expenses noting no concerns.

This concludes the Budget and Finance Committee report.

Patsy Koch Johns, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



2024-2025 Board Travel

At-A-Glance

Budgeted

\$29,391

Monthly Spending

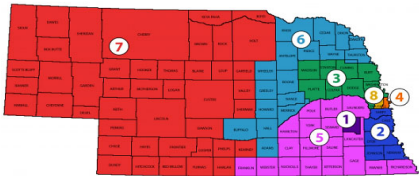
\$1,325
Average

Annual Spending

\$16,000
Projected

Expenditures

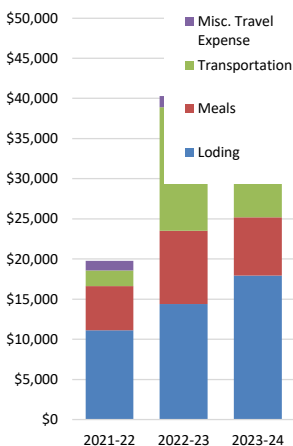
Lodging
Meals
Mileage



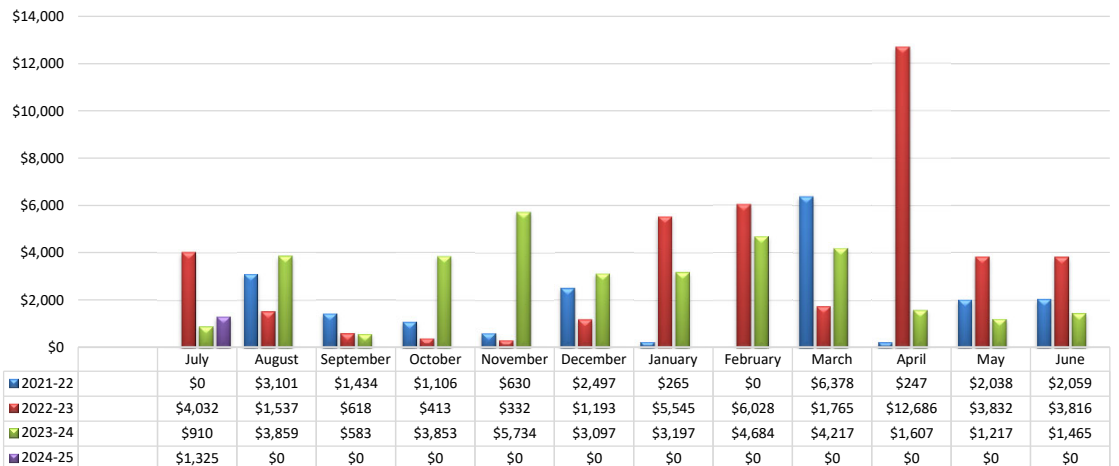
Board Member Activity

District	Board Member	Current Year July 2024-June 2025		Prior Year July 2023-June 2024		Variance		
		July	Year-To-Date	July	Year-To-Date	July	Year-To-Date	
1	Patsy Koch Johns	\$27	\$27			\$27	\$27	
2	Lisa Fricke	\$261	\$261	\$227	\$227	\$34	\$34	
3	Patti Gubbels - President	\$348	\$348	\$364	\$364	-\$16	-\$16	
4	Jacquelyn Morrison	\$15	\$15	\$123	\$123	-\$108	-\$108	
5	Kirk Penner - Vice President	\$27	\$27			\$27	\$27	
6	Sherry Jones	\$27	\$27			\$27	\$27	
7	Elizabeth Tegtmeier	\$593	\$593	\$196	\$196	\$397	\$397	
8	Deborah Neary	\$27	\$27			\$27	\$27	
		\$1,325	\$1,325	5%	\$910	3%	\$415	\$415
Annual Budget			\$29,381		\$29,381			
Over/(Under) Budget			(\$28,056)	95%		(\$28,471)	97%	

Annual Expenditures by Fiscal Year



Annual Expenditures by Month



In-State Travel Authorization Reports - August (Updated)

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Lisa Fricke	Administrators' Days (July 24 & July 25)	July 23-25, 2024	Kearney, NE	E
	Thriving Family Conference	September 16-17, 2024	Kearney, NE	E
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Kirk Penner	(NONE)			

In-State Travel Authorization Reports - August

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Patsy Koch Johns	Administrators' Days (July 24 & July 25)	July 23-25, 2024	Kearney, NE	E
Patti Gubbels	Administrators' Days (July 24) (<i>Updated from June</i>)	July 23-24, 2024	Kearney, NE	E
Elizabeth Tegtmeier	(NONE)			
Sherry Jones	Visit with Santee Tribal Council	July 16, 2024	Santee, NE	E
	Administrators' Days (July 24)	July 24, 2024	Kearney, NE	E



PROPOSED AGENDA ITEM RATIONALE

DATE: July 26, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to amend a contract to support the Child Care Resource Network

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:

- During 2020, a group of community partners including the Nebraska Department of Health and Human Services (DHHS), the Nebraska Department of Education (NDE), the Early Learning Connection Training Coordinators and others came together via zoom for frequent meetings to determine where child care programs were open, how many vacancies they had, and what ages of children they served.
- The meetings became an informal resource and referral network primarily for first responders and front-line workers during the first days of the pandemic.
- In 2020, the Nebraska Children and Families foundation originated a contract with Student 1 to create a child care resource network website with search functions.
- The CCRN website grew and was refined throughout the pandemic.
- Federal Preschool Development Grant money from the Nebraska DHHS was granted to NCFF to continue the CCRN and make it a permanent resource for the state.
- The CCRN is one facet of a resource and referral system.
- The Nebraska Department of Education Office of Early Childhood Education maintains the functions of a state child care resource and referral network, including maintaining a “warm line” for child care information for families, the regional training network (called the Early Learning Connection) and limited child care search functionality through the Nebraska Step Up to quality website. This work is included in annual CCDF agreements between DHHS and the NDE.
- Some duplication of services now exists between the Step Up to Quality site, the Nebraska Early Childhood Professional Records System (NECPRS), and the CCRN.
- The PDG funding has ended and the CCRN is transitioning to the NDE.
- The NDE will be in a position to examine the CCRN, compare functioning of it to the Step Up to Quality search site, and the NECPRS. The NDE will work with Student 1, the contractor identified to accomplish the NECPRS diagnostic, and partners to determine the best way to combine the

search sites and provide better, more efficient functioning that eliminates duplication of effort and funding.

PROPOSED BOARD MEETING: Information – June 2024, Action - August 2024

ESTIMATED COST: \$104,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal CCDF
- New or Renewal: New, this is an amendment of the first contract originated by the NDE for this project
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

- Indicate the method of procurement: Sole Source
- Rationale for method of procurement: Student 1 created the CCRN through contracts with the Nebraska Children and Families Foundation during the pandemic. Student 1 knows the functionality of the system and is capable of maintaining the system and providing information to the NDE regarding the NECPRS Diagnostic work and possible ways to streamline NECPRS and CCRN into one system.
- Rationale for contractor selection: See above

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 16, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Contract for a public engagement campaign

AGENDA ITEM TYPE : Action - Contract

RATIONALE/BACKGROUND INFORMATION:

- Step Up to Quality is Nebraska's quality rating and improvement system for early childhood education and care providers. It is jointly administered by the Nebraska Department of Education (NDE) and the Nebraska Department of Health and Human Services (DHHS). It not only provides assistance to early childhood education and care providers, but it also provides assistance to families looking for high quality early childhood education and care services for their young children.
- In May of 2024, the Office of Early Childhood Education informed the Nebraska State Board of Education of a request for proposals (RFP) that was being issued for a public engagement campaign for Step Up to Quality.
- Four entities responded to the RFP.
- Scoring was done by an internal group of staff from the office of Early Childhood. The Administrator, the Director of Step Up to Quality, and the Early Childhood Marketing and Communications Specialist.
- The proposals were scored and the one achieving the highest score was submitted by Emspace + Lovgren. This proposal included plans for paid media, and a well-articulated social media marketing campaign. It was the only proposal that individualized their approach to the multiple needs of families, center based early childhood programs and family child care programs.
- The contract for the public engagement campaign will be funded with federal Child Care and Development Grant funds.
- The contract is to begin September 1, 2024
- The Office of Early Childhood Education is asking for approval to contract for four years.

PROPOSED BOARD MEETING: August 2024

ESTIMATED COST: \$200,000 per year

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal Child Care and Development Fund
Federal Child Care and Development Fund activities include building and maintaining a state quality rating and improvement system (QRIS) for child care. In Nebraska, the QRIS is Step Up to Quality.
- New or Renewal: This is a new contract resulting from an RFP issued in May of 2024
- If renewal, date of first approval: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: This is the result of a Request for proposals. Competitive negotiation was used once the vendor was chosen.
- Rationale for method of procurement: This follows requirements of the State of Nebraska Procurement policies.
- Rationale for contractor selection: This contractor showed a knowledge of early childhood education and care programs and wrote in a variety of methods to engage providers of care. Other proposals lacked detail and seemed to rely on paid media and generic approaches to use of social media.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 18, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Shirley Vargas, Ed.L.D.
School Transformation Officer

Allyson DenBeste
Academic Officer

Zainab Rida, Ph.D.
Equity Officer

PROPOSED AGENDA ITEM: Authorize the Commissioner to grant funds to eligible provider(s) to administer the College Pathway Program Act.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Grant

RATIONALE/BACKGROUND INFORMATION:

What: Per N.R.S. 79-3702, the College Pathway Program Act is designed to provide grants to eligible providers to provide services to underrepresented and low-income students in high school and postsecondary education.

Why: This legislation is intended to provide grants to providers that offer, exclusively to underrepresented and low-income students, educational services that provide materials, services, and supports to help a student graduate from high school, apply for admission to a postsecondary institution, and complete the requirements to receive an associate degree or a baccalaureate degree.

Who: Yet to be determined

How: Provide assistance and tutorials which help students in completing applications for a college or university, including applying for aid through the Free Application for Federal Student Aid or other scholarships; assistance and materials which help students take the appropriate high school classes in an area or field of study a student is interested in and any classes necessary for a student to gain acceptance at a postsecondary institution or complete the requirements and take the appropriate postsecondary education classes to receive an associate degree or a baccalaureate degree, and any other services specified to rules and regulations adopted and promulgated by the State Board of Education.

When: August 2024 – June 30, 2025, with possible extension based on evaluation results, progress made, and available funds.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: approx. \$480,000 (subject to availability)

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: College Pathway Program Cash Fund
- New or Renewal: New
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: This grant program will be awarded through a grant application which outlines requirements as described in the legislation. Grant applications were made available on our webpage, along with the questions and statutory requirements. All applications are reviewed by an internal review panel using a scoring rubric focused on organization profile, description of services and alignment to specific student population, evaluation plan, budget plan, and overall submission, to determine award(s).

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Ann Carmony – McKinney-Vento State Coordinator and Dottie Heusman, Assistant Administrator for Federal Programs

PROPOSED AGENDA ITEM: Authorize the Commissioner to approve a contract with Central Plains of Nebraska for the costs of services provided to work with youth and young adults at risk of or experiencing homelessness in Nebraska.

AGENDA ITEM TYPE: Contract

RATIONALE/BACKGROUND INFORMATION:

- In 2021, The American Rescue Plan Act was signed into law in recognition of the impacts of the COVID-19 pandemic on students experiencing homelessness. This included \$800 million to support the specific needs of homeless children and youth via the American Rescue Plan Elementary and Secondary School Emergency Relief – Homeless Children and Youth (ARP-HCY) Fund.
- The Nebraska Department of Education awarded \$2,683,703 to districts based on the formula outlined in the final requirements. The remaining state set aside has been used by the State Homeless Liaison for activities and allowable uses as written in sections 722(f) and (g) of the McKinney-Vento Act.
- As of 5/22/2024, NDE still has over \$500,000 to be allocated before the 9/30/2024 obligation deadline.
- NDE has met with the US Department of Education multiple times on applying for a waiver for late liquidation. When approved, this would extend the liquidation date of the ARP-HCY funds to March 2026. USED has assured NDE that all states that apply for the extension will be granted.
- For the past 29 years, Central Plains has been the sole statewide provider of transitional and independent living services for youth populations that include current and former foster care, homeless or near homeless, pregnant and/or parenting, and those at risk of or have experienced trafficking. This is made possible through a variety of federal, state, and local contracts. Specifically, we have over 26 years of history of providing statewide Federal Chafee services to current and former state Wards in Nebraska through a contract with the Nebraska Department of Health and Human Services. There may be a few community-based partners who provide similar services at the local level; however,

Central Plains is the primary statewide provider, serving over 2500 youth and young adults annually.

- If approved, the contract will take effect obligating \$350,000 to Central Plains. Once approved, this contract will be in place until March 2026. During that time, NDE will explore sustainability options for the services provided by Central Plains.

PROPOSED BOARD MEETING (MONTH/YEAR):

June 2024 – Update Budget Committee

August 2024 – Contract for Approval

ESTIMATED COST: \$350,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: ARP-HCY State Set-Aside
- New or Renewal: New
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: NA – only source
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA

**Updated 08.15.2023*



Central Plains Center for Services ARP-HCY Proposal

Please find included a proposal to further expand Central Plains Center for Services' mission of *"Offering opportunities for positive change to individuals, families, and communities"* by providing allowable services and supports of the American Rescue Plan – Homeless Children and Youth.

Central Plains Center for Services is a state-wide, rural-based, nonprofit social service agency, founded in 1995 and headquartered in Broken Bow, Nebraska. We are governed by a Board of Directors and administrative oversight is shared by two co-executive directors supporting both the urban and rural areas of the state. Our staff are located throughout Nebraska, including Grand Island, Hastings, Kearney, Omaha, Lincoln, Blair, Papillion, Bellevue, Beatrice, Norfolk, Schuyler, Clearwater, Broken Bow, Lexington, North Platte, Scottsbluff, and Long Pine.

With our extensive experience in working with Nebraska's most vulnerable youth and young adults, Central Plains Center for Services is the recognized partner across the State of Nebraska for service providers, and most importantly, for young people ages 14-26 needing to establish stability in their lives. This population includes those with foster care experience, are pregnant and/or parenting, homeless or near homeless, or are at risk of or have experienced trafficking. The cornerstone of Central Plains Center for Services has been our unwavering commitment to provide quality individualized coaching, education and financial literacy service and support. Central Plains' highly skilled and qualified staff ensure youth have pathways to safe and stable housing; employment; educational services; and physical, psychological, and emotional safety that eliminates disparities and creates equitable opportunities for success and independence.

The proposal included here of \$350,000 in ARP-HCY funds will allow us to further impact our community-based work with youth and young adults at risk of or experiencing homelessness across the state of Nebraska.

Sincerely,

Andra White

Andra White, Executive Director
Central Plains Center for Services
Phone: (308) 872-6595
Email: awhite@central-plains.org

Central Plains Center for Services ARP-HCY Proposal
Amount requested: \$350,000

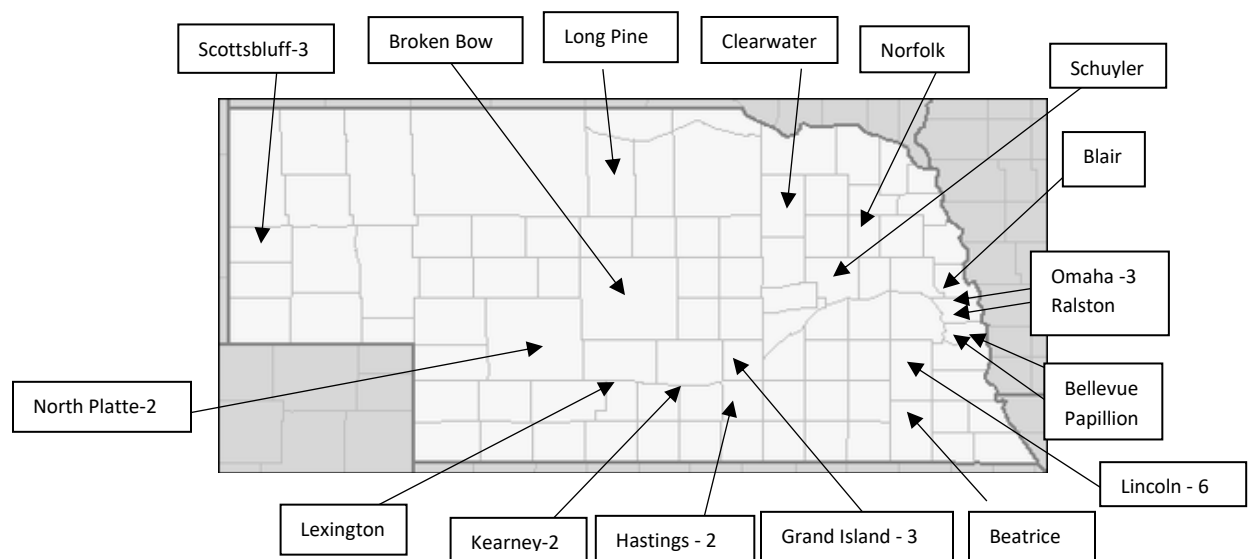
Homelessness and the related instability is often disruptive to relationships, education, and positive youth development. To address the root cause of homelessness, multiple levels of intervention and support are necessary. Therefore, Central Plains Center for Services proposes the following:

1. Hire/Maintain Coaching Staff (including graduation, education, and financial literacy coaches)

Central Plains provides a youth driven system of support that comes from a multi-faceted prevention framework provided through our Coaching Model. These services are future-focused, and goal oriented, in the areas of coaching, education and financial literacy services. This prevention framework incorporated in our coaching model emphasizes each young person has a safe and reliable place to call home; healthy connections to supportive adults, community, school, and social networks; education, training, and employment opportunities; financial capability; permanent connections; and social and emotional wellbeing. Individualized, trauma-informed, and relationship-based coaching has proven to be an effective strategy for youth currently experiencing or at risk of homelessness, by helping them increase self-confidence and self-esteem, identify significant and achievable goals, and with support, take action to achieve their goals and achieve successful and stable adulthoods.

Central Plains coaches work one-one-one with youth to create strong and trusted relationships to ensure positive outcomes across all life domains. When young people have access to preventative and comprehensive one-on-one coaching supports, they are better able to overcome barriers related to housing, education, employment, finances, transportation, and personal well-being. This approach creates a safe and non-judgmental space for young people to explore their values, beliefs, and aspirations while gaining clarity about what they truly want in life and creating a roadmap to get there. This builds capability and self-determination by the young people and allows them to take control of their life, make informed decisions, and participate in developmentally appropriate activities.

Through this proposal, Central Plains will maintain and add Coaching Staff to further our impact across all of Nebraska's 93 counties. To provide a sense of Central Plains' current reach, the following map shows the location of our 31 Coaching staff. These 31 coaches, along with the addition of coaching staff through this proposal, will guarantee coverage to all eligible youth who live within Nebraska's 77,348 square miles.



Central Plains Coaching is perfectly suited to a time when a young person’s future is yet to be determined. Our philosophy of meeting young people where they are expands beyond mere location. We take a non-judgmental approach to service and meet young adults where they are in terms of development and motivation and don’t rely on their personal history or current circumstances to determine their potential outcomes. This supports our focus on equity and equitable opportunities for success and independence for all youth.

All youth participating in Central Plains coaching, including youth identified and served through ARP-HCY funds, will have access to Central Plains’ Opportunity Passport Program™ (OPP), and if eligible, the Education and Training Voucher Program (ETV) and Youth Homelessness Demonstration Project (YHDP).

❖ *Opportunity Passport™ Program*

Through our direct work with young people who have experienced foster care, homelessness or near homelessness; or those who are pregnant and/or parenting or a victim of human trafficking, we have first-hand awareness of the unique challenges facing this population. Many of these young people lack basic financial fundamentals such financial education, economic security, and the opportunity to build financial capability and assets. Through our *Coaching Model*, Central Plains Center for Services is pleased to offer the *Opportunity Passport™ Program*. *Opportunity Passport™* is a matched savings, asset-building program that includes financial literacy education, asset-specific training, and support through a dedicated Coach. OPP is administered by Central Plains across the entire state of Nebraska. Not only do young people learn the fundamental aspects of financial wellness such as budgeting, saving, and financial planning through the *Keys to Your Financial Future curriculum*, they together with their coach, set goals to become financially independent. Coaching assists the young person in understanding their finances, setting up a bank account, getting connected with credit repair and counseling services, and/or complete asset-specific training to prepare for an asset match.

Our overarching goal in providing the Opportunity Passport™ Program is to teach financial education through the *Keys to Your Financial Future Curriculum* to assist them in becoming financially capable. Upon completion of the financial literacy education, OPP provides young people with \$140 in seed money to either start or add to their own savings account; as well as the means to build and maintain savings, develop relationships with banking institutions, and pursue financial asset matches. The savings requirement ensures youth understand and develop savings habits and reduce instances of unnecessary spending.

Once a youth has completed the OPP orientation and Keys class and has demonstrated 4 months of continued and maintained savings, they are able to match their savings towards various domains (table below) for asset purchases that increase their access to opportunity, increase their well-being, and allow them to set goals that align with their interests as they build their future. Asset matches provide a pathway for young adults to increase their independence and self-sufficiency. Specifically, matched savings offer young people the access they need to obtain assets that unlock employment and educational opportunities, open doors to safe and sustainable housing, reduce debt, building or repairing credit, making investments either in the market or in oneself in the form of entrepreneurship and business startup.

Asset	Match Rate
Vehicle	4:1 <i>(Participant saves \$2k, OPP matches with \$8k)</i>

Housing, Education, Health, Credit Building, Small Business Startup, or Investments like CD or Child Savings Accounts.	2:1
Participant Specific Needs	1:1
<i>Lifetime limit of \$8,000 matched dollars per participant.</i>	

❖ *Education and Training Voucher Program*

Central Plains is committed to improving foster youth’s access to post-secondary education and training through the federally funded ETV Program. We do this by providing eligible students with financial scholarships at the post-secondary institution of their choice, paired with support and guidance from an ETV Scholarship Coordinator. ETV is an on-going program that assists qualified students with their post-secondary educational costs and supportive needs for up to five years. ETV is provided through the John H. Chafee Foster Care to Independence Act of 1999.

Central Plains has been providing the ETV Program and educational coaching for over 20 years. We have successfully developed and delivered the statewide and youth-directed Education and Training Voucher (ETV) program, which is based on the one-on-one relationship between the ETV Scholarship Coordinator and the young person. This combination of program and relationship creates the foundation for the young person’s successful transition to post-secondary education and beyond.

❖ *Youth Homelessness Demonstration Program (YHDP)*

The Youth Homelessness Demonstration Program is a HUD funded program designed to drastically reduce the number of youth experiencing homelessness. Eligible youth populations include those ages 24 and under who are literally homeless, “couch surfing”, fleeing violence, as well as those who are at imminent risk of homelessness. Central Plains offers two YHDP funded projects in the Nebraska Balance of State, Coaching and Rapid Response; and as of October 1, 2022, Central Plains also administers a YHDP Coaching Project in the city of Lincoln. Central Plains YHDP offers coaching paired with assistance in the form of rental assistance, outpatient medical, or basic need support.

2. Hotel/Motel Stays

Securing safe and stable housing takes time. This is especially true for youth experiencing homelessness and their necessity to locate suitable and sustainable housing that is near supportive adults, school and work. Central Plains proposes the usage of hotel/motel stays as a solution to the youth’s need for short term and temporary housing while permanent housing options are being explored and secured.

3. Early Child Education and Training

Central Plains has a certified parent educator on staff. We propose to use ARP-HCY funds to offer eligible young parents the Love and Logic and/or Circle of Security parenting classes in the community in which they reside. We will take these classes to the youth and facilitate them in small group settings. Additionally, Central Plains will educate and train the parents of homeless children and youth about the rights and resources available for these children/youth and offer “seed” money to open a NEST 529 plan

for their child(ren). This will enhance the meaningful involvement of young parents in the lives of their child(ren) and provide educational impact for years to come.

4. Transportation

Through this proposal youth will have access to reliable transportation that enables them to get to school and work and have access to age-appropriate activities and experiences. This may include bicycle purchases or costs associated with reasonable and necessary car repairs for vehicle ownership. Additionally, funds will be available for young people to utilize public transportation or community-based transportation providers, where available, to support the youth's individual transportation needs. Central Plains will also offer funds to cover the cost of driver's education for eligible youth to increase their driving knowledge and skills and overall independence.

5. Prepaid Store Cards/Debit Cards

Central Plains Center for Services is interested in providing community-based prepaid store cards/debit cards to meet individual basic needs. In order for young people to thrive in life and in safe and stable housing they must have their most urgent basic needs met. Meeting basic needs also lessens the risk of victimization of this highly vulnerable population. Prepaid store cards could be provided to youth for food, fuel, hygiene, blankets, or clothing. At Central Plains we have seen firsthand the effectiveness of flexible resources that meet young people's most basic needs.

6. Rent and Rental Deposit

Central Plains rental assistance through ARP-HCY funds will function both as a diversion program preventing youth that are not yet in a literally homeless situation from ever entering and as a rapid rehousing program to quickly move those youth that are recently homeless into permanent housing. This will allow us to specifically focus on those youth who need short-term but immediate rental assistance and supportive assistance in order to avoid entering a critical homeless situation. Our emphasis is on diverting homelessness by providing rental assistance (not to exceed 3 months) for youth at imminent risk of homelessness to remain in their current housing; or security deposits (not to exceed 2 months rent) and rental assistance (not to exceed 3 months) to quickly re-house those who have recently become homeless.

7. School Supplies and Technology

Through ARP-HCY funds, Central Plains may purchase technology/equipment for youth that is necessary for academic success and to allow full participation in school activities.



PROPOSED AGENDA ITEM RATIONALE

DATE: July 16, 2024

TO: Brian L. Maher
Commissioner of Education

FROM: Lane Carr,
Administrator, Office of Policy and Strategic Initiatives

PROPOSED AGENDA ITEM: Accept the US Department of Education Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) funding, and authorize the Commissioner to enter into contracts and subawards to carry out grant activities.

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:

Context:

GEAR UP is a discretionary grant program of the US Department of Education designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The program provides seven-year grants to states to provide services at high-poverty middle and high schools. In addition to these services, GEAR UP funds provide college scholarships to students served.

Nebraska is one of the only states that has not accessed a statewide GEAR UP grant. As such, the NDE applied for GEAR UP on May 4 after months of collaboration with partners including:

- EducationQuest
- Mentor Nebraska
- Nebraska SMART Tutoring (Nebraska State College System)
- Nebraska Children and Families Foundation
- Susan T Buffett Foundation

The NDE applied for \$5 million per year, for the next seven years. As part of the application process, the NDE was required to secure a dollar-for-dollar match from partners, meaning the total potential impact is \$70 million. Additionally, the application required gubernatorial consultation, and a signature from Governor Pillen, which NDE secured.

NDE anticipates notification of award status mid- to late-August.

Approach and Focus

As NDE was considering statewide activities, reviewing data, and consulting with stakeholders, a focus on schools serving English Learners emerged. As such, conversations began with schools with high EL populations, those identified for additional support through the AQuESTT federal accountability system, and those meeting federal specifications for participation. These schools include:

Target Middle Schools	Target Feeder High Schools
BARR MIDDLE SCHOOL	GRAND ISLAND SENIOR HIGH SCHOOL
WALNUT MIDDLE SCHOOL	
LEWIS & CLARK MIDDLE SCHOOL	SOUTH HIGH SCHOOL
	BUENA VISTA HIGH SCHOOL
CULLER MIDDLE SCHOOL	LINCOLN NORTHEAST HIGH SCHOOL
	LINCOLN HIGH SCHOOL
FREMONT MIDDLE SCHOOL	FREMONT SENIOR HIGH SCHOOL
LEXINGTON MIDDLE SCHOOL	LEXINGTON HIGH SCHOOL
MADISON MIDDLE SCHOOL	MADISON HIGH SCHOOL
RALSTON MIDDLE SCHOOL	RALSTON HIGH SCHOOL
SCHUYLER MIDDLE SCHOOL	SCHUYLER CENTRAL HIGH SCHOOL
BLUFFS MIDDLE SCHOOL	SCOTTSBLUFF SENIOR HIGH SCHOOL
SOUTH SIOUX CITY MIDDLE SCHOOL	SOUTH SIOUX HIGH SCHOOL
WAKEFIELD HIGH SCHOOL (serving grades 7-12)	

Each school participating will be supported with resources to hire one full-time employee and support the individual needs of their students to achieve federally aligned goals and objectives. This employee will stay with the middle and high schools through the duration of the grant.

In addition to tailored supports for identified districts, the NDE is also pursuing statewide activities focused on career planning and postsecondary readiness and access. These strategies include mentoring and tutoring, and a statewide focus on FAFSA completion. The latter is especially pertinent as the state begins to require FAFSA completion for graduation.

Timeline:

- June – Information Item with Budget and Finance Committee
- August – State Board acceptance of funds, contracting, and granting pending notification from the USDOE, anticipated by August 20, 2024.
- September – Begin contracting and subawarding to districts.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST:

\$35 million in Federal funding; \$35 million match in-kind, staffing, or scholarship support.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal Funds
- New or Renewal: New
- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: Schools identified for CSI or CSI-ATSI in the federal accountability system, serving high percentage of students living in poverty, with EL rates above state average (8%), and meeting federal specifications for qualifications
- New or Renewal: New
- If renewal, date of first approval: N/A



PROPOSED AGENDA ITEM RATIONALE

DATE: June 28, 2024

TO: Brian L. Maher.
Commissioner of Education

FROM: Bryce Wilson, Finance Officer, Brian Halstead – Deputy Commissioner

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract with a third-party vendor to administer the textbook loan program.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract

RATIONALE/BACKGROUND INFORMATION: LB 705 in 2023 made changes to the current textbook loan program which now requires the NDE to be the facilitator of the program along with several other smaller changes. NDE is in the process of revising Rule 4 to match the updated statute and expected new procedures for operating the program.

LB 705 provided NDE the option to contract with a third-party vendor and provided that NDE could use 5% of the appropriated aid funds to pay for the administration of this program. A third-party vendor that already works with schools on textbooks and purchases of textbooks would be more effective and cost efficient than NDE staff taking on a new statewide project.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: \$73,275

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: General fund money included with the textbook loan aid funds already in the NDE budget.
- New or Renewal: New
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement: Rationale for contractor selection: The Educational Service Unit Coordinating Council created in sections 79-1245 through 79-1246 is political subdivision of the state with the authority to administer statewide initiatives and provisions of statewide services that includes cooperative purchasing for schools in instructional materials. As a political subdivision that already does procurement of instructional materials for schools, the ESUCC is already equipped to handle the procurement of textbooks for use by children in private, denominational, and parochial schools approved or accredited by the State Board of Education.
-

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 07.06.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: June 28, 2024

TO: Brian L. Maher.
Commissioner of Education

FROM: Bryce Wilson, Finance Officer, Jen Utemark – Administrator of Budget and Grants
Management

PROPOSED AGENDA ITEM: 2025-27 Bi-ennial Budget Request Review

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other

RATIONALE/BACKGROUND INFORMATION: Per Neb. Rev. Stat. Sec. 81-1113, R.R.S. the Departments biennial budget request for Fiscal Years 2025-26 and 2026-27 must be submitted to the State Budget Division by September 15th, 2022. The State Board will need to approve NDE's budget request submittal during the September board meeting.

In preparation for the September board vote on the proposed budget submission NDE will cover the budget process and give an overview of our budget to the Budget and Finance Committee in addition to the full board during the August meeting. NDE will also cover proposed budget issues or requests that may be included with our budget submission and answer questions and receive input from the Committee/State Board.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 07.06.2023*



2025-27 Biennial Budget Overview

August 2024

State Board of Education
Overview of Biennial Budget Request

2025-27 Biennial Budget

Timelines

August 1-2, 2024

- State Board input & discussion

September 6, 2024

- State Board authorizes submission of the biennial budget

October 4, 2024

- State Board authorizes submission of the current year deficit request(s)

January 2025

- Governor presents appropriation recommendations

February/March 2025

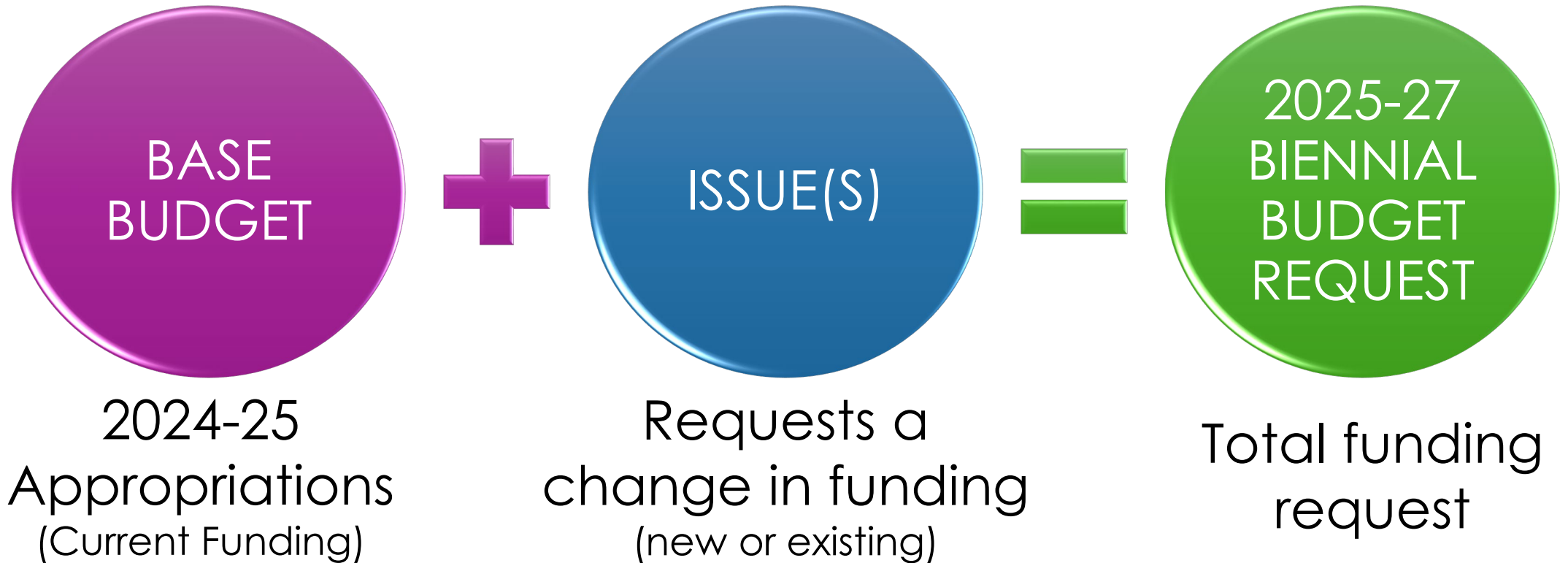
- Appropriations Committee Education hearing

May 2025

- Mainline budget passed by Legislature

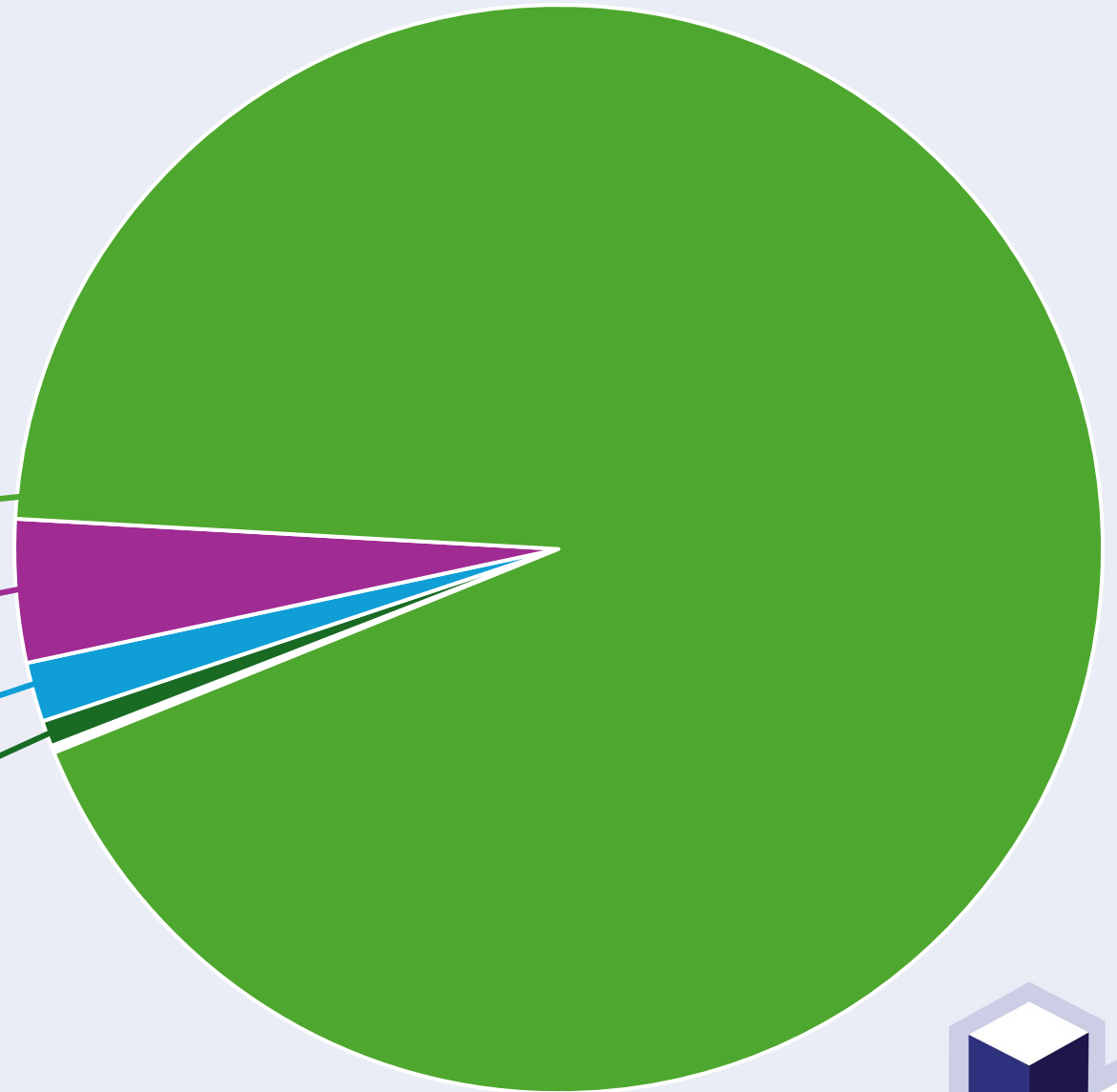
2025-27 Biennial Budget

Funding Request



2024-25 Base Budget By Program

Program	Funding	% of Funding
Education Aid	\$1.95B	93%
Education Administration	\$89M	4%
Vocational Rehabilitation (VR)	\$37M	2%
Disability Determinations Section (DDS)	\$16M	0.8%
Deaf and Hard of Hearing	\$2M	0.1%
Blind and Visually Impaired	\$2M	0.1%
Total Funding	\$2.1B	



2024-25 Base Budget By Expenditure

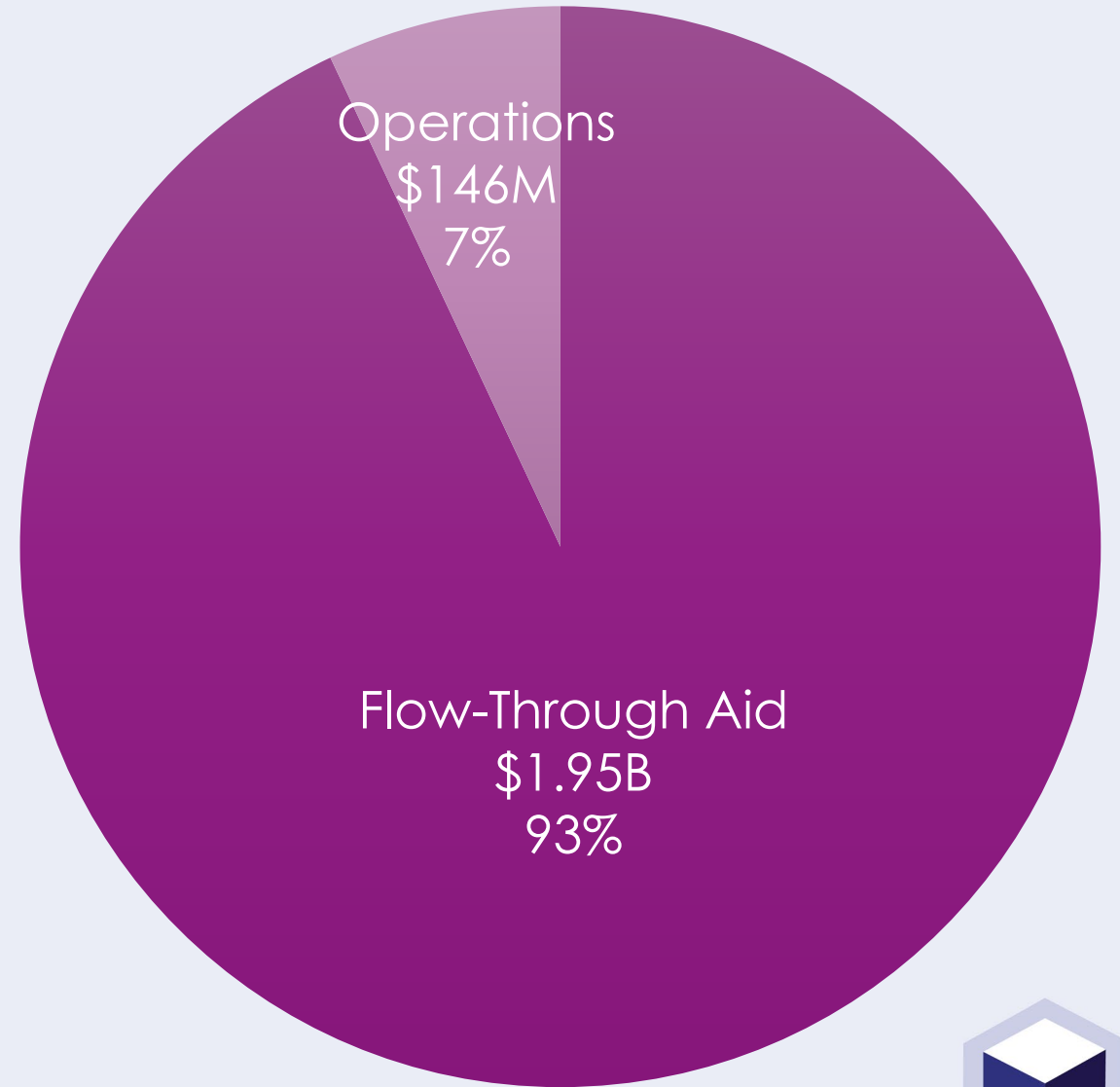
Flow-Through Aid

Distributed to Nebraska School Districts, Educational Service Units (ESUs), and other educational entities

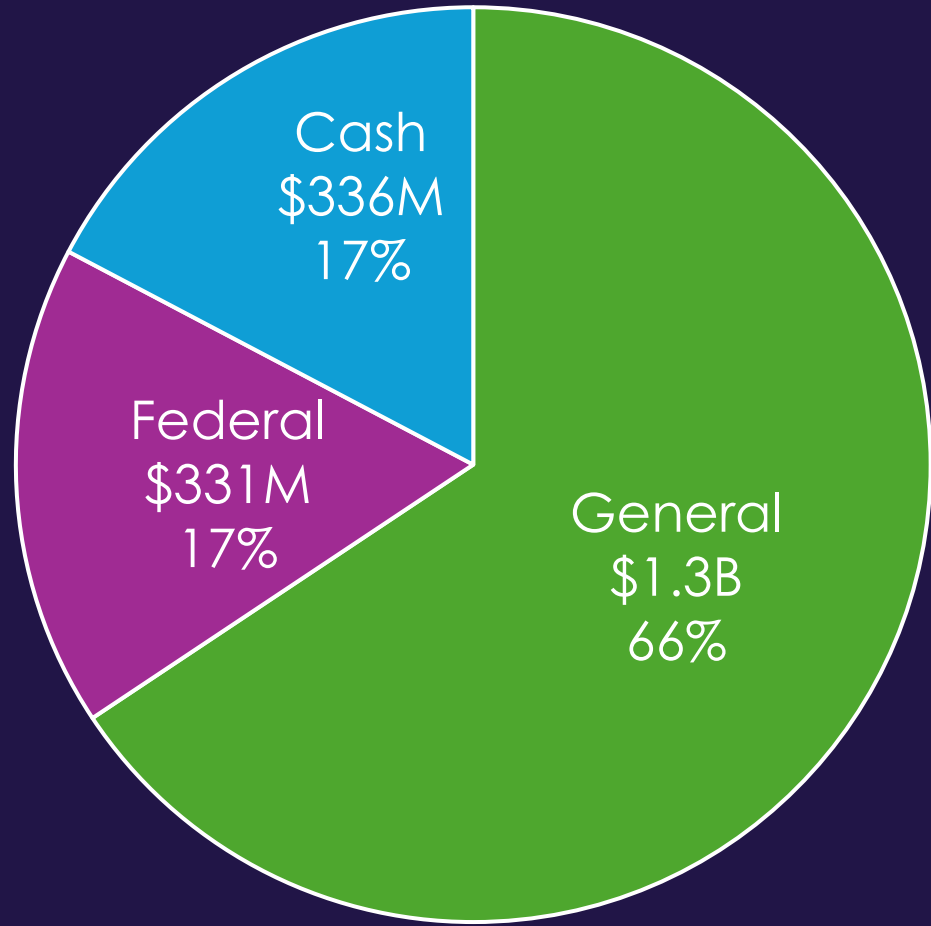
Operations

For leadership and administration of the Department

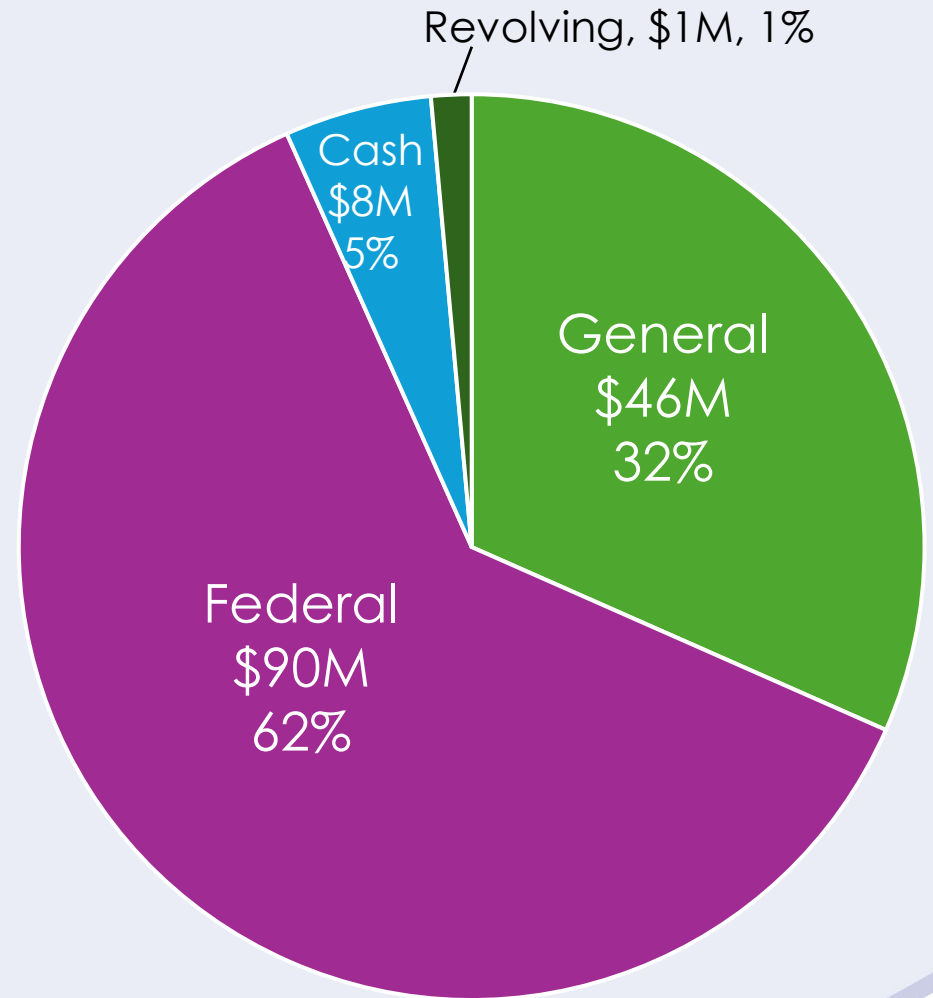
- Personal Services
- Basic Operations



2024-25 Base Budget By Fund



Flow-Through Aid
\$1,95B



Operations
\$146M





2025-27 Biennial Budget

Proposed Request Listing

Operational Requests

1. IT Platforms and Software
2. Early Childhood Integrated Data Systems (ECIDS)
3. Information Security Specialist
4. Teacher Qualified Payment System
5. Priority School Appropriation
6. Statewide Assessment Funding
7. Nebraska Statewide Workforce and Educational Reporting System (NSWERS)

Aid Requests

1. ESU Core Service Funding

2025-27 Proposed Request #1 IT Platforms and Software



REQUEST:

Supports for IT platforms and software for data collection, software used for data movement, data visualization, and survey software for data-informed decision making.

NDE Significant Investments:

- Updating data systems
- Avenues for district/public access
- Federal grants funding expired

Impact of Request:

- Increase access
- User-friendly interfaces
- Support data-informed decision-making
- Replace antiquated tools/code

2025-26
\$448,142

2026-27
\$470,549

General Funds

Technology Services

Contractual Services

2025-27 Proposed Request

#2 Early Childhood Integrated Data Systems (ECIDS)

REQUEST:

Funds to enhance and sustain the Nebraska ECIDS data system for better data integration and informed decision-making in early childhood education.

Impact of Request:

- Improved data collection, integration, and analysis
- Monitor progress and program outcomes across the state
- Informed policy decisions
- Improved services
- Efficiency in resource allocation
- Support for at-risk and interventions

2025-26
\$250,000

2026-27
\$297,350

General Funds

Information, Systems, &
Services

Two (2) Permanent Staff



ECIDS
NEBRASKA

2025-27 Proposed Request #3 Information Security Specialist

REQUEST:

Funds to support day to day IT cybersecurity, policy, and data dissemination processes.

- NDE:
 - Maintains 120 web applications and collections
 - Utilizes terabytes of data
 - Secures privately identifiable data

Focused support for:

- Effective policy creation/dissemination
- Auditing of security controls
- Staff training

2025-26
\$125,000

2026-27
\$131,250

General Funds

Technology Services

One (1) Permanent Staff



2025-27 Proposed Request #4 Teacher Qualified Payment System

REQUEST:

Funds to establish an integrated system to administrate legislative teacher payment programs.

Impact of Request:

- Streamline administration
- Improved turnaround time
- Enhanced data accuracy
- Soft cost savings
- Increased user satisfaction
- Expansion for future initiatives

First two (2) systems:

- Teacher Recruitment and Retention
- Teach in Nebraska Today

2025-26
\$298,382

2026-27
\$301,453

General Funds

Data Management & Application
Development and
Coordinated District & School Support

Two (2) Permanent Staff



2025-27 Proposed Request

#5 Priority School Appropriation

REQUEST:

Funds to provide Nebraska priority schools internal and regional support, address the increasing number of schools in need, disparities between students, educator effectiveness, and student outcomes.

By the Numbers:

- NDE State accountability system, 76 schools needing improvement
- NDE Federal accountability system, 27 in 2018 and 87 in 2023 schools needing improvement
- “Needs Support Schools” Average status score: 24-28% proficient
- No increase funding since inception in 2015
- State funds to local schools and district, ensure a return on investment

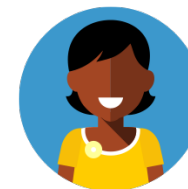
2025-26
\$150,000

2026-27
\$150,000

General Funds

Coordinated School &
District Support

Contractual Services



2025-27 Proposed Request

#6 Statewide Assessment Funding

REQUEST:

Funds to support a balanced statewide assessment system.

Focused on:

- Supporting excellent instruction
- Providing essential summative information that fulfills requirements

Basic components:

- Through-year/summative assessment design
- Assessment delivery platform

2025-26
\$1,000,000

2026-27
\$1,000,000

General Funds

Teaching, Learning &
Assessment

Contractual Services

2025-27 Proposed Request

#7 Nebraska Statewide Workforce & Educational Reporting System (NSWERS)

REQUEST:

Funds to support collaborative and cost-effective longitudinal, educational, and workforce data availability through NSWERS.

Focused on:

- Advanced data integration and analytics
- Bridge PK-12 education and workforce in Nebraska
- Evidence-based decision-making and program improvement

Interlocal Agreement (LB 1071 in 2010 and LB 1160 in 2020):
The NDE, Nebraska State College System, University of Nebraska, and six (6) Nebraska public community colleges

Funding :

- Start up – philanthropic organizations
- External funding shifts, 75% to 50%, 2025-26 and 2028-29
 - Partner systems, will need to provide equal share

2025-26
\$130,893

2026-27
\$179,795

General Funds

Information Systems &
Services (ISS)

Contractual Services



nswers

2025-27 Proposed Request

#ESU Core Service Funding



REQUEST:

Funds to support ESU Core Services aid.

- State Statute 79-1241.03 provides annual increase of 2% plus student growth
 - FY 2025-26, \$333,308
 - FY 2026-27, \$341,540
- 2009-10, last appropriation increase

Aid distributed evenly between:

- Cybersecurity Support through the ESUCC
- ESU Core Service statutory funding formula

2025-26
\$3,333,308

2026-27
\$3,341,540

General Funds

School Finance

Aid to Educational Service Units



Questions?



Jen Utemark
Administrator



STATE BOARD OF EDUCATION PLANNING AND EVALUATION COMMITTEE REPORT

Date: August 1, 2024

The Planning and Evaluation Committee reports on their committee meeting on August 1, 2024. The members present were Sherry Jones, Patti Gubbels, Deborah Neary, and Patsy Koch Johns.

The committee reviewed six action items with NDE staff providing summaries and answering questions on all action items. The committee supports the six items for full board consideration.

The committee also reviewed action item 7.3.B, Approve the pilot process for conducting clinical observations virtually for Nebraska State Colleges. The committee recommends no action at this time.

The committee discussed the approval of Rule 11 waiver request for Dundy County Stratton schools, statewide assessment contract process, and the Nebraska College and Career Ready Standards for Science final draft. These items will be brought to the September meeting as action items.

Additionally, the committee reviewed informational items related to model policies for schools, state board position statements, and the Nebraska Literacy Project, which was shared during the Commissioner's report.

This concludes the Planning and Evaluation report.

Sherry Jones, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.
Updated 02.02.2023



PROPOSED AGENDA ITEM RATIONALE

DATE: July 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen, Administrator Office of Accreditation, Certification and Approval
Jim Kent, Director of Educator Preparation Program Approval

PROPOSED AGENDA ITEM: Continue the approval of educator preparation programs for the 2024-2025 academic year

AGENDA ITEM TYPE (contract/grant/rule/program/other): other

RATIONALE/BACKGROUND INFORMATION:

Nebraska statute 79-318(5)(g) requires the State Board of Education to approve teacher education programs conducted in Nebraska postsecondary educational institutions designed for the purpose of certifying teachers and administrators.

Each Nebraska educator preparation institution is required to submit an annual request for approval of the programs offered in the upcoming academic year by May 15. The annual request includes an assurance statement that the institution is in compliance with the requirements of 92 NAC 20 (Rule 20), Regulations for the Approval of Educator Preparation Programs. In addition, a current matrix which identifies the required courses which meet the requirements for each certificate endorsement offered by the institution is filed with the Department for review to determine compliance with 92 NAC 24 (Rule 24), Regulations for Certificate Endorsements.

The Department has reviewed the information submitted by educator preparation programs and all requirements have been met. The report of Nebraska institutions seeking program approval from July 1, 2023 – June 30, 2024 along with the endorsements offered by each institution, is attached.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

FOR GRANT SUBAWARDS: NA

**Updated 08.15.2023*

2024-2025

Educator Preparation Programs
in
Nebraska
Colleges and Universities



(Educator Preparation Program Approval / August 2024)

Degree Codes:

B – Bachelor’s

M – Master’s

S - Specialist

D - Doctorate

Endorsement Codes:

F - Field

S - Subject

G - Graduate

SP - Supplemental

	Bellevue University	Chadron State College	College of Saint Mary	Concordia University	Creighton University	Doane University	Hastings College	Midland University	NE Wesleyan University	Peru State College	Union Adventist University	University of NE-Kearney	University of NE-Lincoln	University of NE-Omaha	Wayne State College	York University
Highest Certification Degree Granted	B	M	M	M	M	D	M	M	B	B	B	S	D	D	S	M
Level of Accreditation:																
CAEP/AAQEP		X		X	X	X	X		X	X	X	X	X	X	X	
Higher Learning Commission (formerly NCA)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
State	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Administrative Endorsements																
Principal (G) (F) PK-12, PK-8, 7-12		X			X	X		X				X	X	X	X	X
Special Education Supervisor (G) (F) B-12		X										X	X	X	X	
Superintendent (G) (F) PK-12						X						X	X	X	X	
Teaching Endorsements																
Adapted Physical Education (SP) PK-12												X				
Agricultural Education (F) 6-12				X			+X						X			
American Sign Language (S) or (SP) K-8, 7-12, K-12																
Art (F) PK-12		X	X	X	X	X	X		X	X		X		X	X	
Bilingual Education (SP) PK-12, K-6, 4-9, 7-12			X											X		
Biology (S) 7-12	x	X	X			X	X	X	X	X	X	X		X	X	
BMIT (Business, Marketing & Info Tech) (F) 6-12	X	X	X		X			X	X	X		X		X	X	X
Chemistry (S) 7-12	X	X	X	X		X	X		X	X	X	X	X	X	X	
Coaching (SP) 7-12	X	X				X		X	X	X		X	X	X	X	X
Driver Education (SP) 7-12																
Early Childhood Education (SP) PK-3		X	X		X	X	X	X		X		X	X	X	X	+X
Early Childhood Inclusive (F) (formerly ECEU) B-3		X	X							X		X	X	X	X	
Earth and Space Science (S) 7-12		X											X			

X - Endorsement program offered for all levels. † - Indicates new program offering beginning in 2024-2025. Endorsements listed in BOLD were recently reviewed by NCTE.

*D – Indicates program is dropped effective 2024-2025; no new candidates accepted. Previously enrolled candidates are allowed to complete.

Degree Codes:

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		Bellevue University	Chadron State College	College of Saint Mary	Concordia University	Creighton University	Doane University	Hastings College	Midland University	NE Wesleyan University	Peru State College	Union Adventist University	University of NE-Kearney	University of NE-Lincoln	University of NE-Omaha	Wayne State College	York University
Economics (S)	7-12										X						
Elementary Education (F)	K-6, K-8	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
English As A Second Language (SP)	PK-12, PK-6, 4-9, 7-12	X				X	X	X	X		X		X	X	X	X	
English Language Arts (F)	7-12		X	X	X	X	X	X		X	X	X	X	X	X	X	
Family & Consumer Sciences Occupational (F)	6-12		X											X		X	
Geography (S)	7-12												X			X	
Health Education (S)	7-12	X	X										X		X		
Health & Physical Education (F)	PK-12	X	X				X	*D	X	X	X		X			X	
Health Sciences Education (F)	6-12																
Health Sciences Education (SP)	6-12		X											X		X	
High Ability Education (SP)	K-12								X				X			+X	
History (S)	7-12	X	X		X	X		X	X	X	X	X	X			X	X
Information Technology (SP)	PK-12	X							X				X	X	X	X	
Instructional Technology Leadership (SP)	PK-12												X	X			
Journalism & Media Education (SP)	7-12				X									X		X	
Mathematics (F)	6-12	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
Middle Level Education (S)	5-9	X		X	X						X		X			X	
Middle Level Endorsement Academic Areas:																	
<i>English Language Arts</i>		X	X	X			X				X		X		X	X	
<i>Mathematics</i>		X	X	X			X				X		X		X	X	
<i>Science</i>		X	X	X	X		X				X		X		X	X	
<i>Social Science</i>		X	X	X			X				X		X		X	X	
<i>Agricultural Education</i>																	
<i>Business Marketing Info Technology-BMIT</i>			X								X						
<i>Family and Consumer Sciences Education</i>			X													X	

X - Endorsement program offered for all levels. † - Indicates new program offering beginning in 2024-2025. Endorsements listed in BOLD were recently reviewed by NCTE.

*D – Indicates program is dropped effective 2024-2025; no new candidates accepted. Previously enrolled candidates are allowed to complete.

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		Bellevue University	Chadron State College	College of Saint Mary	Concordia University	Creighton University	Doane University	Hastings College	Midland University	NE Wesleyan University	Peru State College	Union Adventist University	University of NE-Kearney	University of NE-Lincoln	University of NE-Omaha	Wayne State College	York University
<i>Health and Physical Education</i>			X		X						X					X	
<i>Industrial Technology Education</i>																	
<i>World Language</i> (C=Chinese, F=French, G=German, S=Spanish)																	
Music (F)	PK-12		X				X	X	X	X	X	X	X	X	X	X	
Orientation and Mobility (O&M) Specialist Special Services	B-21													X			
Physical Education (S)	PK-12, PK-6, 7-12	X	X		X		X	+X	X	X			X		X	X	X
Physics (S)	7-12							X		X			X	X	X		
Political Science (S)	7-12												X			X	
Psychology (S)	7-12	X			X											X	
Reading and Writing (SP)	PK-6, 7-12			X			X									X	*D
Reading Specialist (G) (S)	PK-12		X				X						X	X	X	X	
Religious Education (S)	K-12, PK-6, 7-12			X		X						X					
ROTC (S)	9-12																
School Counselor (G)	(F) PK-12 (S) PK-8, 7-12		X			X	X						X	X	X	X	
School Librarian (F)	PK-12												X				
School Psychologist (F) (G)	PK-12												X	X	X		
Science (F)	7-12	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Secondary English (S)	7-12	X				X	X	X	X	X	X	X	X	X	X	X	X
Secondary Transition Specialist (G) (SP)	7-12																
Skilled and Technical Sciences Education (F)	6-12							+X						X		X	
Skilled & Technical Sciences-Skilled Specific (SP)	9-12							+X						X		X	
Social Studies (F)	7-12	X	X	X	X	X	X	*D	X	X	X	X	X	X	X	X	X

X - Endorsement program offered for all levels. † - Indicates new program offering beginning in 2024-2025. Endorsements listed in BOLD were recently reviewed by NCTE.

*D – Indicates program is dropped effective 2024-2025; no new candidates accepted. Previously enrolled candidates are allowed to complete.

Degree Codes:

B – Bachelor’s

M – Master’s

S - Specialist

D - Doctorate

Endorsement Codes:

F - Field

S - Subject

G - Graduate

SP - Supplemental

	Bellevue University	Chadron State College	College of Saint Mary	Concordia University	Creighton University	Doane University	Hastings College	Midland University	NE Wesleyan University	Peru State College	Union Adventist University	University of NE-Kearney	University of NE-Lincoln	University of NE-Omaha	Wayne State College	York University
Sociology (S) 7-12												X			X	
Special Education Generalist (F) K-12 (S) K-6, 7-12	X	X	X			X	X	X	X	X		X	X	X	X	X
Special Education-Behavior Intervention Specialist (G) (SP) B-12, PK-6, 7-12								X				X	X	X		
Special Education-Deaf or Hard of Hearing (S) B-12, PK-6, 7-12													X	X		
Special Education-Early Childhood (G) (S) B-K		X											X			
Special Education-Early Intervention Specialist (SP) B-PK												X	X			
Special Education-Functional Academic Skills and Independent Living Specialist (G) (SP) B-12												X				
Special Education-Inclusion and Collaboration Specialist (G) (SP) PK-12												X				
Special Education-Visual Impairment (S) B-12													X			
Speech (SP)				X									X		X	X
Special Program (S)																
Speech Language Pathologist (G) (F) B-21												X	X	X		
Theatre (SP) 7-12		X		X		X	X	X	X			X	X		X	X
Vocal Music (S) PK-12		X						X	X		X				X	X
Work-Based Learning (SP) 9-12 (formerly Cooperative Education/Distributive Occ)	X						X						X		X	
World Language (S) K-8, 7-12, K-12 (C=Chinese, F=French, G=German, L= Latin, R=Russian, S=Spanish, J=Japanese)		X	X Spanish		X-SPANISH X-FRENCH	X SPANISH	X	SPANISH					Latin X Japanese X +Arabic X Spanish X Chinese X French X German X Russian X	French X German X Spanish X	X SPANISH	

X - Endorsement program offered for all levels. † - Indicates new program offering beginning in 2024-2025. Endorsements listed in BOLD were recently reviewed by NCTE.

*D – Indicates program is dropped effective 2024-2025; no new candidates accepted. Previously enrolled candidates are allowed to complete.

Inquiries regarding state approval of teacher education programs leading to certification may be addressed to:
Nebraska Department of Education, Educator Preparation Program Approval

Jim Kent
jim.kent@nebraska.gov
500 S. 84th St., 2nd Floor
Lincoln, NE 68510-2611
402.314.4432

Specific program inquiries may be directed to the *Certification Official* listed for each institution of higher education:

BELLEVUE UNIVERSITY

Susan Alford
1000 Galvin Road South
Bellevue, NE 68005
402.557.7131
Email: salford@bellevue.edu

CREIGHTON UNIVERSITY

April Buschelman
2500 California Plaza
Omaha, NE 68178
402.280.3583
Email: aprilbuschelman@creighton.edu

NEBRASKA WESLEYAN UNIVERSITY

Tanya Martin
5000 St. Paul Avenue
Lincoln, NE 68504
402.465.2307
Email: tmartin@nebrwesleyan.edu

UNIVERSITY OF NEBRASKA – LINCOLN

Sara Skretta
CEHS, 116 Henzlik Hall, PO Box 880371
1400 R Street, Lincoln, NE 68588-0371
402.472.8626
FAX: 402.472.1701
Email: Sskretta2@unl.edu

CHADRON STATE COLLEGE

Dave Perkins
10th & Main
Chadron, NE 69337
308.432.6032
Email: dperkins@csc.edu

DOANE UNIVERSITY

Emily Griesch
1014 Boswell
Crete, NE 68333
402.826.8538
FAX: 402.826.6785
Email: emily.griesch@doane.edu

PERU STATE COLLEGE

Stephanie Holmes
PO Box 10 600 Hoyt Street
Peru, NE 68421
402.872.2399
FAX: 402.872.2414
Email: sholmes@peru.edu

UNIVERSITY OF NEBRASKA – OMAHA

Huai-Mei Furman
Roskens Hall 204
6005 University Dr North, Omaha, NE 68182
402.554.2718
FAX: 402.554.2879
Email: mfurman@unomaha.edu

COLLEGE OF SAINT MARY

Lori Wewel
7000 Mercy Road
Omaha, NE 68106
402.399.2666
FAX: 402.399.2414
Email: lwewel@csm.edu

HASTINGS COLLEGE

Darci Karr
710 North Turner Avenue
Hastings, NE 68901
402.461.7304
FAX: 402.461.7490
Email: dkarr@hastings.edu

UNION ADVENTIST UNIVERSITY

Peter Adams
3800 South 48th Street
Lincoln, NE 68506
402.486.2600
Email: peter.adams@uau.edu

WAYNE STATE COLLEGE

Brook Jech
1111 Main Street
Wayne, NE 68787
402.375.7373
FAX: 402.375.7414
Email: brjech1@wsc.edu

CONCORDIA UNIVERSITY

Carlene Bauer
800 North Columbia
Seward, NE 68434
402.643.7475
Email: carlene.bauer@cune.edu

MIDLAND UNIVERSITY

Jamie Folkers
900 North Clarkson
Fremont, NE 68025
402.941.6449
Email: folkers@midlandu.edu

UNIVERSITY OF NEBRASKA – KEARNEY

Jenny Jansky
905 West 25th Street
Kearney, NE 68849
308.865.8266
FAX: 308.865.8854
Email: janskyjl@unk.edu

YORK COLLEGE

Erin DeHart
1125 East 8th Street
York, NE 68467
402.363.5684
FAX: 402.363.5733
Email: edehart@york.edu

X - Endorsement program offered for all levels. + - Indicates new program offering beginning in 2024-2025. Endorsements listed in BOLD were recently reviewed by NCTE.

*D – Indicates program is dropped effective 2024-2025; no new candidates accepted. Previously enrolled candidates are allowed to complete.



PROPOSED AGENDA ITEM RATIONALE

DATE: July 18, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen, Administrator, Accreditation, Certification, & Approval
Jim Kent, Director, Educator Preparation Program Approval

PROPOSED AGENDA ITEM: Action Item: Approve the Pilot Process for conducting clinical observations virtually for Nebraska State Colleges

AGENDA ITEM TYPE (contract/grant/rule/program/other): other

RATIONALE/BACKGROUND INFORMATION:

Section 009 of Rule 20, Regulations for the Approval of Educator Preparation Programs (EPP), was added in the most recent revision to the Rule, effective June 2, 2024. This section of Rule allows for an EPP to submit a request to the Board for a pilot program or processes that would provide flexibility to one or more regulations found in Rule 20.

The Rule allows the Board to approve requested pilot programs or processes for up to three years if the plan demonstrates high likelihood that the requested flexibility related to applicable regulations of the Chapter will promote quality learning, equity and/or accountability. If approved, the State Colleges (Chadron State College, Peru State College, and Wayne State College) will provide annual progress reports to the Board.

At the end of the approved time period for the pilot program or process, the educator preparation program may request, and be granted, Board approval to continue the pilot program for a period of up to three additional years if the educator preparation program demonstrates that the pilot program or process is meeting the objectives for which flexibility related to applicable regulations of this Chapter was granted.

The Nebraska State Colleges requests a pilot process related to section 005.03B5. Beginning in the fall of 2024, the Nebraska State Colleges propose conducting all required clinical practice observations virtually for School Counseling students seeking initial certification across their field experiences. This pilot process request is prompted by the diverse geographic locations of their students' placements, often spanning across state boundaries, making in-person visits logistically challenging and economically burdensome.

Current rule 92 NAC 20 005.03B5 requires that the educator preparation program must ensure that a minimum of five (5) formal observations by faculty are conducted during clinical practice for candidates preparing for initial level teaching certification. Two (2) observations must be onsite and three (3) of the observations may be conducted utilizing technology which allows for visual contact between the parties.

The full submitted rationale for the Nebraska State Colleges is attached.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: N/A

FOR GRANT SUBAWARDS: N/A

**Updated 08.15.2023*



Nebraska State College System

CHADRON | PERU | WAYNE

July 17, 2024

Mr. Jim Kent
Director, Educator Preparation Program Approval
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Dear Mr. Kent,

I am writing to respectfully request the initiation of an official pilot process in light of the recent Rule 20 change, which permits pilot program requests. Specifically, this request centers on the field experience observation requirements for Nebraska State College School Counseling master's degree candidates.

Per our understanding of Rule 20, a minimum of five (5) formal observations are required, with the provision for three (3) observations to be conducted utilizing technology are required for initial certification candidates during clinical practice/internship. In recognizing the need for flexibility, especially with the continued increase in the cost of travel and the evolving landscape of educational practices, we request these observations to be conducted virtually. Beginning in the fall of 2024, the Nebraska State Colleges propose conducting all required observations virtually for School Counseling students seeking initial certification across their field experiences. This pilot process request is prompted by the diverse geographic locations of our students' placements, often spanning across state boundaries, making in-person visits logistically challenging and economically burdensome.

Resource Optimization and Benefits: The State Colleges utilize full-time faculty to complete the supervision of School Counseling candidates. The benefits of virtual visits are extensive:

Reduced Travel Time and Costs

1. Elimination of Travel-Related Burdens:

- Faculty members often spend considerable time traveling to various school sites for supervision visits. This travel time can be extensive, especially if the school placements are far from the institution. Virtual visits eliminate the need for travel, thereby reducing the time burden on faculty members.

2. Cost Savings for the Institution:

- Travel for supervision involves costs related to transportation, accommodation (if needed), and meals. These expenses can add up significantly, straining the institution's budget. Virtual visits remove these expenses, allowing the institution to allocate resources more efficiently.

Increased Time for Class Instruction and Student Support

1. Enhanced Availability for Teaching:

- By removing the need for travel, faculty members can reclaim several hours each week that would otherwise be spent on the road. This additional time can be redirected towards class instruction, allowing faculty to develop more comprehensive lesson plans, engage in deeper student interactions, and provide more timely feedback on assignments.

2. Improved Student Access to Faculty:

- With more time available on campus, faculty can offer additional office hours, be more accessible for student consultations, and participate in extracurricular activities that support student learning and development. This increased presence can enhance the overall educational experience for all students, not just those in the school counseling program.

Flexibility and Convenience

1. Scheduling Flexibility:

- Virtual visits can be more easily scheduled at times that are convenient for both the faculty and the students. This flexibility can lead to more frequent and consistent supervision sessions, which can be more responsive to the needs of the students.

2. Adaptability to Unexpected Circumstances:

- Virtual visits can proceed regardless of weather conditions, transportation issues, or other unexpected events that might disrupt travel plans. This reliability ensures that supervision can continue uninterrupted, providing a stable and predictable support system for students.

Enhanced Use of Technology

1. Integration of Digital Tools:

- Virtual visits can leverage various digital tools that enhance the supervision process. For example, video conferencing platforms often include features like screen sharing, recording sessions for later review, and real-time document collaboration. These tools can enrich the supervision experience and provide additional learning opportunities for students.

2. Development of Digital Competencies:

- Engaging in virtual supervision helps both faculty and students develop important digital competencies that are increasingly valuable in the modern educational and professional landscape. Familiarity with these tools prepares students for future roles where virtual interactions may be common.

Maintaining Educational Standards: The State Colleges are committed to upholding the high standards set by the NDE, in addition to CACREP for our School Counseling programs. We intend to use HIPAA-compliant video observation software as already implemented in our field experience expectations, ensuring visual contact between faculty and students during these virtual observations. This approach

aligns with the permissible technology-based observations mentioned in the rule for teaching certification programs as well as national accreditation expectations outlined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Timeline: The State Colleges are asking for three years, August 2024-July 2027, to pilot this process.

Reporting: Faculty who complete supervision will document their virtual site visit activities via the online assessment platform and provide notations regarding any applicable observations, barriers, and successes utilizing this strategy. The data collected from the faculty will be reported to the board each year.

Allowing virtual visits for school counseling supervision presents a strategic opportunity for State College faculty to overcome the logistical and financial burdens associated with in-person visits. This shift not only enhances the efficiency and effectiveness of the supervision process but also frees up valuable time for faculty to dedicate to teaching and supporting students. By embracing virtual visits, the institutions can better allocate resources, improve the overall educational experience, and prepare both faculty and students for a future where digital interactions play a significant role. Thank you for your time and consideration of our request. We appreciate your dedication to maintaining high standards in education and look forward to working collaboratively to support the success of our School Counseling master's degree candidates.

Sincerely, and on behalf of the Nebraska State Colleges,



Christian E. Legler
Interim Dean
School of Education and Behavioral Sciences
Wayne State College



PROPOSED AGENDA ITEM RATIONALE

DATE: July 19, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen, Administrator, Accreditation, Certification, & Approval
Jim Kent, Director, Educator Preparation Program Approval

PROPOSED AGENDA ITEM: Action Item: Approve the Pilot Process for faculty load requirements for Nebraska State Colleges

AGENDA ITEM TYPE (contract/grant/rule/program/other): other

RATIONALE/BACKGROUND INFORMATION:

Section 009 of Rule 20, Regulations for the Approval of Educator Preparation Programs (EPP), was added in the most recent revision to the Rule, effective June 2, 2024. This section of Rule allows for an EPP to submit a request to the Board for a pilot program or processes that would provide flexibility to one or more regulations found in Rule 20.

The Rule allows the Board to approve requested pilot programs or processes for up to three years if the plan demonstrates high likelihood that the requested flexibility related to applicable regulations of the Chapter will promote quality learning, equity and/or accountability. If approved, the EPP will provide an annual progress report to the Board.

At the end of the approved time period for the pilot program or process, the educator preparation program may request, and be granted, Board approval to continue the pilot program for a period of up to three additional years if the educator preparation program demonstrates that the pilot program or process is meeting the objectives for which flexibility related to applicable regulations of this Chapter was granted.

The Nebraska State Colleges (Chadron State College, Peru State College, and Wayne State College) request a pilot process related to sections 004.03C1 and 004.03C2 to allow lecturer rank faculty to teach 15 credits per fall and spring semester in education certification programs. This adjustment would allow better utilization of faculty resources, maintain high-quality instruction, and ensure that the educational needs of students are met without compromising the integrity or standards of the certification programs.

Current rule, 92 NAC 20 004.03C1 allows faculty assignments for teaching, supervision of clinical experience, and administration must not exceed twenty-four undergraduate credit hours in the same academic year. 92 NAC 20 004.03C2 allows for faculty assignments for teaching, supervision of clinical experience and administration not exceed 18 graduate credit hours in an academic year..

The full submitted rationale for the Nebraska State Colleges is attached.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: N/A

FOR GRANT SUBAWARDS: N/A

**Updated 08.15.2023*



Nebraska State College System

CHADRON | PERU | WAYNE

July 17, 2024

Mr. Jim Kent
Director, Educator Preparation Program Approval
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Dear Mr. Kent,

I am writing to respectfully request the initiation of an official pilot process in light of the recent Rule 20 change, which permits pilot program requests. The State Colleges have observed that the current rule, which restricts graduate faculty teaching in certification programs to a maximum of 9 credits per fall or spring semester, directly affects the ability for the State Colleges to hire Lecturer faculty to teach courses for their educator preparation programs (Teacher Education and Counseling).

The current regulation stipulates that traditional graduate faculty, who are also responsible for service and advising as part of their contractual obligations, are limited to teaching 9 credits per semester. However, at the Nebraska State Colleges, we also employ non-tenure-track Lecturer rank faculty who are dedicated solely to teaching, with no scholarship, service, or advising expectations. These Lecturer rank faculty members were specifically developed to allow for a higher teaching load of fifteen (15) credits per semester (30 credits per year).

Considering the distinct differences in roles and responsibilities between our traditional faculty and our Lecturer faculty, the State Colleges kindly ask that NDE grant a waiver to allow Lecturer rank faculty, who are expected to teach fifteen (15) credits per fall and spring semester, to be eligible to have teaching loads above the existing limits outlined in Rule 20 (24 for undergraduate courses and 18 for graduate courses). This adjustment would enable us to better utilize our faculty resources, maintain high-quality instruction, and ensure that we can meet the educational needs of our students without compromising the integrity or standards of our certification programs. The primary reasons for this waiver request are as follows:

Role Differentiation: Lecturer rank faculty are hired specifically to teach a higher number of credits and are not burdened with additional scholarship, service or advising responsibilities. This allows them to maintain focus on delivering quality education to our students.

Resource Optimization: Allowing Lecturer rank faculty to teach in educator preparation programs would enable us to maximize our teaching resources efficiently, ensuring that we can offer a robust and comprehensive curriculum to our students.

Maintaining Educational Standards: The State Colleges are committed to upholding the high standards set by the NDE for our certification programs. Lecturer rank faculty at the Nebraska State Colleges are highly qualified and dedicated educators whose primary focus is on teaching excellence.

Timeline: The State Colleges are asking for three years, August 2024-July 2027, to pilot this program..

Reporting: The State Colleges plan to report the status of implementation in a letter at the end of each year from the Lecturer faculty's supervisor (Academic Dean). The Dean will be able to review the faculty's teaching evaluations each year for potential areas of concern related to the Lecturer faculty to determine if there are concerns directly related to the teaching of fifteen (15) credits versus nine (9) credits per fall and spring term.

The State Colleges believe that granting this waiver will not only benefit our institutions but also contribute positively to the preparation and development of future educators in Nebraska. We assure you that this change will be implemented with careful consideration to maintain the quality and integrity of our certification programs.

Thank you for considering our request. We are eager to discuss this matter further and provide any additional information that may be required.

Sincerely, and on behalf of the Nebraska State Colleges,



Christian E. Legler
Interim Dean
School of Education and Behavioral Sciences
Wayne State College



PROPOSED AGENDA ITEM RATIONALE

DATE: July 16, 2024

TO: Brian L. Maher
Commissioner of Education

FROM: Lane Carr
Administrator, Office of Policy and Strategic Initiatives

Jessica Javorsky
Strategic Initiatives Grant Specialist

PROPOSED AGENDA ITEMS: Approve criteria for the Innovative Learning Platform Grant.

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:

Statutory Context

The Legislature amended the statutes with respect to use of lottery funds for education in 2023 and 2024 to include use of improvement grant funds for a grant program that uses a statewide learning platform(s) that can be used in public schools to engage students in coursework and careers in science, technology, engineering, and mathematics (STEM). Learning platform is defined as a three-dimensional (3-D), game-based learning platform for use by middle school and high school students.

The State Board is required to establish standards that the learning platform meet in the subject areas of chemistry, physical science, and mathematics and develop the criteria to prioritize the grant applications.

Input on Specifications:

The NDE staff created a cross-office and ESUCC team to develop a request for information (RFI), receive and review responses from any entities that have or provide learning platforms, and identify areas needing clarification from the State Board. In developing the RFI, NDE considered the need for the platform to:

- a. Be designed to teach information related to chemistry and physical science, and mathematics to middle and high school students;
- b. Connect content area standards adopted by the State Board with real-world technologies and applications;
- c. Highlight science, technology, engineering, and mathematics career pathways in Nebraska; and

- d. Meet any additional requirements that may be set by the State Board.

Below are the recommended criteria and/or priority areas:

- Accessibility:
 - Ensure access for Spanish learners
 - Require operability with current school equipment and ensure 24/7 access
 - Include requirements for training and onboarding schools in using the tool
- Focus:
 - Preference middle school access and use
 - Weight science, technology, engineering, and math equally in content
 - Align to Nebraska's career exploration and CTE content standards where possible
- Funding:
 - Pay per seat if possible
- Security:
 - Include NDE contract language on security, compliance with FERPA, data storage and ownership, access to and registration for learning platform, and use of data.

Next Steps and Timeline:

- May – Information Item and beginning input from Budget and Finance Committee
- June – Discussion with Full Board
- July - Amended legislation is implemented July 19, and impacts the application.
- August - Revision and adoption of learning platform specifications (as required)
- August – Open application and review
- September – State Board approval of grant application/contract

PROPOSED BOARD MEETING (MONTH/YEAR): July 2024

ESTIMATED COST: TBD

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Lottery Funds
- New or Renewal: New
- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: RFI and grant application
- Rationale for method of procurement: RFI to expand on statutory requirements and learn about current available technology; Grant application as statutorily required
- Rationale for contractor selection: To be determined through formal grant application

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: Application criteria to be determined by the board
- New or Renewal: New
- If renewal, date of first approval: N/A



PROPOSED AGENDA ITEM RATIONALE

DATE: July 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Trudy K. Clark, Director of Statewide Assessment

PROPOSED AGENDA ITEM: Adopt recommendations from Statewide Assessment Standard Setting Results

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other

RATIONALE/BACKGROUND INFORMATION:

- Standard setting is the process by which achievement levels are established. Nebraska educators work with a qualified outside agency to set cut scores. The Technical Advisory Committee (TAC) supported the process as described by the agency at the February 21, 2024 TAC meeting.
- Standard setting establishes the cut scores that separate students into achievement levels (i.e., developing, proficient, advanced).
- Students and Nebraska educators are served by this process.
- After training, Nebraska educators worked together to establish cut scores. Using the Achievement Level Descriptors, educators identified the skills and knowledge of the student emerging from developing and becoming proficient. After taking the test, the educators identified how a barely proficient student, and then a barely advanced student performed on each item. Following two rounds of conversation among the educators to arrive at consensus regarding performance, the agency shared the impact these cut scores had on student scores. Representatives from each grade span met to review the findings during a vertical articulation exercise. Following this discussion, final determinations were shared with a policy review committee composed of members of the Assessment and Accountability Advisory Committee and Nebraska Association for Curriculum, Instruction, and Assessment. Chad Buckendahl, the Technical Advisory Committee chair, facilitated the policy review.
- Standard setting took place July 8-12 and 23-26. The cut scores will be presented to the board at the August 2 meeting for approval.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2, 2024

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS: N/A

- Indicate the Funding Source: (*--e.g., Federal, State*)
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: N/A

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS: N/A

- Describe the grantee selection process:

**Updated 08.15.2023*

Standard Setting

State Board of Education
August 2, 2024



Standard Setting

Process of describing levels of performance and identifying ranges of test scores associated with those levels. The State Board of Education established three performance levels in 2017. Presently we have:

- Developing
 - On Track
 - Advanced
- Proficient



ELA and Mathematics Performance Level Descriptions

- **Developing:** Developing learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student may need additional support for academic success at the next grade level.
- **On Track:** On Track learners **demonstrate proficiency** in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.
- **Advanced:** Advanced learners **demonstrate high levels proficiency** in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.



Standard Setting

When?

- The first year of a new assessment
- A test changes significantly
- Policy makers want to adjust expectations



Standard Setting

Precipitating Event

Mathematics

- Adoption of revised College and Career Ready State Standards (2022)
- New test (i.e., NSCAS Growth - Computer-Adaptive Test) (2024)



Mathematics Standard Setting Process

ACS Ventures facilitated the work of approximately 47 content area specialists over 4 days (July 10-12).

- Panelists engaged with Achievement/Performance Level Descriptors and test content to recommend cut scores
- Panelists engaged in multiple rounds and discussions
- Panelists saw the impact data
- Panelists looked at consistency across grades (vertical alignment)



Mathematics Cut Score Recommendations

As a final step prior to presenting the cut scores to the board for adoption, Chad Buckendahl, a national assessment expert, facilitated a policy review with a sub-committee of the Assessment & Accountability Committee and the Nebraska Association of Curriculum, Instruction & Assessment to determine if the cut scores were reasonable.



English Language Arts Validation

ACS Ventures provided results of impact data using present cut scores on student performance on the Spring 2024 NSCAS Growth ELA assessment. Educators determined if the cut scores are reasonable. The policy review panel reviewed as well.



NSCAS Mathematics Cut Score Recommendations

Performance Level	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Advanced						
On Track	1264	1301	1319	1334	1337	1347
Developing	1166	1195	1216	1226	1228	1237

NSCAS Scale Score
 Grade 3: 1000-1470
 Grade 4: 1010-1500
 Grade 5: 1020-1510
 Grade 6: 1030-1530
 Grade 7: 1040-1540
 Grade 8: 1050-1550



NSCAS English Language Arts Validation Cut Score Recommendations

Performance Level	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	
Advanced							
On Track	2536	2567	2586	2594	2601	2624	NSCAS Scale Score Grade 3: 2220-2840 Grade 4: 2250-2850 Grade 5: 2280-2860 Grade 6: 2290-2870 Grade 7: 2300-2880 Grade 8: 2310-2890
Developing	2450	2478	2499	2509	2518	2524	



NSCAS Alternate Mathematics Cut Score Recommendations

Performance Level	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Advanced						
On Track	250	250	250	250	250	250
Developing	200	200	200	200	200	200

Reflect the extended indicators

NSCAS Scale Score
 Grade 3: 100-300
 Grade 4: 100-300
 Grade 5: 100-300
 Grade 6: 100-300
 Grade 7: 100-300
 Grade 8: 100-300





Questions?



PROPOSED AGENDA ITEM RATIONALE

DATE: July 25, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve a Rule 11 teacher waiver request from Fairbury Public Schools

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:

- Operation of school district and educational service unit (ESU) early childhood programs are governed by the Nebraska Department of Education Rule 11: Regulations for the Approval of Prekindergarten Programs Established by School Boards and Educational Service Units and for the Issuance of Early Childhood Education Grants (Title 92, Nebraska Administrative Code, Chapter 11)
- The Nebraska State Board of Education is charged with approving Prekindergarten (Early childhood education and care programs for children birth to compulsory attendance age) programs operated by school districts and educational service units annually.
- Teachers in school district and ESU Prekindergarten classrooms are required to hold a valid Nebraska Teaching Certificate with an early childhood endorsement.
- School districts that hire individuals with a valid teaching certificate but no early childhood endorsement must ensure that the teacher must work toward earning an early childhood endorsement.
- School districts that can not hire one or more teacher(s) who hold a valid teaching certificate of any kind must apply for a Rule 11 waiver for the teacher(s).
- Nebraska State Board of Education has the authority/responsibility to either approve or deny the Rule 11 waiver.
- This is a new waiver request, the school has not needed a Rule 11 teacher waiver previously.
- Administration from Fairbury Public Schools have submitted the appropriate materials to support their request for the Rule 11 teacher waiver.

PROPOSED BOARD MEETING: Discussion - June, Action- August 2024

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 15, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Zainab Rida, Equity Officer and Administrator for the Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Adopt the revised proposed Model Policy for the Dress Code and Grooming for schools in accordance with section 79-2,159.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other-Model Policy

RATIONALE/BACKGROUND INFORMATION: In August 2023, NDE staff members presented a list of enacted bills to the Planning and Evaluation Committees, including LB298, which required the NDE to develop a model dress code and grooming policy. This legislation, in accordance with section 79-2,159, mandates the development of a model dress code and grooming policy by the State Department of Education for schools. The legislation specifies that by July 1, 2025, the school board of each district must adopt a written dress code and grooming policy consistent with the model policy created by the State Department of Education, to be implemented at the commencement of the 2025-26 school year.

A draft of policy (attached) was developed and reviewed internally by representatives from NDE offices ensuring diverse perspectives and expertise. Below is a list of NDE offices represented on the internal advisory committee:

- Accreditation, Certification & Approval
- Coordinated School and District Support
- Coordinated Student Support Services
- Career, Technical & Adult Education
- Early Childhood Education
- Information Systems & Services
- Policy & Strategic Initiative
- Special Education
- Teaching, Learning & Assessment
- VR

NDE conducted 10 focus groups to get our stakeholder input on the draft. The focus groups scheduled for 60 minutes via zoom targeted School Administrators, Teachers, Parents, Students,

School Board Members, African American community, Native American community, Asian community, Hispanic Community, and community leaders.

Based on the board members' recommendations from the May 2024 board meeting, the following revisions were made:

- **Rephrasing Introduction:** The introduction of the model policy was rephrased and shortened to foster a more positive tone. The revised introduction states as follows: The _____ School District is dedicated to celebrating the diverse racial and religious backgrounds of our students. The school district champions students' rights to express themselves through their attire.
- **Protective Hairstyles Definition:** The definition of protective hairstyles was integrated into the policy to explicitly include various natural and protective styles. The revised model policy now states: Additionally, students are permitted to wear natural and protective hairstyles including, but not limited to, braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.
- **Prohibited Attire Subtitle:** A new subtitle "Prohibited Attire" was added to clarify attire that is not allowed. The revised model policy now states: Prohibited Attire: Attire should not promote violence, drugs, alcohol, profanity, or hate speech. The _____ School District reserves the right to request immediate attire changes from students.
- **Religious Attire Definition:** The definition of religious attire was expanded to include yamaka and crosses.

The NDE team has outlined a revised proposed timeline for the implementation process.

- March 2024:** An update on the proposed process for developing a model policy was presented and discussed with the Planning and Evaluation Committee.
- May 2024:** A model policy draft was presented to the Planning and Evaluation Committee.
- June 2024:** A revision of the model policy was made based on the board members' recommendations from May 2024 board meeting.
- August 2024:** The Planning and Evaluation Committee will discuss the final draft.
- September 2024:** Pending any necessary revisions, the model policy will be presented for potential Board action.
- September 2024 to July 2025:** The NDE will offer training and technical assistance to schools in preparation for implementation.
- July 2025:** Implementation of the model policy will commence in schools. This structured timeline ensures a thorough and methodical approach to the implementation process, with ample opportunities for input, review, and preparation before full implementation begins.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST:

FOR CONTRACTS AND GRANTS:

FOR GRANT SUBAWARDS:

**Updated 08.15.2023*

Nebraska Department of Education
Model Policy

_____ **School District Dress Code and Grooming Policy**

I. PURPOSE:

The _____ School District is dedicated to celebrating the diverse racial and religious backgrounds of our students. The school district champions students' rights to express themselves through their attire practically when associated with race, religion, sex, disability, or national origin, including tribal regalia, natural and protective hairstyles, or adornments. The purpose of this policy is to facilitate and encourage an inclusive and positive learning environment while complying with any applicable health and safety law, rule, regulations or ordinance.

II. GENERAL PRINCIPLES/STANDARDS:

1. **Non-Discrimination:** The _____ School District dress code and grooming policy prohibits discrimination against students based on race, religion, sex, disability, or national origin.
2. **Respect for Individuality:** Students are allowed to wear religious attire, adornments, and other attire associated with race, national origin or religion, or tribal regalia. Additionally, students' hair should not be permanently or temporarily altered by school personnel. Altering a student's appearance or removing or altering a student's attire without consent from their parent/guardian/caregiver is not allowed. Additionally, students are permitted to wear natural and protective hairstyles including but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.
3. **Cultural and Religious Attire:** Students are allowed to wear religious attire and tribal regalia in accordance with their race, national origin, or religion.
4. **Bullying Policy Alignment:** The school bullying policy remains in effect and should be consulted where clothing or attire may be an issue.
5. **Prohibited Attire:** Attire should not promote violence, drugs, alcohol, profanity, or hate speech. The _____ School District reserves the right to request immediate attire changes from students.

III. HEALTH AND SAFETY CONSIDERATIONS:

In school environments where the use of certain chemicals or equipment poses a direct safety hazard, students may be required to wear protective gear, such as lab coats and safety goggles, which could cover clothing and hairstyles. Similarly, in physical education classes or during sports activities, students may need to modify their attire or secure their hair to ensure the safety of themselves and others. In such cases, a good faith effort to reasonably accommodate students will be made to ensure safety without compromising religious beliefs, grooming practices, or requiring students to permanently alter their appearance. Such accommodations must be applied equally and adopted for nondiscriminatory reasons.

1. **Proven Need:** Any health and safety standard based on characteristics associated with race, religion, sex, disability, or national origin must demonstrate that without implementation of such standard, it is reasonably certain that the health and safety of the student or another individual will be impaired.

2. **Least Restrictive Means:** health and safety standards should use the least restrictive means necessary to address the identified health and safety concern. Alternative measures that do not discriminate based on these characteristics associated with race, religion, sex, disability, or national origin should be explored and implemented.

IV. ENFORCEMENT:

Enforcement of violations of this dress code and grooming policy should be consistent with our district's overall discipline plan and applied in a consistent manner. Enforcement of this dress code and grooming policy should not target, disproportionately impact, discriminate, or be applied in a discriminatory manner against any students on the basis of race, religion, sex, disability, or national origin.

V. TRAINING AND AWARENESS:

The district will communicate the guidelines and expectations in this dress code and grooming policy with students and families in their preferred language(s). While adopting and/or adapting this dress code and grooming policy, school districts should consult a variety of stakeholders, including a diverse group of parents, guardians, and caregivers. School staff may receive training and guidance on this policy to ensure that they are aware of their responsibilities in accommodating students and communicating effectively with parents, guardians, or caregivers.

VI. CONFIDENTIALITY:

The school will handle all information related to students' race, sex, disability, national origin, or religious characteristics in accordance with the Family Educational Rights and Privacy Act (FERPA). Parental consent must be obtained before sharing any information related to the student's appearance or attire with school staff or outside parties involved in an accommodation process related to this policy.

VII. PARENT CONSENT:

The _____ School District is required to make a good faith effort obtain informed consent from a student's parents, guardians, and/or caregivers in their preferred language, in the case a health and safety standard accommodation need. To respect individual identity and parental authority, our process includes the following steps:

1. **Initiate Contact:** Make a good faith effort to contact the parent/guardian/caregiver using their preferred communication method (phone, email, or in person), explaining clearly and consistently why adjustments to the student's attire and/or grooming may be necessary to meet health and safety standards.
2. **Collaborative Solutions:** Work collaboratively with the student and parent/guardian/caregiver to find accommodation options in accordance with the student's race, religion, sex, disability, or national origin while adhering to health and safety standards. Discuss the potential impact of each accommodation option on the student's well-being and educational experience.
3. **Parental Consideration:** Allow the parent/guardian/caregiver time to privately discuss the situation with their student and/or family members and make an informed decision.
4. **Obtain Consent:** Once an accommodation is agreed upon, obtain written consent through a signed document or email exchange, clearly stating the accommodation and

health and safety standard that required the accommodation. A copy of this written consent should be provided to the parent/guardian/caregiver.

5. **Documentation & Follow-up:** Keep written records of all communication and decisions made with the parent/guardian/caregiver for transparency and accountability. This record should be treated in accordance with the Family Educational Rights and Privacy Act (FERPA) and added to the student's confidential records for future reference. After implementation, follow up with the parent/guardian/caregiver within 1-2 weeks to ensure the accommodation was implemented in a satisfactory manner.

VIII. RECORD KEEPING:

The _____ School District establishes a clear and organized process to record efforts made to reasonably accommodate a student's appearance, attire, hairstyle, adornment, or other characteristics associated with race, religion, sex, disability, or national origin. Each record must include:

1. the student's name,
2. federally identified demographic characteristics,
3. date of the occurrence,
4. the health and safety standard relating to the accommodation,
5. nature of the accommodation requested,
6. staff involved,
7. communication with parents/guardians/caregivers, and
8. the outcome of the effort.

Our district regularly reviews the accumulated records to analyze trends, patterns, and the effectiveness of the accommodation process to identify any areas that may require improvement or adjustments to policies.

Definitions:

Grooming: the care of a body and its physical appearance, such as the personal hygiene routine of brushing one's teeth or combing one's hair.

National origin: includes characteristics associated with actual or perceived place of birth, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, headdress, tribal regalia, and attire.

Natural and protective hairstyles: include, but are not limited to, braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

Race: includes characteristics associated with actual or perceived race, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, tribal regalia, and attire.

Religious attire and characteristics associated with religion: includes, but is not limited to, natural and protective hairstyles, tribal regalia, burkas, hijabs, head wraps, **yamaka, cross** or other headdress, adornments, and clothing garments used to express or observe one's religious beliefs.

Tribal regalia: includes natural and protective hairstyles and traditional garments, jewelry, or other adornments or similar objects of cultural significance worn by members of an indigenous tribe of the United States or another country. Tribal regalia does not include any dangerous weapon or, except in compliance with an appropriate federal permit, any object that is otherwise prohibited by federal law.



PROPOSED AGENDA ITEM RATIONALE

DATE: July 16, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve Rule 11 teacher waiver request for Dundy County Stratton Schools

AGENDA ITEM TYPE: Discussion

RATIONALE/BACKGROUND INFORMATION:

- Operation of school district and Educational Service Unit (ESU) early childhood programs are governed by the Nebraska Department of Education Rule 11: Regulations for the Approval of Prekindergarten Programs Established by School Boards and Educational Service Units and for the Issuance of Early Childhood Education Grants (Title 92, Nebraska Administrative Code, Chapter 11)
- The Nebraska State Board of Education is charged with approving Prekindergarten (Early childhood education and care programs for children birth to compulsory entrance age) programs operated by school districts and educational service units annually.
- Teachers in school district and ESU Prekindergarten classrooms are required to hold a valid Nebraska Teaching Certificate with an early childhood endorsement.
- School districts and ESUs that hire individuals with a valid teaching certificate but no early childhood endorsement must ensure that the teacher works toward earning an early childhood endorsement.
- School districts that can not hire one or more teacher(s) who hold a valid teaching certificate of any kind must apply for a Rule 11 waiver for the teacher(s).
- Nebraska State Board of Education has the authority/responsibility to either approve or deny the Rule 11 waiver.
- An NDE Office of Early Childhood Education Specialist is working with the school district administration to submit the appropriate information necessary for the waiver.
- This school district is operating a child care program for their staff and have had turnover in their staffing of the early childhood program.

PROPOSED BOARD MEETING: Information – June, Discussion – August, Approval – September 2024

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

FOR GRANT SUBAWARDS: NA

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 20, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Trudy K Clark, Director of Statewide Assessment

PROPOSED AGENDA ITEM: Discussion Statewide Assessment Contract Process

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other

RATIONALE/BACKGROUND INFORMATION:

- The purpose of the Request for Proposal released by the office of Teaching, Learning, and Assessment was “for the purpose of selecting a qualified Contractor to provide and operate an innovative, balanced assessment system whose primary objective is to benefit the students of Nebraska. The NDE envisions an assessment that will meet all federal requirements regarding assessment and accountability”.
- This is a notice to the board that at the conclusion of the Request for Proposal an Intent to Contract notification will be presented for action at the September 2, 2024 board meeting.
- The contract will serve all public education students in grades 3-8 for the general assessment and grades 3-8 and 11 for the alternate assessment per statute 79-760.03.
- The contract from the approved vendor will be administered annually. The contract may be renewed for four (4) additional years. The Nebraska Department of Education released the Request for Proposal on June 5, 2024. Proposals were submitted June 17, 2024 and the evaluation team concluded their analysis July 17, 2024. Vendor demonstrations are planned for July 29-31, 2024. At the conclusion of these demonstrations, a recommendation regarding which vendor would be awarded the contract for statewide assessment for 2025-2026 will be made and presented to the board for action on September 2, 2024.
- The contract will be for one year beginning July 1, 2025-June 30, 2026 with the option to renew the contract for four (4) additional years.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2, 2024

ESTIMATED COST: TBD

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal and State
- New or Renewal: New
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Request for Proposal
- Rationale for method of procurement: The previous Request for Proposal (2016) was due to be replaced.
- Rationale for contractor selection: Has not been selected yet.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 22, 2024

TO: Brian L. Maher
Commissioner of Education

FROM: Allyson DenBeste, Academic Officer
Dr. Marissa Payzant, Assistant Administrator/Director of Content Standards

PROPOSED AGENDA ITEM: Nebraska College and Career Ready (CCR) Standards for Science Final Draft

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other

RATIONALE/BACKGROUND INFORMATION:

- Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies, and the State Board of Education (SBOE) to develop a plan to review and update standards for those subjects every seven years. The review of the 2017 Nebraska College and Career Ready (CCR) Standards for Science began in October 2023.
- Draft 1 of the proposed revisions to the 2017 NE College and Career Ready Standards for Science was shared with the Planning and Evaluation Committee on April 10th and with the full SBOE on April 18th via email.
- Public Input Survey #2 was shared with stakeholders and open on the NDE website from May 3 – May 30, 2024. Seventy-three responses were submitted.
- The standards writing team reconvened on June 13 to review the public input from Public Input Survey #2 and update the standards into a final draft for SBOE review in August, 2024 followed by a request for approval in September, 2024.

PROPOSED BOARD MEETING (MONTH/YEAR):

August 2024, September 2024

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source:

- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 07.06.2023*

Nebraska's College and Career Ready Standards for Science 2024

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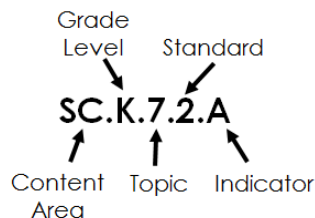
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Content Area Standards Structure

The overall structure of Nebraska's College and Career Ready Standards for Science (CCR-Science) reflects the two-tier structure common across all Nebraska content area standards. The two levels within the structure include **standards** and **indicators**. At the broadest level, **standards** include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. **Indicators** further describe what students must know and be able to do to meet the standard. These performance-based statements provide clear expectations related to student learning in each content area. Additionally, indicators provide guidance related to the assessment of student learning. This guidance is articulated by including assessment boundary statements.

The CCR-Science standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. Standards describe what students are expected to know and be able to do, while the local curriculum describes how teachers will help students master the standards. A wide variety of instructional resources may be used to meet the state content area standards. Decisions about curriculum and instruction are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum used within a local school.

In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. The CCR-Science standards numbering system is as follows:



Organization and Structure of CCR-Science Standards

Nebraska's College and Career Ready Standards for Science (CCR-Science) are organized by grade level for grades K-8 and by grade span in high school. K-5 standards are organized to reflect the developmental nature of learning for elementary students and attend to the learning progressions that build foundational understandings of science. By the time students reach middle school (Grades 6-8), they build on this foundation in order to develop more sophisticated understandings of science concepts through high school. The topic progression for the CCR-Science standards is included in Appendix A.

Within each grade level/span the standards are organized around topics, and each standard addresses one topic. Each CCR-Science standard begins with the common stem: "Gather, analyze, and communicate..." This stem highlights long-term learning goals associated with rigorous science standards and provides guidance for high quality classroom instruction. To facilitate high-quality instruction, students actively gather evidence from multiple sources related to the science topics. This evidence is carefully analyzed in

order to describe and explain natural phenomena, and then, students communicate their understanding of the content using a variety of tools and strategies. It is important to note that while topics are introduced in a spiraled model, they are connected; and deeper understanding at subsequent grade levels and spans requires foundational understanding of multiple topics.

The indicators reflect the three dimensions of science learning outlined in *A Framework for K-12 Science Education*¹. Each CCR-Science indicator includes a disciplinary core idea, a crosscutting concept (underline), and a **science and engineering practice** (bold).








The disciplinary core ideas are the focused, limited set of science ideas identified in the *Framework* as necessary for ALL students throughout their education and beyond their K-12 school years to achieve scientific literacy. The limited number of disciplinary core ideas allows more time for students and teachers to engage in the science and engineering practices as they deeply explore science ideas. To allow students to continually build on and revise their knowledge and abilities, the disciplinary core ideas are built on developmental learning progressions (Appendix A).

The crosscutting concepts are used to organize and make sense of disciplinary core ideas. They serve as tools that bridge disciplinary boundaries and deepen understanding of science content. With grade-appropriate proficiency, students are expected to use patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change as they gather, analyze, and communicate scientific understanding. These crosscutting concepts provide structure for synthesizing knowledge from various fields into a coherent and scientifically based view of the world.

The **science and engineering practices** are used by students to demonstrate understanding of the disciplinary core ideas and crosscutting concepts. Engaging in the practices of science and engineering helps students understand the wide range of approaches used to investigate natural phenomena and develop solutions to challenges. Students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information as they gather, analyze, and communicate scientific information.

Each science indicator focuses on one crosscutting concept and one **science and engineering practice** as an *example* to guide assessment. Curriculum, instruction, and assessment should reflect authentic science practice and be phenomena-based. Furthermore, curriculum, instruction, and assessment should use crosscutting concepts and **science and engineering practices** that go beyond what is stated in the indicator to better reflect authentic science practice. Utilizing the range of SEPs and CCCs will support deeper learning and greater understanding of the DCIs.

The following table lists the disciplinary core ideas, crosscutting concepts, and **science and engineering practices**:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ul style="list-style-type: none"> • Asking Questions and Defining Problems • Developing and Using Models • Planning and Carrying Out Investigations • Analyzing and Interpreting Data • Using Mathematics and Computational Thinking • Constructing Explanations and Designing Solutions • Engaging in Argument from Evidence • Obtaining, Evaluating, and Communicating Information 	<p>LS1: From Molecules to Organisms: Structures and Processes</p> <p>LS2: Ecosystems: Interactions, Energy, and Dynamics</p> <p>LS3: Heredity: Inheritance and Variation of Traits</p> <p>LS4: Biological Evolution: Unity & Diversity</p> <p>PS1: Matter and Its Interactions</p> <p>PS2: Motion and Stability: Forces and Interactions</p> <p>PS3: Energy</p> <p>PS4: Waves and Their Applications in Technologies for Information Transfer</p> <p>ESS1: Earth’s Place in the Universe</p> <p>ESS2: Earth’s Systems</p> <p>ESS3: Earth and Human Activity</p> <p>ETS1: Engineering Design</p>	<p> Patterns</p> <p> Cause and Effect</p> <p> Scale, Proportion, and Quantity</p> <p> Systems and System Models</p> <p> Energy and Matter</p> <p> Structure and Function</p> <p> Stability and Change</p>



Nebraska Connections

Opportunities to teach science using topics directly relevant to our state (e.g. Ogallala Aquifer, agriculture, Nebraska-specific flora and fauna, Nebraska's rich geologic history, etc.) are listed throughout the CCR-Science standards as "Nebraska Connections." These connections allow educators to use local, regional, and state-specific contexts for teaching, learning, and assessment. Educators should use these as recommendations for investigation with students. Additionally, assessment developers have the opportunity to use the Nebraska contexts to develop Nebraska-specific examples or scenarios from which students would demonstrate their general understanding. This approach provides the opportunity for educators to draw upon Nebraska's natural environment and rich history and resources in engineering design and scientific research to support student learning.



Civic Science Connections

Within the CCR-Science standards, opportunities to create civic science connections have been identified. These connections are designed to call-out the importance for students to engage in the study of civic ideals, principles, and practices through participation in the act of "citizen science." Citizen science is the public involvement in inquiry and discovery of new scientific knowledge. This engagement helps students build science knowledge and skills while improving social behavior, increasing student engagement, and strengthening community partnerships. Citizen science projects enlist K-12 students to collect or analyze data for real-world research studies. Citizen science in conjunction with the CCR-Science standards help bridge our K-12 students with stakeholders in the community, both locally and globally.



Computer Science Connections

Natural connections between science and computer science have been identified throughout the standards, especially in the middle level and in high school as students expand their ability to use computational thinking to develop complex models and simulations of natural and designed systems. Computers and other digital tools allow students to collect, record, organize, analyze, and communicate data as they engage in science learning.



Engineering, Technology, and Applications of Science Connections

Connections to engineering, technology, and applications of science are included at all grade levels and in all domains. These connections highlight the interdependence of science, engineering, and technology that drives the research and development cycle where discoveries in science lead to new technologies developed using the engineering design process. Additionally, these connections call attention to the effects of scientific and technological advances on society and the environment.



Engineering Design

Performance indicators for the engineering design process are intentionally embedded in all grade levels. These indicators allow students to demonstrate their ability to define problems, develop possible solutions, and improve designs. **These indicators should be reinforced whenever students are engaged in practicing engineering design during instruction.** Having students engage in the engineering design process will prepare them to solve challenges both in and out of the classroom.

Implementation and Educator Support

Effective science teaching, learning, and assessments should integrate disciplinary core ideas, crosscutting concepts, and **science and engineering practices**. Integration of the three dimensions will allow students to explain scientific phenomena, design solutions to problems, and build a foundation upon which they can continue to learn and be able to apply science knowledge and skills within and outside the K-12 education arena. While each indicator incorporates the three dimensions, this alone does not drive student outcomes. Ultimately, student learning depends on how the standards are translated to instructional practices.

To support educators while they explore and implement the CCR-Science standards, the Nebraska Department of Education is developing a five-year implementation plan that includes; exploration, initial implementation, scale up, deep implementation, and sustainability. Included in the implementation plan will be guidance related to systems alignment, professional learning, curriculum, instruction, resources, and assessment. A new statewide summative assessment aligned to these standards will be operational in 2021.

¹ *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press, 2012.

KINDERGARTEN

The Kindergarten standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

What happens if you change how hard you push or pull an object?

Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution.

Where do animals live and why do they live there?

Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live

What is the weather like today and how is it different from yesterday?

Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for and respond to, severe weather.

SC.K.1 Forces and Interactions: Pushes and Pulls

SC.K.1.1 Gather, analyze, and communicate evidence of forces and their interactions.



SC.K.1.1.a **Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.** Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.



SC.K.1.1.b **Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.** Assessment does not include friction as a mechanism for change in speed.

SC.K.7 Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

SC.K.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.K.7.2.a **Use observations to describe patterns** of what plants and animals (including humans) need to survive.



SC.K.7.2.b **Construct an argument supported by evidence for how plants and animals (including humans) can change the environment** to meet their needs.



SC.K.7.2.c **Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.**



NE plants and animals



SC.K.7.2.d **Communicate solutions** that will increase the positive impact of humans on the land, water, air, and/or other living things in the local environment.



NE conservation organizations and agricultural practices

SC.K.12 Weather and Climate

SC.K.12.3 Gather, analyze, and communicate evidence of weather and climate.



SC.K.12.3.a **Use and share observations** of local weather conditions to describe patterns over time. Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.



SC.K.12.3.b **Ask questions to obtain information** about the purpose of weather forecasting to prepare for, and respond to, severe weather.



emphasis on blizzards, tornadoes, drought, and floods



SC.K.12.3.c **Make observations to determine the effect of** sunlight on Earth's surface.



SC.K.12.3.d **Use tools and materials to design and build a structure** that will reduce the warming effect of sunlight on an area.



SC.K.12.3.e **Ask questions, make observations, and gather information** about a situation people want to change to **define a simple problem that can be solved** through the development of a new or improved object or tool.

GRADE 1

The grade 1 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

What happens when materials vibrate?

Students are expected to develop understanding of the relationship between sound and vibrating materials.

What happens when there is no light?

Students are expected to develop understanding of the relationship between the availability of light and the ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light.

What are some ways plants and animals meet their needs so they can survive and grow?

Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how the behaviors of parents and offspring help offspring survive.

How are parents and their children similar and different?

The understanding is developed that young plants and animals are like, but not exactly the same as, their parents.

What objects are in the sky and how do they seem to move?

Students are able to observe, describe, and predict some patterns of the movement of objects in the sky.

SC.1.2 Waves: Light and Sound

SC.1.2.1 Gather, analyze, and communicate evidence of light and sound waves.



SC.1.2.1.a **Plan and conduct investigations** to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.



SC.1.2.1.b **Make observations to construct** an evidence-based explanation that objects can be seen only when illuminated.



SC.1.2.1.c **Plan and conduct an investigation** to determine the effect of placing objects made with different materials in the path of a beam of light. Assessment does not include the speed of light.



SC.1.2.1.d Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. Assessment does not include technological details for how communication devices work.

SC.1.6 Structure, Function, and Information Processing

SC.1.6.2 Gather, analyze, and communicate evidence to show the relationship between structure and function in living things.



SC.1.6.2.a Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.



NE plants and animals



SC.1.6.2.b Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.



SC.1.6.2.c Read grade appropriate texts and use media to determine patterns in a behavior of parents and offspring that help offspring survive.



NE plants and animals



SC.1.6.2.d Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.



NE plants and animals

SC.1.11 Space Systems: Patterns and Cycles

SC.1.11.3 Gather, analyze, and communicate evidence of patterns and cycles of space systems.



SC.1.11.3.a Use observations of the sun, moon, and stars to describe patterns that can be predicted. Assessment of star patterns is limited to stars being seen at night and not during the day.



SC.1.11.3.b Make observations at different times of the year to relate the amount of daylight to the time of year. Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

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GRADE 2

The grade 2 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How are materials similar and different from one another and how do the properties of the materials relate to their use?

An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials.

What do plants need to grow?

Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination.

How many types of living things live in a place?

Students are expected to compare the diversity of life in different habitats.

How does land change and what causes it to change?

Students are able to apply their understanding of the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change.

What are the different kinds of land and bodies of water?

Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.

SC.2.3 Structure and Properties of Matter

SC.2.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.



SC.2.3.1.a **Plan and conduct an investigation** to describe and classify different kinds of materials by their observable properties.



Soil properties



SC.2.3.1.b **Analyze data obtained from testing different materials** to determine which materials have the properties that are best suited for an intended purpose. Assessment of quantitative measurements is limited to length and weight.



SC.2.3.1.c **Analyze data** from tests of two objects, **designed to solve the same problem**, to compare the strengths and weaknesses based on the properties.



SC.2.3.1.d **Make observations to construct an evidence-based account** of how an object made of a small set of pieces can be disassembled and made into a new object.



SC.2.3.1.e **Construct an argument with evidence** that some changes caused by heating or cooling can be reversed and some cannot.

SC.2.7 Interdependent Relationships in Ecosystems

SC.2.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.2.7.2.a **Plan and conduct an investigation** to determine if plants need sunlight and water to grow. Assessment is limited to testing one variable at a time.



SC.2.7.2.b **Develop a simple model** that mimics the function of an animal in dispersing seeds or pollinating plants.



SC.2.7.2.c **Make observations** of plants and animals **to compare the diversity of life in different habitats**. Assessment does not include specific animal and plant names in specific habitats.



NE habitats

SC.2.13 Earth's Systems: Processes That Shape the Earth

SC.2.13.3 Gather, analyze, and communicate evidence of the processes that shape the earth.



SC.2.13.3.a **Use information from several sources to provide evidence that Earth events can occur quickly or slowly.** Assessment does not include quantitative measurements of timescales.



Flooding and tornadoes quickly cause change; wind slowly formed the Sandhills



SC.2.13.3.b **Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.**



Soil conservation



SC.2.13.3.c **Develop a model to represent the shapes and kinds of land and bodies of water in an area.** Assessment does not include quantitative scaling in models.



Human made dams, sandbagging, windbreaks, terracing



SC.2.13.3.d **Obtain information to identify where water is found on Earth and that it can be solid or liquid.**



NE water bodies

GRADE 3

The grade 3 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How do equal and unequal forces on an object affect the object?

Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other.

How can magnets be used?

Students are able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets.

How do organisms vary in their traits?

Students are expected to develop an understanding of the similarities and differences of organisms' life cycles. Students develop an understanding that organisms have different inherited traits and that the environment can also affect the traits that an organism develops. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

How are plants, animals, and environments of the past similar or different from current plants, animals, and environments?

Students are expected to develop an understanding of types of organisms that lived long ago, and also about the nature of their environments.

What happens to organisms when their environment changes?

Students are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.

What is typical weather in different parts of the world and during different times of the year?

Students are able to organize and use data to describe typical weather conditions expected during a particular season.

How can the impact of weather-related hazards be reduced?

By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards.

SC.3.1 Forces and Interactions: Motion and Stability

SC.3.1.1 Gather, analyze, and communicate evidence of forces and their interactions.



SC.3.1.1.a **Plan and conduct an investigation** to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.



SC.3.1.1.b **Make observations and/or measurements** of an object's motion to provide evidence that a pattern can be used to predict future motion.

Assessment does not include technical terms such as period and frequency.



SC.3.1.1.c **Ask questions** to determine cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other. Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions, are limited to static electricity.



SC.3.1.1.d **Define a simple design problem** that can be solved by applying scientific ideas about magnets.

SC.3.7 Interdependent Relationships in Ecosystems

SC.3.7.2 Gather, analyze, and communicate relations in ecosystems.



SC.3.7.2.a **Construct an argument** that some animals form groups that help members survive.



NE animals



SC.3.7.2.b **Analyze and interpret data** from fossils of the organisms and environments in which they lived long ago. Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.



NE fossils; NE geologic history



SC.3.7.2.c **Construct an argument with evidence** that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.



NE habitats



CS: SC.3.7.2.d **Make a claim about the merit of a solution to a problem** caused when the environment changes and the types of plants and animals that live there may change. Assessment is limited to a single environmental change.

Assessment does not include the greenhouse effect or climate change.



NE habitats



SC.3.7.2.e **Generate and compare with possible solutions to a problem** based on how well each is likely to meet the criteria and constraints of the problem.

SC.3.9 Inheritance and Variation: Life Cycles and Traits

SC.3.9.3 Gather, analyze, and communicate an understanding of inheritance and variation of traits through life cycles and environmental influences.



SC.3.9.3.a **Develop models** to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.



NE plants and animals



SC.3.9.3.b **Analyze and interpret data** to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.



NE plants and animals



SC.3.9.3.c **Use evidence to support the explanation** that traits can be influenced by the environment.



NE plants, animals, and habitats



SC.3.9.3.d **Use evidence to construct an explanation** for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.



NE plants, animals, and habitats

SC.3.12 Weather and Climate

SC.3.12.4 Gather, analyze, and communicate an understanding of weather and climate.



SC.3.12.4.a **Represent data** in table, pictograph, and bar graph displays to describe typical weather conditions expected during a particular season.

Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.



NE weather and climate



SC.3.12.4.b **Obtain and combine information** to describe climates in different regions of the world.



SC.3.12.4.c **Make a claim about the merit of a design solution** that reduces the impacts of a weather-related hazard.

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GRADE 4

The grade 4 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

What are waves and what are some of the things they can do?

Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move.

What is energy and how is it related to motion?

Students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object.

How is energy transferred?

Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electrical currents or from object to object through collisions.

How can energy be used to solve a problem?

They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another.

How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals?

Students are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, students describe that an object can be seen when light

reflected from its surface enters the eye.

How can water, ice, wind and vegetation change the land?

Students are expected to develop understanding of the effects of weathering or the rate of erosion by water, ice, wind or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans.

What patterns of Earth's features can be determined with the use of maps?

In order to describe patterns of Earth's features, students analyze and interpret data from maps.

SC.4.2 Waves: Waves and Information

SC.4.2.1 Gather, analyze, and communicate evidence of waves and the information they transfer.



SC.4.2.1.a **Develop a model** of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.



SC.4.2.1.b **Generate and compare multiple solutions** that use patterns to transfer information.

SC.4.4 Energy: Conservation and Transfer

SC.4.4.2 Gather, analyze and communicate evidence of energy conservation and transfer.



SC.4.4.2.a Use evidence to **construct an explanation** relating the speed of an object to the energy of that object. Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.



SC.4.4.2.b **Make observations** to provide evidence that energy can be transferred from place to place by sound, light, heat, and electrical currents. Assessment does not include quantitative measurements of energy.



NE energy producers



SC.4.4.2.c **Ask questions** and predict outcomes about the changes in energy that occur when objects collide. Assessment does not include quantitative measurements of energy.



SC.4.4.2.d Apply scientific ideas to **design, test, and refine a device** that converts energy from one form to another. Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.



SC.4.4.2.e **Plan and carry out fair tests in which variables are controlled** and failure points are considered to identify aspects of a model or prototype that can be improved.



SC.4.4.2.f **Obtain and combine information** to describe that energy and fuels are derived from natural resources and that their uses affect the environment.



NE ethanol production

SC.4.6 Structure, Function, and Information Processing

SC.4.6 Gather, analyze, and communicate an understanding of structure, function and information processing of living things.



SC.4.6.3.a **Develop a model** to describe that light reflecting from objects and entering the eyes allows objects to be seen. Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.



SC.4.6.3.b **Construct an argument** that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Assessment is limited to macroscopic structures within plant and animal systems.



NE plants and animals



SC.4.6.3.c **Use a model** to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information. Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.



NE plants and animals

SC.4.13 Earth's Systems: Processes That Shape the Earth

SC.4.13.4 Gather, analyze, and communicate an understanding of Earth's systems and processes that shape the Earth.



SC.4.13.4.a **Identify evidence** from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.



NE fossils and geologic history



SC.4.13.4.b **Make observations and/or measurements** to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Assessment is limited to a single form of weathering or erosion.



SC.4.13.4.c **Analyze and interpret data** from maps to describe patterns of Earth's features.





SC.4.13.4.d Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

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GRADE 5

The grade 5 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

When matter changes, does its weight (mass) change?

Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved.

Can new substances be created by combining other substances?

Students determine whether the mixing of two or more substances results in new substance.

How does matter cycle through ecosystems and where does the energy in food come from and what is it used for?

Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun.

How much water can be found in different places on Earth and how does water move through the Earth system?

Students describe and graph data to provide evidence about the distribution of water on Earth. Through the development of a model using an example students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. This model will also allow students to define a simple design problem that relates to the conservation of fresh water.

How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?

Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky

SC.5.3 Structure and Properties of Matter

SC.5.3.1 Gather, analyze, and communicate evidence of structure and properties of matter.



SC.5.3.1.a **Develop a model** to describe that matter is made of particles too small to be seen. Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.



SC.5.3.1.b **Measure and graph quantities** to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. Assessment does not include distinguishing mass and weight.



SC.5.3.1.c **Make observations and measurements** to identify materials based on their properties. Assessment does not include density or distinguishing mass and weight.



SC.5.3.1.d **Conduct an investigation** to determine whether the mixing of two or more substances results in new substances.

SC.5.8 Matter and Energy in Organisms and Ecosystems

SC.5.8.2 Gather, analyze, and communicate understanding of matter and energy in organisms and ecosystems.



SC.5.8.2.a **Use models** to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.



SC.5.8.2.b **Support an argument** that plants get the materials they need for growth chiefly from air and water.



SC.5.8.2.c **Develop a model** to describe the movement of matter among plants, animals, decomposers, and the environment. Assessment does not include molecular explanations or the biochemical mechanisms of photosynthesis.



NE ecosystems

SC.5.11 Space Systems: Earth's Stars and Solar System

SC.5.11.3 Gather, analyze, and communicate understanding of space systems: Earth's stars and solar system.



SC.5.11.3.a **Support an argument** that the gravitational force exerted by Earth on objects is directed down toward Earth's center. Assessment does not include mathematical representation of gravitational force.



SC.5.11.3.b **Support an argument** that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. Assessment is limited to relative distances, not sizes, of stars.

Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, and stage).



SC.5.11.3.c **Represent data in graphical displays** to reveal patterns of daily changes in the length and direction of shadows, length of day and night, and the seasonal appearance of some stars in the night sky. Assessment does not include causes of seasons.

SC.5.13 Earth's Systems

SC.5.13.4 Gather, analyze, and communicate understanding of Earth's systems.



SC.5.13.4.a **Develop a model** using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. Assessment is limited to the interactions of two systems at a time.



NE systems



SC.5.13.4.b **Describe and graph the amounts** of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Assessment is limited to oceans, lakes, rivers, glaciers, groundwater, and polar ice caps but does not include the atmosphere.



NE bodies of water



SC.5.13.4.c **Obtain and combine information** about ways individual communities use science ideas to protect the Earth's resources and environment.



NE conservation organizations

SC.5.13.4.d **Define a simple design problem** that can be solved by



applying scientific ideas about the conservation of fresh water on Earth.



NE conservation organizations



SC.5.13.4.e **Define a simple design problem** reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

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GRADE 6

The grade 6 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How can energy be transferred from one object or system to another?

Students are expected to know the difference between energy and temperature and begin to develop an understanding of the relationship between force and energy. Students are also expected to apply an understanding of design to the process of energy transfer.

How do the structures of organisms contribute to life's functions?

Students are expected to understand that all organisms are made of cells, that special structures are responsible for particular functions in organisms, and that for many organisms the body is a system of multiple interacting subsystems that form a hierarchy from cells to the body.

How do organisms grow, develop, and reproduce?

Students are expected to explain how select structures, functions, and behaviors of organisms change in predictable ways as they progress from birth to old age.

What factors interact and influence weather and climate?

Students are expected to construct and use models to develop an understanding of the factors that determine weather and climate. A systems approach is also important here, examining the feedbacks between systems as energy from the sun is transferred between systems and circulates through the oceans and atmosphere.

How does water move through Earth's systems?

Students understand how Earth's geosystems operate by modeling the flow of energy and cycling of matter within and among different systems.

SC.6.4 Energy

SC.6.4.1 Gather, analyze, and communicate evidence of energy.



SC.6.4.1.a Apply scientific principles to **design, construct, and test a device** that either minimizes or maximizes thermal energy transfer. Assessment does not include calculating the total amount of thermal energy transferred.



SC.6.4.1.b **Define the criteria and constraints of a design problem** with sufficient precision to ensure a successful solution, taking into account relevant scientific principle and potential impacts on people and the natural environment that may limit possible solutions.



SC.6.4.1.c **Plan an investigation** to determine the relationships among the energy transferred, type of matter, mass, and change in average kinetic energy of particles as measured by the temperature of the sample. Assessment does not include calculating the total amount of thermal energy transferred.



SC.6.4.1.d **Construct, use, and present arguments** to support the claim that when kinetic energy of an object changes, energy is transferred to or from the object. Assessment does not include calculations of energy.

SC.6.6 Structure and Function and Information Processing

SC.6.6.2 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.



SC.6.6.2.a **Conduct an investigation** to provide evidence that living things are made of cells; either one cell or many varied cells.



SC.6.6.2.b **Develop and use a model** to describe the function of a cell as a whole and ways parts of a cell contribute to the function. Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.



SC.6.6.2.c **Use argument supported by evidence** for how the body is a system of interacting subsystems composed of groups of cells. Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.



SC.6.6.2.d **Gather and synthesize information** that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior

or stored as memories. Assessment does not include mechanisms for the transmission of this information.

SC.6.9 Growth, Development, and Reproduction of Organisms

SC.6.9.3 Gather, analyze, and communicate evidence of the inheritance and variation of traits.



SC.6.9.3.a **Construct an argument** based on evidence for how plant and animal adaptations affect the probability of successful reproduction.



monarchs/milkweed; seed dispersal in prairie grasses



SC.6.9.3.b **Construct a scientific explanation** based on evidence for how environmental and genetic factors influence the growth of organisms.

Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.



NE plants and animals



SC.6.9.3.c **Develop and use a model** to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

SC.6.12 Weather and Climate

SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate.



SC.6.12.4.a **Collect data** to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.



NE weather conditions



SC.6.12.4.b **Develop and use a model** to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Assessment does not include the dynamics of the Coriolis effect.



SC.6.12.4.c **Ask questions** to clarify evidence of the factors that have caused the change in global temperatures over thousands of years.



SC.6.12.4.d **Analyze and interpret data** on weather and climate to forecast future catastrophic events and inform the development of technologies to mitigate their effect.

SC.6.13 Earth's Systems

SC.6.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth's materials and processes.



SC.6.13.5.a **Develop a model** to describe how the water cycle is driven by the sun's energy and the force of gravity.

A quantitative understanding of the latent heats of vaporization and fusion is not assessed.



NE systems

GRADE 7

The grade 7 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How does thermal energy affect particles?

Students will be able to provide molecular level descriptions that explain states of matter and changes between states.

Why do different pure substances have different physical and chemical properties and how do those properties determine how substances are used?

Students are expected to understand what occurs at the atomic molecular scales.

What happens when new materials are formed?

Students are expected to provide molecular level descriptions to explain that chemical reactions involve regrouping of atoms to form new substances and that atoms rearrange during chemical reactions.

How do organisms obtain and use energy?

Students are expected to use conceptual and physical models to explain the transfer of energy and cycling of matter as they construct explanations for the role of photosynthesis in cycling matter in ecosystems.

How does matter and energy move through an ecosystem?

Students are expected to construct explanations for the cycling of matter in organisms and the interaction of organisms to obtain matter and energy from an ecosystem to survive and grow.

How do organisms interact with other organisms in the physical environment to obtain matter and energy?

Students are expected to understand that organisms and populations of organisms are dependent on their environmental interactions both with other organisms and with non-living factors.

How do people figure out that Earth and life on Earth have changed over time?

Students are expected to examine geoscience data in order to understand the processes and events in Earth's history.

How do the materials in and on Earth's crust change over time?

Students are expected to understand how Earth's geosystems operate by modeling the flow of energy and the cycling of matter within and among different systems.

How do human activities affect Earth's systems?

Students are expected to understand the ways that human activities impact Earth's other systems

SC.7.3 Structure and Properties of Matter

SC.7.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.



SC.7.3.1.a **Develop models** to describe the atomic composition of simple molecules. Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is not required.



SC.7.3.1.b **Gather and make sense of information** to describe how natural materials may undergo chemical reactions to create new synthetic materials. Assessment is limited to qualitative information.



SC.7.3.1.c **Develop a model** that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

SC.7.5 Chemical Reactions

SC.7.5.2 Gather, analyze, and communicate evidence of chemical reactions.



SC.7.5.2.a **Analyze and interpret data** on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.



SC.7.5.2.b **Develop and use a model** to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.



SC.7.5.2.c **Undertake a design project** to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.



SC.7.5.2.d **Analyze data from tests** to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

SC.7.7 Interdependent Relationships in Ecosystems

SC.7.7.3 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.7.7.3.a **Construct an explanation** that predicts patterns of interactions among organisms across multiple ecosystems.



NE ecosystems



SC.7.7.3.b **Develop and use a model** to describe how ecosystems maintain biodiversity and ecosystem services.



NE endangered species and reintroduction of species



SC.7.7.3.c **Evaluate competing design solutions** using a systematic process to determine how well they meet the criteria and constraints of the problem.



SC.7.7.3.d Apply scientific principles to **design a method for monitoring and increasing positive human impact** on the environment.

SC.7.8 Matter and Energy in Organisms and Ecosystems

SC.7.8.4 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.



SC.7.8.4.a **Construct a scientific explanation** based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. Assessment does not include the biochemical mechanisms of photosynthesis.



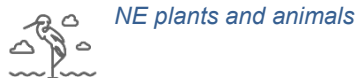
NE food webs



SC.7.8.4.b **Develop a model** to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as matter moves through an organism. Assessment does not include details of the chemical reactions for photosynthesis or respiration.



SC.7.8.4.c **Analyze and interpret data** to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.



SC.7.8.4.d **Develop a model** to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Assessment does not include the use of chemical reactions to describe the processes.



SC.7.8.4.e **Construct an argument** supported by evidence that changes to physical or biological components of an ecosystem affect populations.



SC.7.13 Earth's Systems

SC.7.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth's materials and processes.



SC.7.13.5.a **Develop a model** to describe the cycling of Earth's materials and the flow of energy that drives this process. Assessment does not include the identification and naming of minerals.



SC.7.13.5.b **Construct a scientific explanation** based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.



SC.7.13.5.c **Construct an argument** supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.



SC.7.14 History of Earth

SC.7.14.6 Gather, analyze, and communicate evidence to explain Earth's history.



SC.7.14.6.a **Construct an explanation** based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.



NE geographic features



SC.7.14.6.b **Analyze and interpret data** on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. Paleomagnetic anomalies in oceanic and continental crust are not assessed.



SC.7.14.6.c **Analyze and interpret data** on geologic hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

GRADE 8

The grade 8 standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How can one describe physical interactions between objects and within systems of objects?

Students will be expected to apply Newton's Third Law of Motion to relate forces to explain the motion of objects. Students also apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while other repel.

How does the energy of an object change related to its mass, speed, and position in a system?

Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions.

What are the characteristic properties of waves and how can they be used?

Students are expected to describe and predict characteristic properties and behaviors of waves when the waves interact with matter. Students can apply an understanding of waves as a means to send digital information.

What factors cause genes to change and how does that affect the structure and function of organisms?

Students are expected to understand the ways humans can select for specific traits, the role of technology, genetic modification, and the nature of ethical responsibilities related to selective breeding.

How does genetic variation among organisms in a species affect survival and reproduction? How does the environment influence genetic traits in populations over multiple generations?

Students are expected to analyze data from the fossil record to describe evidence of the history of life on Earth and can construct explanations for similarities in organisms. They have a beginning understanding of the role of variation in natural selection and how this leads to speciation.

What is Earth's place in the Universe? What makes up our solar system and how can the motion of Earth explain seasons and eclipses?

Students are expected to examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. There is a strong emphasis on a systems approach, using models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons

SC.8.1 Forces and Interactions

SC.8.1.1 Gather, analyze, and communicate evidence of forces and interactions.



SC.8.1.1.a Apply Newton's Third Law to **design a solution** to a problem involving the motion of two colliding objects. Assessment is limited to vertical or horizontal interactions in one dimension.



SC.8.1.1.b **Develop a model** to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.



SC.8.1.1.c **Plan an investigation** to provide evidence of Newton's Laws that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time; does not include use of trigonometry.



SC.8.1.1.d **Ask questions** about data to determine the factors that affect the strength of electrical and magnetic forces. Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.



SC.8.1.1.e **Conduct an investigation** and evaluate the experimental design to provide evidence that electrical and magnetic fields exist between objects exerting forces on each other even though the objects are not in contact. Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.



SC.8.1.1.f **Construct and present arguments** using evidence to support the claim that gravitational interactions are attractive and depend on the mass and distance of interacting objects. Assessment does not include Newton's Law of Gravitation or Kepler's Laws.

SC.8.2 Waves and Electromagnetic Radiation

SC.8.2.2 Gather, analyze, and communicate evidence of waves and electromagnetic radiation.



SC.8.2.2.a **Use mathematical representations** to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. Assessment does not include electromagnetic waves and is limited to standard repeating waves.



SC.8.2.2.b **Develop and use a model** to describe that Light and mechanical waves are reflected, absorbed, or transmitted through various materials. Assessment is limited to qualitative applications pertaining to light and mechanical waves.



SC.8.2.2.c **Gather and make sense of** information to support the claim that the structure of analog and digital signals allows for encoding and transmission of information.

SC.8.4 Energy

SC.8.4.3 Gather, analyze, and communicate evidence of energy.



SC.8.4.3.a **Construct and interpret graphical displays of data** to describe the relationships of kinetic energy to the mass and speed of an object.



SC.8.4.3.b **Develop a model** to describe that when the arrangement of objects interacting at a distance changes, then different amounts of potential energy are stored in the system. Assessment is limited to two objects and electric, magnetic, and gravitational interactions.

SC.8.9 Heredity: Inheritance and Variation of Traits

SC.8.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.



SC.8.9.4.a **Develop and use a model** to describe why structural changes to genes (mutations) may result in harmful, beneficial, or neutral effects to structure and function of organisms. Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.



SC.8.9.4.b **Gather and synthesize information** about technologies that have changed the way humans influence inheritance of desired traits in organisms.



NE agriculture practices

SC.8.10 Natural Selection and Adaptations

SC.8.10.5 Gather, analyze, and communicate evidence of natural selection and adaptations.



SC.8.10.5.a **Analyze and interpret data** for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. Assessment does not include the names of individual species or geological eras in the fossil record.



NE Geological History



SC.8.10.5.b **Apply scientific ideas to construct an explanation** for the anatomical similarities and differences among and between modern and fossil organisms to infer evolutionary relationships.



NE Geological History



SC.8.10.5.c **Construct an explanation** based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.



SC.8.10.5.d **Use mathematical representations** to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. Assessment does not include Hardy Weinberg calculations.



NE plants and animals

SC.8.11 Space Systems

SC.8.11.6 Gather, analyze, and communicate evidence of the interactions among bodies in space.



SC.8.11.6.a **Develop and use a model** of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.



SC.8.11.6.b **Develop and use a model** to describe the role of gravity in the motions within the galaxy and the solar system. Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of planets as viewed from Earth.



SC.8.11.6.c **Analyze and interpret data** to determine scale properties of objects in the solar system. Assessment does not include recalling facts about properties of the planets and other solar system bodies.

SC.8.14 History of Earth

SC.8.14.7 Gather, analyze, and communicate evidence to explain Earth's history.



SC.8.14.7.a **Construct a scientific explanation** based on evidence found within rock strata, including index fossils, for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. Assessment does not include recalling the names of specific periods or epochs and events within them.



NE Geological history

HS Physical Sciences

The physical science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How can one explain the structure and properties of matter?

Students are expected to develop understanding of the substructure of atoms and provide more mechanistic explanations of the properties of substances. Students are able to use the periodic table as a tool to explain and predict the properties of elements.

How do substances combine or change (react) to make new substances? How does one characterize and explain these reactions and make predictions about them?"

Students will be able to explain important biological and geophysical phenomena. Students are also able to apply an understanding of the process of optimization in engineering design to chemical reaction systems.

How can one explain and predict interactions between objects and within systems of objects?

Students are expected to build an understanding of forces and interactions, total momentum of a system of objects is conserved when there is no net force on the system, and predict the gravitational and electrostatic forces between objects. Students are able to apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

How is energy transferred and conserved?

Students are expected to develop an understanding that energy at both the macroscopic and the atomic scale can be accounted for as either motions of particles or energy associated with the configuration (relative positions) of particles. In some cases, the energy associated with the configuration of particles can be thought of as stored in fields.

How are waves used to transfer energy and send and store information?

Students are expected to apply understanding of how wave properties and the interactions of electromagnetic radiation with matter can transfer information across long distances, store information, and investigate nature on many scales

SC.HS.1 Forces and Interactions

SC.HS.1.1 Gather, analyze, and communicate evidence of forces and interactions.



SC.HS.1.1.a **Analyze data** to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.



SC.HS.1.1.b **Use mathematical representations** to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. Assessment is limited to systems of two macroscopic bodies moving in one dimension.



NE roadside and highway safety



SC.HS.1.1.c **Apply science and engineering ideas to design, evaluate, and refine** a device that minimizes the force on a macroscopic object during a collision. Assessment is limited to qualitative evaluations and/or algebraic manipulations.



SC.HS.1.1.d **Use mathematical representations** of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Assessment is limited to systems with two objects.



SC.HS.1.1.e **Plan and conduct an investigation** to provide evidence that an electrical current can produce a magnetic field and that a changing magnetic field can produce an electrical current. Assessment is limited to designing and conducting investigations with provided materials and tools.



NE energy producers

SC.HS.2 Waves and Electromagnetic Radiation

SC.HS.2.2 Gather, analyze, and communicate evidence of the interactions of waves.



SC.HS.2.2.a **Use mathematical representations** to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. Assessment is limited to algebraic relationships and describing those relationships qualitatively.



SC.HS.2.2.b **Evaluate claims** about the advantages of using digital transmission and storage of information.



SC.HS.2.2.c **Evaluate the claims, evidence, and reasoning** behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. Assessment does not include using quantum theory.



SC.HS.2.2.d **Evaluate the validity and reliability of claims** in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. Assessment is limited to qualitative descriptions.



SC.HS.2.2.e **Communicate technical information** about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. Assessments are limited to qualitative information. Assessments do not include band theory.

SC.HS.3 Structure and Properties of Matter

SC.HS.3.3 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.



SC.HS.3.3.a **Use the periodic table as a model** to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.



NE Geology



SC.HS.3.3.b **Plan and conduct an investigation** to gather evidence to compare the structure of substances at the macro scale to infer the strength of electrical forces between particles. Assessment does not include Raoult's law calculations of vapor pressure.



SC.HS.3.3.c **Develop models** to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.



NE Geologic history and nuclear power production



SC.HS.3.3.d **Communicate scientific and technical information** about why the molecular-level structure is important in the functioning of designed materials. Assessment is limited to provided molecular structures of specific designed materials.



NE manufacturers

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SC.HS.4 Energy

SC.HS.4.4 Gather, analyze, and communicate evidence of the interactions of energy.



SC.HS.4.4.a **Create a computational model** to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.



SC.HS.4.4.b **Develop and use models** to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).



SC.HS.4.4.c **Design, build, and refine a device** that works within given constraints to convert one form of energy into another form of energy.

Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.



NE energy producers



SC.HS.4.4.d **Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.



SC.HS.4.4.e **Plan and conduct an investigation** to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). Assessment is limited to investigations based on materials and tools provided to students.



SC.HS.4.4.f **Develop and use a model** of two objects interacting through electrical or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. Assessment is limited to systems containing two objects.

SC.HS.5 Chemical Reactions

SC.HS.5.5 Gather, analyze, and communicate evidence of chemical reactions.



SC.HS.5.5.a **Construct and revise an explanation** for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical

properties. Assessment is limited to chemical reactions involving main group elements and combustion reactions.



NE energy and ethanol production



SC.HS.5.5.b Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends on the changes in total bond energy. Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.



NE energy and ethanol production



SC.HS.5.5.c Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. Assessment is limited to simple reactions in which there are only two reactants; evidence from temperature, concentration, and rate data; and qualitative relationships between rate and temperature.



NE energy and ethanol production



SC.HS.5.5.d Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.



NE energy and ethanol production



SC.HS.5.5.e Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.



SC.HS.5.5.f Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. Assessment does not include complex chemical reactions.



NE energy and ethanol production

HS Life Sciences

The life science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

How do the structures of organisms enable life's functions?

Students are expected to investigate explanations for the structure and function of cells as the basic units of life, the hierarchical systems of organisms, and the role of specialized cells for maintenance and growth. Students will demonstrate understanding of how systems of cells function together to support the life processes.

How are the characteristics from one generation related to the previous generation?

High school students demonstrate understanding of the relationship of DNA and chromosomes in the processes of cellular division that pass traits from one generation to the next. Students can determine why individuals of the same species vary in how they look, function, and behave. Ethical issues related to genetic modification of organisms and the nature of science can be described.

How do organisms obtain and use energy they need to live and grow? How do matter and energy move through ecosystems?

Students will be expected to develop understanding of organisms' interactions with each other and their physical environment, how organisms obtain resources, change the environment, and how these changes affect both organisms and ecosystems. Students will use mathematical concepts to construct explanations for the role of energy in the cycling of matter in organisms and ecosystems.

How do organisms interact with the living and non-living environment to obtain matter and energy?

Students will be expected to investigate the role of biodiversity in ecosystems and the role of animal behavior on survival of individuals and species. Students will develop increased understanding of interactions among organisms and how those interactions influence the dynamics of ecosystems.

How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms? How does biodiversity affect humans?

Students will be expected to demonstrate understanding of the factors causing natural selection and the process of evolution of species over time. They demonstrate understanding of how multiple lines of evidence contribute to the strength of scientific theories of natural selection and evolution

SC.HS.6 Structure and Function

SC.HS.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.



SC.HS.6.1.a **Construct an explanation** based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.



NE agricultural practices



SC.HS.6.1.b **Develop and use a model** to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Assessment does not include interactions and functions at the molecular or chemical reaction level.



SC.HS.6.1.c **Plan and conduct an investigation** to provide evidence that feedback mechanisms maintain homeostasis. Assessment does not include the cellular processes involved in the feedback mechanism.



NE agricultural practices



SC.HS.6.1.d **Use a model** to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.

SC.HS.7 Interdependent Relationships in Ecosystems

SC.HS.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.HS.7.2.a **Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.** Assessment does not include deriving mathematical equations to make comparisons.



SC.HS.7.2.b **Use mathematical representations** to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Assessment is limited to provided data.



SC.HS.7.2.c **Evaluate the claims, evidence, and reasoning** that the interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.



NE river systems and ecosystems



SC.HS.7.2.d **Evaluate the evidence** for how group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives.



SC.HS.7.2.e **Design, evaluate, and refine a solution** for increasing the positive impacts of human activities on the environment and biodiversity.



NE native species, conservation organizations, agriculture practices



SC.HS.7.2.f **Use a computer simulation** to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. Assessment is limited to testing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

SC.HS.8 Matter and Energy in Organisms and Ecosystems

SC.HS.8.3 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.



SC.HS.8.3.a **Use a model** to illustrate how photosynthesis transforms light energy into stored chemical energy. Assessment does not include specific biochemical steps.



SC.HS.8.3.b **Construct and revise an explanation** based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other molecules to form the four basic macromolecules. Assessment does not include the details of the specific chemical reactions or identification of macromolecules.



SC.HS.8.3.c **Use a model** to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules are broken and bonds in new compounds are formed resulting in a net transfer of energy. Assessment should not include identification of the steps or specific processes involved in cellular respiration.



SC.HS.8.3.d **Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.



NE ethanol production



SC.HS.8.3.e **Use mathematical representations** to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.



NE agricultural practices



SC.HS.8.3.f **Develop a model** to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Assessment does not include the specific chemical steps of photosynthesis and respiration.

SC.HS.9 Heredity: Inheritance and Variation of Traits

SC.HS.9.4

Gather, analyze, and communicate evidence of the inheritance and variation of traits.



SC.HS.9.4.a. **Develop and use a model** to explain the relationships between the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Assessment does not include the phases of meiosis or the molecular mechanism of specific steps in the process.



NE agricultural practices



SC.HS.9.4.b **Make and defend a claim** based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

Assessment does not include the phases of meiosis or the molecular mechanism of specific steps in the process.



NE plants and animals



SC.HS.9.4.c **Apply concepts of statistics and probability** to explain the variation and distribution of expressed traits in a population. Assessment does not include Hardy-Weinberg calculations.



NE plants and animals

SC.HS.10 Biological Evolution

SC.HS.10.5 Gather, analyze, and communicate evidence of biological evolution.



SC.HS.10.5.a **Communicate scientific** information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.



NE fossil record



SC.HS.10.5.b **Construct an explanation** based on evidence that natural selection primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.



NE plants and animals



SC.HS.10.5.c **Apply concepts of statistics and probability** to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.



NE plants and animals



SC.HS.10.5.d **Construct an explanation** based on evidence for how natural selection leads to adaptation of populations.



SC.HS.10.5.e **Evaluate the evidence** supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.



NE plants and animals

HS Earth and Space Sciences

The earth and space science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interests and current topics that may include but are not limited to:

What is the universe and what goes on in stars? What are the predictable patterns caused by Earth's movement in the solar system?

Students examine the processes governing the formation, evolution, and workings of the solar system and universe in order to understand how matter in the universe formed and how short-term changes in the behavior of the sun directly affect humans. Engineering and technology play a large role here in obtaining and analyzing data that support theories of the formation of the solar system and universe.

How do people reconstruct and date events in Earth's planetary history? Why do the continents move?

Students can construct explanations for the scales of time over which Earth processes operate. An important aspect of the earth and space sciences involves making inferences about events in Earth's history based on a data record that is increasingly incomplete the farther one goes back in time.

How do the properties and movements of water shape Earth's surface and affect its systems?

Students develop models and explanations for

the ways that feedbacks between different Earth systems control the appearance of Earth's surface. Central to this is the tension between internal systems, which are largely responsible for creating and at Earth's surface and the sun-driven surface systems that tear down land through weathering and erosion. Students understand the role water plays in affecting weather and understand chemical cycles in Earth's systems.

What regulates weather and climate?

Students understand the system interactions that control weather and climate. Students can understand the analysis and interpretation of different kinds of geoscience data allow student to construct explanations for the many factors that drive climate change over a wide range of timescales.

How do humans depend on Earth's resources? How do people model and predict the effects of human activities?

Students understand the complex and significant interdependencies between humans and the rest of Earth's systems through the impacts of natural hazards, our dependencies on natural resources, and the environmental impacts of human activities

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SC.HS.11 Space Systems

SC.HS.11.1. Gather, analyze, and communicate evidence to defend that the universe changes over time.



SC.HS.11.1.a **Use a model** based on evidence to illustrate how the stages of stars and the role of nuclear fusion in a star's core releases energy that reaches Earth in the form of radiation. Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.



SC.HS.11.1.b **Construct an explanation** of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.



SC.HS.11.1.c **Communicate scientific ideas** about the way stars, throughout their stellar stages, produce elements. Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.



SC.HS.11.1.d **Use mathematical or computational representations** to predict the motion of orbiting objects in the solar system. Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.

SC.HS.12 Weather and Climate

SC.HS.12.2 Gather, analyze, and communicate evidence to support that Earth's climate and weather are influenced by energy flow through Earth systems.



SC.HS.12.2.a **Construct an explanation based on evidence** for how the sun's energy moves among Earth's systems.



SC.HS.12.2.b **Use a model** to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.



SC.HS.12.2.c **Analyze geoscience data** and the results from global climate models to make an evidence-based forecast of the current rate and scale of global or regional climate changes.



SC.HS.12.2.d **Evaluate the validity and reliability** of past and present models of Earth conditions to make projections of future climate trends and their impacts.

SC.HS.13 Earth's Systems

SC.HS.13.3 Gather, analyze, and communicate evidence to defend the position that Earth's



systems are interconnected and impact one another.



SC.HS.13.3.a **Analyze geoscience data** to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.



NE geologic time scale and fossil record



SC.HS.13.3.b **Develop a model** based on evidence of Earth's interior to describe the cycling of matter.



SC.HS.13.3.c **Construct an argument based on evidence** to explain the multiple processes that cause Earth's plates to move.



SC.HS.13.3.d **Plan and conduct an investigation** of the properties of water and their effects on Earth materials, surface processes, and groundwater systems.



NE water systems



SC.HS.13.3.e **Develop a quantitative model** to describe the cycling of carbon and other nutrients among the hydrosphere, atmosphere, geosphere, and biosphere, today and in the geological past.

SC.HS.14 History of Earth

SC.HS.14.4 Gather, analyze, and communicate evidence to interpret Earth's history.



SC.HS.14.4.a **Evaluate evidence** of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the differences in age, structure, and composition of crustal and sedimentary rocks.



SC.HS.14.4.b **Apply scientific reasoning** and evidence from ancient Earth materials, meteorites, and other planetary surfaces to reconstruct Earth's formation and early history.



SC.HS.14.4.c **Develop a model** to illustrate how Earth's internal and surface processes operate over time to form, modify, and recycle continental and ocean floor **features**. Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.



NE water systems and surface processes



SC.HS.14.4.d **Construct an argument** based on evidence to validate coevolution of Earth's systems and life on Earth. Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

SC.HS.15 Sustainability

SC.HS.15.5 **Gather, analyze, and communicate evidence** to describe the interactions between society, environment, and economy.



SC.HS.15.5.a **Construct an explanation based on evidence** for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.



NE historical events



SC.HS.15.5.b **Evaluate competing design solutions** for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.



SC.HS.15.5.c **Use a computational simulation** to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.



NE resource management



SC.HS.15.5.d **Evaluate or refine a technological solution** that increases positive impacts of human activities on natural systems.



SC.HS.15.5.e **Evaluate a solution to a complex real-world problem** based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.



SC.HS.15.5.f **Use a computational representation** to illustrate the relationships among Earth systems and the degree to which those relationships are being modified due to human activity. Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

Plus Standards (Optional)

The High School Plus (HSP) standards represent advanced science topics designed to enhance the rigor of general science curricula or supplement additional advanced science courses. The standards were developed using postsecondary syllabi from entry level science courses for science majors (e.g. UNL LIFE 120, CHEM 109). Introducing the content to high school students will scaffold their learning providing a bridge between high school science coursework and postsecondary level coursework.

Physics

SC.HSP.1 Forces, Interactions, and Motion

SC.HSP.1.1 Gather, analyze, and communicate evidence of forces, interactions, and motion.



SC.HSP.1.1.a **Generate and interpret mathematical and graphical representations** to describe the relationships between position, velocity, acceleration and time. Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to no acceleration and objects undergoing a constant acceleration, including projectile motion, free fall, and circular motion. Examples should also include both average and instantaneous velocities. Assessment is limited to one and two-dimensional motion and to objects moving at non-relativistic speeds.



SC.HSP.1.1.b **Use mathematical and pictorial models** as applied to Newton's second law of motion describing the relationship among the net force on a macroscopic object, its mass, and its acceleration. Examples include drawing and using free body diagrams to analyze the net force on the object and the resulting motion; vectors including decomposition and recombination, addition and subtraction. Assessment is limited to two-dimensional motion.



SC.HSP.1.1.c **Use mathematical representations** of momentum to predict the outcome of a collision. Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle. **Assessment is limited to quantitative analysis of systems of two macroscopic bodies moving in one-dimension and qualitative analysis of multiple macroscopic bodies moving in two or three-dimensions.**



SC.HSP.1.1.d **Apply scientific and engineering ideas** to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it by applying the impulse-momentum theorem. Examples of a device could include a football helmet or an airbag. **Assessment is limited to qualitative evaluations and/or algebraic manipulations.**



SC.HSP.1.1.e **Use mathematical representations** of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Emphasis is on both quantitative and conceptual descriptions of forces from gravitational and electric sources. **Assessment can be expanded to systems with multiple objects.**

SC.HSP.2 Waves, Electromagnetic Radiation, and Optics

SC.HSP.2.2 Gather, analyze, and communicate evidence of the interactions of waves and optics.



SC.HSP.2.2.a **Use mathematical representations** to describe the relationships among the frequency, wavelength, and speed of waves traveling in various media. Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth. Examples also include descriptive changes in observed frequency based on relative motion of observer or source (Doppler effect). **Assessment is limited to algebraic relationships and describing those relationships qualitatively.**



SC.P.2.2.b **Develop and use models** to predict interactions of longitudinal and transverse waves in various media. Examples could include P, S and Surface seismic waves, water waves, and waves on a spring. Emphasis is on structure and function of waves.



SC.HSP.2.2.c **Develop and use models** to describe the behavior of light at the boundary of various media. Emphasis is on both geometric (ray diagrams) and algebraic models (mirror and thin lens equation, Snell's Law).



SC.HSP.2.2.d **Evaluate the claims, evidence, and reasoning** behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, photoelectric effect and the idea that photons associated with different frequencies of light have different energies. **Assessment includes qualitative and quantitative models of light.**



SC.HSP.2.2.e **Use evidence to support explanations** for causes of emission and absorption spectra of electromagnetic radiation. Emphasis is on the idea that photons associated with different frequencies of light have different energies. This could include the displacement and broadening of spectral lines (redshift and blueshift). Examples could include different elements absorb or emit specific frequencies of light. Assessment is limited to qualitative descriptions.



SC.HSP.2.2.f **Communicate technical information** about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and **energy**. Examples could include solar cells capturing light and converting it to electricity; medical imaging; communications technology; lasers. **Assessments are limited to qualitative information. Assessments do not include band theory.**

SC.HSP.4 Energy: Physics

SC.HSP.4.3 Gather, analyze, and communicate evidence of the interactions of energy.



SC.HSP.4.3.a **Create a computational model** to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. Emphasis is on explaining the meaning of mathematical expressions used in the model including the Work-Energy theorem. **Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.**



SC.HSP.4.3.b **Plan and conduct an investigation** to rate the power and efficiency used in performing work on a system. Emphasis is on the quantitative determination of power in interactions. Examples could include use of pulleys and electric motors.



SC.HSP.4.3.c **Design, build, and refine a device** that works within given constraints to convert one form of energy into another form of energy.

Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, generators, heat engines and heat pumps. Examples of constraints could include use of renewable energy forms and efficiency. **Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.**



SC.HSP.4.3.d **Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include analysis of renewable energy systems for electricity generation and the effect of autonomous electric cars on the economy, society and the environment.



SC.HSP.4.3.e **Plan and conduct an investigation** to provide evidence for the transfer of thermal energy within a system based on the Laws of Thermodynamics. Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually, such as changes in entropy of a system. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water, changes from kinetic to thermal energy, and heat engines and heat pumps. **Assessment is limited to investigations based on materials and tools provided to students.**



SC.HSP.4.3.f **Develop and use a model** of two objects interacting through gravitational, electric, or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other. **Assessment is limited to systems containing two objects.**

SC.HSP.16 Electricity and Magnetism

SC.HSP.16.4 Gather, analyze, and communicate evidence of electricity and magnetism.



SC.HSP.16.4.a **Use mathematical representations** of field forces to describe and predict forces at a distance between objects. Emphasis is on both quantitative and conceptual descriptions of forces from gravitational and electric sources. **Assessment can be expanded to systems with multiple objects.**



SC.HSP.16.4.b **Use models** to visualize and describe gravitational, magnetic and electrical fields and predict resulting forces on nearby objects. Examples of fields include point charges, charged parallel plates/rings/spheres, and bar magnets. Also could include electromagnetic forces, such as the magnetic force acting on a moving charge. **Assessment is limited to descriptive analysis of the fields and the forces they produce.**



SC.HSP.16.4.c **Use mathematical representations** to provide evidence that describes and predicts relationships between power, current, voltage, and resistance. Emphasis is on insulators and conductors accounting for Ohm's Law, total resistance for combinations of resistors and $P=IV$.



SC.HSP.16.4.d **Evaluate competing design solutions** for construction and use of electrical consumer products accounting for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Examples could include efficiency of light bulbs (visible intensity vs. power) and thermal energy limits of wire.



SC.HSP.16.4.e **Obtain and communicate technical information** about how some technological devices use alternating current and others use direct current. Examples could include why public utilities use AC while many devices use DC and energy loss in transmission of electricity.



SC.HSP.16.4.f **Design a solution** to a problem using the fact that an electric current can produce a magnetic field and/or that a changing magnetic field can produce an electric current. Emphasis is on both quantitative and conceptual descriptions of electric and magnetic fields. Examples include designing a generator, motor or transformer. **Assessment is limited to systems with two objects.**



SC.HSP.16.4.g **Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for **societal needs and wants**. Examples could include analysis of renewable energy systems for electricity generation and the effect of autonomous electric cars on the economy, society and the environment.

Chemistry

SC.HSP.3 Structure and Properties of Matter

SC.HSP.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.



SC.HSP.3.1.a **Use the periodic table as a model** to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Assessment does not include quantitative understanding of ionization energy beyond relative trends.



SC.HSP.3.1.b **Plan and conduct an investigation** to gather evidence to compare the structure of substances at the macro scale to infer the strength of electrical forces between particles. Examples of intramolecular forces include bond type, polarity of bonds and, resonance structures. Examples of intermolecular forces include hydrogen bonds, dipole-dipole. **Assessment does not include Raoult's law calculations of vapor pressure.**



SC.HSP.3.1.c **Develop and use models** to predict and explain forces that are in and between molecules. Examples of intramolecular forces include bond type, polarity of bonds and, resonance structures. Examples of intermolecular forces include hydrogen bonds, dipole-dipole.



SC.HSP.3.3.d **Evaluate a solution** to a complex, real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. Examples could include the effects of concentration of solutions on the freezing/boiling point (melting of ice on roadways), aspartame and caffeine in beverages, fluoride in drinking water.



SC.HSP.3.3.e **Develop models** to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. Assessment is limited to alpha, beta, and gamma radioactive decays.



SC.HSP.3.3.f **Develop and use models** to describe and predict mechanisms of the quantum mechanical model of the atom. Examples of representation include Aufbau Diagram, Hund's Rule, Pauli Exclusion, and orbital shapes, Hybridization of orbitals, and electron configuration.



SC.HSP.3.3.g **Evaluate the evidence** supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation. Examples include using mathematical relationships to demonstrate the relationship between observed light spectrum, wavelength of light and emission spectrum.



SC.HSP.3.3.h **Use mathematical representations** to quantify matter through the analysis of patterns in chemical compounds at different scales. Emphasis is on the mole concept, empirical formula, molecular formula, percent composition, and law of constant composition.

SC.HSP.4 Energy: Chemistry

SC.HSP.4.2 Gather, analyze, and communicate evidence of the interactions of energy.



SC.HSP.4.2.a **Use statistical and mathematical techniques** to describe qualitative and quantitative thermodynamic relationships. Thermodynamic relationships may include: Enthalpy, Hess's Law, Heats of Formation. Examples of data displays or graphs could include energy diagrams to communicate bond energies of products or reactants. Lab investigations may include calorimetry.



SC.HSP.4.2.b **Plan and conduct an investigation** to gather evidence of how the Kinetic Molecular Theory and gas laws are related. Examples include Dalton's Law of particle pressures, Graham's Law of Diffusion and Effusion, and empirical gas laws.



SC.HSP.4.2.c **Analyze and interpret data** to explain changes in energy within a system and/or energy flows in and out of a system. Emphasis is on the use of mathematical expressions to describe the change in energy within the system. Investigations could include electrochemistry (electrolysis).



SC.HSP.4.2.d **Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include alternative energies, carbon footprint, and crude oil refining process.

SC.HSP.5 Chemical Reactions

SC.HSP.5.3 Gather, analyze, and communicate evidence of chemical reactions.



SC.HSP.5.3.a **Plan and conduct an investigation** to generate evidence that answers scientific questions related to changes in solution chemistry. Examples include titrations, solubility, and Le Chatelier's Principle



SC.HSP.5.3.b **Use a model** to identify electron transfer and balance a redox reaction. Emphasis would be on using half reaction method for balancing equations and understanding electron transfer. Examples include electrochemical cells and electroplating.



SC.HSP.5.3.c **Use mathematical and/or computational representations** to predict and explain relationships within chemical systems. Examples include stoichiometric calculations, gas stoichiometry, limiting reactant, empirical formula/molecular formula calculations, % comp % yield.



SC.HSP.5.3.d **Use mathematical representations** to analyze the proportion and quantity of particles in solution. Emphasis is on molarity and developing net ionic equations.



SC.HSP.5.3.e **Plan and conduct an investigation** to predict the outcome of a chemical reaction based on patterns of chemical properties. Examples of reaction types could include single replacement, double replacement, etc. Examples of patterns could include the use of solubility rules, activity series.



SC.HS.5.3.f **Construct and revise an explanation** for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

Biology

SC.HSP.6 Structure and Function

SC.HSP.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.



SC.HSP.6.1.a **Construct an explanation** based on evidence for how the sequence of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.



SC.HSP.6.1.b **Develop and use a model** to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system. **Assessment does not include interactions and functions at the molecular level.**



SC.HSP.6.1.c **Plan and conduct an investigation** to provide evidence that feedback mechanisms maintain homeostasis. Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.



SC.HSP.6.1.d **Use a model** to illustrate the role of cells in producing signals which maintain cellular function within organisms. Emphasis is on conceptual understanding of the types of cell signals, signal reception, signal transduction, and types of cellular responses.



SC.HSP.6.1.e **Construct an explanation** based on evidence that plants have structures that function to support survival, growth, behavior, and reproduction. Emphasis is on plant structure, growth, and development, nutrient uptake and transport, plant reproduction, and plant responses to internal and external stimuli.



SC.HSP.6.1.f **Construct an explanation** based on evidence that animals have structures that function to support survival, growth, behavior, and reproduction. Emphasis is on the basic principles of animal form and functions. Examples of basic principles could include animal nutrition, circulation, gas exchange, immunity, osmoregulation and excretion, hormonal and endocrine control, reproduction, development, neural control systems, and animal behavior.



SC.HSP.6.1.g **Use a model** to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

SC.HSP.7 Interdependent Relationships in Ecosystems

SC.HSP.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.HSP.7.2.a Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets. **Assessment does not include deriving mathematical equations to make comparisons.**



SC.HSP.7.2.b Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.



SC.HSP.7.2.c Evaluate the claims, evidence, and reasoning related to the principle that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.



SC.HSP.7.2.d Design, evaluate, and refine a solution for increasing the positive impacts of human activities on the environment and biodiversity. Examples of human activities can include habitat development and restoration, supporting native pollinators, reducing consumption, rotating crops, using integrated pest management.



SC.HSP.7.2.e Create or revise a solution to mitigate the impacts of human activity on biodiversity. Emphasis is on testing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.



SC.HSP.7.2.f Evaluate evidence for the role of behavior on individual and species' chances to survive and reproduce. Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of behaviors could include fixed action patterns, imprinting, kinesis, taxis, hibernation, estivation, habituation, spatial learning, associative learning, cognition, foraging behavior, agonistic behavior, altruism, social learning, flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.



SC.HSP.8 Matter and Energy in Organisms and Ecosystems

SC.HSP.8.3 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.



SC.HSP.8.3.a **Use a model** to illustrate how photosynthesis transforms light energy into stored chemical energy. Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models



SC.HSP.8.3.b **Construct and revise an explanation** based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other molecules to form amino acids and/or other large carbon-based molecules. Emphasis is on using evidence from models and simulations to support explanations.



SC.HSP.8.3.c **Use a model** to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. Emphasis is on the conceptual understanding of the steps or specific processes involved in cellular respiration.



SC.HSP.8.3.d **Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Emphasis is on conceptual understanding of the role of metabolism in different environments.



SC.HSP.8.3.e **Use mathematical representations** to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem. **Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.**



SC.HSP.8.3.f **Develop a model** to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Examples of models could include simulations and mathematical models.



SC.HSP.8.3.g **Use models** to illustrate how atomic structure and bonding impact the properties of water and their influence on biological systems. Emphasis is on atomic structure, types of chemical bonds, and properties of water and how those properties influence organisms and ecosystems.



SC.HSP.8.3.h Construct an explanation based on evidence for how ATP powers cellular work and for how enzymes affect the rate of and the amount of energy needed for metabolic reactions. Emphasis is on the structure of ATP and how ATP is used to power cellular work by coupling exergonic and endergonic reactions. Emphasis is on how enzymes speed up and/or lower the activation energy needed for metabolic reactions and how the regulation of enzyme activity helps control metabolism.

SC.HSP.9 Inheritance and Variation of Traits

SC.HSP.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.



SC.HSP.9.4.a Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.



SC.HSP.9.4.b Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Emphasis is on using data to support arguments for the way variation occurs.



SC.HSP.9.4.c Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. Emphasis is on the use of mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits (examples could include Hardy-Weinberg calculations and chi-square calculations)



SC.HSP.9.4.d Evaluate evidence supporting claims that gene regulation can explain the variation and distribution of expressed traits in a population. Emphasis is on the differences in gene expression of multi-cellular organisms, leading to different cell types within organisms and the distribution of traits in a population.



SC.HSP.9.4.e Construct an explanation based on evidence for the role of biotechnology in the research and understanding of biological systems. Emphasis is on the evolution of genomes, how biotechnology allows researchers to study the sequence, expression, and function of genes, and the practical applications of biotechnology

SC.HSP.10 Biological Evolution

SC.HSP.10.5 Gather, analyze, and communicate evidence of biological evolution.



SC.HSP.10.5.a **Communicate scientific information** that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.



SC.HSP.10.5.b **Construct an explanation** based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.



SC.HSP.10.5.c **Apply concepts of statistics and probability** to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations. Examples of basic statistical and graphical analysis could include allele frequency calculations



SC.HSP.10.5.d **Construct an explanation** based on evidence for how natural selection leads to adaptation of populations. Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.



SC.HSP.10.5.e **Evaluate evidence** supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.



SC.HSP.10.5.f **Develop and use models** to illustrate patterns in the evolutionary history of biological diversity. Emphasis is on how the structure and function of bacteria, archaea, protists, fungi, plants, and animals are used in are related in the tree of life.

Anatomy and Physiology

SC.HSP.6 Structure and Function: Anatomy & Physiology

SC.HSP.6.2 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *integumentary system*.



SC.HSP.6.2.a **Plan and conduct an investigation** to identify patterns of organization in the integumentary system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.2.b **Ask questions** to clarify the role of various structures in integumentary system function.



SC.HSP.6.2.c **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the integumentary system.



SC.HSP.6.2.d **Plan and conduct an investigation to gather evidence** that feedback mechanisms in the integumentary system help maintain homeostasis.



SC.HSP.6.2.e **Engage in arguments from evidence** for the role of cell division in integumentary system dysfunction.

SC.HSP.6.3 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *skeletal system*.



SC.HSP.6.3.a **Plan and conduct an investigation** to identify patterns of organization in the skeletal system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.3.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the skeletal system.



SC.HSP.6.3.c **Obtain, evaluate, or communicate information** that feedback mechanisms in the skeletal system help maintain homeostasis.



SC.HSP.6.3.d **Develop and use a model** to explain the order of events necessary for bone formation.



SC.HSP.6.3.e **Engage in arguments from evidence** to support claims about the causes of dysfunction in the skeletal system. Evidence could include data obtained from case studies.

SC.HSP.6.4 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *muscular system*.



SC.HSP.6.4.a **Plan and conduct an investigation** to identify patterns of organization in the muscular system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.4.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the muscular system.



SC.HSP.6.4.c **Engage in argument from evidence** that muscle contraction is the result of biochemical reactions.



SC.HSP.6.4.d **Obtain, evaluate, or communicate** that feedback mechanisms in the muscular system help maintain homeostasis.

Investigations could include micro stimulation of muscle tissues.



SC.HSP.6.4.e **Engage in arguments from evidence** to support claims about the causes of dysfunction in the muscular system. Evidence could include data obtained from case studies.

SC.HSP.6.5 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *nervous system*.



SC.HSP.6.5.a **Plan and conduct an investigation** to identify patterns of organization in the nervous system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.5.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the nervous system.



SC.HSP.6.5.c **Engage in arguments from evidence** that production of a nerve impulse is the result of biochemical reactions.



SC.HSP.6.5.d **Obtain, evaluate, or communicate evidence** that feedback mechanisms in the nervous system help maintain homeostasis.



SC.HSP.6.5.e **Engage in arguments from evidence** to support claims about the causes of dysfunction in the nervous system. Evidence could include data obtained from case studies.

SC.HSP.6.6 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *cardiovascular/respiratory systems*.



SC.HSP.6.6.a **Plan and conduct an investigation** to identify patterns of organization in the cardiovascular/respiratory systems. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.6.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the cardiovascular/respiratory systems.



SC.HSP.6.6.c **Obtain, evaluate or communicate evidence** that feedback mechanisms in the cardiovascular/respiratory systems help maintain homeostasis.



SC.HSP.6.6.d **Engage in arguments from evidence** to support claims about the causes of dysfunction in the cardiovascular/respiratory systems. Evidence could include data obtained from case studies.

SC.HSP.6.7 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *digestive system*.



SC.HSP.6.7.a **Plan and conduct an investigation** to identify patterns of organization in the digestive system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.7.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the digestive system.



SC.HSP.6.7.c **Obtain, evaluate or communicate evidence** that feedback mechanisms in the digestive system help maintain homeostasis.



SC.HSP.6.7.d **Engage in arguments from evidence** to support claims about the causes of dysfunction in the digestive system. Evidence could include data obtained from case studies.

SC.HSP.6.8 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *urinary system*.



SC.HSP.6.8.a **Plan and conduct an investigation** to identify patterns of organization in the urinary system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.8.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the urinary system.



SC.HSP.6.8.c **Obtain, evaluate or communicate evidence** that feedback mechanisms in the urinary system help maintain homeostasis.



SC.HSP.6.8.d **Engage in arguments from evidence** to support claims about the causes of dysfunction in the urinary system. Evidence could include data obtained from case studies.

SC.HSP.6.9 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *reproductive system*.



SC.HSP.6.9.a **Plan and conduct an investigation** to identify patterns of organization in the reproductive system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.9.b **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the reproductive system. Include spermatogenesis, oogenesis, and menstruation



SC.HSP.6.9.c **Plan and conduct an investigation to gather evidence** that feedback mechanisms in the reproductive system help maintain homeostasis.



SC.HSP.6.9.d **Engage in arguments from evidence** to support claims about the causes of dysfunction in the reproductive system. Evidence could include data obtained from case studies.

SC.HSP.17 Engineering in Health Sciences

SC.HSP.17.1 Gather, analyze, and communicate evidence of the connection between health science careers and engineering.



SC.HSP.17.1.a **Obtain, evaluate, and communicate information** related to health science careers and the various roles they fulfill within the health care system. Examples include researcher, bio-medical engineer, medical professional, technician, manufacturer and distributor, administrator, and data storage and security professional.



SC.HSP.17.1.b **Design a solution** to a complex, real-world problem affecting body systems that can be solved through engineering. Solutions could include prosthetics, mobility enhancement, engineered body parts, treatment processes, and disease control.



SC.HSP.17.1.c **Evaluate a solution** to a complex, real-world human health problem based on prioritized criteria constraints that account for interactions within and between systems. Solutions could include the effects on the human body or solutions for environmental public health issues.

SC.HSP.18 Body Systems

SC.HSP.18.1 Gather, analyze, and communicate evidence of the connections between body systems.



SC.HSP.18.1.a **Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy within and between body systems.



SC.HSP.18.1.b **Develop and use models** to explain the interactions between body systems.

Appendix A: Topic Progression

Topic \ Grade	K	1	2	3	4	5	6	7	8	HS
1 Forces & Interactions	SC.K.1			SC.3.1					SC.8.1	SC.HS.1
2 Waves & Electro-magnetic Radiation		SC.1.2			SC.4.2				SC.8.2	SC.HS.2
3 Structure & Properties of Matter			SC.2.3			SC.5.3		SC.7.3		SC.HS.3
4 Energy					SC.4.4		SC.6.4		SC.8.4	SC.HS.4
5 Chemical Reactions								SC.7.5		SC.HS.5
6 Structure & Function		SC.1.6			SC.4.6		SC.6.7			SC.HS.6
7 Inter-dependent Relationships in Ecosystems	SC.K.7		SC.2.7	SC.3.7				SC.7.7		SC.HS.7
8 Matter & Energy in Organisms & Ecosystems						SC.5.8		SC.7.8		SC.HS.8
9 Heredity: Inheritance & Variation of Traits				SC.3.9			SC.6.9		SC.8.9	SC.HS.9
10 Biological Evolution									SC.8.10	SC.HS.10
11 Space Systems		SC.1.11				SC.5.11			SC.8.11	SC.HS.11
12 Weather & Climate	SC.K.12			SC.3.12			SC.6.12			SC.HS.12
13 Earth's Systems			SC.2.13		SC.4.13	SC.5.13	SC.6.13	SC.7.13		SC.HS.13
14 History of Earth								SC.7.14	SC.8.14	SC.HS.14
15 Sustainability										SC.HS.15

Appendix B: HS Integrated Science Course Model

NE Integrated Food, Energy, and Water Model Courses

NE's Food, Energy, and Water integrated, multidisciplinary courses are designed to provide a lens that focuses on NE-specific contexts and challenges while also preparing students for a global world. Developed in collaboration with UNL faculty associated with the IANR Science Literacy Initiative and the Food, Energy, & Water in Society undergraduate minor, the vision is to offer dual credit for courses in this pathway.

Course 1: Science Foundations seeks to lay a foundation for understanding the complexities of the biological and physical domains by deeply understanding the driving principles that allow matter to exist and function as it does in the universe. The topics in this course will be explored through the lens of the Nebraska Career Education Model.

Unit 1: Newtonian Forces	Unit 2: Gravity/ Electro-magnetism	Unit 3: Energy	Unit 4: Waves & Electromagnetic Radiation	Unit 5: Earth's Interior	Unit 6: Structure and Properties of Matter	Unit 7: Molecular Level Design	Unit 8: Space Exploration
HS.1.1.A HS.1.1.B HS.1.1.C	HS.1.1.D HS.1.1.E HS.4.4.F	HS.4.4.A HS.4.4.B HS.4.4.C HS.15.4.B	HS.2.2.A HS.2.2.B HS.2.2.C HS.2.2.D HS.2.2.E	HS.13.3.B HS.13.3.C	HS.3.3.A HS.3.3.C	HS.3.3.B HS.3.3.D	HS.11.5.A HS.11.5.B HS.11.5.C HS.11.5.D

Course 2: Water in Society begins by expanding upon what was learned in Course 1 by taking a deeper look into matter and energy through the lens of water. It includes general chemistry concepts as they relate to water and life processes & systems. The course then focuses on how organisms and global systems maintain stability, transfer energy, and cycle matter. The final focus is on the sustainability of water.

Unit 1: Introduction to Water	Unit 2: Chemistry Between Life & Water	Unit 3: Small Systems Equilibrium	Unit 4: Systems: Energy in Balance	Unit 5: Movement of Matter in Global Systems	Unit 6: Sustainability of Water
SC.HS.13.3.D SC.HS.5.5.A	SC.HS.8.3.A SC.HS.5.5.F SC.HS.8.3.B SC.HS.8.3.C SC.HS.5.5.B	SC.HS.8.3.E SC.HS.5.5.C SC.HS.5.5.D	SC.HS.6.1.C SC.HS.13.3.A SC.HS.4.4.E SC.HS.14.2.C SC.HS.12.1.B	SC.HS.13.3.E SC.HS.8.3.F	SC.HS.15.4.A SC.HS.12.1.C SC.HS.15.4.D

Appendix B: HS Integrated Science Course Model

Course 3: Land, Food, and People expands upon what was learned in both Course 1 and 2 taking a deeper dive into the coevolution of Earth systems and organisms. It is designed to introduce students to information, ideas, and concepts about the interactions of people, land and the demands for food. Students will investigate the history of the Earth, biological adaptation, heredity, and interdependent relationships in ecosystems. At the end of the course, students will be able to analyze, synthesize and communicate information about the dynamic relationships of land, food, and people from ethical, civic and stewardship perspectives and explain the impacts of human decisions on renewable and non-renewable resources.

Unit 1: Earth's History	Unit 2: Biological Evolution	Unit 3: Heredity: Inheritance & Variation	Unit 4: Structure & Function	Unit 5: Interdependent Relationships in Organisms	Unit 6: Sustainability
SC.HS.14.2.A SC.HS.14.2.B HS.12.1.A HS.12.1.D SC.HS.14.2.D	SC.HS.10.5.A SC.HS.10.5.B SC.HS.10.5.C SC.HS.10.5.D SC.HS.10.5.E SC.HS.7.2.E	HS.9.4.A HS.9.4.B HS.9.4.C	HS.6.1.A HS.6.1.B HS.6.1.D	HS.7.2.A HS.7.2.B HS.7.2.C HS.8.3.D	HS.7.2.D HS.15.4.C HS.15.4.F HS.7.2.F



STATE BOARD OF EDUCATION RULES AND REGULATIONS COMMITTEE REPORT

Date: August 1, 2024

The Rules and Regulations Committee reports on the August 1, 2024, meeting of the committee.

Members present were chair Lisa Fricke, Jacquelyn Morrison, and Elizabeth Tegtmeier.

Committee members reviewed the rules report.

NDE staff provided an update that drafts for Rule 21 and 24 will be provided to the committee today for review. NDE staff will post the public input draft at the end of August and will bring comments and revisions to the committee in October for discussion.

NDE staff provided information on the repeal of Rule 25, in response to legislation transferring the program to the Coordination Commission for Postsecondary Education (CCPE). The committee recommended proceeding with a repeal draft at the September committee meeting.

NDE staff reported that hearings will be scheduled for Rule 51 and the repeals of Rule 22 and Rule 26 in the coming weeks.

NDE staff reported that Rule 3 will be brought to the September meeting as a discussion item.

Committee members requested that NDE staff provide information and present policy questions to the committee on Rules 10, 11, 14, 17, 47 and 86 at the September committee meeting

This concludes the Rules and Regulations Committee report.

Lisa Fricke, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



To: Dr. Brian L. Maher, Commissioner of Education
From: Debra Holmes, Paralegal
Date: July 17, 2024
Subject: Report on Rules

No Rules Recently Signed by the Governor

Awaiting Approval by the Governor

Title 92, Nebraska Administrative Code, Chapter 4, *Regulations for Textbook Loans to Children Enrolled in Private Schools in Nebraska*

Public Hearing Held: June 3, 2024
Approved by the State Board of Education: June 7, 2024
Approved by the Attorney General: July 11, 2024

Title 92, Nebraska Administrative Code, Chapter 28, *Regulations and Standards for Investigations, ~~and Nonpublic Professional Practices, and Determinations by the State Board~~*

Public Hearing Held: June 3, 2024
Approved by the State Board of Education: June 7, 2024
Approved by the Attorney General: July 11, 2024

Title 92, Nebraska Administrative Code, Chapter 29, *Regulations and Standards for Professional Practices Case Determinations by the State Board*

Public Hearing Held: June 3, 2024
Approved by the State Board of Education: June 7, 2024
Approved by the Attorney General: July 11, 2024

Hearings Being Scheduled

Title 92, Nebraska Administrative Code, Chapter 22, *Regulations Governing the Master Teacher Program*

- Repeal
- Authorizing statutes have been repealed

Title 92, Nebraska Administrative Code, Chapter 26, *Regulations and Procedures for Mentor Teacher Programs*

- Repeal
- Funding ceased early this century when the Legislature repealed the use of lottery funds
- State Board of Education required to develop guidelines, not a Rule

Title 92, Nebraska Administrative Code, Chapter 51, *Regulations and Standards for Special Education Programs*

- Limited revision to address emergency shortage of Qualified Educational Sign Language Interpreters

Rules and Regulations Committee Discussion at the August Meeting

Title 92, Nebraska Administrative Code, Chapter 21, *Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools*

- Revisions being discussed to accomplish goals of the Rules and Regulations Committee
- Revisions also needed in response to legislation (LB 1329 – Reciprocity)

Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*

- Revisions being considered to accomplish goals of the Rules and Regulations Committee
- Revisions also needed in response to legislation (LB 1329 – Content Tests)

Title 92, Nebraska Administrative Code, Chapter 25, *Regulations Governing the Excellence in Teaching Act*

- Repeal
- Program was transferred to CCPE as of 7-1-2024

Other Review, Adoption, Revision, or Repeal Process Has Been Initiated

Title 92, Nebraska Administrative Code, Chapter 3, *Regulations Governing High Ability Learners*

- Response to legislation

Title 92, Nebraska Administrative Code, Chapter 8, *Regulations for School Finance and Budgeting / State Funding of Educational Service Units and Learning Communities*

- Response to legislation

Title 92, Nebraska Administrative Code, Chapter 10, *Regulations and Procedures for the Accreditation of Schools*

- Response to legislation (LB 71 – Parental Involvement Policy)
- Cannot officially begin revision process until prior revision is approved or terminated

Title 92, Nebraska Administrative Code, Chapter 11, *Regulations for the Approval of Prekindergarten Programs Established By School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants*

- Response to legislation (LB 71 – Kindergarten Start Date)

Title 92, Nebraska Administrative Code, Chapter 13, *Regulations and Procedures for Exempting Schools for which Parents Elect Not to Meet Legal Requirements for School Approval and Accreditation*

- Response to legislation (LB 1027)

Title 92, Nebraska Administrative Code, Chapter 17, *Regulations Governing the Approval of Alternative Schools, Classes, or Programs for Expelled Students*

- Review is overdue

Title 92, Nebraska Administrative Code, Chapter 19, *Regulations Regarding School Enrollment*

- Response to legislation (LB 1029 Compulsory Attendance & LB 1329 Attendance Policies)
- May add attendance measures from Rule 2 (Accounting)

Title 92, Nebraska Administrative Code, Chapter 47, *Regulations for Career Academy Programs Established By School Districts*

- Review is overdue and has been requested by staff

Title 92, Nebraska Administrative Code, Chapter 86, *Regulations and Procedures for Public School Breakfast Program Reimbursement*

- Review is overdue and has been requested by staff

Potential New Rule for Reading Improvement Act

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
1/1/2024	44247		Big Green Tomato	\$5,300	1/12/2024	1/11/2025	Federal	Serve as Procurement Coach	Zainab Rida
1/2/2024	43268	AM#3	Linda Clavel	\$29,000			Federal	Increase amount	Amy Rhone
1/2/2024	44253		Grace Timm	\$4,106.97	1/2/2024	5/3/2024	General	Transform highly technical research.	Lane Carr
1/2/2024	44256		Little Gerkins Child Care	\$2,000	1/1/2024	12/31/2024	General	Provide classrooms.	Melody Hobson
1/2/2024	44254		Samuel Kelly	\$4,106.97	1/2/2024	5/3/2024	General	Transform highly technical research.	Lane Carr
1/5/2024	44175	AM#1	Marna Stack	\$24,200			Federal	Increase amount	Zainab Rida
1/5/2024	44255		Scott Phillips	\$12,000	1/1/2024	2/1/2025	Federal	2024 NE Teacher of Year	David Jespersen
1/8/2024	44257		Easter Seals	\$6,068	1/1/2024	12/31/2024	Federal	Provide training. Develop Farm to ECE Garden materials & Heartland Farm School and ECE Institute content for Institute retreat and year-long program development	Lindy Foley
1/8/2024	44261		Black Chick Farm	\$37,900	1/12/2024	1/11/2025	Federal	program.	Zainab Rida
1/9/2024	44264		Beginnings Early Development Center	\$3,000	2/2/2024	2/1/2025	Federal/General	Provide classrooms	Melody Hobson
1/9/2024	44263		Reed Family Learning Academy	\$3,000	1/15/2024	1/14/2025	Federal/General	Provide classrooms	Melody Hobson
1/9/2024	44252		Slalom	\$136,240	12/4/2023	4/12/2024	Federal	Develop data system	Kristin Yates
1/11/2024	44262		Brain & Body Balancing	\$17,000	1/15/2024	1/14/2025	Federal/General	Coaching/trng svcs	Melody Hobson
1/12/2024	44057	AM#1	TNTP	\$393,794			General	Increase amount/scope	Amy Rhone
1/17./2024	44259		OCIO-Siva Saggurthi	\$104,413.85	1/1/2024	9/27/2024	Federal	Application Development	Kristin Yates
1/17/2024	44260		OCIO-Nidhi Upadhyay	\$102,268.89	1/4/2024	9/27/2024	Federal	SPED support and programming	Kristin Yates
1/17/2024	43399	AM#1	Community Language Cooperative					Revise quote so not billed for multiple repeating words.	Melody Hobson
1/17/2024	44268		Vivavac	\$170,430	1/18/2024	9/30/2024	Federal	Build an e-Learning Management System.	Zainab Rida
1/18/2024	44240		Kitamba Mgmt LLC	\$213,000	1/1/2024	6/30/2024	Cash	Complete Nebraska Education Innovation Network Phase V: Data Visualization	Kristin Yates
1/18/2024	44258		Dick Meyer	\$15,000	1/2/2024	4/30/2024	General	Provide consultation to Commissioner on statewide assessment strategies.	Ryan Foor
1/18/2024	44266		Value-Up	\$30,000	1/15/2024	9/30/2024	Federal	Provide training.	Zainab Rida
1/19/2024	43326	AM#2	Ha'Hanna Consulting					Extend ending date	Amy Rhone
1/23/2024	44272		OCIO-Donna Roddam	\$98,238.84	1/19/2024	9/27/2024	Federal	GIS coordination, development and support	Kristin Yates
1/23/2024	44275		World Speaks	\$36,000	2/1/2024	1/31/2025	Federal/General	Provide oral interpretation and written translation for training materials.	Melody Hobson
1/24/2024	44276		OCIO-Martine Pola	\$72,738.09	1/30/2024	9/27/2024	Federal	Systems Development	Kristin Yates
1/25/2024	44274		Creative Press & Design	\$15,000	3/1/2024	2/28/2025	Federal	Sign production & shipping	Melody Hobson
1/26/2024	43301	AM#1	UNMC					Extend ending date	Amy Rhone
1/31/2024	43408	AM#2	Public Consulting Group					Extend ending date	Lindy Foley
1/31/2024	44277		Jack Michael Lionberger	\$45,000	2/12/2024	6/30/2024	Federal	Medical consultant svcs	Krysti Michl
1/31/2024	44271		Hayes & Associates	\$46,278	1/15/2024	9/30/2024	Federal	Child & Adult Care Food Program Audits	Zainab Rida
1/31/2024	44269		UNMC	\$70,859	2/7/2024	1/6/2025	Federal	Evaluate grants/PBIS trainings	Amy Rhone
2/1/2024	44270		UNL	\$12,100	1/25/2024	1/24/2025	Federal/General	CDA visits and training svcs	Melody Hobson
2/1/2024	44265		Children's Hospital & Medical Center	\$18,000	1/11/2024	1/9/2025	Federal	Provide tobacco prevention education.	Zainab Rida
2/1/2024	44279		Janus Software	\$245,485.35	2/1/2024	8/30/2024	Federal	Complete IT security assessment.	Kristin Yates
2/2/2024	44273		Lynette Breedlove	\$5,000	12/12/2023	1/31/2024	Federal	Prepare materials for 90 minute module.	Allyson DenBeste
2/2/2024	44101	AM#2	ESU #2					Change in date, location, schedule, budget and in planning members.	Lindy Foley
2/12/2024	44278		Colleen Svoboda	\$5,040	2/2/2024	2/1/2025	Federal	Provide facilitation.	Zainab Rida
2/12/2024	43141	AM#1	Brianna Gable				Federal	Extend ending date and increase amount.	Shirley Vargas
2/12/2024	43359	AM#1	OCIO-Tom Kapocius				Federal	Extend ending date and increase amount.	Kristin Yates
2/12/2024	43404	AM#1	OCIO-Mary Yeruva				Federal	Extend ending date and increase amount.	Kristin Yates
2/12/2024	44078	AM#1	The Foundry				Federal	Extend ending date and increase amount.	Zainab Rida
2/12/2024	44285		Therapeutic Play	\$9,000	4/1/2024	3/31/2025	Federal	Conduct breakout sessions. Assist schools in increasing awareness of MyPlate symbol, resources, school meal nutritional quality and nutrition equity among key audiences.	Amy Rhone
2/13/2024	44251		UNL	\$26,700	2/10/2024	2/9/2025	Federal		Zainab Rida
2/13/2024	43428		Lexis Nexis	\$41,784	7/1/2023	6/30/2026	Federal	Legal research services.	Tamra Walz
2/16/2024	44286		Tasha Jedlicka	\$13,000	3/1/2024	2/28/2025	Federal/General	Conduct program quality ratings for Step Up to Quality.	Melody Hobson
2/20/2024	44284		Children's Nebraska	\$83,500	2/5/2024	9/29/2024	Federal	Children's school social work coordinator will serve as a Nebraska Department of Education representative to serve on the NDE School Mental Health team.	Zainab Rida
2/20/2024	44281		Lrene Smith	\$9,000	3/1/2024	2/28/2025	Federal/General	Coaching/trng svcs	Melody Hobson
2/20/2024	44205	AM#1	Diego Gamero				Federal	Increase amount/consideration.	Melody Hobson
2/20/2024	44290		Say Hey There	\$9,000	3/1/2024	8/31/2024	Federal	Build on current social media strategies.	Zainab Rida
2/21/2024	44289		Emily Aksamit	\$19,800	3/1/2024	2/28/2025	Federal/General	Provide ERS & CLASS observations for Step Up to Quality.	Melody Hobson
2/21/2024	43408	AM#3	Public Consulting Group				Federal	Increase amount/scope.	Lindy Foley
2/21/2024	44288		Heuristic Strategies	\$198,756	2/5/2024	4/29/2024	Federal	Strategic planing and data governance activities for ECIDS. Provide technical support for the development of the Request for Proposal for statewide assessment.	Kristin Yates
2/21/2024	44293		Marzano Research	\$49,500	2/19/2024	9/30/2024	Federal	Clayton Early Learning Center will send one staff member who has been trained as an FCCERS-3 anchor to "double-code" with the Nebraska FCCRS-3 anchor. This will assist the Nebraska Anchor to maintain her level of reliability with FCCERS-3 tool to continue in the anchor capacity for Nebraska Step Up to Quality.	Allyson DenBeste
2/21/2024	44267		Clayton Early Learning	\$3,850	4/1/2024	4/30/2024	Federal		Melody Hobson
2/22/2024	44283		Bellwether Education Partners	\$400,000	1/31/2024	12/31/2024	General	Complete requirements of LB705 mandate.	Kristin Yates
2/22/2024	44300		District Management Group	\$37,500	2/26/2024	6/30/2024	General	Implement Breakthrough Results Program.	Shirley Vargas
2/22/2024	44280		Chadron State College	\$206,000	1/8/2024	6/30/2025	General	Develop cohort system.	Lane Carr
2/23/2024	44295		UNL	\$6,270	2/1/2024	1/31/2025	Federal	Maintain Nebraska Transition website.	Amy Rhone

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
2/23/2024	45000		Data Recognition Corporation	\$1,675,864	7/1/2024	6/30/2025	Federal/General	Engage vendor in development, delivery and reporting NSCAS general assessments; provide benchmark assessment for Nebraska districts; support professional learning around assessments.	Allyson DenBeste
2/27/2024	43086	AM#3	PRISM Investigations					Increase services/decrease expenses.	Amy Rhone
2/27/2024	44314		Edwise	\$583,000	2/26/2024	9/30/2024	Federal	Assist in developing NDE web portal.	Kristin Yates
2/28/2024	44294		Janice Lee	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/28/2024	44302		Angel Guardians	\$48,321.99	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/28/2024	44306		Goodwill Industries Omaha	\$44,350.87	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/28/2024	44304		ESU 6	\$27,970.25	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/28/2024	44309		Easter Seals Nebraska	\$48,971.18	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/28/2024	44310		Grand Island Public	\$48,767.33	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/29/2024	44299		Suzanne Schneider	\$7,000	3/15/2024	3/14/2025	Federal/General	Coaching/trng svcs	Melody Hobson
2/29/2024	44307		ESU 4	\$24,158.07	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/29/2024	44308		ESU 5	\$22,722.58	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
2/29/2024	44297		Susan Borcher	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/29/2024	44292		WestEd	\$134,582	2/20/2024	8/20/2024	Federal	Conduct statewide middle school CTE leadscape analysis.	Katie Graham
2/29/2024	44296		Ha'Hanna Consulting	\$75,000	3/1/2024	9/30/2024	Federal	Lead Indigenous Pedagogies project.	Amy Rhone
2/29/2024	44298		Jennifer Snyder	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/29/2024	44279	AM#1	Janus Software					Revised payment schedule.	Kristin Yates
2/29/2024	44315		Jeannie Fielder	\$4,500	3/1/2024	2/28/2025	General	Provide training.	Melody Hobson
2/29/2024	44120	AM#1	ESU 17					Increase amount.	Zainab Rida
2/29/2024	44024	AM#1	Leah Merkwan					Increase amount.	Melody Hobson
2/29/2024	44301		OCIO-Praneeth Kakarla	\$89,440	2/26/2024	9/27/2024	Federal	ETL development and support.	Kristin Yates
3/1/2024	44118	AM#1	ESU 3					Increase amount.	Zainab Rida
3/4/2024	44305		ESU 13	\$13,590.67	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
3/4/2024	44282		Green School Farms	\$8,180	2/20/2024	2/19/2025	Federal/General	Participate in Nebraska Farms to School Network strategic planning.	Zainab Rida
3/4/2024	44312		Lincoln Public Schools	\$46,400.52	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
3/5/2024	44313		Whispering Acres Tails & Treasures	\$44,182.39	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
3/5/2024	45001		NWEA	\$8,962,295	7/1/2024	6/30/2025	Federal/General	Engage vendor in development, delivery and reporting NSCAS general assessments.	Allyson DenBeste
3/6/2024	44255	AM#1	Scott Phillips					Mileage reimbursement change.	David Jespersen
3/6/2024	44303		Beatrice YMCA	\$12,226.85	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
3/6/2024	44316		Office Innovations	\$20,000	3/1/2024	2/28/2025	Federal	Install furniture.	Joel Scherling
3/7/2024	44158	AM#1	TCB Consulting dba CN Resource					Increase amount/scope.	Zainab Rida
3/12/2024	44311		Marcus Lincoln Hotel	\$11,198.78	4/1/2024	7/31/2024	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
3/12/2024	44317		NE Commission for the Blind & Visually Impaired	\$24,999.99	3/10/2024	2/28/2025	Federal	Provide installation of equipment and individualized consumer training.	Lindy Foley
3/12/2024	44319		OCIO	\$621,032.28	3/14/2024	9/27/2024	Federal	Provide IT project managers, trainers and business analysts.	Kristin Yates
3/12/2024	44238		UNL	\$33,051	3/8/2024	3/7/2025	Federal	Assist with farm to school strategic planning, project evaluation and development of a statewide farm to school network.	Zainab Rida
3/13/2024	44320		Amara Munoz	\$15,000	3/15/2024	3/14/2025	General	Spanish translations of trainings and other documents.	Melody Hobson
3/18/2024	44227	AM#1	OCIO-Aeshwarya Jain					Increase amount.	Kristin Yates
3/19/2024	44287		Midland University	\$350,000	1/14/2024	6/30/2025	Cash	Nebraska Teacher Apprenticeship program education provider.	Lane Carr
3/19/2024	44323		OCIO-Sreekanth Pall	\$87,552	3/18/2024	9/27/2024	Federal	ETL development and support.	Kristin Yates
3/19/2024	43084	AM#2	ACERI Partners					Increase amount.	Amy Rhone
3/19/2024	43087	AM#2	Nicole Stewart					Increase amount.	Amy Rhone
3/19/2024	43085	AM#2	Data Driven Enterprises					Increase amount.	Amy Rhone
3/19/2024	44282	AM#1	Green School Farms					Increase amount.	Zainab Rida
3/20/2024	43401	AM#1	NAESP					Change ending date.	Melody Hobson
3/20/2024	43086	AM#4	PRISM Investigations					Increase amount.	Amy Rhone
3/21/2024	43411	AM#1	Kristi Albrecht					Increase expenses/decrease services.	Melody Hobson
3/22/2024	44327		Perfect Touch	\$11,749.80	4/1/2024	3/31/2025	Federal	Cleaning service for VR Kearney Office.	Lindy Foley
3/22/2024	44330		Avenue Scholars	\$49,000	5/15/2024	7/15/2024	Federal	Develop and facilitate summer industry bootcamps.	Katie Graham
3/22/2024	44291		ESUCC	\$500,000	2/9/2024	12/15/2024	Federal	Coordinating and providing cybersecurity training and consulting services.	Kristin Yates
3/22/2024	44321		UNL	\$49,530	4/1/2024	3/31/2025	Federal	Assist with meeting federal post-school outcome data reporting requirements.	Amy Rhone
3/25/2024	44318		Sparq Data Solutions	\$2,600	4/1/2024	3/31/2025	General	NDE to access and use the web-based electronic meeting service software.	Elizabeth Tegtmeier/Ryan Foor
3/26/2024	43399	AM#2	Community Language Cooperative					Scope/consideration.	Melody Hobson
3/28/2024	44331		Emotionally Naked	\$8,000	4/30/2024	5/13/2024	Federal	Provide four webinars to assist and support school mental health professionals and partners across the state.	Zainab Rida
4/1/2024	44325		Meghan Gibbons	\$18,500	4/15/2024	4/14/2025	Federal/General	Coaching/training services/complete program quality assessments in Early Childhood Education and Care programs.	Melody Hobson
4/3/2024	44329		Eric Knoll	\$5,000	4/1/2024	7/31/2024	Federal	Facilitate NE CTE's jump start summer professional development workshop.	Katie Graham
4/4/2024	44336		Shannon Hampson	\$2,400	4/1/2024	3/31/2025	General	Provide classrooms.	Melody Hobson
4/5/2024	44333		Linda Meyers	\$20,800	5/1/2024	4/30/2025	Federal/General	Training services and to conduct program quality assessments.	Melody Hobson
4/5/2024	44328		Strengths Connection	\$6,500	4/10/2024	1/31/2025	Federal/General	Facilitate Gallup strength finder assessment.	Zainab Rida
4/5/2024	44324		Nilofar Saidi	\$27,000	3/18/2024	7/30/2024	Federal	Serve as Coordinator for Afghan Refugee School Impact Grant to deliver workshop coordination for Afghan families.	Zainab Rida
4/8/2024	44334		UNL	\$440,000	1/2/2024	6/30/2025	Cash	Serve as related education provider for the Nebraska Teaching Apprenticeship Program.	Lane Carr
4/8/2024	44338		Larry McElravy	\$5,000	5/20/2024	8/31/2024	Federal	Develop and facilitate summer CTE Leadership Academy.	Katie Graham

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DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
4/9/2024	44142	AM#1	ESU 11				Federal	Increase amount.	Zainab Rida
4/9/2024	44274	AM#1	Creative Press & Design					Scope/consideration.	Melody Hobson
4/9/2024	44332		Michelle Rupiper	\$26,000	5/1/2024	4/30/2025	Federal	Coaching/training services.	Melody Hobson
4/9/2024	44346		TNTP	\$140,973	4/4/2024	6/30/2024	Cash	Provide online modules & inperson professional learning experience.	Shirley Vargas
4/9/2024	44086	AM#1	Emspace					Scope.	Melody Hobson
4/9/2024	44244	AM#1	Panhandle Public Health Dept.					Increase amount.	Zainab Rida
4/9/2024	44335		Central Community College	\$15,211	5/28/2024	6/20/2024	Federal	Develop and facilitate summer technical skill workshops.	Katie Graham
4/9/2024	44285	AM#1	Mark Hald dba Therapeutic Play					Increase amount.	Amy Rhone
4/11/2024	44319	AM#1	OCIO					Scope.	Kristin Yates
4/11/2024	44348		OCIO	\$432,000	4/15/2024	9/27/2024	Federal	IT Applications Developer Seniors.	Kristin Yates
4/11/2024	42127	AM#2	UNL					Extend date.	Zainab Rida
4/12/2024	44344		Taryn Brown	\$24,000	4/15/2024	3/31/2025	Federal	Serve as State Officer Coordinator.	Katie Graham
4/12/2024	44343		National Assoc of Elementary School Principals (NAESP)	\$170,000	4/30/2024	4/29/2025	Federal	Provide NAESP Pre-K-3 Leadership Academy.	Melody Hobson
4/12/2024	44337		Lindsay Hastings	\$5,000	5/20/2024	8/31/2024	Federal	Develop and facilitate summer CTE Leadership Academy.	Katie Graham
4/15/2024	44018	AM#1	Eagle Delivery Service					Scope.	Krysti Michl
4/15/2024	44339		Student1	\$49,500	4/30/2024	8/31/2024	Federal	Maintain Child Core Referral Network and training.	Melody Hobson
4/15/2024	44252	AM#1	Slalom					Extend date.	Kristin Yates
4/16/2024	44347		Southeast Comm College	\$18,368	6/10/2024	6/26/2024	Federal	Develop and facilitate summer technical skill workshops.	Katie Graham
4/17/2024	44350		Share Collaborative	\$10,619.04	5/1/2024	8/31/2024	Federal	Provide training.	Lindy Foley
4/17/2024	44352		B.E.T. Learning Academy Omaha	\$3,000	6/15/2024	6/14/2025	Federal/General	Provide classrooms used for CLASS observations.	Melody Hobson
4/17/2024	44341		Renee Proksel	\$2,569	4/8/2024	7/20/2024	Federal	Attend conference.	Lindy Foley
4/17/2024	45003		Eagle Delivery Service	\$16,941	7/1/2024	6/30/2025	Federal	Mail Services.	Krysti Michl
4/17/2024	43414	AM#1	Partners for Insightful Evaluation					Increase amount/extend date/scope.	Lindy Foley
4/18/2024	44342		Lori Chleborad	\$7,000	4/15/2024	4/14/2025	Federal/General	Coaching/training services.	Melody Hobson
4/19/2024	44345		Joan Callahan	\$19,350	4/15/2024	4/14/2025	Federal/General	Provide training and classroom observations.	Melody Hobson
4/22/2024	44351		NE Children & Families Foundation	\$450,000	4/10/2024	3/30/2025	Federal	Provide comprehensive support/facilitate workshops.	Lane Carr
4/22/2024	45006		Daniel Cronk	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45012		Joanell Wheeler	\$126,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45008		Helen Montoya	\$91,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45010		Jerry Tanner	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45015		Bradford Brabec	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45004		Kathleen Barrett	\$111,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	45016		Kevin Coughlin	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/22/2024	44354		Global Interpreting Network	\$6,616.25	4/10/2024	5/1/2024	General	Provide written language translations.	Allyson DenBeste
4/22/2024	45018		Patricia Newman	\$205,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/23/2024	45019		Surgical Care	\$156,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/23/2024	45017		Jack Lionberger	\$116,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/23/2024	45009		Alexandra Suslow-Geditz	\$176,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/23/2024	44246	AM#1	No More Empty Pots					Scope/consideration.	Zainab Rida
4/23/2024	45014		Kathryn Benes	\$126,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/24/2024	44121	AM#1	ESU 13					Increase amount.	Zainab Rida
4/24/2024	45021		Dianna Clyne	\$136,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/24/2024	44340		HHS	\$10,000	4/5/2024	4/4/2025	Federal	Facilitate/present at Early Development Network meetings.	Amy Rhone
4/24/2024	45005		Child & Family Services	\$176,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/29/2024	44355		Northeast Comm College	\$6,314	5/28/2024	6/20/2024	Federal	Develop and facilitate summer technical skill workshops.	Katie Graham
4/29/2024	44358		OCIO-Matt Marron	\$49,900	4/29/2024	9/30/2024	Federal	Webmaster.	David Jespersen
4/30/2024	44353		Courtney Thompson	\$2,547	4/22/2024	7/20/2024	Federal	Attend conference.	Lindy Foley
4/30/2024	45020		Kevin Wycoff	\$151,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/30/2024	42404	AM#3	Jared Stevens					Extend date/increase amount.	Kristin Yates
4/30/2024	44356		QPR Institute	\$18,360	4/8/2024	4/7/2025	Federal	Provide trainings.	Zainab Rida
4/30/2024	45002		Northern Signs Research	\$2,400	8/1/2024	9/30/2025	Federal	Provide workshops.	Amy Rhone
4/30/2024	45007		Thomas Martin	\$126,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
4/30/2024	45011		Terri Vontz	\$61,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
5/1/2024	45000	AM#1	Data Recognition Corporation					Change amount/scope.	Allyson DenBeste
5/2/2024	42405	AM#3	Benjamin Baumfalk					Extend date/increase amount.	Kristin Yates
5/3/2024	44153	AM#2	LINQ					Increase amount/scope.	Zainab Rida
5/6/2024	45013		Lee Branham	\$61,000	7/1/2024	6/30/2025	Federal	Medical consultant svcs	Krysti Michl
5/6/2024	41228	AM#1	Department of Labor					Extend date/increase amount.	Lindy Foley
5/6/2024	44357		Ali Hearn Coaching & Consulting	\$48,500	5/29/2024	5/13/2025	Federal	Provide training and support.	Amy Rhone
5/7/2024	44348	AM#1	OCIO					Scope.	Kristin Yates
5/7/2024	44363		Brenda Saxe	\$19,000	5/15/2024	5/14/2025	Federal/General	Coaching/training services.	Melody Hobson
5/7/2024	44148	AM#1	NCSA					Scope/consideration.	Amy Rhone
5/7/2024	43315	AM#1	NACTE					Other.	Lane Carr
5/8/2024	44364		SPED Strategies	\$37,000	5/13/2024	5/12/2025	Federal	Assist with Federal mandates.	Amy Rhone
5/8/2024	44026	AM#1	Saffron Buettner					Increase amount.	Melody Hobson
5/9/2024	44360		NE Dept of Environment & Energy	\$12,000	6/1/2024	8/31/2024	Federal	Conduct health inspections.	Zainab Rida
5/10/2024	44157	AM#1	Westat					Increase amount.	Amy Rhone
5/10/2024	44238	AM#1	UNL					Extend date.	Zainab Rida
5/10/2024	44156	AM#1	University of Massachusetts-Boston					Increase amount.	Lindy Foley
5/10/2024	44362		Great Plains Top LLC	\$10,600	5/23/2024	9/30/2024	Federal	Provide facilitation training.	Allyson DenBeste

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5/10/2024	44361		Megan Crawford	\$18,000	5/15/2024	5/14/2025	Federal	Lesson development.	Zainab Rida
5/13/2024	44024	AM#2	Leah Merkwan					Consideration.	Melody Hobson
5/13/2024	44117	AM#2	Partnership for a Healthy Nebraska					Increase amount.	Zainab Rida
5/15/2024	44170	AM#1	Brain Injury Alliance of NE					Increase amount.	Lindy Foley
5/15/2024	44332	AM#1	Michelle Rupiper					Consideration.	Melody Hobson
5/15/2024	44125	AM#1	ESU 7					Increase amount.	Zainab Rida
5/15/2024	44367		ESU 7	\$13,500	6/1/2024	5/31/2025	General	Provide training registrations.	Melody Hobson
5/15/2024	42249	AM#1	NE Children & Families Foundation					Extend date.	Zainab Rida
5/16/2024	44366		Community Language Cooperative	\$48,000	5/13/2024	5/12/2025	Federal/General	Format/translate documents.	Melody Hobson
5/20/2024	42405	AM#4	Benjamin Baumfalk					Increase amount.	Kristin Yates
5/20/2024	44370		ESU 7	\$49,500	5/15/2024	4/15/2025	Federal	Handle conference registrations.	Zainab Rida
5/20/2024	44156	AM#2	University of Massachusetts-Boston					Increase amount.	Lindy Foley
5/21/2024	44371		Cordes Keynotes & Seminars	\$3,764	5/17/2024	6/7/2024	General	Facilitate State Officer Leadership Academy.	Katie Graham
5/21/2024	45023		Teaching Strategies	\$43,092	7/1/2024	6/30/2025	Federal/General	Training services.	Melody Hobson
5/21/2024	44049	AM#1	Sandra Miller					Consideration.	Melody Hobson
5/21/2024	45001	AM#1	NWEA					Scope.	Allyson DenBeste
5/28/2024	44304	AM#1	ESU 6					Increase amount.	Lindy Foley
5/28/2024	44050	AM#1	Ben Sparks					Increase amount.	Lindy Foley
5/28/2024	44243	AM#1	Northeast NE Public Health Dept.					Increase amount.	Zainab Rida
5/28/2024	44306	AM#1	Goodwill Industries Omaha					Scope.	Lindy Foley
5/28/2024	44239	AM#1	Julie Jones-Branch					Increase amount.	Melody Hobson
5/28/2024	45024		ESU 9	\$220,000	7/1/2024	6/30/2025	Federal	Provide staff who will serve as NDE liason.	Amy Rhone
5/28/2024	44374		Al in Education	\$6,000	6/10/2024	6/10/2024	Federal	Keynote speaker.	Allyson DenBeste
5/28/2024	44373		Edvolve	\$5,500	6/10/2024	6/11/2024	Federal	Conference speaker.	Allyson DenBeste
5/28/2024	44372		Megan Shepherd	\$48,825	6/1/2024	5/31/2025	Federal	Edit online courses.	Melody Hobson
5/28/2024	44369		ESU 6	\$18,000	6/1/2024	5/31/2025	General	Provide trainings.	Melody Hobson
5/28/2024	44368		Fremont Children's Academy	\$3,000	6/1/2024	5/31/2025	Federal/General	Provide classrooms.	Melody Hobson
5/28/2024	44375		Jaime Donally	\$5,500	6/11/2024	6/12/2024	Federal	Keynote speaker.	Allyson DenBeste
5/28/2024	42219	AM#4	ACT					Other.	Allyson DenBeste
5/29/2024	44349		UNL	\$500,000	4/10/2024	4/1/2025	Federal	Provide video recording in classrooms/homes.	Melody Hobson
5/30/2024	44377		Laurel Wheeler	\$10,000	5/28/2024	8/17/2024	Federal	Support National School Lunch & Summer Food Service programs.	Zainab Rida
5/30/2024	45022		UNMC	\$77,217	7/1/2024	6/30/2025	Federal	Work with child outcome process for Results Matter.	Amy Rhone
5/30/2024	43422	AM#1	OCIO-Spencer Rue					Extend date/increase amount.	Kristin Yates
5/30/2024	43420	AM#1	OCIO-DaWayne Perry					Extend date/increase amount.	Kristin Yates
5/30/2024	44148	AM#2	NCSA					Consideration.	Amy Rhone
5/30/2024	44142	AM#2	ESU 11					Scope.	Zainab Rida
5/31/2024	42314	AM#4	Student1					Extend date/increase amount.	Kristin Yates
6/3/2024	44302	AM#1	Angel Guardians					Scope.	Lindy Foley
6/3/2024	45026		META Associates	\$36,100	7/1/2024	6/30/2025	Federal	Provide annual external evaluation and facilitate State Service Delivery Plan.	Beth Wooster
6/3/2024	44127	AM#1	ESU 4					Increase amount.	Zainab Rida
6/3/2024	44376		Center for Safe & Resilient Schools & Workplace	\$77,500	5/23/2024	5/22/2025	Federal	Provide faciliator trainings.	Zainab Rida
6/3/2024	44140	AM#1	Emspace					Scope.	Zainab Rida
6/4/2024	44265	AM#1	Children's Hospital & Medical Center					Increase amount.	Zainab Rida
6/5/2024	44359		Douglas Co Health Dept	\$8,000	6/1/2024	9/30/2024	Federal	Conduct health inspections.	Zainab Rida
6/6/2024	44384		Three Pillars Media	\$2,230	6/7/2024	6/30/2024	Federal	Produce orientation video for VR.	Lindy Foley
6/7/2024	44379		Kristi Albrecht	\$16,000	6/15/2024	6/14/2025	Federal/General	Coaching/training services.	Melody Hobson
6/7/2024	45030		Literacy Pro Systems	\$46,434	7/1/2024	6/30/2025	Federal	Serve as National Reporting Sstem online student data management system.	Katie Graham
6/10/2024	44155	AM#1	Partners for Insightful Evaluation					Increase amount.	Zainab Rida
6/14/2024	44350	AM#1	Share Collaborative					Increase amount/scope.	Lindy Foley
6/17/2024	44381		Rivet Education	\$49,000	6/7/2024	9/30/2024	Federal	Provide strategy and resources to support implementation of NE College & Career Ready Standards for Science.	Allyson DenBeste
6/17/2024	45028		Rebecca Dunlap-Morton	\$10,300	7/1/2024	6/30/2025	Federal/General	Training services and complete program quality observations.	Melody Hobson
6/17/2024	45029		Leah Merkwan	\$26,000	7/1/2024	6/30/2025	Federal/General	Coaching training and complete Step Up to Quality Guide Review.	Melody Hobson
6/17/2024	45037		Donelle Wolters	\$48,750	7/1/2024	6/30/2025	Federal	Serve as FFA Leadership Program Manager.	Katie Graham
6/17/2024	45027		Saffron Buettner	\$32,000	7/1/2024	6/30/2025	Federal/General	Caoching, training and complete program quality observations.	Melody Hobson
6/17/2024	44321	AM#1	UNL					Consideration.	Amy Rhone
6/17/2024	44386		Deaf Services Unlimited	\$5,130	6/23/2024	8/31/2024	Federal	Provide interpreters.	Amy Rhone
6/18/2024	44384	AM#1	Three Pillars Media					Extend date/increase amount.	Lindy Foley
6/18/2024	44122	AM#1	ESU 10					Increase amount.	Zainab Rida
6/18/2024	45025		NCSA	\$24,000	7/1/2024	8/31/2024	General	NDE Day at Administrator Days.	Ryan Foor
6/20/2024	44392		ESUCC	\$45,000	6/15/2024	9/27/2024	Federal	Technical development work for STEADfast Phase II Development Project.	Kristin Yates
6/20/2024	42212	AM#7	Security Equipment Incorporated					Increase amount.	Joel Scherling
6/20/2024	44389		Cindy Gray	\$45,000	6/18/2024	6/17/2025	Federal	Develop process to identify and evaluate evidence-based reading professional learning options.	Allyson DenBeste
6/20/2024	45039		Amanda Hoffmann	\$48,750	7/1/2024	6/30/2025	Federal/General	Serve as FFA Events Coordinator.	Katie Graham
6/20/2024	45040		Bartle & Geier Law Firm	\$20,000	7/1/2024	6/30/2025	Federal	Serve as Hearing Officer.	Lindy Foley
6/20/2024	44393		Partners for Insightful Evaluation	\$29,250	6/17/2024	9/30/2024	Federal	Format SEARCH pre and post surveys.	Zainab Rida
6/20/2024	44158	AM#2	CN Resources					Increase amount.	Zainab Rida
6/20/2024	44245	AM#1	ESU 4					Increase amount.	Zainab Rida

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6/21/2024	45038		Rita Porter	\$26,000	7/1/2024	6/30/2025	General	Srv as Microsoft IT Initiative Project Manager.	Katie Graham
6/21/2024	44394		Westminster Preschool	\$3,000	6/21/2024	6/20/2025	Federal/General	Provide classrooms.	Melody Hobson
6/21/2024	44388		Firespring	\$20,400	6/15/2024	6/14/2025	Federal/General	Manage website.	Melody Hobson
6/24/2024	45035		George Toman	\$45,000	7/8/2024	7/7/2025	Federal	Provide consultation.	Amy Rhone
6/24/2024	45036		Traci Strazdas	\$76,100	7/1/2024	6/30/2025	Federal/General	Statewide anchor for the CLASS program quality observation tools.	Melody Hobson
6/24/2024	44383		Danielle Bettmann	\$8,000	6/7/2024	6/6/2025	Federal	Review and approval of independent study of documentation via NECPRS.	Melody Hobson
6/25/2024	45033		Arica Carlson	\$16,000	7/1/2024	6/30/2025	Federal	Interpreting services.	Lindy Foley
6/25/2024	44378		UNL	\$49,800	5/1/2024	9/30/2024	Federal	Assist with school safety related work.	Zainab Rida
6/25/2024	44391		NS4ed LLC	\$270,000	6/21/2024	9/30/2024	Federal	Develop and provide access to a statewide labor market information dashboard.	Katie Graham
7/1/2024	45049		SPED Strategies	\$520,000	7/1/2024	6/30/2027	Federal	Co-construct the Building Inclusive Leaders program content and implementation cycle.	Amy Rhone
7/1/2024	45043		Sally Carlson	\$36,000	7/1/2024	6/30/2025	Federal	Provide guidance and support in mental health psychological first aid for schools and suicide prevention awareness.	Zainab Rida
7/1/2024	45044		Kimberly Jacobson	\$36,000	7/1/2024	6/30/2025	Federal	Provide guidance and support in mental health psychological first aid for schools and suicide prevention awareness.	Zainab Rida
7/1/2024	42085	AM#2	Nebraska Children & Families Foundation					Increase amount.	Zainab Rida
7/1/2024	45031		Ben Sparks	\$16,000	7/1/2024	6/30/2025	Federal	Interpreting services.	Lindy Foley
7/1/2024	45042		TNTP	\$200,000	7/1/2024	6/30/2025	Federal	Support Isanti Community Schools.	Amy Rhone
7/1/2024	44192	AM#1	Jared Noetzel					Extend date.	Zainab Rida
7/2/2024	45047		ESU 1	\$8,100	7/1/2024	6/30/2025	General	Provide training.	Melody Hobson
7/3/2024	44193	AM#1	Samantha Kesselring					Extend date.	Zainab Rida
7/3/2024	45032		Margaret Propp	\$16,000	7/1/2024	6/30/2025	Federal	Interpreting services.	Lindy Foley
7/8/2024	44302	AM#2	Angel Guardians					Scope.	Lindy Foley
7/9/2024	45045		Boys Town	\$845,000	7/1/2024	6/30/2025	General	Establish anonymous reporting system supporting threat assessment teams.	Zainab Rida
7/9/2024	45034		State of Iowa-Dept of Education	\$117,311	7/1/2024	6/30/2025	General	Educational/residential services to Nebraska children & outh with hearing impairments.	Amy Rhone
7/10/2024	44023	AM#1	Kelcy Sass					Adjust ending date/amount of contract.	Shirley Vargas
7/11/2024	44382		Nebraska Children & Families Foundation	\$20,000	7/8/2024	12/31/2024	Federal	Support the implementaton of SEARCH.	Zainab Rida
7/11/2024	44388	AM#1	Firespring					Scope.	Melody Hobson
7/11/2024	44138	AM#1	ESU 16					Increase amount.	Zainab Rida
7/11/2024	44124	AM#1	ESU 8					Increase amount.	Zainab Rida
7/11/2024	44216	AM#1	Nebraska Appleseed					Increase amount.	Zainab Rida
7/11/2024	44243	AM#2	Northeast NE Public Health Dept.					Increase amount.	Zainab Rida
7/11/2024	44244	AM#2	Panhandle Public Health Dept.					Increase amount.	Zainab Rida
7/11/2024	44026	AM#2	Saffron Buettner					Increase amount.	Melody Hobson
7/11/2024	45051		ESU 10	\$92,722	7/1/2024	6/30/2025	Federal	Provide staff to support ATP Education Program.	Lindy Foley
7/11/2024	45048		NCSA	\$7,100	7/1/2024	9/1/2024	Federal	Provide keynote speaker for School Safety Summit.	Zainab Rida
7/11/2024	45056		Gina DeFreece	\$9,400	8/1/2024	7/31/2025	General	Completion of program quality observations/training services.	Melody Hobson
7/11/2024	44380		Sarah Hubbel	\$9,500	6/17/2024	6/16/2025	Federal	Facilitate development of educational resources.	Zainab Rida
7/11/2024	44390		David Majo	\$8,400	6/5/2024	8/1/2024	Federal	Provide driving instructions to Afghan individuals.	Zainab Rida
7/15/2024	44386	AM#1	Deaf Services Unlimited					Increase amount.	Amy Rhone
7/16/2024	45063		Diane Ellis	\$7,500	8/1/2024	7/31/2025	General	Provide coaching, training and observation work for Step Up to Quality.	Melody Hobson
7/16/2024	44396		The Leadership Academy	\$16,600	6/29/2024	6/27/2025	Federal	Provide executive coaching and leadership development.	Shirley Vargas
7/16/2024	45050		Center for Rural Affairs	\$40,000	7/12/2024	7/11/2025	Federal	Assist with planning & implementation of farm to school training.	Zainab Rida
7/16/2024	45041		Anderson & Creager & Wittstruck	\$40,000	7/1/2024	6/30/2025	Federal	Serve as hearing officer for Special Education & Nutrition Services.	Amy Rhone/Zainab Rida
7/16/2024	45046		UNL	\$15,000	7/1/2024	12/1/2024	Federal	Support portion of total services for the Rural Nebraska Grow Your Own program at UNL.	Shirley Vargas
7/16/2024	45057		Yukon Learning	\$15,000	8/13/2024	8/16/2024	Federal	Train NDE staff in E-Learning and how to use their Articulate 360 accounts.	Allyson DenBeste
7/16/2024	45052		Sandra Miller	\$21,500	7/15/2024	7/14/2025	Federal/General	Coaching, observing and training services.	Melody Hobson
7/16/2024	45059		Firespring Printing	\$15,975	7/15/2024	9/30/2024	Federal	Create 4 videos.	Zainab Rida
7/16/2024	44209	AM#1	Sara Voss					Increase amount.	Melody Hobson
7/16/2024	44121	AM#2	ESU 13					Increase amount.	Zainab Rida
7/16/2024	45058		La Sonja Kirksey	\$16,800	8/1/2024	7/31/2025	General	Provide training & observation work for Step Up to Quality.	Melody Hobson
7/16/2024	45053		Shape Nebraska	\$10,000	7/3/2024	12/31/2024	Federal	Host Walk2 Unlock Nebraska mini grants.	Zainab Rida
7/16/2024	44387		UNO	\$200,000	6/1/2024	5/31/2025	Federal	Create microcredential courses to support teacher & leadership development.	Shirley Vargas



PROPOSED AGENDA ITEM RATIONALE

DATE: July 17, 2024

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Amy Rhone, Administrator – Office of Special Education

PROPOSED AGENDA ITEM: 2023-2024 Special Education Advisory Council (SEAC) Annual Report.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other

RATIONALE/BACKGROUND INFORMATION: Pursuant to the federal, Individuals with Disabilities Education Act (IDEA), the NDE has established the Special Education Advisory Council (SEAC) for the purpose of providing advice and policy guidance with respect to special education and related services for children with disabilities in Nebraska to the State Board of Education. The State Board approves membership on SEAC annually and receives advice and comments from SEAC, as necessary, throughout the year on special education issues. The 2022-23 Annual Report provides information about SEAC, SEAC committees and a summary of Council activities that occurred in the report year.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2024

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: N/A
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: